

Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States

Results From the National Teacher and Principal Survey

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Characteristics of 2020–21 Public and Private K–12 School Teachers in the United States

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First Look

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Introduction

The 2020-21 National Teacher and Principal Survey (NTPS)¹ is a nationally representative sample survey of public² and private³ K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State-level data are also available for public schools, principals, and teachers. NTPS collects data on core topics including teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor forces. The survey is developed by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education, and data are collected by the U.S. Census Bureau. This report presents basic estimates from the Public School Teacher and Private School Teacher Data Files of the 2020-21 NTPS, the third collection of NTPS.

The purpose of NTPS is to collect data to provide a detailed picture of U.S. elementary and secondary schools and their staff. Data are collected through school, principal, and teacher surveys. Data on the three surveys can be linked using the school identification number (see the *User's Manual for the 2020-21 National Teacher and Principal Survey Volumes 1-4*, Petraglia et al. 2022).

The 2020-21 NTPS used a school-based sample of public and private schools. The selected samples included about 9,900 public schools and their principals, 68,300 public school teachers, 3,000 private schools and their principals, and 8,000 private school teachers.

Data were collected between October 2020 and August 2021. Items about how schools first adapted to the coronavirus (COVID-19) pandemic during the spring of 2020 were included in the school, principal, and teacher questionnaires. See Berger et al. (2022) for an initial look at results from these items using preliminary NTPS data. In addition, an item was included at the beginning of each questionnaire asking about the current effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020-21 school year. Other topics in the 2020-21 NTPS school teacher survey included

- General employment and background information, such as type of teaching position held and whether full-time or part-time, base salary and salary supplements, and demographic characteristics such as race/ethnicity and birth year;
- Class organization, including main teaching assignment, grades taught, number of classes and students taught, and number of students with Individualized Education Plans⁴ or who were English-Language Learners;

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

² Public schools include traditional public and 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. The 2017-18 and 2020-21 administrations of NTPS included both public and private sector schools.

⁴ The questionnaire asked how many students had an "Individualized Education Plan (IEP)." This is also known as an "Individualized Education Program."

- Education and training, such as degrees earned, student teaching experiences, and courses taken to prepare for teaching;
- Certification, such as type of teaching certificate held, and the content areas and grade ranges of the certificate;
- Early career experiences, including how well prepared they were for various activities and kinds of support received during their first year of teaching;
- Working conditions, such as total weekly hours required to work and hours spent delivering instruction; and
- School climate and teacher attitudes, such as perceptions of influence over school policy and control over areas of planning and teaching in their classroom, agreement with various statements about their job, perceived problems at their school, and plans to remain in teaching.

The purpose of this First Look is to provide summaries of the new data collected using tables of descriptive information. Selected findings presented in the tables and text show the range of information available in the 2020-21 NTPS Public School Teacher and Private School Teacher data files. Findings presented in the text do not include all differences in the tables and do not emphasize any one issue.

This First Look highlights findings from the NTPS public school teacher and private school teacher surveys. Findings from the school and principal surveys are presented in two companion First Look reports:

- *Characteristics of 2020-21 Public and Private K-12 Schools in the United States: Results From the National Teacher and Principal Survey First Look* (NCES 2022-111); and
- *Characteristics of 2020-21 Public and Private K-12 School Principals in the United States: Results From the National Teacher and Principal Survey First Look* (NCES 2022-112).

Results shown in this report are not causal. Many of the variables in the report relate to one another, but only simple comparisons are presented, which do not account for all possible relationships. More information about NTPS can be found at <https://nces.ed.gov/surveys/ntps>.

Selected Findings

- About 80 percent of all public K-12 school teachers were non-Hispanic White, 9 percent were Hispanic, 6 percent were non-Hispanic Black, 2 percent were non-Hispanic Asian, and 2 percent indicated they were non-Hispanic and of Two or more races. Among private K-12 school teachers, about 83 percent were non-Hispanic White, 8 percent were Hispanic, 4 percent were non-Hispanic Black, 2 percent were non-Hispanic Asian, and 2 percent indicated they were non-Hispanic and of Two or more races (table A-1).
- About three-quarters of both public and private K-12 school teachers were female (77 percent and 75 percent, respectively). A higher percentage of public elementary school teachers were female (89 percent) than were teachers in middle, secondary/high, or combined/other grade levels (72, 60, and 74 percent, respectively). In private schools, a higher percentage of elementary/middle school teachers were female (90 percent) than were teachers in secondary/high or combined/other grade levels (56 and 77 percent). The median age of public school teachers was 42 years old, and the median age of private school teachers was 45 years old (table A-2).
- Both public and private K-12 school teachers reported having an average of about 15 total years of teaching experience, of which an average of about 8 years was spent teaching at the current school. On average, teachers in traditional public schools reported more total years of teaching experience than did teachers in public charter schools (15 years compared with 10 years) (table A-3).
- In the 2020-21 school year, 51 percent of public K-12 school teachers had a master's degree, 38 percent had a bachelor's degree, 10 percent had higher than a master's degree, and about 1 percent had less than a bachelor's degree as their highest degree earned. Among private K-12 school teachers, 41 percent had a master's degree, 45 percent had a bachelor's degree, 9 percent had higher than a master's degree, and 5 percent had less than a bachelor's degree as their highest degree earned (table A-4).
- On average, regular full-time teachers in public K-12 schools spent 52 hours per week on all school-related activities, including 25 hours that they were paid to deliver instruction to students. Public school teachers were required by their contracts to work an average of 38 hours per week. Regular full-time private K-12 school teachers spent an average of 52 hours per week on all school-related activities, including 24 hours that they were paid to deliver instruction to students. Private school teachers were required by their contracts to work an average of 39 hours per week (table A-5).
- In the 2020-21 school year, regular full-time teachers in public K-12 schools had a higher average base salary⁵ (\$61,600) than regular full-time teachers in private schools (\$46,400). About 17 percent each of public and private K-12 school teachers had jobs outside their school

⁵ Average base salary is for the school year; summer earnings are not included. Teachers who reported a base salary of zero are excluded.

system during the school year. A higher percentage of public school than private school teachers had earnings from extracurricular or additional activities in the same school system (40 percent compared with 26 percent) (table A-6).

