

Characteristics of Public and Private Elementary and Secondary School Principals in the United States:

Results From the 2017–18 National Teacher and
Principal Survey

First Look

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Principal Survey

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Introduction

The 2017–18 National Teacher and Principal Survey (NTPS)¹ is a state and nationally representative sample survey of public² and private³ K–12 schools, principals, and teachers in the 50 states and the District of Columbia. NTPS collects data on core topics including teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor forces. It is developed by National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education and conducted by the U.S. Census Bureau. This report presents selected findings from the Public School Principal and Private School Principal Data Files of the 2017–18 NTPS, representing results of the second collection of NTPS.

The purpose of NTPS is to collect information that can provide a detailed picture of U.S. elementary and secondary schools and their staff. This information is collected through school, principal, and teacher surveys. Information can be linked through all three surveys.

The 2017–18 NTPS uses a school-based sample of public and private schools. All principals associated with sampled public and private schools were also included in the sample. Teachers associated with a selected school were sampled from a list of teachers that was provided by the school, collected from school websites, or purchased from a vendor. The selected samples include about 10,600 traditional and charter public schools and their principals, 60,000 public school teachers, 4,000 private schools and their principals, and 9,600 private school teachers. The samples for public schools and staff were drawn to support estimates by geography, grade span, and charter status for public schools; the sample for private schools were drawn to support estimates by geography, grade span, and affiliation group for a wide range of topics. The reader is referred to the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming) for details about these estimation domains and their precision criteria.

The data were collected via mailed questionnaires and internet instruments with telephone and in-person field follow-up. Data collection began in September 2017, when the first questionnaires were mailed, and data collection ended in August 2018. The weighted unit response rate was 70.2 percent for public school principals and 62.6 percent for private school principals. For detailed information about response rates, bias analysis results, methodology, and design of the 2017–18 NTPS, please see the technical notes of this report in appendix B or the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

The purpose of this First Look is to introduce new data through the presentation of tables containing descriptive information. Selected findings chosen for this report demonstrate the range of information available on the 2017–18 NTPS Public School Principal and Private School Principal Restricted-Use Data Files. The selected findings do not represent a complete review of all observed differences in the data and are not meant to emphasize any issue. This First Look report highlights findings from the NTPS public school principal and private school principal surveys. Findings from the school and teacher data files will be presented in two companion First Look reports:

- *Characteristics of Public and Private Elementary and Secondary Schools in the United States: Results From the 2015–16 National Teacher and Principal Survey First Look* (NCES 2019-140); and

¹ NTPS is a redesign of the Schools and Staffing Survey (SASS). NTPS was introduced in the 2015–16 school year.

² Public schools include traditional public and charter schools.

³ While SASS included both public and private sector schools, principals, and teachers, the 2015–16 administration of NTPS only included the public sector.

- *Characteristics of Public and Private Elementary and Secondary School Teachers in the United States: Results From the 2017–18 National Teacher and Principal Survey First Look* (NCES 2019-142).

The tables in this report contain frequencies and percentages demonstrating bivariate relationships. All results have been weighted to reflect the sample design and to account for nonresponse and other adjustments. Comparisons drawn in the selected findings have been tested for statistical significance at the .05 level using Student's *t* statistics to ensure that the differences are larger than those that might be expected due to sampling variation. No adjustments were made for multiple comparisons. Although the selected findings include only statistically significant findings, they do not include every statistically significant comparison. Many of the variables examined are related to one another, and complex interactions and relationships have not been explored. Statistical Analysis Software (SAS 9.4) and SUDAAN (11.1) were used to compute the statistics for this report. Tables of standard errors are provided in appendix A. Detailed information about the survey methodology is provided in appendix B. Appendix C contains a description of the variables used in this report.

More information about NTPS can be found at <https://nces.ed.gov/surveys/ntps>.

Selected Findings

- Among public school principals during the 2017–18 school year, 78 percent were non-Hispanic White, 11 percent were non-Hispanic Black or African American, 9 percent were Hispanic, and 3 percent were another race/ethnicity.⁴ Among private school principals, 86 percent were non-Hispanic White, 5 percent were non-Hispanic Black or African American, 5 percent were Hispanic, and 4 percent were another race/ethnicity (table 1).
- Overall, 54 percent of public school principals were female. There were a higher percentage of public school principals who were female in primary schools (67 percent), than in middle schools, high schools, and combined schools (40 percent, 33 percent, and 43 percent, respectively). Overall, 58 percent of private school principals were female. There were a higher percentage of private school principals who were female in elementary schools (66 percent), than in secondary schools and combined schools (44 percent and 51 percent, respectively) (table 2).
- The most common highest degree reported for public school principals was a master’s degree (62 percent), followed by an education specialist or professional diploma (26 percent), a doctorate or first professional degree (11 percent), and a bachelor’s degree or less (2 percent). For private school principals, the most common highest degree reported was also a master’s degree (51 percent), followed by a bachelor’s degree or less (31 percent), and education specialist/professional diploma (11 percent), and a doctorate or first professional degree (8 percent) (table 3).
- Public school principals reported an average annual salary of \$98,300. Public school principals in high schools reported higher salaries (\$104,600) than principals in middle schools, primary schools, and combined schools (\$101,200, \$97,000, and \$88,100, respectively). Private school principals reported an average annual salary of \$72,500.⁵ Private school principals in secondary schools reported higher salaries (\$87,600), than in combined schools and elementary schools (\$74,000, and \$67,200, respectively) (table 4).
- Public school principals reported having an average of 6.8 years of experience as a principal, of which an average of 4.2 years was spent in their current school. Principals in traditional public schools reported an average of 6.8 years of experience, and principals in public charter schools reported an average of 6.5 years of experience. Private school principals reported having an average of 9.7 years of experience as a principal, of which an average of 7.0 years was spent in their current school. Principals in private Catholic, other religious, and nonsectarian schools reported 9.5, 9.4, and 10.3 years of experience, respectively (table 5).
- Nationally, 93 percent of principals reported having a major influence on decisions concerning evaluation of teachers, with 96 percent of public school principals and 86 percent of private school principals reporting major influence. Additionally, 75 percent of principals nationwide reported having major influence on setting discipline policy, with 73 percent of public school principals and 83 percent of private school principals reporting major influence (table 6).

⁴ Hispanic includes Latino. Other race/ethnicity includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; and Two or more races, non-Hispanic.

⁵ Private school principals who reported an annual salary of zero were excluded from the calculation of average salary.

- Among public school principals, relatively more principals in traditional public schools were evaluated during the last school year than principals in public charter schools (79 percent and 69 percent, respectively). Relatively more private school principals in Catholic and nonsectarian schools (63 percent and 58 percent, respectively) were evaluated during the last school year than those in other religious schools (41 percent) (table 7)
- Overall, 83 percent of all principals reported participating in any professional development activities in the 2016–17 school year.⁶ This includes 85 percent of public school principals and 77 percent of private school principals (table 8).

⁶ The question asked if they participated in any professional development activities as a principal during the last school year (2016–17).

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Estimate Tables

Table 1. Percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of principals by race/ethnicity			
	Hispanic, regardless of race ¹	White, non-Hispanic	Black or African American, non-Hispanic	Other ²
All schools	8.0	79.6	9.4	3.1
All public schools	8.9	77.7	10.5	2.9
School classification				
Traditional public	8.6	78.6	10.0	2.7
Charter school	12.3	66.5	16.3	4.8
Community type				
City	14.9	60.8	20.1	4.2
Suburban	10.2	78.5	9.4	1.9
Town	4.6	87.6	5.0	2.8
Rural	3.1	89.7	4.5	2.7
School level				
Primary	9.6	76.7	10.8	2.9
Middle	8.8	77.9	10.3	3.0
High	8.2	78.9	10.6	2.4
Combined	6.6	80.8	8.9	3.7
Student enrollment				
Less than 100	6.6	84.4	6.7	2.3
100–199	7.8	79.1	9.8	3.3
200–499	6.3	79.2	11.6	3.0
500–749	11.4	75.2	10.5	2.8
750–999	14.0	73.3	9.9	2.8
1,000 or more	10.5	76.7	10.0	2.8
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	4.1	89.8	3.8	2.3
35–49	4.9	88.8	3.9	2.4
50–74	6.1	83.8	7.6	2.6
75 or more	16.5	58.8	21.0	3.7

See notes at end of table.

Table 1. Percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of principals by race/ethnicity			
	Hispanic, regardless of race ¹	White, non-Hispanic	Black or African American, non-Hispanic	Other ²
All private schools	4.8	86.2	5.4	3.7
School classification				
Catholic	6.7	89.9	1.5 !	1.8
Other religious	2.6	85.5	7.9	4.0
Nonsectarian	6.8	83.5	4.7	5.0
Community type				
City	6.2	79.1	10.0	4.7
Suburban	6.0	85.3	4.9	3.8
Town	3.6 !	91.1	‡	3.6 !
Rural	1.4 !	96.0	0.8 !	1.9 !
School level				
Elementary	5.5	85.2	5.4	3.9
Secondary	4.2	86.9	5.9 !	3.0
Combined	3.9	87.5	5.0	3.6
Student enrollment				
Less than 100	4.7	82.7	8.3	4.3
100–199	6.3	87.0	2.8 !	3.9
200–499	4.4	90.6	2.6	2.3
500–749	‡	95.1	‡	‡
750 or more	2.0 !	92.5	‡	4.4 !

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

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

¹ Hispanic includes Latino.

² Other includes American Indian/Alaska Native, non-Hispanic; Asian, non-Hispanic; Native Hawaiian or Other Pacific Islander, non-Hispanic; and Two or more races, non-Hispanic.

NOTE: Detail may not sum to totals because of rounding and because some data are not shown.

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

Table 2. Average and median age of school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals by				
			Age			Sex	
			Less than 45 years	45–54 years	55 years or more	Male	Female
All schools	49	47	35.1	37.8	27.0	45.4	54.6
All public schools	48	47	36.9	40.8	22.3	46.3	53.7
School classification							
Traditional public	48	47	36.4	41.3	22.3	47.0	53.0
Charter school	47	46	43.0	34.6	22.4	38.4	61.6
Community type							
City	48	47	37.1	40.7	22.2	39.3	60.7
Suburban	48	47	36.9	42.1	21.0	45.6	54.4
Town	48	47	35.3	41.0	23.7	49.6	50.4
Rural	48	47	37.5	39.3	23.2	53.1	46.9
School level							
Primary	48	47	37.1	40.1	22.8	33.2	66.8
Middle	47	46	42.0	39.4	18.6	60.1	39.9
High	48	47	33.8	42.9	23.3	67.4	32.6
Combined	49	48	34.4	42.5	23.1	56.6	43.4
Student enrollment							
Less than 100	49	48	29.0	44.0	26.9	49.5	50.5
100–199	48	47	36.9	39.9	23.2	47.2	52.8
200–499	48	46	39.3	37.8	22.9	42.3	57.7
500–749	48	47	37.0	42.4	20.6	42.9	57.1
750–999	48	47	35.1	45.8	19.1	50.5	49.5
1,000 or more	48	47	34.5	42.3	23.2	63.2	36.8
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	48	47	36.7	41.5	21.8	49.4	50.6
35–49	48	46	37.6	41.8	20.6	48.5	51.5
50–74	48	47	35.6	41.0	23.5	50.0	50.0
75 or more	48	47	37.7	39.8	22.6	40.4	59.6

See notes at end of table.