- For public K-12 school teachers in self-contained classrooms,⁶ the average class size was 19 students in elementary schools, and 17 students in middle schools, secondary/high schools, and schools with combined/other grades. For departmentalized teachers⁷ in public K-12 schools, the average class size was 21 for elementary schools, 22 for middle schools, 21 for secondary/high schools, and 18 for schools with combined/other grades (table A-7a).
- For private K-12 school teachers in self-contained classrooms, the average class size was 14 students in elementary/middle schools, 16 students in secondary/high schools, and 15 students in schools with combined/other grades. For departmentalized teachers in private K-12 schools, the average class size was 14 students in elementary/middle schools, 16 students in secondary/high schools, and 14 students in schools with combined/other grades (table A-7b).
- Compared to public K-12 school teachers, a lower percentage of private K-12 school teachers had taken graduate or undergraduate courses across a range of subjects prior to their first year of teaching, including lesson planning, learning assessment, classroom management techniques, serving students with special needs, serving students from diverse economic backgrounds, using student performance data to inform instruction, and teaching students who are limited-English proficient or English-language learners. For example, 78 percent of public school teachers had courses in lesson planning compared to 66 percent of private school teachers (table A-8).
- Most public (81 to 85 percent) and private (84 to 96 percent) K-12 school teachers thought they had influence on establishing curriculum, setting performance standards for their students, and determining the content of in-service professional development programs. In addition, many public (71 percent) and private (82 percent) school teachers thought they had influence on setting discipline policy (table A-9).
- Almost all public K-12 school teachers (96 to 98 percent) and private K-12 school teachers (98 to 99 percent) reported that they had some control over selecting teaching techniques, evaluating and grading students, determining the amount of homework to be assigned, and disciplining students. Most public school teachers (84 to 86 percent) and almost all private school teachers (95 to 96 percent) reported that they had some control over selecting content, topics, and skills to be taught, and selecting textbooks and other instructional materials (table A-10).

⁶ Self-contained classes are defined as instruction to the same group of students all or most of the day in multiple subjects.

⁷ Departmentalized instruction is defined as instruction to several classes of different students all or most of the day in one or more subjects.

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Appendix A: Estimate and Standard Error Tables

Table A-1. Teachers' race/ethnicity: Percentage distribution of K-12 school teachers, by race/ethnicity, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All teachers	0.4	2.4	5.8	9.3	0.2	80.3	1.7
All public school teachers	0.4	2.4	6.1	9.4	0.2	79.9	1.6
School classification							
Traditional public	0.4	2.3	5.8	9.0	0.2	80.7	1.6
Charter school	0.4	3.4	10.3	15.2	0.4	68.5	1.9
Community type							
City	0.3	4.1	9.2	14.5	0.2	69.5	2.1
Suburban	0.2	2.6	6.1	9.5	0.1	80.0	1.5
Town	0.9	0.8	3.6	5.8	0.2	87.3	1.4
Rural	0.7	0.5	3.3	4.9	0.1 !	88.9	1.5
School level¹							
Elementary	0.4	2.3	6.0	10.6	0.1	79.0	1.6
Middle	0.5	2.4	6.3	8.7	0.1	80.3	1.7
Secondary/high	0.5	2.3	6.3	8.4	0.3	80.5	1.7
Combined/other	0.4	2.6	5.2	8.0	0.3 !	82.2	1.3
Student enrollment							
Less than 100	0.4 !	1.8 !	7.8	11.2 !	‡	77.0	1.5 !
100-199	0.6 !	1.1	4.1	7.6	‡	85.3	1.2
200-499	0.5	2.1	5.9	7.7	0.1	82.0	1.7
500-749	0.3	2.3	5.4	10.2	0.2	79.9	1.7
750-999	0.3 !	2.4	7.2	10.4	0.1 !	78.2	1.5
1,000 or more	0.5	3.0	6.6	10.6	0.3	77.3	1.7
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.3	2.0	2.2	5.7	0.2	88.4	1.3
35-49	0.2	1.8	3.5	5.3	0.1 !	87.6	1.5
50-74	0.5	2.2	6.3	9.5	0.2	79.4	1.9
75 or more	0.6	3.1	10.7	14.9	0.2	68.8	1.8

See notes at end of table.

Table A-1. Teachers' race/ethnicity: Percentage distribution of K-12 school teachers, by race/ethnicity, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All private school teachers	0.2!	2.5	3.7	8.2	‡	83.3	2.0
School classification							
Catholic	‡	0.9	1.8	10.1	‡	85.3	1.8
Other religious	‡	2.0	5.3	7.1	‡	83.2	2.0
Nonsectarian	‡	4.8	3.5	7.8	‡	81.4	2.2
Community type							
City	‡	2.6	4.7	9.2	‡	80.3	3.0
Suburban	‡	2.5	3.7	9.1	‡	82.8	1.6
Town	‡	‡	‡	7.1	‡	88.5	‡
Rural	‡	2.2!	1.8!	3.3	‡	91.7	0.8!
School level¹							
Elementary/middle	‡	2.1!	5.1!	9.5	‡	80.9	2.4!
Secondary/high	‡	2.3	3.3	9.2	‡	83.0	2.0
Combined/other	0.2!	2.5	3.6	7.8	‡	83.8	2.0
Student enrollment							
Less than 100	‡	3.3	5.9	9.1	‡	79.1	2.3
100-199	‡	2.8	3.3	6.6	‡	85.5	1.6!
200-499	‡	1.9	3.2	8.8	‡	83.7	2.2
500-749	‡	1.8	2.7	7.9	‡	85.0	2.5
750 or more	‡	2.8	3.1	8.5	‡	84.2	1.3!

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

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

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Hispanic includes Latino. Teachers include both full-time and part-time teachers. 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 Teacher and Private School Teacher Data Files," 2020-21.

Table A-2. Teachers' age and sex: Average and median age of K-12 school teachers and percentage distribution of teachers by age category and by sex, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Average age of teachers	Median age of teachers	Age category				Sex ¹	
			Less than 30 years	30-49 years	50-54 years	55 years or more	Male	Female
All teachers	43.2	42.3	14.1	54.6	13.0	18.2	23.4	76.6
All public school teachers	42.9	42.0	14.2	55.5	13.1	17.2	23.2	76.8
School classification								
Traditional public	43.1	42.3	13.7	55.4	13.4	17.4	23.1	76.9
Charter school	40.2	38.0	21.1	56.6	8.6	13.7	24.4	75.6
Community type								
City	42.8	41.7	15.2	54.4	12.7	17.7	24.6	75.4
Suburban	43.0	42.2	13.3	56.9	13.2	16.6	22.4	77.6
Town	43.2	42.6	14.3	53.9	13.1	18.7	22.7	77.3
Rural	42.8	41.8	14.6	55.3	13.4	16.7	23.1	76.9
School level²								
Elementary	42.3	41.4	15.6	55.6	12.8	16.0	10.5	89.5
Middle	42.8	42.0	14.2	56.4	13.4	16.0	27.6	72.4
Secondary/high	43.8	43.0	11.9	55.3	13.2	19.5	40.2	59.8
Combined/other	43.3	42.3	14.0	53.6	13.5	18.9	26.2	73.8
Student enrollment								
Less than 100	45.4	45.8	11.1	48.3	15.2	25.5	27.1	72.9
100-199	43.8	42.3	13.8	50.5	12.5	23.2	20.1	79.9
200-499	42.6	41.7	15.1	54.9	13.4	16.6	17.3	82.7
500-749	42.5	41.6	14.9	56.2	13.0	15.9	19.0	81.0
750-999	42.7	42.0	13.6	57.8	13.2	15.5	24.0	76.0
1,000 or more	43.4	42.5	13.0	55.9	12.7	18.4	35.4	64.6
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	43.0	42.1	12.7	57.2	14.2	15.8	24.2	75.8
35-49	42.8	41.8	13.4	57.6	12.1	16.9	24.6	75.4
50-74	42.9	42.1	14.6	55.1	12.9	17.4	23.4	76.6
75 or more	42.8	42.0	15.7	53.2	12.7	18.5	21.5	78.5

See notes at end of table.

Table A-2. Teachers' age and sex: Average and median age of K-12 school teachers and percentage distribution of teachers by age category and by sex, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Average age of teachers	Median age of teachers	Age category				Sex ¹	
			Less than 30 years	30-49 years	50-54 years	55 years or more	Male	Female
All private school teachers	45.4	44.7	13.6	47.7	11.9	26.8	24.7	75.3
School classification								
Catholic	45.9	45.6	13.6	45.3	12.0	29.1	24.2	75.8
Other religious	45.4	44.3	15.1	45.9	11.7	27.3	22.8	77.2
Nonsectarian	44.9	43.8	11.5	53.0	11.9	23.5	27.9	72.1
Community type								
City	45.0	44.7	14.7	46.8	13.0	25.4	27.1	72.9
Suburban	45.3	44.7	13.1	49.1	11.9	25.9	22.9	77.1
Town	46.7	45.6	12.5	47.3	10.9	29.3	22.0	78.0
Rural	46.3	44.1	12.4	46.7	8.9	32.0	24.2	75.8
School level²								
Elementary/middle	46.0	45.6	13.9	43.3	13.1	29.6	10.3	89.7
Secondary/high	44.7	43.8	13.6	49.8	11.8	24.8	44.4	55.6
Combined/other	45.5	44.7	13.6	48.0	11.7	26.7	22.9	77.1
Student enrollment								
Less than 100	46.1	44.7	16.8	42.3	9.5	31.4	18.9	81.1
100-199	45.2	45.3	14.8	44.5	14.5	26.2	19.3	80.7
200-499	45.0	43.9	13.5	50.3	10.5	25.7	24.4	75.6
500-749	44.1	43.4	13.1	52.8	12.0	22.1	31.6	68.4
750 or more	47.1	47.0	6.6	50.5	15.4	27.5	38.6	61.4

¹ Teachers were asked whether they were male or female. Although this variable is labeled "sex," the questionnaire did not use the terms either "gender" or "sex."

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Teachers include both full-time and part-time teachers. 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 Teacher and Private School Teacher Data Files," 2020-21.

Table A-3. Years of teaching experience: Percentage distribution of K-12 school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Total years of teaching experience				Average years teaching	Years teaching at current school				Average years at current school
	3 years or less	4-9 years	10-14 years	15 or more years		3 years or less	4-9 years	10-14 years	15 or more years	
All teachers	12.4	24.5	16.6	46.5	14.5	38.2	27.8	12.6	21.4	8.2
All public school teachers	11.8	24.6	16.7	46.9	14.5	37.9	27.8	12.7	21.6	8.2
School classification										
Traditional public	11.1	23.8	16.7	48.4	14.8	36.7	27.6	13.0	22.7	8.5
Charter school	21.1	35.1	17.2	26.6	10.4	55.1	30.3	8.2	6.4	4.7
Community type										
City	12.6	27.4	16.4	43.7	13.8	42.0	29.9	11.2	16.9	7.1
Suburban	10.3	23.1	16.9	49.7	14.9	35.2	26.7	13.7	24.4	8.7
Town	12.8	23.4	15.8	48.0	14.9	37.5	27.5	12.5	22.5	8.6
Rural	12.9	24.3	17.2	45.6	14.5	37.8	27.1	12.8	22.2	8.5
School level¹										
Elementary	12.0	24.9	16.7	46.4	14.3	38.2	28.0	12.8	20.9	8.1
Middle	12.0	24.4	16.6	46.9	14.3	40.0	27.5	12.0	20.5	7.8
Secondary/high	10.9	23.8	16.8	48.5	14.8	35.5	27.8	13.3	23.4	8.7
Combined/other	12.7	26.1	16.7	44.5	14.3	39.8	26.9	11.5	21.8	8.2
Student enrollment										
Less than 100	13.1	23.3	17.7	46.0	14.9	51.4	24.0	10.3	14.3	6.1
100-199	14.8	23.7	14.2	47.3	14.8	43.1	25.3	10.6	21.0	8.1
200-499	12.2	24.7	17.0	46.1	14.4	37.4	28.2	12.7	21.7	8.4
500-749	12.1	25.0	15.8	47.1	14.4	38.9	27.2	12.3	21.6	8.1
750-999	11.8	23.2	17.3	47.7	14.4	37.9	27.9	12.6	21.6	8.1
1,000 or more	10.2	25.0	17.1	47.7	14.6	35.5	28.5	13.7	22.3	8.4
Percent of K-12 students who were approved for free or reduced-price lunches										
0-34	9.6	22.7	17.6	50.0	15.1	34.4	26.9	13.9	24.8	8.9
35-49	10.4	23.5	18.0	48.1	14.9	34.5	27.2	14.4	23.9	8.9
50-74	12.4	25.4	16.1	46.1	14.2	39.3	28.5	11.9	20.4	8.0
75 or more	14.0	26.2	15.6	44.1	13.9	41.9	28.5	11.3	18.3	7.4

See notes at end of table.