Table 2. Average and median age of school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals by				
			Age			Sex	
			Less than 45 years	45–54 years	55 years or more	Male	Female
All private schools	52	52	28.9	27.5	43.5	42.0	58.0
School classification							
Catholic	52	53	29.5	23.3	47.2	35.8	64.2
Other religious	51	51	29.1	28.6	42.3	50.4	49.6
Nonsectarian	52	52	28.1	29.9	42.0	33.5	66.5
Community type							
City	53	52	29.0	25.3	45.7	36.6	63.4
Suburban	53	53	25.6	29.7	44.7	36.2	63.8
Town	54	55	25.6	21.8	52.6	44.6	55.4
Rural	49	48	35.3	29.9	34.8	57.8	42.2
School level							
Elementary	52	52	29.1	26.8	44.1	34.4	65.6
Secondary	52	51	28.7	32.5	38.8	56.5	43.5
Combined	52	52	28.7	26.4	44.8	48.7	51.3
Student enrollment							
Less than 100	51	51	30.3	26.7	42.9	38.3	61.7
100–199	53	52	27.6	28.4	44.0	38.7	61.3
200–499	53	52	27.3	27.3	45.4	47.5	52.5
500–749	51	50	31.6	28.7	39.7	56.3	43.7
750 or more	53	52	23.5	33.5	43.0	68.0	32.0

NOTE: Detail may not sum to totals because of rounding.

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

Table 3. Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma ¹	Doctorate or first professional degree
All schools	8.3	59.3	22.5	9.9
All public schools	1.8	61.8	25.9	10.5
School classification				
Traditional public	1.3	61.8	26.6	10.3
Charter school	8.6	61.4	16.9	13.1
Community type				
City	2.1	61.8	23.8	12.3
Suburban	1.2	62.7	23.5	12.6
Town	2.3	59.5	31.8	6.4
Rural	2.1 !	61.6	28.0	8.3
School level				
Primary	1.7	62.6	26.0	9.7
Middle	1.1 !	62.6	24.9	11.5
High	2.1	57.7	27.6	12.6
Combined	3.6	64.1	23.0	9.4
Student enrollment				
Less than 100	8.3 !	51.7	27.8	12.1
100–199	3.0	63.9	24.8	8.3
200–499	1.4	61.6	27.9	9.1
500–749	1.2	64.2	24.2	10.4
750–999	0.7 !	63.3	23.6	12.3
1,000 or more	1.2	59.8	23.6	15.4
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	2.1	60.7	25.7	11.5
35–49	1.1	61.2	28.8	8.9
50–74	1.7	60.8	26.8	10.7
75 or more	2.1	63.4	24.0	10.5

See notes at end of table.

Table 3. Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma ¹	Doctorate or first professional degree
All private schools	30.8	50.6	10.8	7.9
School classification				
Catholic	9.5	71.1	14.8	4.6
Other religious	45.6	39.4	7.0	8.0
Nonsectarian	26.1	49.6	13.4	10.9
Community type				
City	22.6	56.2	11.2	10.0
Suburban	26.9	52.4	12.8	7.9
Town	26.1	55.3	14.2	4.4 !
Rural	51.1	37.3	5.7	5.9
School level				
Elementary	33.7	51.9	10.3	4.2
Secondary	20.2	55.8	11.2	12.8
Combined	30.8	45.7	11.5	12.1
Student enrollment				
Less than 100	48.5	35.2	9.7	6.6
100–199	19.1	63.8	9.5	7.6
200–499	9.2	67.4	14.8	8.6
500–749	8.2	70.1	11.4	10.3
750 or more	7.6 !	61.8	8.7	21.9

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

¹ At least 1 year beyond the master's level.

NOTE: Detail may not sum to totals because of rounding.

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

Table 4. Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All schools	\$92,900	\$84,700	\$95,600	\$96,600
All public schools	98,300	90,400	99,400	104,700
School classification				
Traditional public	98,700	90,900	99,600	105,300
Charter school	93,100	84,500	97,000	97,500
Community type				
City	103,200	95,700	104,300	110,300
Suburban	108,600	100,700	108,600	115,900
Town	88,800	80,700	91,000	93,900
Rural	85,000	77,400	86,400	90,600
School level				
Primary	97,000	89,200	98,200	103,000
Middle	101,200	92,500	101,500	110,500
High	104,600	97,600	105,500	109,700
Combined	88,100	80,600	87,900	96,600
Student enrollment				
Less than 100	84,400	75,200	91,000	87,200
100–199	86,300	80,600	87,000	91,900
200–499	95,100	88,100	95,400	101,300
500–749	101,400	95,000	100,900	109,100
750–999	105,300	95,100	106,000	113,300
1,000 or more	114,600	106,800	115,000	120,600
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	104,200	95,200	104,800	111,100
35–49	97,900	91,100	99,300	102,200
50–74	95,100	88,600	94,800	101,800
75 or more	95,900	87,900	98,400	101,800

See notes at end of table.

Table 4. Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2017–18—
Continued

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All private schools	\$72,500	\$62,200	\$76,700	\$75,900
School classification				
Catholic	72,800	68,000	75,600	74,100
Other religious	56,500	46,600	60,000	60,600
Nonsectarian	97,200	84,200	101,500	100,800
Community type				
City	82,800	70,600	86,200	86,500
Suburban	76,600	66,100	77,800	82,200
Town	50,500	49,000	53,700	49,000
Rural	55,200	51,100	63,100	53,600
School level				
Elementary	67,200	56,700	71,700	71,200
Secondary	87,600	72,400	92,300	93,400
Combined	74,000	67,800	75,400	76,500
Student enrollment				
Less than 100	53,400	49,300	56,000	54,400
100–199	74,100	66,700	76,500	76,900
200–499	92,200	78,500	96,300	96,000
500–749	112,400	93,400	135,400	105,300
750 or more	134,400	135,900	127,300	138,800

NOTE: Private school principals who reported an annual salary of zero are excluded from the table.

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

Table 5. Average total years of experience as a school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3–9 years	10 years or more
All schools	7.4	4.8	44.3	40.6	15.2
All public schools	6.8	4.2	45.9	42.1	12.0
School classification					
Traditional public	6.8	4.2	45.6	42.4	11.9
Charter school	6.5	4.1	49.5	38.0	12.5
Community type					
City	6.4	3.9	48.7	41.0	10.3
Suburban	6.8	4.1	44.1	45.3	10.6
Town	7.1	4.5	46.3	38.5	15.2
Rural	7.0	4.5	45.0	41.1	13.9
School level					
Primary	6.9	4.3	44.2	43.7	12.0
Middle	6.3	4.0	48.5	40.7	10.8
High	6.8	4.1	47.8	40.6	11.6
Combined	6.9	4.3	47.8	38.0	14.3
Student enrollment					
Less than 100	6.4	4.1	52.4	34.4	13.3
100–199	6.7	4.3	49.4	34.7	15.9
200–499	7.0	4.4	44.2	42.9	12.9
500–749	6.5	4.0	46.8	42.3	10.9
750–999	6.8	4.0	44.6	45.9	9.4
1,000 or more	6.9	4.1	44.6	45.6	9.8
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	7.3	4.5	43.0	43.8	13.2
35–49	6.8	4.4	44.2	41.6	14.2
50–74	6.9	4.3	43.2	44.2	12.5
75 or more	6.3	3.8	50.8	39.6	9.6

See notes at end of table.

Table 5. Average total years of experience as a school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3–9 years	10 years or more
All private schools	9.7	7.0	38.6	35.3	26.2
School classification					
Catholic	9.5	5.9	42.5	36.6	20.9
Other religious	9.4	7.0	39.4	33.3	27.3
Nonsectarian	10.3	8.0	33.2	37.4	29.5
Community type					
City	10.0	7.3	33.8	39.5	26.7
Suburban	10.3	7.5	37.9	33.5	28.5
Town	10.4	7.2	39.0	37.3	23.7
Rural	8.0	5.6	46.5	30.7	22.8
School level					
Elementary	9.5	6.6	42.0	32.9	25.1
Secondary	9.0	6.3	37.6	39.8	22.6
Combined	10.3	7.9	32.9	37.3	29.7
Student enrollment					
Less than 100	9.3	7.4	40.0	32.0	28.0
100–199	9.5	6.3	39.9	36.7	23.4
200–499	10.3	6.6	36.7	39.1	24.3
500–749	9.8	6.8	35.4	38.7	25.9
750 or more	12.4	8.2	23.4	47.0	29.5

NOTE: Years of experience do not include the current school year. Detail may not sum to totals because of rounding.

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

Table 6. Percentage of school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All schools	72.5	46.8	71.5	93.4	88.1	75.1	60.0
All public schools	70.6	40.4	69.1	95.5	88.5	73.0	60.4
School classification							
Traditional public	69.9	38.8	68.2	95.7	88.5	72.8	60.8
Charter school	78.4	59.4	80.2	93.4	88.4	75.9	55.7
Community type							
City	70.0	37.5	71.5	94.0	85.8	69.2	61.3
Suburban	69.8	31.7	65.7	95.9	88.1	71.0	64.5
Town	74.3	48.9	68.2	97.0	90.1	78.1	58.3
Rural	70.4	49.9	71.2	95.8	91.1	77.0	55.4
School level							
Primary	70.2	37.6	66.3	96.2	87.3	72.2	62.2
Middle	72.2	35.6	70.5	96.3	91.7	75.5	61.4
High	71.0	44.1	73.5	93.8	90.6	73.0	59.7
Combined	69.8	56.2	74.0	94.0	86.5	74.0	50.4
Student enrollment							
Less than 100	73.5	60.3	71.5	91.6	84.7	80.2	62.9
100–199	73.2	51.5	74.4	95.6	88.2	76.3	56.7
200–499	70.8	41.6	67.0	96.6	87.3	73.3	56.4
500–749	68.9	34.0	68.1	96.0	88.9	71.6	62.1
750–999	70.0	34.7	69.3	95.4	90.3	72.9	68.3
1,000 or more	70.7	35.2	73.7	92.5	93.2	68.5	65.4
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	69.6	37.2	69.1	95.9	90.1	75.7	63.4
35–49	66.8	41.4	67.3	96.0	91.7	73.9	58.2
50–74	71.4	42.7	71.7	95.2	89.0	71.5	59.8
75 or more	72.6	40.8	68.1	95.2	85.5	71.4	59.5

See notes at end of table.