Table A-3. Years of teaching experience: Percentage distribution of K-12 school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2020-21–Continued

School type and selected school characteristics	Total years of teaching experience				Average years teaching	Years teaching at current school				Average years at current school
	3 years or less	4-9 years	10-14 years	15 or more years		3 years or less	4-9 years	10-14 years	15 or more years	
All private school teachers	17.4	23.6	15.7	43.3	14.5	39.9	28.4	12.0	19.7	8.2
School classification										
Catholic	16.3	24.7	14.5	44.5	15.0	39.6	27.5	11.7	21.3	8.6
Other religious	20.7	21.6	14.9	42.8	14.2	42.0	28.2	11.7	18.1	7.7
Nonsectarian	13.9	25.3	18.3	42.5	14.4	37.4	29.6	12.7	20.3	8.5
Community type										
City	17.7	23.8	15.6	42.9	14.3	39.6	28.2	12.0	20.3	8.4
Suburban	16.7	23.1	17.2	42.9	14.5	39.7	28.9	12.5	19.0	8.0
Town	16.0	26.4	16.0	41.7	15.2	37.2	32.5	12.4	17.9	8.3
Rural	18.9	23.2	11.6	46.3	15.0	43.4	25.2	10.4	21.0	8.1
School level¹										
Elementary/middle	17.9	27.3	13.4	41.4	13.8	41.4	30.8	11.1	16.6	7.5
Secondary/high	17.6	23.7	16.8	41.9	14.5	39.2	29.5	11.1	20.2	8.4
Combined/other	17.2	23.0	15.9	43.9	14.6	39.9	27.7	12.3	20.1	8.3
Student enrollment										
Less than 100	23.0	25.9	12.5	38.5	13.4	47.4	26.9	8.4	17.3	7.1
100-199	19.9	24.4	15.9	39.8	13.7	41.6	28.7	11.4	18.3	7.7
200-499	16.5	22.7	16.5	44.3	14.6	39.0	29.0	14.5	17.5	8.0
500-749	14.8	23.3	19.5	42.4	14.6	40.5	26.8	12.6	20.1	8.4
750 or more	7.9	21.3	14.7	56.2	17.6	26.1	30.2	11.2	32.4	11.4

¹Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Teachers include both full-time and part-time teachers. 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 Teacher and Private School Teacher Data Files," 2020-21.

Table A-4. Teachers' highest degree earned: Percentage distribution of K-12 school teachers, by highest degree earned, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Less than a bachelor's degree	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All teachers	1.3	38.9	50.1	9.7
All public school teachers	0.8	38.2	51.2	9.8
School classification				
Traditional public	0.8	37.5	51.9	9.8
Charter school	1.5	47.6	41.3	9.6
Community type				
City	0.7	37.0	51.9	10.4
Suburban	0.6	33.8	54.9	10.7
Town	1.1	44.0	46.5	8.4
Rural	1.3	44.3	46.4	8.1
School level²				
Elementary	0.3	41.7	48.8	9.3
Middle	0.2	38.2	52.2	9.4
Secondary/high	2.0	33.8	53.3	10.8
Combined/other	1.0	33.1	55.9	10.0
Student enrollment				
Less than 100	1.1 !	50.3	37.9	10.7
100-199	1.1	48.3	42.7	8.0
200-499	0.8	39.5	50.7	9.0
500-749	0.7	38.5	51.4	9.3
750-999	0.6	38.3	51.6	9.5
1,000 or more	0.9	33.2	54.1	11.7
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	1.1	33.1	55.6	10.2
35-49	0.8	37.8	52.4	9.0
50-74	0.6	40.4	49.5	9.5
75 or more	0.7	41.6	47.7	10.0

See notes at end of table.

Table A-4. Teachers' highest degree earned: Percentage distribution of K-12 school teachers, by highest degree earned, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Less than a bachelor's degree	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All private school teachers	5.0	45.2	40.7	9.1
School classification				
Catholic	1.8	47.7	40.7	9.7
Other religious	8.9	50.8	34.1	6.1
Nonsectarian	3.1	34.5	49.8	12.6
Community type				
City	4.1	41.9	44.1	9.9
Suburban	4.8	46.0	39.6	9.6
Town	5.7 [!]	52.8	37.4	4.1 [!]
Rural	8.1	48.9	35.1	7.9
School level²				
Elementary/middle	10.1	46.1	36.0	7.7
Secondary/high	1.9	32.2	53.5	12.5
Combined/other	4.9	47.7	38.8	8.6
Student enrollment				
Less than 100	13.2	48.6	29.7	8.4
100-199	4.6	52.0	35.8	7.6
200-499	3.1	45.6	42.4	8.9
500-749	‡	38.0	50.8	10.1
750 or more	‡	32.7	53.5	12.7

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

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

¹ Higher than a master's degree is defined as a teacher who completed any of the following: an educational specialist or professional diploma, a certificate of advanced graduate studies, or a doctorate or first professional degree.

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. Teachers include both full-time and part-time teachers. 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 Teacher and Private School Teacher Data Files," 2020-21.

Table A-5. Average weekly hours for teachers: Percentage of K-12 school teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of teachers who are regular full-time teachers	Average hours during typical full week		
		Required by contract to work	Of contracted hours, total hours spent delivering instruction to students ¹	Total hours spent on all teaching and other school-related activities ²
All teachers	92.8	38.5	25.1	52.0
All public school teachers	94.0	38.4	25.2	52.0
School classification				
Traditional public	94.0	38.3	25.2	51.9
Charter school	93.6	39.8	24.9	53.2
Community type				
City	94.0	38.3	25.1	52.4
Suburban	93.9	38.1	24.9	51.8
Town	94.1	38.7	25.4	51.7
Rural	94.0	38.8	25.8	52.2
School level³				
Elementary	92.1	38.4	25.5	52.1
Middle	95.8	38.5	25.0	52.0
Secondary/high	95.9	38.5	25.0	52.3
Combined/other	93.7	37.8	24.6	50.9
Student enrollment				
Less than 100	90.2	38.7	26.1	49.8
100-199	91.1	38.8	25.9	52.0
200-499	92.5	38.3	25.4	51.7
500-749	93.5	38.4	25.3	52.1
750-999	95.8	38.4	25.1	52.5
1,000 or more	96.4	38.4	24.8	52.4
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	93.1	38.3	24.9	51.8
35-49	93.7	38.4	25.3	52.1
50-74	94.7	38.4	25.3	52.2
75 or more	94.4	38.4	25.5	52.0
Reported effect of COVID-19 on instruction⁴				
Only teaching with distance-learning instruction	94.0	37.8	24.2	52.0
Teaching with a hybrid of in-person and distance-learning instruction	93.9	38.4	25.4	52.2
Teaching only in-person or no effect on delivery of instruction	94.1	38.7	25.7	51.5

See notes at end of table.

Table A-5. Average weekly hours for teachers: Percentage of K-12 school teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Percent of teachers who are regular full-time teachers	Average hours during typical full week		
		Required by contract to work	Of contracted hours, total hours spent delivering instruction to students ¹	Total hours spent on all teaching and other school-related activities ²
All private school teachers	83.0	39.3	24.0	51.8
School classification				
Catholic	86.0	39.4	25.1	53.0
Other religious	79.6	39.1	24.1	51.1
Nonsectarian	84.3	39.4	22.7	51.4
Community type				
City	84.1	39.2	23.7	51.7
Suburban	82.5	39.4	23.9	51.9
Town	79.6	39.6	26.0	51.8
Rural	82.8	39.1	24.2	52.0
School level³				
Elementary/middle	79.2	38.9	25.2	50.1
Secondary/high	80.0	39.2	22.2	52.2
Combined/other	84.2	39.4	24.2	52.0
Student enrollment				
Less than 100	75.5	38.5	25.3	49.8
100-199	80.8	39.2	24.8	51.1
200-499	85.1	39.5	23.9	52.5
500-749	87.0	39.5	23.1	52.7
750 or more	89.8	39.8	22.0	53.1
Reported effect of COVID-19 on instruction⁴				
Only teaching with distance-learning instruction	76.3	38.6	21.3	50.8
Teaching with a hybrid of in-person and distance-learning instruction	85.7	39.5	23.5	52.4
Teaching only in-person or no effect on delivery of instruction	80.7	39.1	25.1	51.1

¹ Excludes time spent on planning, lunch, break/recess, arrival/dismissal of students, and otherwise not delivering instruction.

² Includes hours spent during the school day, before and after school, and on weekends.

³ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

⁴ Teachers were asked to report the current effect of the coronavirus pandemic (COVID-19) on their teaching at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media specialist or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or part-time teacher.

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

Table A-6. Average base teaching salary and supplements: Among regular full-time K-12 school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources ¹	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system during the school year	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All teachers	\$60,100	\$62,500	38.7	\$2,900	4.7	\$1,400	7.5	\$2,800	16.8	\$6,100
All public school teachers	61,600	64,100	40.1	2,900	5.2	1,400	8.1	2,700	16.8	6,100
School classification										
Traditional public	62,100	64,600	40.6	3,000	4.8	1,400	8.1	2,800	16.8	6,100
Charter school	54,400	56,600	32.9	2,500	10.0	1,500	8.6	2,300	16.6	6,400
Community type										
City	63,500	65,800	37.6	2,600	6.3	1,500	7.6	2,900	15.7	6,300
Suburban	66,900	69,400	38.9	3,100	4.6	1,400	7.1	2,900	16.9	6,100
Town	54,300	56,800	43.4	3,100	4.6	1,300	8.2	2,500	17.0	5,700
Rural	53,700	56,400	43.6	2,900	5.3	1,200	10.6	2,500	17.7	6,100
School level²										
Elementary	60,100	61,800	29.9	1,700	5.4	1,300	8.1	2,400	14.2	5,900
Middle	61,900	64,500	46.0	3,000	4.5	1,300	7.8	2,700	17.8	5,600
Secondary/high	62,900	66,700	51.8	4,000	5.4	1,500	8.9	3,200	20.5	6,600
Combined/other	64,300	66,800	41.4	3,100	4.9	1,300	6.6	2,900	15.2	6,000
Student enrollment										
Less than 100	53,500	57,200	30.2	3,300	4.1	1,300	12.5	2,700	23.1	9,900!
100-199	52,800	55,400	40.2	3,000	4.7	1,700	8.0	3,600	18.2	5,600
200-499	59,700	61,700	36.9	2,400	4.5	1,300	7.1	2,500	15.7	5,900
500-749	61,500	63,600	37.8	2,500	5.3	1,200	8.2	2,400	15.8	5,600
750-999	62,900	65,400	40.2	2,900	5.6	1,600	8.9	3,000	16.6	5,800
1,000 or more	65,600	68,900	47.5	3,800	5.8	1,500	8.7	3,100	18.4	6,500
Percent of K-12 students who were approved for free or reduced-price lunches										
0-34	65,200	67,800	42.2	3,100	4.9	1,500	7.1	2,600	18.0	5,800
35-49	60,700	63,400	43.1	3,100	4.7	1,200	7.8	3,000	17.1	6,300
50-74	59,300	61,800	39.7	3,000	5.5	1,200	8.4	2,700	16.8	5,900
75 or more	60,200	62,500	37.1	2,600	5.5	1,500	9.1	2,700	15.4	6,400
Reported effect of COVID-19 on instruction³										
Only teaching with distance-learning instruction	67,700	69,900	36.8	2,800	4.3	1,800	6.4	2,900	14.7	6,100
Teaching with a hybrid of in-person and distance-learning instruction	61,700	64,300	42.4	3,000	4.9	1,300	8.6	2,700	17.5	6,000
Teaching only in-person or no effect on delivery of instruction	56,400	58,800	37.3	2,700	6.5	1,200	8.5	2,600	16.7	6,300

See notes at end of table.