Table 6. Percentage of school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All private schools	79.4	69.1	80.3	86.0	86.6	82.5	58.4
School classification							
Catholic	81.4	67.2	85.9	93.5	94.3	86.0	60.0
Other religious	78.2	68.7	76.0	82.6	79.8	81.2	53.7
Nonsectarian	79.4	71.8	81.7	83.9	89.9	81.2	64.9
Community type							
City	84.1	72.4	85.3	89.1	90.0	85.9	60.0
Suburban	84.2	73.9	82.0	89.1	88.7	84.7	58.6
Town	81.6	71.4	82.8	91.0	93.0	83.7	58.7
Rural	64.0	55.9	67.8	73.3	74.7	73.5	55.4
School level							
Elementary	75.2	64.9	80.3	86.2	86.7	83.5	59.2
Secondary	82.4	74.1	81.6	88.8	91.1	79.8	55.5
Combined	85.2	74.3	79.8	84.0	83.9	82.1	58.3
Student enrollment							
Less than 100	75.8	68.6	75.1	82.4	81.2	79.7	55.3
100–199	78.7	66.4	86.3	90.7	91.3	87.3	60.4
200–499	86.1	72.3	84.8	89.6	92.4	84.0	64.9
500–749	86.3	71.1	81.4	88.7	90.9	85.0	50.9
750 or more	84.2	71.5	83.5	77.8	89.2	79.4	59.9

NOTE: Response options included “no influence,” “minor influence,” “moderate influence,” “major influence,” and “not applicable.” Principals who reported “not applicable” are excluded from the table.

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

Table 7. Percentage of principals who were evaluated during the last school year and, among those principals, percentage that agreed with different statements about their evaluations, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of evaluated principals that agreed with different statements						
	Percent of principals who were evaluated last school year	The evaluator(s) accurately evaluated my strengths and weaknesses as a principal	My evaluator(s) was fair and unbiased	Overall, the evaluation process was fair	I had a strong understanding of how I would be evaluated at this school	I had a clearer idea of what was expected of me because of the evaluation process	The evaluation rubric accurately represents the scope of my responsibilities as a principal
All schools	72.1	90.8	92.4	92.6	89.8	87.7	83.1
All public schools	78.2	90.4	92.1	92.1	90.2	88.1	83.6
School classification							
Traditional public	78.9	90.4	92.0	92.2	90.3	88.1	83.6
Charter school	69.0	90.9	92.6	91.6	88.9	87.2	84.5
Community type							
City	77.5	89.8	91.3	91.0	90.8	88.0	81.6
Suburban	79.7	89.2	91.8	91.7	89.8	87.6	83.3
Town	77.7	91.4	93.5	93.1	90.1	88.2	87.4
Rural	77.1	92.1	92.5	93.5	90.2	88.6	84.4
School level							
Primary	78.9	90.7	92.2	92.5	90.7	88.2	83.7
Middle	78.9	90.3	91.4	91.9	89.3	88.0	85.2
High	77.3	89.6	92.9	91.3	88.9	87.0	82.2
Combined	74.6	90.8	90.8	91.9	91.8	89.5	83.8
Student enrollment							
Less than 100	64.8	91.1	91.1	90.9	87.0	87.7	78.7
100–199	71.9	88.7	90.5	89.9	86.0	85.4	80.6
200–499	80.0	90.7	92.2	92.5	90.4	88.4	84.3
500–749	79.1	90.5	91.6	92.2	90.9	87.8	83.6
750–999	80.2	90.5	91.5	91.3	90.6	88.0	86.4
1,000 or more	80.2	90.1	94.4	93.5	92.1	89.6	83.2
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	79.4	90.7	92.8	92.7	90.1	87.9	84.6
35–49	79.0	89.9	93.4	93.5	89.4	86.9	82.3
50–74	78.9	91.1	92.6	93.0	90.6	88.5	83.8
75 or more	76.3	90.0	90.4	90.5	90.4	88.5	83.3

See notes at end of table.

Table 7. Percentage of principals who were evaluated during the last school year and, among those principals, percentage that agreed with different statements about their evaluations, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of evaluated principals that agreed with different statements						
	Percent of principals who were evaluated last school year	The evaluator(s) accurately evaluated my strengths and weaknesses as a principal	My evaluator(s) was fair and unbiased	Overall, the evaluation process was fair	I had a strong understanding of how I would be evaluated at this school	I had a clearer idea of what was expected of me because of the evaluation process	The evaluation rubric accurately represents the scope of my responsibilities as a principal
All private schools	51.3	92.8	94.2	95.2	87.4	85.9	80.5
School classification							
Catholic	62.6	91.8	94.8	94.8	88.1	85.9	80.0
Other religious	41.0	93.4	93.4	95.5	87.0	86.1	81.3
Nonsectarian	58.2	93.1	94.4	95.2	87.1	85.6	79.9
Community type							
City	57.3	93.7	94.7	94.9	89.4	85.5	81.2
Suburban	53.5	93.8	95.3	95.5	87.7	87.6	81.1
Town	42.9	94.1	92.9	96.4	88.3	89.5	83.0
Rural	42.4	88.4	91.4	94.5	82.3	81.7	76.6
School level							
Elementary	52.7	91.8	93.5	94.5	87.2	85.2	79.5
Secondary	54.9	92.7	94.7	94.8	81.5	83.1	78.4
Combined	47.1	94.9	95.2	96.7	91.0	88.7	83.5
Student enrollment							
Less than 100	40.9	93.5	94.6	96.5	85.8	84.1	78.8
100–199	60.7	92.5	92.2	94.6	87.7	86.2	83.1
200–499	61.6	91.9	95.7	94.0	88.6	86.7	79.3
500–749	62.5	90.5	91.3	91.9	87.5	87.3	78.7
750 or more	67.7	97.5	96.0	97.2	93.4	94.2	89.7

NOTE: Response options included “strongly disagree,” “somewhat disagree,” “somewhat agree,” and “strongly agree.” Principals who reported “somewhat agree” or “strongly agree” were considered to have reported that they “agreed” with different statements.

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

Table 8. Percentage of principals who participated in any professional development activities during the last school year and, among those principals, percentage that participated in various kinds of professional development, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of principals who participated in any professional development activities	Among principals who participated in any professional development, percent that participated in various kinds of professional development					
		University course(s) related to your role as principal	Visits to other schools designed to improve your own work as principal	Mentoring, peer observation and coaching of principals	Participating in a principal network ¹	Workshop, conferences, or training in which you were presenter	Other workshops or conferences in which you were not a presenter
All schools	83.4	20.3	66.9	50.3	75.2	45.7	93.2
All public schools	85.2	19.7	67.6	52.2	76.6	47.8	93.7
School classification							
Traditional public	85.5	19.5	67.7	52.1	77.1	47.6	93.8
Charter school	82.6	21.9	66.8	53.0	70.5	50.5	92.2
Community type							
City	84.9	20.9	77.4	60.0	76.9	52.9	93.3
Suburban	86.7	18.7	69.0	52.0	76.6	50.0	93.8
Town	84.5	20.1	60.5	46.9	74.9	46.2	93.9
Rural	84.2	19.6	58.9	46.6	77.3	40.4	94.0
School level							
Primary	86.6	19.0	69.1	53.0	75.5	46.7	93.7
Middle	84.3	19.0	67.5	54.1	79.5	49.8	94.5
High	83.4	21.9	67.2	52.0	78.1	50.5	93.3
Combined	83.0	20.3	59.2	44.4	75.8	46.0	93.3
Student enrollment							
Less than 100	79.4	22.0	62.0	49.0	73.8	45.3	94.8
100–199	81.1	25.9	59.4	45.5	67.1	43.3	91.4
200–499	86.2	20.4	66.0	48.9	77.3	43.7	93.9
500–749	86.1	18.5	69.6	54.9	77.4	50.4	94.3
750–999	86.3	14.5	75.1	60.4	77.4	53.7	92.9
1,000 or more	85.5	19.0	70.9	57.1	80.2	56.4	93.0
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	86.5	19.6	66.2	48.9	77.8	47.6	94.7
35–49	84.3	18.9	65.4	50.0	77.8	48.3	93.0
50–74	85.6	17.7	66.0	48.9	75.3	44.2	94.5
75 or more	84.4	21.6	70.8	58.0	76.1	50.2	92.6

See notes at end of table.

Table 8. Percentage of principals who participated in any professional development activities during the last school year and, among those principals, percentage that participated in various kinds of professional development, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of principals who participated in any professional development activities	Among principals who participated in any professional development, percent that participated in various kinds of professional development					
		University course(s) related to your role as principal	Visits to other schools designed to improve your own work as principal	Mentoring, peer observation and coaching of principals	Participating in a principal network ¹	Workshop, conferences, or training in which you were presenter	Other workshops or conferences in which you were not a presenter
All private schools	77.1	22.8	64.2	43.3	69.6	37.5	91.1
School classification							
Catholic	85.1	25.0	64.6	44.1	79.5	33.3	94.0
Other religious	71.3	21.8	59.7	42.6	65.0	34.3	87.3
Nonsectarian	79.2	21.8	71.0	43.5	66.3	47.0	94.0
Community type							
City	83.9	22.8	67.2	44.9	73.9	41.7	93.6
Suburban	80.3	24.1	64.5	44.1	70.8	40.1	91.8
Town	79.0	16.8	57.4	42.1	66.5	34.5	87.3
Rural	61.3	23.2	61.3	39.0	60.3	25.1	86.6
School level							
Elementary	75.9	25.2	66.0	43.2	73.4	35.7	91.2
Secondary	76.3	24.2	69.5	46.4	73.3	39.8	91.8
Combined	79.7	17.9	58.7	42.0	61.4	39.4	90.5
Student enrollment							
Less than 100	69.2	22.4	61.3	45.7	59.2	36.0	88.4
100–199	83.2	24.0	64.2	38.5	74.6	36.0	93.4
200–499	85.6	23.4	66.9	41.1	80.2	40.9	92.5
500–749	87.6	16.5	70.3	52.3	78.7	30.3	92.6
750 or more	89.3	23.6	75.8	46.1	84.2	53.4	98.3

¹ Participating in a principal network includes a group of principals organized within school systems, by an outside agency, or through the internet.