Table A-6. Average base teaching salary and supplements: Among regular full-time K-12 school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources ¹	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system during the school year	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All private school teachers	\$46,400	\$48,300	25.5	\$3,100	0.4	\$2,000 !	1.6	\$4,600	17.2	\$6,100
School classification										
Catholic	45,200	47,100	30.8	2,800	0.3 !	1,400	2.2	4,800	17.0	5,800
Other religious	40,100	42,100	22.1	3,200	‡	‡	1.3	5,700 !	18.2	6,700
Nonsectarian	56,000	57,700	24.2	3,400	0.5 !	1,800	1.3	2,600	15.9	5,400
Community type										
City	50,300	52,400	29.2	3,300	0.6 !	1,800 !	2.4	4,000	16.9	5,900
Suburban	47,400	49,400	23.8	3,100	0.4 !	‡	1.0	5,100 !	17.0	6,800
Town	34,600	36,100	26.8	1,600	‡	‡	‡	9,400 !	21.8	4,400
Rural	37,200	38,700	18.4	2,900	‡	‡	‡	2,300 !	16.2	5,700
School level²										
Elementary/middle	40,300	41,500	17.0	2,600	‡	‡	2.1 !	‡	15.0	4,600
Secondary/high	53,700	56,700	42.4	3,700	0.6 !	1,300 !	2.7	‡	19.7	6,600
Combined/other	45,900	47,700	23.5	2,900	0.5 !	2,200 !	1.3	4,500	17.0	6,100
Student enrollment										
Less than 100	36,400	37,700	11.5	2,300	‡	‡	1.2 !	‡	17.6	5,500
100-199	39,900	41,200	15.8	2,000	‡	‡	1.5 !	7,000 !	17.7	5,100
200-499	46,700	48,700	29.1	2,700	‡	1,200 !	2.1	3,100	16.7	6,600
500-749	53,100	55,600	33.7	3,400	‡	‡	2.1	‡	19.4	6,700
750 or more	64,200	67,200	44.2	4,400	‡	‡	0.9 !	‡	14.8	6,500
Reported effect of COVID-19 on instruction³										
Only teaching with distance-learning instruction	56,200	57,900	19.3	4,300	‡	‡	‡	5,000 !	12.1	5,500
Teaching with a hybrid of in-person and distance-learning instruction	50,100	52,300	28.9	3,200	0.6 !	1,400 !	1.8	3,600	18.3	6,400
Teaching only in-person or no effect on delivery of instruction	40,100	41,700	22.0	2,800	‡	‡	1.3	6,200 !	16.5	5,700

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

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

¹ Average earnings from all sources is defined as the weighted mean of the amount that regular full-time teachers earned from all sources during the school year. It does not include summer income or income from a retirement pension.

² Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

Notes continued on next page.

Table A-6. Average base teaching salary and supplements: Among regular full-time K-12 school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2020-21—Continued

³Teachers were asked to report the current effect of the coronavirus pandemic (COVID-19) on their teaching at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. For average base salary, teachers who reported zero are excluded from the table. Summer earnings are not included. A regular full-time teacher is any teacher whose primary position in a school is not an itinerant teacher, a long-term substitute, a short-term substitute, a student teacher, a teacher aide, an administrator, a library media or librarian, another type of professional staff (e.g., counselor, curriculum coordinator, social worker) or support staff (e.g., secretary), or a part-time teacher.

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

Table A-7a. Average public school class size: Average class size in public K-12 schools, by school level, class type, and selected school characteristics: 2020-21

School type and selected school characteristics	Elementary schools		Middle schools		Secondary/high schools		Combined/other grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All public school teachers	19.1	20.7	16.9	22.0	17.2	21.0	17.1	17.9
School classification								
Traditional public	19.0	20.5	16.6	22.0	16.1	21.0	15.6	17.2
Charter school	20.8	22.4	26.2	22.2	27.5	20.2	24.1	21.3
Community type								
City	19.6	21.4	17.1	22.6	19.3	22.4	18.1	22.0
Suburban	19.4	21.5	15.5	22.5	16.9	22.4	17.6	19.9
Town	18.9	20.2	17.9	20.3	18.0	18.7	16.8	16.7
Rural	18.0	18.9	18.7	21.2	14.3	18.3	15.7	14.3
Student enrollment								
Less than 100	12.6	11.9	‡	14.8	18.7	12.2	8.9	9.1
100-199	16.7	17.7	17.3	18.9	13.9	12.9	12.4	11.3
200-499	18.6	19.1	17.7	19.2	21.1	17.0	16.5	16.3
500-749	19.9	22.7	16.7	21.8	18.5	19.0	19.3	17.7
750-999	20.5	23.6	16.8	22.9	14.2	19.9	19.2	20.0
1,000 or more	20.5	25.8	15.9	24.0	15.9	23.3	22.4	22.8
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	19.6	21.6	14.0	22.2	16.8	21.2	20.0	19.7
35-49	18.9	21.4	18.1	22.2	17.0	20.6	16.4	16.4
50-74	18.9	20.2	18.4	21.7	17.8	21.3	16.0	17.6
75 or more	19.0	20.1	17.5	21.8	17.2	20.6	15.6	16.9
Reported effect of COVID-19 on instruction¹								
Only teaching with distance-learning instruction	21.2	21.6	22.0	24.1	20.0	23.8	21.3	22.1
Teaching with a hybrid of in-person and distance-learning instruction	18.9	20.9	15.8	21.6	16.7	20.7	17.3	17.3
Teaching only in-person or no effect on delivery of instruction	18.1	19.5	15.8	21.1	15.8	18.7	14.9	17.0

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

¹ Teachers were asked to report the current effect of the coronavirus pandemic (COVID-19) on their teaching at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

Notes continued on next page.

Table A-7a. Average public school class size: Average class size in public K-12 schools, by school level, class type, and selected school characteristics: 2020-21—Continued

NOTE: Data are weighted estimates of the population. Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables. Self-contained classes are defined as instruction to the same group of students all or most of the day in multiple subjects, and departmentalized instruction is defined as instruction to several classes of different students most or all of the day in one or more subjects. Among all public school teachers, 25 percent teach self-contained classes in elementary schools, 1 percent in middle schools, 1 percent in secondary/high schools, and 2 percent in combined/other grade schools; 6 percent teach departmentalized classes in elementary schools, 15 percent in middle schools, 24 percent in secondary/high schools, and 4 percent in combined/other grade schools. In addition, teachers could teach other types of classes, such as elementary subject specialist classes, team-taught classes, and “pull-out” or “push-in” classes, 14 percent in elementary schools, 2 percent in middle schools, 2 percent in secondary/high schools, and 2 percent in combined/other grade schools. Type of teaching arrangement does not sum to 100 percent because of rounding.