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

Appendix A: Standard Error Tables

Table A-1. Standard errors for Table 1: Percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of principals by race/ethnicity			
	Hispanic, regardless of race	White, non-Hispanic	Black or African American, non-Hispanic	Other
All schools	0.30	0.44	0.36	0.19
All public schools	0.36	0.49	0.41	0.21
School classification				
Traditional public	0.38	0.53	0.44	0.22
Charter school	1.04	1.66	1.30	0.73
Community type				
City	0.87	1.16	0.95	0.49
Suburban	0.69	0.92	0.68	0.33
Town	0.72	1.00	0.68	0.51
Rural	0.40	0.78	0.54	0.42
School level				
Primary	0.53	0.71	0.56	0.31
Middle	0.89	1.29	0.98	0.49
High	0.73	0.98	0.77	0.36
Combined	0.90	1.49	1.12	0.59
Student enrollment				
Less than 100	1.47	2.19	1.45	0.88
100–199	1.30	2.21	1.67	0.86
200–499	0.52	0.78	0.64	0.36
500–749	0.92	1.08	0.75	0.43
750–999	1.45	1.83	1.19	0.58
1,000 or more	0.83	1.32	1.02	0.45
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	0.45	0.76	0.49	0.38
35–49	0.75	0.97	0.61	0.48
50–74	0.70	1.06	0.77	0.42
75 or more	0.86	1.13	0.96	0.43

See notes at end of table.

Table A-1. Standard errors for Table 1: Percentage distribution of school principals, by race/ethnicity, school type, and selected school characteristics: 2017–18—
Continued

School type and selected school characteristic	Percent of principals by race/ethnicity			
	Hispanic, regardless of race	White, non-Hispanic	Black or African American, non-Hispanic	Other
All private schools	0.45	0.81	0.64	0.45
School classification				
Catholic	1.10	1.29	0.54	0.52
Other religious	0.52	1.46	1.28	0.77
Nonsectarian	1.05	1.39	0.94	0.88
Community type				
City	0.92	1.83	1.55	0.88
Suburban	0.89	1.37	1.09	0.78
Town	1.57	2.26	†	1.48
Rural	0.59	1.05	0.31	0.82
School level				
Elementary	0.68	1.22	0.91	0.66
Secondary	0.89	2.53	2.33	0.74
Combined	0.76	1.45	0.97	0.87
Student enrollment				
Less than 100	0.68	1.47	1.20	0.73
100–199	1.16	1.71	0.88	0.87
200–499	0.89	1.24	0.71	0.59
500–749	†	1.65	†	†
750 or more	0.98	2.27	†	1.96

† Not applicable.

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

Table A-2. Standard errors for Table 2: Average and median age of school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals by				
			Age			Sex	
			Less than 45 years	45–54 years	55 years or more	Male	Female
All schools	0.1	0.1	0.51	0.52	0.49	0.54	0.54
All public schools	0.1	0.1	0.59	0.62	0.51	0.59	0.59
School classification							
Traditional public	0.1	0.1	0.63	0.66	0.55	0.62	0.62
Charter school	0.3	0.4	1.78	1.70	1.53	1.70	1.70
Community type							
City	0.2	0.3	1.17	1.26	1.01	1.15	1.15
Suburban	0.2	0.2	1.18	1.13	0.91	1.14	1.14
Town	0.3	0.4	1.59	1.58	1.36	1.42	1.42
Rural	0.2	0.2	1.34	1.28	1.08	1.30	1.30
School level							
Primary	0.2	0.2	0.88	0.88	0.78	0.80	0.80
Middle	0.2	0.3	1.58	1.48	1.12	1.54	1.54
High	0.2	0.3	1.34	1.41	1.07	1.21	1.21
Combined	0.3	0.4	1.74	1.73	1.40	1.94	1.94
Student enrollment							
Less than 100	0.6	0.5	3.32	3.57	2.57	3.26	3.26
100–199	0.4	0.5	2.34	2.28	2.11	2.49	2.49
200–499	0.2	0.2	1.01	0.99	0.94	0.93	0.93
500–749	0.2	0.3	1.22	1.21	0.98	1.22	1.22
750–999	0.3	0.3	1.78	1.91	1.39	1.91	1.91
1,000 or more	0.2	0.3	1.36	1.62	1.30	1.38	1.38
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	0.2	0.2	1.22	1.21	0.93	1.18	1.18
35–49	0.3	0.3	1.49	1.52	1.28	1.50	1.50
50–74	0.2	0.3	1.26	1.32	1.16	1.40	1.40
75 or more	0.2	0.2	1.10	1.09	0.93	1.05	1.05

See notes at end of table.

Table A-2. Standard errors for Table 2: Average and median age of school principals and percentage distribution of principals, by age category, sex, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average age of principals	Median age of principals	Percent of principals by				
			Age			Sex	
			Less than 45 years	45–54 years	55 years or more	Male	Female
All private schools	0.3	0.5	1.31	1.17	1.38	1.23	1.23
School classification							
Catholic	0.5	0.8	1.88	1.84	2.27	2.03	2.03
Other religious	0.6	0.9	2.21	2.00	2.40	2.22	2.22
Nonsectarian	0.5	0.7	2.02	2.09	2.30	1.93	1.93
Community type							
City	0.5	0.5	1.78	1.68	1.88	1.78	1.78
Suburban	0.4	0.6	1.72	1.79	1.99	1.73	1.73
Town	1.2	1.3	3.51	3.39	3.95	5.26	5.26
Rural	0.9	1.1	3.94	3.33	3.73	4.36	4.36
School level							
Elementary	0.5	0.7	1.87	1.74	1.85	1.68	1.68
Secondary	0.7	0.8	3.00	2.51	3.07	2.93	2.93
Combined	0.5	1.0	1.94	1.91	2.14	2.45	2.45
Student enrollment							
Less than 100	0.6	1.0	2.38	1.94	2.41	2.30	2.30
100–199	0.6	0.6	2.27	2.29	2.60	2.28	2.28
200–499	0.5	0.8	2.05	1.80	2.23	2.01	2.01
500–749	1.2	1.9	3.90	3.49	4.49	4.07	4.07
750 or more	0.8	0.8	3.32	3.91	4.63	3.96	3.96

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

Table A-3. Standard errors for Table 3: Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma	Doctorate or first professional degree
All schools	0.39	0.59	0.49	0.34
All public schools	0.22	0.65	0.60	0.41
School classification				
Traditional public	0.23	0.69	0.63	0.42
Charter school	1.00	1.76	1.36	1.25
Community type				
City	0.27	1.15	0.95	0.77
Suburban	0.25	1.14	0.98	0.77
Town	0.67	1.76	1.62	0.75
Rural	0.66	1.29	1.28	0.69
School level				
Primary	0.33	0.90	0.81	0.60
Middle	0.36	1.42	1.39	1.09
High	0.51	1.36	1.23	0.87
Combined	0.55	1.70	1.55	0.96
Student enrollment				
Less than 100	2.60	3.63	2.63	2.01
100–199	0.62	2.27	2.13	1.54
200–499	0.23	1.06	1.04	0.70
500–749	0.28	1.16	0.98	0.74
750–999	0.26	1.77	1.54	1.33
1,000 or more	0.29	1.45	1.26	1.06
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	0.55	1.25	1.07	0.84
35–49	0.31	1.47	1.47	0.85
50–74	0.38	1.34	1.18	0.82
75 or more	0.38	1.21	1.08	0.76

See notes at end of table.

Table A-3. Standard errors for Table 3: Percentage distribution of school principals, by highest degree earned, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Bachelor's degree or less	Master's degree	Education specialist or professional diploma	Doctorate or first professional degree
All private schools	1.52	1.47	0.66	0.68
School classification				
Catholic	1.45	2.07	1.50	0.82
Other religious	2.70	2.40	1.08	1.18
Nonsectarian	2.12	2.26	1.37	1.13
Community type				
City	1.68	2.19	1.17	1.46
Suburban	1.96	2.06	1.22	0.91
Town	5.31	5.51	3.33	1.45
Rural	4.31	3.86	1.43	1.26
School level				
Elementary	1.95	1.91	1.00	0.64
Secondary	2.25	2.88	1.57	2.37
Combined	2.73	2.52	1.37	1.38
Student enrollment				
Less than 100	2.52	2.16	1.10	1.06
100–199	1.99	2.25	1.29	1.27
200–499	1.28	2.04	1.53	1.11
500–749	2.45	3.93	2.22	2.39
750 or more	2.92	3.99	2.06	2.90

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

Table A-4. Standard errors for Table 4: Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All schools	360	720	560	830
All public schools	320	670	510	650
School classification				
Traditional public	340	720	530	660
Charter school	980	1,350	1,500	2,490
Community type				
City	680	1,390	1,090	1,200
Suburban	570	990	940	1,200
Town	620	1,130	940	1,250
Rural	530	1,090	750	1,130
School level				
Primary	420	890	730	920
Middle	700	1,260	1,070	1,790
High	670	1,320	990	1,520
Combined	1,020	2,290	1,600	1,640
Student enrollment				
Less than 100	2,070	3,690	3,260	3,870
100–199	1,310	2,090	2,310	2,690
200–499	430	950	820	1,010
500–749	640	1,060	1,090	1,140
750–999	800	1,710	1,190	1,900
1,000 or more	710	1,350	980	1,450
Percent of K–12 students who were approved for free or reduced-price lunches				
0–34	680	1,510	930	1,370
35–49	780	1,500	1,190	1,420
50–74	610	1,220	950	1,430
75 or more	620	1,140	1,010	1,350

See notes at end of table.