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

Table A-7b. Average private school class size: Average class size in private K-12 schools, by school level, class type, and selected school characteristics: 2020-21

School type and selected school characteristics	Elementary/middle schools		Secondary/high schools		Combined/other grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All private school teachers	14.2	14.5	16.1	15.8	14.8	14.5
School classification						
Catholic	17.4	17.9	33.5	19.0	17.9	18.0
Other religious	12.3	13.5	17.3	16.0	14.1	13.5
Nonsectarian	14.6	12.2	6.9	9.7	11.8	12.3
Community type						
City	14.3	15.3	15.2	16.9	15.9	14.8
Suburban	14.8	17.4	18.2 !	15.4	14.8	15.0
Town	14.6	10.4	‡	16.5	14.2	13.5
Rural	12.2	6.9	14.0	12.1	12.7	12.4
Student enrollment						
Less than 100	12.1	9.1	9.4	6.2	10.7	8.4
100-199	15.6	13.1	19.5	11.6	14.6	12.9
200-499	17.3	17.3	18.8 !	16.6	17.3	16.1
500-749	‡	45.3	‡	18.0	17.1	15.8
750 or more	‡	‡	‡	20.6	18.0	16.6
Reported effect of COVID-19 on instruction¹						
Only teaching with distance-learning instruction	16.2	9.8	‡	13.6	14.9	15.2
Teaching with a hybrid of in-person and distance-learning instruction	16.4	16.7	10.3	16.1	15.3	14.6
Teaching only in-person or no effect on delivery of instruction	13.3	11.8	19.6	15.7	14.4	14.2

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

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

¹ Teachers were asked to report the current effect of the coronavirus pandemic (COVID-19) on their teaching at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables. Self-contained classes are defined as instruction to the same group of students all or most of the day in multiple subjects, and departmentalized instruction is defined as instruction to several classes of different students most or all of the day in one or more subjects. Among all private school teachers, 6 percent teach self-contained classes in elementary/middle schools, less than 1 percent in secondary/high schools, and 24 percent in combined/other schools; 3 percent teach departmentalized classes in elementary/middle schools, 14 percent in secondary/high schools, and 36 percent in combined/other schools. In addition, teachers could teach other types of classes, such as elementary subject specialist classes, team-taught classes, and “pull-out” or “push-in” classes, 3 percent in elementary/middle schools, 1 percent in secondary/high schools, and 12 percent in combined/other schools. Type of teaching arrangement does not sum to 100 percent because of rounding.

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

Table A-8. Teacher education and preparation: Percentage of K-12 school teachers who took graduate or undergraduate courses in selected subject areas prior to their first year of teaching, by course subject area, school type, and selected school characteristics: 2020-21

School type and selected school characteristics	Classroom management techniques	Lesson planning	Learning assessment	Using student performance data to inform instruction	Serving students from diverse economic backgrounds	Serving students with special needs	Teaching students who are limited-English proficient (LEP) or English-language learners (ELLs)
All teachers	72.6	76.9	75.9	59.3	62.6	69.5	42.8
All public school teachers	73.8	78.2	77.2	60.3	64.2	71.7	44.3
School classification							
Traditional public	74.3	78.8	77.6	60.6	64.4	72.2	44.0
Charter school	67.8	70.7	70.5	56.6	62.6	65.2	48.8
Community type							
City	71.1	76.1	75.2	60.0	64.0	69.7	48.2
Suburban	73.8	79.3	77.7	60.5	63.8	72.0	45.3
Town	77.0	78.7	78.3	60.1	65.6	73.3	41.0
Rural	75.6	78.8	78.2	60.6	64.6	72.9	39.4
School level¹							
Elementary	74.9	79.2	78.6	62.0	66.4	74.4	47.7
Middle	74.3	79.0	77.9	60.2	63.5	71.8	42.4
Secondary/high	71.8	75.8	74.2	57.5	61.4	66.7	40.3
Combined/other	73.7	79.6	78.1	61.1	63.6	73.4	43.7
Student enrollment							
Less than 100	70.4	73.1	72.6	58.0	60.9	66.2	44.0
100-199	73.9	75.6	75.7	57.8	64.0	71.4	41.7
200-499	75.3	79.7	78.5	61.5	64.7	74.1	43.4
500-749	73.5	78.4	77.5	60.2	64.9	72.7	45.4
750-999	74.2	77.8	77.3	60.5	64.6	70.9	45.4
1,000 or more	72.2	77.2	75.7	59.5	63.1	68.3	44.3
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	75.7	81.4	79.7	61.5	64.1	73.4	42.6
35-49	75.5	79.8	79.0	61.3	64.6	74.2	41.5
50-74	73.9	78.2	77.0	60.4	64.9	71.1	45.4
75 or more	71.2	74.6	74.1	58.8	63.8	69.4	46.5

See notes at end of table.

Table A-8. Teacher education and preparation: Percentage of K-12 school teachers who took graduate or undergraduate courses in selected subject areas prior to their first year of teaching, by course subject area, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Classroom management techniques	Lesson planning	Learning assessment	Using student performance data to inform instruction	Serving students from diverse economic backgrounds	Serving students with special needs	Teaching students who are limited-English proficient (LEP) or English-language learners (ELLs)
All private school teachers	63.0	66.2	65.8	50.5	49.0	51.7	30.0
School classification							
Catholic	64.8	66.8	68.1	51.6	51.7	55.8	31.1
Other religious	65.2	67.2	65.5	50.6	49.1	50.8	29.1
Nonsectarian	57.9	63.9	63.6	49.3	45.9	48.5	29.9
Community type							
City	60.9	65.5	64.5	49.4	50.0	50.8	32.7
Suburban	63.0	66.1	67.2	52.0	49.0	52.4	30.3
Town	71.4	70.8	69.3	50.4	50.3	55.4	27.4
Rural	65.0	65.9	63.8	49.9	45.0	50.4	22.4
School level¹							
Elementary/middle	67.6	69.7	68.5	55.7	53.1	52.6	34.2
Secondary/high	55.7	61.8	59.8	45.2	44.0	45.1	26.1
Combined/other	63.8	66.5	66.6	50.8	49.4	53.0	30.1
Student enrollment							
Less than 100	64.3	68.3	67.9	53.5	49.8	56.0	29.3
100-199	65.2	65.8	68.2	53.1	49.6	52.6	31.6
200-499	63.3	66.7	65.3	48.9	50.1	52.1	30.6
500-749	61.2	63.7	64.5	51.2	48.7	50.3	30.9
750 or more	57.7	64.4	60.3	44.9	43.2	42.9	25.7

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population.