Table A-4. Standard errors for Table 4: Average annual salary for school principals, by years of experience as a principal, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average annual salary	Average annual salary for principals by years of experience		
		Less than 3 years	3 to 9 years	10 years or more
All private schools	990	1,760	1,920	2,070
School classification				
Catholic	1,090	1,780	2,320	2,110
Other religious	1,560	2,160	2,480	2,920
Nonsectarian	2,350	4,970	4,220	4,230
Community type				
City	1,950	4,100	3,480	3,030
Suburban	1,490	2,130	3,000	2,800
Town	1,970	3,620	3,220	4,750
Rural	2,320	4,380	3,820	4,480
School level				
Elementary	1,230	2,290	2,650	2,180
Secondary	2,620	4,170	4,720	4,510
Combined	2,350	3,680	3,290	4,450
Student enrollment				
Less than 100	1,350	2,190	2,290	2,480
100–199	1,600	2,830	2,980	2,660
200–499	1,960	3,300	3,790	3,590
500–749	5,910	11,490	11,560	7,730
750 or more	6,970	15,710	9,750	10,610

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

Table A-5. Standard errors for Table 5: Average total years of experience as a school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2017–18

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3–9 years	10 years or more
All schools	0.09	0.07	0.63	0.61	0.44
All public schools	0.09	0.06	0.68	0.66	0.43
School classification					
Traditional public	0.09	0.06	0.72	0.70	0.46
Charter school	0.23	0.18	1.88	1.87	1.28
Community type					
City	0.14	0.10	1.25	1.25	0.80
Suburban	0.15	0.11	1.17	1.10	0.80
Town	0.24	0.18	1.71	1.74	1.34
Rural	0.17	0.13	1.20	1.19	0.95
School level					
Primary	0.13	0.09	1.03	1.02	0.63
Middle	0.16	0.13	1.52	1.47	1.01
High	0.17	0.12	1.44	1.42	0.98
Combined	0.26	0.16	1.92	1.88	1.30
Student enrollment					
Less than 100	0.36	0.29	2.97	2.97	2.10
100–199	0.35	0.26	2.68	2.48	1.93
200–499	0.14	0.11	1.08	1.05	0.71
500–749	0.14	0.11	1.27	1.19	0.82
750–999	0.20	0.14	1.73	1.74	1.15
1,000 or more	0.19	0.13	1.58	1.48	0.88
Percent of K–12 students who were approved for free or reduced-price lunches					
0–34	0.15	0.11	1.20	1.14	0.81
35–49	0.20	0.15	1.57	1.48	1.16
50–74	0.18	0.13	1.46	1.48	0.94
75 or more	0.14	0.10	1.21	1.23	0.70

See notes at end of table.

Table A-5. Standard errors for Table 5: Average total years of experience as a school principal, average years as a principal at current school, and percentage distribution of school principals, by reported years of experience as a principal at current school, school type, and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Average total years of experience	Average years at current school	Percent of principals by reported years of experience at current school		
			Less than 3 years	3–9 years	10 years or more
All private schools	0.29	0.24	1.63	1.43	1.19
School classification					
Catholic	0.42	0.31	2.04	1.98	1.69
Other religious	0.49	0.41	2.85	2.39	2.02
Nonsectarian	0.50	0.48	2.39	2.26	2.16
Community type					
City	0.43	0.38	2.11	2.14	1.87
Suburban	0.40	0.35	1.91	1.89	1.82
Town	1.36	1.09	3.74	3.73	4.08
Rural	0.79	0.58	5.15	4.14	3.46
School level					
Elementary	0.41	0.31	2.61	2.37	1.62
Secondary	0.52	0.38	3.00	2.79	2.11
Combined	0.48	0.48	1.96	2.19	2.37
Student enrollment					
Less than 100	0.51	0.44	2.93	2.50	2.11
100–199	0.43	0.31	2.25	2.16	1.94
200–499	0.42	0.32	2.09	2.08	1.80
500–749	0.70	0.60	3.75	3.84	4.83
750 or more	0.99	0.94	3.01	3.99	4.30

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

Table A-6. Standard errors for Table 6: Percentage of school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All schools	0.53	0.55	0.55	0.32	0.42	0.46	0.59
All public schools	0.61	0.62	0.65	0.27	0.44	0.51	0.67
School classification							
Traditional public	0.64	0.65	0.69	0.28	0.45	0.54	0.71
Charter school	1.53	1.90	1.41	0.98	1.25	1.42	1.76
Community type							
City	1.17	1.25	1.19	0.56	0.86	1.05	1.23
Suburban	1.09	1.15	1.28	0.43	0.78	1.02	1.11
Town	1.33	1.64	1.59	0.57	1.04	1.26	1.64
Rural	1.31	1.34	1.17	0.53	0.69	0.99	1.30
School level							
Primary	0.89	0.95	0.93	0.34	0.61	0.79	0.89
Middle	1.36	1.27	1.39	0.59	0.84	1.24	1.51
High	1.30	1.45	1.07	0.63	0.90	1.09	1.29
Combined	1.68	1.82	1.77	0.80	1.23	1.60	1.99
Student enrollment							
Less than 100	2.87	2.92	3.18	1.76	2.36	2.40	3.63
100–199	2.21	2.62	2.56	1.16	1.88	2.26	2.86
200–499	1.04	1.00	1.00	0.41	0.72	0.96	1.06
500–749	1.20	1.20	1.30	0.51	0.90	1.21	1.31
750–999	1.67	1.72	1.70	0.84	1.10	1.46	1.63
1,000 or more	1.36	1.25	1.32	0.76	0.83	1.35	1.54
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	1.18	1.21	1.23	0.44	0.74	1.05	1.09
35–49	1.47	1.39	1.35	0.59	0.92	1.40	1.57
50–74	1.30	1.38	1.20	0.58	0.88	1.30	1.45
75 or more	1.09	1.16	1.19	0.50	0.79	1.03	1.13

See notes at end of table.

Table A-6. Standard errors for Table 6: Percentage of school principals who thought they had a major influence on decisions concerning various activities at their school, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Setting performance standards for students	Establishing curriculum	Determining the content of in-service professional development programs for teachers	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how their school budget will be spent
All private schools	1.09	1.28	1.13	1.17	1.23	1.01	1.13
School classification							
Catholic	2.05	2.40	1.63	1.07	1.12	1.47	2.06
Other religious	1.79	2.72	2.11	2.26	2.56	1.64	1.88
Nonsectarian	1.69	1.85	1.76	1.63	1.33	1.66	2.07
Community type							
City	1.46	1.66	1.22	1.19	1.21	1.45	1.96
Suburban	1.47	1.85	1.58	1.35	1.45	1.56	2.12
Town	4.30	4.80	4.09	2.42	2.20	2.76	4.86
Rural	2.97	5.10	4.07	4.40	4.39	2.96	3.37
School level							
Elementary	1.68	2.23	1.51	1.96	1.85	1.51	1.79
Secondary	1.96	2.35	1.97	1.37	1.38	2.15	2.94
Combined	1.54	2.08	2.02	1.65	1.74	1.85	2.22
Student enrollment							
Less than 100	1.79	2.69	2.01	2.32	2.20	1.80	2.08
100–199	2.19	2.39	1.60	1.22	1.33	1.52	2.51
200–499	1.80	1.99	1.76	1.14	1.31	1.81	2.11
500–749	2.63	3.73	3.25	2.23	2.35	2.74	4.16
750 or more	2.81	3.75	3.16	3.32	2.44	3.01	4.17

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

Table A-7. Percentage of principals who were evaluated during the last school year and, among those principals, percentage that agreed with different statements about their evaluations, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of evaluated principals that agreed with different statements						
	Percent of principals who were evaluated last school year	The evaluator(s) accurately evaluated my strengths and weaknesses as a principal	My evaluator(s) was fair and unbiased	Overall, the evaluation process was fair	I had a strong understanding of how I would be evaluated at this school	I had a clearer idea of what was expected of me because of the evaluation process	The evaluation rubric accurately represents the scope of my responsibilities as a principal
All schools	0.54	0.38	0.36	0.33	0.44	0.45	0.59
All public schools	0.58	0.43	0.40	0.38	0.44	0.46	0.61
School classification							
Traditional public	0.61	0.45	0.42	0.40	0.45	0.49	0.63
Charter school	1.49	1.28	1.21	1.16	1.54	1.52	1.64
Community type							
City	1.11	0.93	0.97	0.94	0.86	0.90	1.15
Suburban	0.92	0.81	0.74	0.69	0.77	0.77	0.93
Town	1.43	0.85	0.77	0.78	0.99	0.99	1.28
Rural	1.18	0.78	0.71	0.63	0.84	0.85	1.21
School level							
Primary	0.83	0.63	0.61	0.55	0.61	0.72	0.88
Middle	1.27	0.99	1.02	0.90	1.05	1.14	1.13
High	1.32	0.87	0.70	0.78	0.90	0.99	1.19
Combined	1.84	1.11	1.46	1.10	1.06	1.26	1.59
Student enrollment							
Less than 100	3.56	1.79	2.21	1.90	2.46	2.39	3.56
100–199	2.13	1.98	1.86	1.74	1.95	2.01	2.32
200–499	0.89	0.66	0.61	0.61	0.68	0.72	0.90
500–749	1.05	0.85	0.85	0.80	0.89	0.99	1.12
750–999	1.56	1.23	1.15	1.13	1.24	1.29	1.46
1,000 or more	1.24	0.91	0.75	0.79	0.87	0.97	1.24
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	0.93	0.74	0.66	0.65	0.81	0.88	1.14
35–49	1.34	1.05	0.93	0.83	1.09	1.17	1.31
50–74	1.21	0.87	0.88	0.80	0.90	1.01	1.14
75 or more	1.06	0.87	0.79	0.77	0.81	0.89	1.01

See notes at end of table.

Table A-7. Standard errors for Table 7: Percentage of principals who were evaluated during the last school year and, among those principals, percentage that agreed with different statements about their evaluations, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of evaluated principals that agreed with different statements						
	Percent of principals who were evaluated last school year	The evaluator(s) accurately evaluated my strengths and weaknesses as a principal	My evaluator(s) was fair and unbiased	Overall, the evaluation process was fair	I had a strong understanding of how I would be evaluated at this school	I had a clearer idea of what was expected of me because of the evaluation process	The evaluation rubric accurately represents the scope of my responsibilities as a principal
All private schools	1.50	0.88	0.89	0.62	1.37	1.29	1.47
School classification							
Catholic	1.99	1.49	1.12	1.05	1.84	1.86	2.20
Other religious	2.61	1.80	1.90	1.07	2.78	2.70	2.92
Nonsectarian	2.36	1.33	1.29	1.14	1.98	2.19	2.46
Community type							
City	1.95	1.15	1.17	1.05	1.55	1.80	2.05
Suburban	2.12	1.03	1.17	0.96	1.80	1.66	2.20
Town	3.47	2.64	2.88	2.09	3.98	3.70	4.78
Rural	4.01	3.65	3.12	1.55	4.44	4.55	4.46
School level							
Elementary	2.04	1.47	1.32	0.99	1.76	1.72	2.01
Secondary	2.82	1.72	1.46	1.44	4.65	4.63	4.52
Combined	2.23	1.07	1.46	0.92	1.50	2.04	2.01
Student enrollment							
Less than 100	2.71	1.81	1.77	1.01	2.75	2.63	3.00
100–199	2.41	1.64	1.79	1.38	2.02	2.16	2.40
200–499	2.03	1.50	0.98	1.19	1.75	1.81	2.26
500–749	4.47	2.84	3.00	2.83	3.59	3.50	4.23
750 or more	3.99	1.31	1.64	1.32	1.91	2.27	2.52

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

Table A-8. Standard errors for Table 8: Percentage of principals who participated in any professional development activities during the last school year and, among those principals, percentage that participated in various kinds of professional development, by school type and selected school characteristics: 2017–18

School type and selected school characteristic	Percent of principals who participated in any professional development activities	Among principals who participated in any professional development, percent that participated in various kinds of professional development					
		University course(s) related to your role as principal	Visits to other schools designed to improve your own work as principal	Mentoring, peer observation and coaching of principals	Participating in a principal network	Workshop, conferences, or training in which you were presenter	Other workshops or conferences in which you were not a presenter
All schools	0.47	0.54	0.61	0.65	0.55	0.65	0.34
All public schools	0.47	0.58	0.66	0.73	0.54	0.75	0.37
School classification							
Traditional public	0.49	0.62	0.71	0.78	0.59	0.82	0.39
Charter school	1.44	1.45	1.93	1.84	1.82	2.05	1.13
Community type							
City	0.88	1.16	1.05	1.39	1.12	1.35	0.79
Suburban	0.79	1.05	1.22	1.36	1.04	1.19	0.61
Town	1.29	1.55	1.86	1.82	1.58	2.02	0.81
Rural	1.05	1.13	1.54	1.59	1.24	1.45	0.67
School level							
Primary	0.67	0.80	0.99	1.09	0.84	1.11	0.53
Middle	1.09	1.27	1.57	1.65	1.34	1.77	0.71
High	1.10	1.26	1.41	1.38	1.13	1.51	0.68
Combined	1.67	1.55	1.89	1.96	1.77	1.95	1.06
Student enrollment							
Less than 100	2.98	2.98	3.33	3.49	3.46	3.57	1.34
100–199	2.19	2.58	2.80	2.82	2.69	2.89	1.83
200–499	0.67	0.98	1.03	1.15	0.95	1.12	0.59
500–749	0.90	1.17	1.31	1.33	1.08	1.39	0.65
750–999	1.29	1.50	1.76	1.92	1.67	2.17	1.04
1,000 or more	1.02	1.27	1.35	1.66	1.24	1.57	0.80
Percent of K–12 students who were approved for free or reduced-price lunches							
0–34	0.77	1.10	1.37	1.39	1.18	1.44	0.59
35–49	1.18	1.24	1.66	1.67	1.51	1.77	0.97
50–74	1.06	1.18	1.43	1.50	1.27	1.51	0.69
75 or more	0.87	1.10	1.13	1.29	1.06	1.37	0.73

See notes at end of table.

Table A-8. Standard errors for Table 8: Percentage of principals who participated in any professional development activities during the last school year and, among those principals, percentage that participated in various kinds of professional development, by school type and selected school characteristics: 2017–18—Continued

School type and selected school characteristic	Percent of principals who participated in any professional development activities	Among principals who participated in any professional development, percent that participated in various kinds of professional development					
		University course(s) related to your role as principal	Visits to other schools designed to improve your own work as principal	Mentoring, peer observation and coaching of principals	Participating in a principal network	Workshop, conferences, or training in which you were presenter	Other workshops or conferences in which you were not a presenter
All private schools	1.18	1.33	1.55	1.55	1.47	1.40	0.93
School classification							
Catholic	1.43	2.03	2.19	2.18	1.99	2.23	0.98
Other religious	2.16	2.57	2.67	2.50	2.58	2.32	1.86
Nonsectarian	1.83	2.16	2.40	2.52	2.59	2.58	1.12
Community type							
City	1.44	2.09	2.14	2.40	2.02	2.41	1.03
Suburban	1.73	1.82	2.19	2.01	2.30	2.10	1.37
Town	4.60	3.33	5.61	5.72	4.84	5.33	3.63
Rural	3.33	4.09	5.00	4.68	4.02	2.95	3.06
School level							
Elementary	1.73	1.79	1.94	2.11	2.09	2.05	1.35
Secondary	2.18	3.56	2.62	3.32	2.69	3.46	1.47
Combined	1.89	1.76	2.86	2.92	2.72	2.29	1.60
Student enrollment							
Less than 100	2.02	2.43	2.64	2.52	2.63	2.61	1.89
100–199	1.95	2.39	2.69	2.62	2.21	2.72	1.28
200–499	1.60	2.00	2.35	2.34	1.93	2.26	1.21
500–749	2.38	3.71	4.95	4.31	4.72	3.77	1.91
750 or more	2.34	4.06	3.98	4.22	3.40	4.66	0.77

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

Appendix B: Methodology and Technical Notes

Overview of the NTPS Principal Survey

The National Teacher and Principal Survey (NTPS) is sponsored by the National Center for Education Statistics (NCES) of the Institute of Education Sciences within the U.S. Department of Education and is conducted by the U.S. Census Bureau. NTPS is a state and nationally representative sample survey of public and private K–12 schools, principals, and teachers in the 50 states and the District of Columbia. The NTPS was first conducted during the 2015–16 school year, and 2017–18 is the second NTPS collection.

The 2017–18 NTPS consisted of questionnaires for six types of respondents: public schools, private schools, public school principals, private school principals, public school teachers, and private school teachers. The information can be linked across teachers, principals, and schools by each sector (public and private). There is a separate data file for each type of respondent by sector (public school, private school, public school principal, private school principal, public school teacher, and private school teacher). For the content of the questionnaires, see <https://nces.ed.gov/surveys/ntps/question1718.asp>.

NTPS was designed to produce national, regional, and state estimates for public elementary and secondary schools, principals, and teachers, including public charter schools and the principals and teachers within them. For private schools, the sample supports national, regional, and affiliation strata estimates for schools, principals, and teachers. Comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels, because private schools were selected for sampling by affiliation strata and region rather than state. Additionally, the teacher survey was designed to produce national estimates of teachers by subject matter taught and by full-time or part-time status.

For additional information on the specific NTPS-related topics discussed in this appendix, consult the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming) or the *User’s Manual for the 2017–18 National Teacher and Principal Survey Volumes 1–4* (Goldring et al. 2019). To access additional general information on NTPS or for electronic copies of the questionnaires, go to the NTPS home page (<https://nces.ed.gov/surveys/ntps>).

Sampling Frames and Sample Selection

Public schools. The starting point for the 2017–18 NTPS public school sampling frame was the 2014–15 Common Core of Data (CCD) Nonfiscal School Universe data file.¹ The sampling frame was adjusted from the CCD to fit the definition of a school eligible for NTPS. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides 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 apart from a private home. This definition is unchanged from the Schools and Staffing Survey (SASS).

The 2017–18 NTPS universe of public schools is confined to the 50 states plus the District of Columbia and excludes the other jurisdictions, Department of Defense overseas schools, and CCD schools that do not offer teacher-provided classroom instruction in grades 1–12 or the ungraded equivalent. This last group includes schools that are essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight. Although Bureau of Indian Education-

¹ For more information about CCD, see <https://nces.ed.gov/ccd/>.

funded (BIE) schools are eligible for NTPS, these schools were not oversampled and the data do not support separate BIE estimates.

The NTPS definition of a school is generally similar to the CCD definition, with some exceptions. NTPS allows schools to define themselves. In past NCES data collections, Census Bureau staff observed that in situations where two or more schools have the same administration, these schools were reported separately on CCD but generally reported as one entity for sample surveys. Thus, CCD schools with the same location, address, and phone number were collapsed during the frame building on the assumption that the respondent would consider them to be one school. A set of rules was applied to determine in which instances school records should be collapsed together. When school records were collapsed together, the student and teacher counts, grade ranges, and names as reported to CCD were all modified to reflect the change. It was also possible for two or more schools with different administrations to share the same building; in that case, they were preserved as separate schools

Finally, since CCD and NTPS differ in scope and their definition of a school, some records were deleted, added, or modified to provide better coverage and a more efficient sample design for NTPS. For a detailed list of frame modifications, see the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming). After deleting, collapsing, and adding school records, the 2017–18 NTPS public school sampling frame consisted of about 86,800 traditional public schools and 6,800 public charter schools.

NTPS uses 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 in the school (for an explanation of PPS sampling, see Cochran 1977). Schools were oversampled based on the following characteristics:

- School grade level (primary, middle, high, combined);
- State;
- Poverty status (low, high);
- Enrollment (less than 100, 100–200, 200–500, 500–750, 750–1000, and more than 1,000)
- Collapsed urbanicity (city, suburban, town, rural); and
- Charter status.

In addition to oversampling based on specific school characteristics, sample sizes were inflated for schools in 29 states with smaller numbers of schools, in order to ensure that all state-level estimates would meet the criteria for publishability.

Prior to sampling, schools were sorted by the following:

- smaller states (states with large standard errors within each region);
- charter status;
- combined grade status;
- small school status
- school grade level (four levels);
- urbanicity (four levels);
- poverty status (four levels);
- school size category (six levels);
- state; and
- number of FTE teachers.

These sampling procedures resulted in a total public school sample of about 9,180 traditional public schools and 1,400 public charter schools.

Private schools: The 2017–18 NTPS private school frame was based on the 2015–16 Private School Universe Survey (PSS) list frame and certainty area frame. In order to provide coverage of private schools founded since 2016 and to improve coverage of private schools existing in 2016, the Census Bureau collected membership lists during the summer of 2016 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. To meet the NTPS definition of a school, the school had to offer at least one of grades 1–12 or comparable ungraded levels and employ at least one part-time teacher. The 50 states and the District of Columbia were also asked to provide lists of private schools meeting the PSS definition of a school. Schools on the private school association membership lists and the state lists were compared to the 2015–16 PSS list frame. Any school that did not match to the 2015–16 PSS list frame was added to the existing 2017–18 PSS list frame. After these changes, the private school sampling frame consisted of about 24,860 private schools.

The NTPS private school sample that is drawn from the list frame 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 teachers in the school (FTE). However, some types of schools were oversampled by being placed into domains for oversampling. The domains were defined by

- affiliation strata (Catholic, Baptist/Seventh Day Adventist, Lutheran/Jewish/other religious, Nonreligious regular, and Nonreligious special education or special emphasis);
- grade level (elementary, secondary, and combined);
- school size (large, small); and
- Census region (Northeast, Midwest, South, and West).

Prior to sampling, schools were sorted by the following:

- affiliation (three levels);
- grade level (three levels);
- Census region (four levels);
- urbanicity (four levels);
- affiliation (eleven levels);
- school size (five levels);
- state;
- highest grade;
- urbanicity (twelve levels);
- zip code;
- school enrollment; and
- PIN number.

The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); Baptist; Jewish; Lutheran; Seventh-day Adventist; other religious; and 3 strata for nonsectarian (regular, special emphasis, and special education).

In addition to the list frame, NTPS uses an area frame to improve coverage; as a result, of the 4,000 private schools sampled for the 2017–18 NTPS, about 3,760 were from the list frame and about 240 were from the area frame. The area frame serves as coverage improvement since the list frame is believed to yield under-coverage of private schools.

Principals. The principal or school head of each sampled school was selected. About 14,580 school principals were sampled (9,180 traditional public school principals, 1,400 public charter school principals, and 4,000 private school principals).

Data Collection Procedures

In 2017–18, NTPS employed a combined mail-based and internet survey approach, with subsequent telephone and in-person follow-up. Data collection included the Teacher Listing Form (TLF), Principal Questionnaire, School Questionnaire, and Teacher Questionnaire. This report focuses on the Principal Questionnaire.

In preparation for school-level data collection, advance letters were mailed to the sampled schools in July 2017 to verify their addresses. Initial school packages were mailed in September 2017.² Next, schools were telephoned to verify school information, establish a survey coordinator, and follow up on the Teacher Listing Form if the school had not already provided an electronic teacher list. Where needed an in-person follow-up period was preceded by phone calls to remind the survey coordinators to have staff complete and return all forms. Data collection ended in August 2018.

One of the main goals of the data collection plan for the 2017–18 NTPS was to target the schools that presented a challenge to data collection during previous administrations of SASS and NTPS. During the sampling stage, certain types of schools with historically low response rates were identified as well as schools with a potentially large impact on weighting. These schools were then placed on a priority track for data collection with additional strategies to improve response.

Contact strategies that were more proactive were employed during the early phases of data collection of the 2017–18 NTPS to mitigate potential low response rates for these cases, such as early in-person visits by Census field representatives. In some cases the data collection procedures also used survey coordinators to improve response. The role of the survey coordinator was to be the primary contact person at the school. A survey coordinator's duties included facilitating data collection by passing out questionnaires to the appropriate staff, reminding the staff to complete their questionnaires, and collecting the completed questionnaires. The data collection follow-up strategies for schools with a survey coordinator were different from schools without a survey coordinator, with more proactive approaches taken for those schools without a survey coordinator.

The web was the primary mode of data collection for all questionnaire types for the 2017–18 NTPS. Paper questionnaires were introduced in the later mailings.

Data Processing and Imputation

For questionnaires completed on paper, Census Bureau checked the questionnaires, keyed the data, and implemented quality control procedures. These data were combined with responses from questionnaires completed online, and those that had a preliminary classification of a complete interview were submitted to a series of computer edits consisting of a range check, a consistency edit,³ a blanking edit,⁴ and a logic

² The NTPS school package contained a letter to the principal or survey coordinator, sealed envelope containing letter with login info for the Teacher Listing Form, sealed envelope containing letter with login info for the Principal Questionnaire, and sealed envelope containing letter with login info for the School Questionnaire.

³ The consistency edits identified inconsistent entries within each case and, whenever possible, corrected them. If the inconsistencies could not be corrected, the inconsistent entries were deleted.

⁴ Blanking edits deleted answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

edit.⁵ After these edits were implemented and reviewed by analysts, the records were put through another edit to make a final determination as to whether the case was eligible for the survey and whether sufficient data had been collected for the case to be classified as a complete interview.

After the final edits were run, cases with “not-answered” values for items remained. Values were imputed for these cases using two main approaches. First, donor respondent methods, such as hot-deck imputation, were used. Second, if no suitable donor case could be matched, the few remaining items were imputed using mean or mode from groups of similar cases to impute a value to the item with missing data. After each stage of imputation, data checks were used to verify that the imputed data were consistent with the existing questionnaire data for other response fields. If the imputed data were inconsistent with the existing questionnaire data, the imputed value was removed by one of these computer edits due to inconsistency with other data within the same questionnaire or because it was out of the range of acceptable values. In these situations, Census Bureau analysts looked at the items and tried to determine an appropriate value. Edit and imputation flags, indicating which edit or imputation method was used, were assigned to each relevant survey variable. For further information, see the sections on data processing and imputation in the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

Response Rates

Unit response rates. The unit response rate indicates the percentage of sampled cases that met the definition of a complete interview. The weighted NTPS unit response rate was produced by dividing the weighted number of respondents who completed questionnaires by the weighted number of eligible sampled cases, using the initial base weight (the inverse of the probability of selection).⁶ The weighted response rate using the initial base weight was 70.2 percent for public school principals and 62.6 percent for private school principals.

Unit nonresponse bias analysis. Because the *NCES Statistical Standards* (4-4) require analysis of nonresponse bias for any survey stage with a base-weighted response rate less than 85 percent, the NTPS principal files were evaluated for potential bias. National-level estimates were first examined for potential bias. The base-weighted⁷ unit response rate was calculated. The following frame characteristics were used for the Public School Principal Data File:

- *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 1,000, 1,000 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;
- *Community type (locale)*: city, suburb, town, rural;
- *Pupil-teacher ratio*: less than 10, 10 to less than 15, 15 to less than 20, 20 or more;

⁵ 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.

⁶ For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

⁷ Unit nonresponse bias analysis was conducted using the base weight, defined as the product of the initial base weight (the inverse of the probability of selection) and the sampling adjustment factor. The sampling adjustment factor is an adjustment that accounts for circumstances that affect the school's probability of selection that are identified after the data collection has begun, such as a merger, duplication, or incorrect building-level collapsing (e.g., a junior high school and a senior high school merge to become a junior/senior high school).

- *Grade level*: primary, middle, high, combined;
- *Region*: Northeast, Midwest, South, West;
- *Number of teachers*: less than 10, 10 to less than 25, 25 to less than 50, 50 to less than 75, 75 or more;
- *Title I status*: Title I program, Title I noneligible, Title I eligible but no Title I program; and
- *State*: 50 states and District of Columbia.

The following frame characteristics were used for the Private School Data File:

- *Affiliation*: Catholic—Parochial, Catholic—Diocesan, Catholic—Private, Baptist, Jewish, Lutheran, Seventh-Day Adventist, Other religious, Nonsectarian—Regular, Nonsectarian—Special Emphasis, Nonsectarian—Special Education;
- *Enrollment*: less than 100, 100 to less than 200, 200 to less than 500, 500 to less than 750, 750 or more;
- *Community type (locale)*: city, suburb, town, rural;
- *Grade level*: elementary, secondary, combined;
- *Region*: Northeast, Midwest, South, West; and
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more.

First, the base-weighted distribution of responding principals was compared to the base-weighted distribution of sampled schools through *t* tests to find any school groups with potential bias prior to weighting adjustments. Table B-1 presents national-level public school groups with a statistically significant difference in base-weighted percentages between the sampled cases and respondents. Forty-six of the 93 response categories, or 49 percent, showed evidence of bias. Table B-2 presents similar information for national-level private school groups. Sixteen of the 32 response categories, or 50 percent, showed evidence of bias. Additionally, the unit base-weighted response rate of each school group was compared to the overall base-weighted response rate through a *t* test and the base-weighted distribution of responding principals and the base-weighted distribution of nonrespondents were compared through a likelihood ratio chi-square test to find any groups that would have been over- or underrepresented by the respondents without nonresponse adjustment. The results for each set of tests were mostly consistent with the results presented in table B-1. Each comparison group with evidence of potential bias prior to weighting adjustments had a significant difference in response rate from the overall response rate and the respondents and nonrespondents had different distributions by each frame variable with a school group showing potential bias before weighting adjustments except for the grade level variable.

Table B-1. Indication of potential sources of bias for public school principal data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2017–18

Potential source of bias		Base-weighted respondent distribution	Nonresponse-adjusted respondent distribution
Characteristic	Value		
School type	Charter	x	
School type	Traditional public	x	
School enrollment	100 to less than 200	x	
School enrollment	200 to less than 500	x	
School enrollment	500 to less than 750	x	
School enrollment	750 to less than 1,000	x	
School enrollment	1,000 or more	x	
Percent non-White students	Less than 5%	x	
Percent non-White students	5% to less than 10%	x	
Percent non-White students	10% to less than 20%	x	
Percent non-White students	20% to less than 30%	x	
Percent non-White students	30% to less than 50%	x	x
Percent non-White students	50% or more	x	
Percent eligible for free and reduced-price lunches	Less than 35%		x
Percent eligible for free and reduced-price lunches	35% to less than 50%	x	x
Percent eligible for free and reduced-price lunches	50% to less than 75%	x	
Percent eligible for free and reduced-price lunches	75% or more	x	
Community type	City	x	
Community type	Suburban	x	
Community type	Town	x	
Community type	Rural	x	
Student to teacher ratio	10 to less than 15	x	
Student to teacher ratio	20 or more	x	
School level	Combined	x	
Region	Midwest	x	x
Region	South	x	
Region	West	x	x
Number of teachers	10 to less than 25	x	
Number of teachers	75 or more	x	
Title I status	Has Title I program		x
Title I status	Eligible but no Title I program	x	
State	Arkansas	x	
State	California	x	
State	Colorado	x	x
State	District of Columbia	x	
State	Florida		x
State	Hawaii	x	x
State	Indiana	x	
State	Iowa	x	
State	Kansas	x	
State	Kentucky	x	
State	Maine	x	

See notes at end of table.

Table B-1. Indication of potential sources of bias for public school principal data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2017–18—Continued

Potential source of bias		Base-weighted respondent distribution	Nonresponse- adjusted respondent distribution
Characteristic	Value		
State	Maryland	x	x
State	Michigan	x	
State	Missouri	x	
State	Nevada	x	x
State	New Hampshire	x	
State	New Mexico		x
State	New York	x	
State	North Dakota	x	
State	Oklahoma	x	
State	Oregon	x	
State	Pennsylvania	x	
State	Rhode Island	x	x
State	South Carolina	x	
State	Tennessee		x
State	Texas	x	x
State	Utah	x	x
State	Vermont	x	
State	West Virginia	x	
State	Wisconsin	x	
State	Wyoming	x	

NOTE: x denotes comparisons that are a potential source of bias.

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

Table B-2. Indication of potential sources of bias for private school principal data at the national level based on comparisons between frame distribution and base-weighted or nonresponse-adjusted respondent distributions: 2017–18

Potential source of bias		Base-weighted respondent distribution	Nonresponse-adjusted respondent distribution
Characteristic	Value		
Affiliation	Catholic – Parochial	x	
Affiliation	Catholic – Diocesan	x	
Affiliation	Baptist	x	
Affiliation	Jewish	x	
Affiliation	Lutheran	x	
Affiliation	Other religious	x	
Affiliation	Nonsectarian – regular	x	
Affiliation	Nonsectarian – special education	x	
Enrollment	Less than 100	x	
Enrollment	750 or more	x	
Community type	Town	x	
School level	Elementary	x	
Region	Midwest	x	
Region	West		x
Number of teachers	Less than 5	x	
Number of teachers	5 to less than 15	x	
Number of teachers	50 or more	x	

NOTE: x denotes comparisons that are a potential source of bias.

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

Weighting adjustments were designed to reduce or eliminate nonresponse bias and to reduce the variance introduced due to sampling by adjusting the sample estimates to known totals from the frame. The final-weighted comparisons to eligible cases shown in tables B-1 and B-2 reflect the effect of weighting adjustment.

For public school principals, evidence of potential bias remains after nonresponse adjustments for 24 percent of the 46 items that showed signs of bias:

- Percent non-White students, for schools with 30 percent to less than 50 percent non-White students;
- Percent free or reduced-price lunch eligible, for schools where 35 percent to less than 50 percent of students were eligible for free or reduced-price lunches;
- Schools in the Midwest or West regions; and
- Schools in the following states: Colorado, Hawaii, Maryland, Nevada, Rhode Island, Texas, and Utah.

For variables included in this report, evidence of potential bias for public school principal estimates formed after nonresponse adjustment for the following five items:

- Percent free or reduced-price lunch eligible, for schools where less than 35 percent of students were eligible for free or reduced-price lunches;
- Schools participating in the Title I program; and
- Schools in Florida, New Mexico, and Tennessee.

For private school principals, no evidence of potential bias remained after nonresponse adjustments for the national-level items included in this report. However, evidence of potential bias formed after nonresponse adjustment for schools in the West region.

For public school principals, a limited set of characteristics (community type and grade level) were also examined for potential nonresponse bias at the state level. Before weighting adjustments, 80 out of the 408 state-by-characteristic cells showed a significant difference in response rate; after weighting adjustments, this was reduced to only 50 cells. The following states had multiple significant differences in community type and/or grade-level domains after weighting adjustments, which is evidence of potential bias at the state level: Alaska, California, Florida, Maine, Nebraska, New Mexico, Rhode Island, and Wyoming.

For private school principals, a limited set of characteristics (region and grade level) were also examined for potential nonresponse bias at the affiliation level. Before weighting adjustments, five out of the 21 affiliation-by-characteristic cells showed a significant difference in response rate; after weighting adjustments, this was reduced to only one cell. There were no affiliations with multiple significant differences in region and/or grade-level domains after weighting adjustments.

For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

Item response rates. The item response rate indicates the percentage of respondents who answered a given survey question or item. The weighted NTPS item response rate is calculated by dividing the weighted number of respondents who provided an answer to an item by the weighted number of respondents who were eligible to answer that item.⁸ Table B-3 provides a summary of the weighted item response rates. For both the public school principal and private school principal data, one item had a response rate below 85 percent. That item was “currently teaching in this school” (question 1-12), in the public school principal questionnaire with an item response rate of 84.2 percent and “why not evaluated at this school” (question 6-1b), in the private school principal questionnaire with an item response rate of 55.7 percent. For further information on item response rates and bias analysis, see the *Survey Documentation for the 2017–18 National Teacher and Principal Survey* (Cox et al. forthcoming).

Table B-3. Summary of weighted item response rates, by survey: 2017–18

Survey	Percent of items with a response rate of 85 percent or more	Percent of items with a response rate of less than 85 percent
Public School Principal	99.3	0.7
Private School Principal	99.3	0.7

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

⁸ For the formula to calculate the item response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, a base weight is used as the starting point. In most cases, this base weight is the simple reciprocal of the unit's probability of selection on the frame (the initial base weight), and in other cases, adjustments are made to this frame base weight to reflect multiple chances of selection from the frame or other situations such as subsampling.

Next, a series of nonresponse adjustment factors are calculated and applied based on a weighting cell adjustment. Weighting cells are developed using tree search algorithms. These cells are selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells (response propensity is the underlying chance that a particular sample unit will respond by completing the questionnaire: its individual response rate). The adjustment is the inverse of the weighted response rate within each cell, and each respondent in the cell receives this adjustment. Nonrespondents are given weights of zero and the respondents are reweighted to represent the nonrespondents. The variables examined for potential bias include all those used by the tree search algorithms. All of the subgroups that showed potential bias for public school principals as given in table B-1 were used as cell generators by the tree search algorithms except for charter status; similarly, for private school principals, all subgroups that showed potential bias as given in table B-2 were used, except for region and grade level. For both, other subgroups which are related were also included, and may show differential response conditional on other subgroups (i.e., they may be chosen as cell generators by the tree search algorithm within particular branches).

Finally, for the principal file, a raking factor is calculated and applied to the sample to adjust the sample totals to the frame totals (after adjusting for school splits and mergers), so that the sum of the weights within each of the specified cells is equal to the corresponding frame total for the cell. These cells are defined based on school level, urbanicity, and percentage of students eligible for free or reduced-price lunch for public schools; and on school level, affiliation, and urbanicity for private schools. The weights are then adjusted to the frame totals by an iterative process, referred to as raking, until the weights simultaneously aggregate to be equal to each set of control totals. In some cases, extreme weights may be trimmed back to a cutoff value. This all improves the precision of survey estimates.

The product of these factors is the final weight for each NTPS respondent, which appears as AFNLWGT on NTPS Public School Principal and Private School Principal Data Files.

Variance Estimation

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

NTPS uses jackknife replication to calculate appropriate sampling errors that account for the complex sample design. Jackknife replication methods involve dropping a small portion of the sample from the full sample and computing the statistic of interest for the retained and reweighted sample (the jackknife replicate). The sum of squares of the replicate estimates around the full sample estimate provides an estimate of the variance of the statistic. The NTPS principal data file includes a set of 200 replicate weights designed to produce variance estimates. The set of replicate weights for each file should be applied to the respondents in that file. The replicate weights for NTPS respondents are AREPWT1–AREPWT200 for principals.

Reliability of Data

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

Caution Concerning Changes in Estimates

The 2017–18 NTPS collects information on the National School Lunch Program differently than previous years of both NTPS and SASS. Rather than asking for a count of K–12 students approved for the program, schools were asked to report the percentage of K–12 students approved for the program. Additionally, schools that did not participate in the program were previously treated as a separate category for reporting purposes, but in this report, are grouped with schools that participated in the program but had no students approved for the program. This decision was based on the small size of the number of schools that did not participate and the categories used for sampling, calculating response rates, and conducting bias analyses. Due to both the change in the question and the change in categorization of non participating schools, 2017–18, users should exercise caution when comparing estimates for, or reported by, the percentage of students approved for Free and Reduced-price Lunches.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “A” and are followed by four digits are survey variables that come from items on the public and private school principal questionnaires. The variables without the letter plus four digit names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics publications and have been added to the data files to facilitate data analysis. The definitions for the created variables follow table C-1.

Table C-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary School Principals in the United States: Results From the National Teacher and Principal Survey* report: 2017–18

Variable	Variable name in data files
Annual salary	A0908
Charter school identifier ¹	CHARFLAG
Four-category school level ¹	SCHLEV_4CAT
Highest degree earned	A0106
Percentage of students in the school approved for National School Lunch Program ¹	NSLAPP_S
Principal evaluation during last school year	A2600
Principal's age ¹	AGE_P
Principal's agreement with accuracy of evaluation	A2602
Principal's agreement with fairness of evaluator	A2603
Principal's agreement with overall evaluation	A2604
Principal's agreement with understanding of evaluation	A2605
Principal's agreement with clearer expectation because of evaluation	A2606
Principal's agreement with scope of responsibilities	A2607
Principal's influence on deciding how your school budget will be spent	A0209
Principal's influence on determining the content of in-service professional development programs for teachers of this school	A0205
Principal's influence on establishing curriculum at this school	A0204
Principal's influence on evaluating teachers of this school	A0206
Principal's influence on hiring new full-time teachers of this school	A0207
Principal's influence on setting discipline policy at this school	A0208
Principal's influence on setting performance standards for students of this school	A0203
Principal's race/ethnicity ¹	RACETH_P
Principal's sex	A0900
Professional development participation, any activities	A2700
Professional development participation, university courses	A2704
Professional development participation, visit other schools	A2705
Professional development participation, coaching of principals	A2706

See notes at end of table.

Table C-1. Variables used in the *Characteristics of Public and Private Elementary and Secondary School Principals in the United States: Results From the National Teacher and Principal Survey* report: 2017–18—Continued

Variable	Variable name in data files
Professional development participation, principal network	A2707
Professional development participation, workshops, conferences or training as a presenter	A2708
Professional development participation, other workshops	A2709
Student enrollment ¹	SCHSIZE
Three-category private school typology ¹	RELIG
Three-category school level ¹	SCHLEV_3CAT
Total years of experience as a school principal	A0104
Total years of experience as a school principal at current school	A0105
Urban-centric school locale code ¹	URBANS12

¹The definition for this variable can be found below.

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

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

Four-category school level (SCHLEV_4CAT): Taken from the Public School Data File, SCHLEV_4CAT is a four-category variable based on grades reported by the school: primary, middle, high, and combined. Primary schools are those with at least one grade lower than 5 and no grade higher than 8. Middle schools have no grade lower than 5 and no grade higher than 8. High schools have no grade lower than 7 and at least one grade higher than 8. Combined schools are those with at least one grade lower than 7 and at least one grade higher than 8, or with all students in ungraded classrooms.

Principal’s age (AGE_P): A variable based on a respondent’s reported year of birth. AGE_P is a continuous variable that was created by subtracting the principal’s reported year of birth (A0907) from the year of data collection (2017).

Principal’s race/ethnicity (RACETH_P): A variable created for this analysis based on P0901—whether or not the principal is of Hispanic or Latino origin and A0902–A0906—the principal’s race. The following categories were created for analysis:

- Hispanic, regardless of race: the principal indicates he/she is of Hispanic or Latino origin (A0901 = 1);
- White, non-Hispanic: the principal indicates he/she is White (A0902 = 1), not of Hispanic or Latino origin (A0901 = 2), and does not consider him/herself to be any other race;
- Black or African-American, non-Hispanic: the principal indicates he/she is Black or African-American (A0903 = 1), not of Hispanic or Latino origin (A0901 = 2), and does not consider him/herself to be any other race; and

- Other: the principal indicates he/she is Asian, Native Hawaiian or Other Pacific Islander, or American Indian or Alaska Native (A0904 = 1 or A0905 = 1 or A0906 = 1), or considers him/herself to be more than one race, and not of Hispanic or Latino origin (A0901 = 2).

Percentage of students in school approved for the National School Lunch Program (NSLAPP_S):

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

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

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

Three-category school level (SCHLEV_3CAT): Taken from the Private School Data File, SCHLEVEL is a three-category variable based on grades reported by the school: 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

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

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