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

Table A-9. Teacher influence over school policies: Percentage of K-12 school teachers who reported that they have any influence over various policies at their school, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Setting performance standards for students at their school	Establishing curriculum	Determining the content of in-service professional development programs	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how the school budget will be spent
All teachers	82.7	86.1	81.2	52.0	62.6	72.2	52.9
All public school teachers	81.5	84.9	80.8	50.5	62.7	71.0	53.6
School classification							
Traditional public	81.3	84.7	80.9	49.9	62.7	70.7	53.7
Charter school	83.5	87.4	80.0	59.7	61.8	74.5	52.0
Community type							
City	79.3	81.6	80.7	49.5	62.3	70.8	56.1
Suburban	80.4	83.7	80.5	48.3	61.8	69.6	52.2
Town	85.2	90.5	81.3	52.9	64.0	72.2	52.2
Rural	84.0	88.1	81.4	54.4	64.0	73.0	53.4
School level¹							
Elementary	79.5	80.4	80.4	48.9	64.1	74.0	54.7
Middle	81.6	85.9	80.5	49.4	61.1	70.0	52.3
Secondary/high	83.6	90.1	81.3	52.7	60.8	66.0	53.1
Combined/other	85.0	90.3	82.3	55.2	64.9	73.3	51.2
Student enrollment							
Less than 100	83.1	82.8	82.9	60.1	59.4	76.8	56.2
100-199	87.8	90.3	83.3	56.0	64.0	80.3	54.8
200-499	82.0	84.1	80.7	50.7	64.8	73.7	54.0
500-749	80.8	83.3	80.6	49.2	64.5	72.6	54.9
750-999	80.9	84.0	80.3	49.8	60.8	69.4	53.9
1,000 or more	80.5	87.5	81.0	50.0	58.8	64.4	50.9
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	83.3	88.0	82.8	51.2	67.2	71.3	53.6
35-49	83.3	87.0	81.1	50.6	64.3	71.3	52.8
50-74	80.9	85.4	80.5	50.5	61.2	70.0	52.7
75 or more	79.3	80.7	79.1	49.9	58.7	71.1	54.4
Reported effect of COVID-19 on instruction²							
Only teaching with distance-learning instruction	81.5	85.2	82.3	50.3	61.9	72.5	57.2
Teaching with a hybrid of in-person and distance-learning instruction	81.1	84.9	80.8	50.6	62.5	69.9	53.2
Teaching only in-person or no effect on delivery of instruction	82.3	84.7	79.7	50.5	63.8	72.4	51.3

See notes at end of table.

Table A-9. Teacher influence over school policies: Percentage of K-12 school teachers who reported that they have any influence over various policies at their school, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Setting performance standards for students at their school	Establishing curriculum	Determining the content of in-service professional development programs	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how the school budget will be spent
All private school teachers	93.1	95.6	84.0	63.5	61.8	82.1	47.8
School classification							
Catholic	91.0	94.0	82.1	57.4	54.2	81.7	43.5
Other religious	94.5	96.1	84.7	63.3	61.4	83.5	48.7
Nonsectarian	93.4	96.8	85.3	70.6	70.5	80.6	51.2
Community type							
City	94.1	96.0	84.3	64.1	63.6	81.0	47.1
Suburban	92.1	94.8	82.9	62.2	60.5	81.5	46.3
Town	91.2	97.6	83.6	58.9	55.9	83.2	43.7
Rural	93.6	96.0	86.9	68.1	63.4	86.6	57.0
School level¹							
Elementary/middle	92.0	96.8	88.8	68.4	67.4	86.2	53.2
Secondary/high	93.9	96.6	83.9	68.3	62.7	78.2	48.1
Combined/other	93.1	95.2	83.3	61.7	60.7	82.2	46.9
Student enrollment							
Less than 100	93.7	94.7	86.8	68.2	61.3	87.0	55.7
100-199	89.5	94.3	83.0	61.9	55.1	84.2	45.5
200-499	94.3	96.0	83.7	60.7	61.1	81.6	43.5
500-749	95.7	97.4	83.6	65.4	68.2	78.9	48.5
750 or more	92.1	96.8	82.4	64.7	70.4	74.5	50.6
Reported effect of COVID-19 on instruction²							
Only teaching with distance-learning instruction	93.6	95.6	88.5	71.4	65.6	81.3	48.3
Teaching with a hybrid of in-person and distance-learning instruction	93.2	95.8	84.1	63.8	63.0	80.6	47.7
Teaching only in-person or no effect on delivery of instruction	92.8	95.5	83.3	62.0	59.7	84.0	47.9

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Teachers were asked to report the current effect of the coronavirus pandemic (COVID-19) on their teaching at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Response options included “no influence,” “minor influence,” “moderate influence,” and “a great deal of influence.” Teachers who reported “minor influence,” “moderate influence,” or “a great deal of influence” were considered to have reported having “any influence.”

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

Table A-10. Teacher autonomy: Percentage of K-12 school teachers who responded that they have any control over various areas of planning and teaching in their classrooms, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Selecting textbooks and other instructional materials	Selecting content, topics, and skills to be taught	Selecting teaching techniques	Evaluating and grading students	Disciplining students	Determining the amount of homework to be assigned
All teachers	85.3	87.3	97.9	98.2	96.3	96.8
All public school teachers	84.1	86.2	97.7	98.1	96.0	96.7
School classification						
Traditional public	84.1	86.1	97.7	98.1	96.1	96.7
Charter school	84.7	88.4	97.5	97.5	95.5	95.7
Community type						
City	80.3	84.2	96.9	97.4	94.9	96.3
Suburban	82.7	85.1	97.6	98.0	96.0	96.4
Town	89.7	88.7	98.5	98.6	96.9	97.0
Rural	88.4	89.3	98.5	98.6	97.0	97.5
School level¹						
Elementary	80.1	81.3	97.1	97.5	97.1	95.9
Middle	84.8	87.0	97.8	98.0	95.1	97.3
Secondary/high	88.9	92.4	98.5	98.9	94.8	97.6
Combined/other	88.9	91.3	98.5	98.7	96.5	96.5
Student enrollment						
Less than 100	84.2	85.6	98.0	99.0	96.7	87.9
100-199	89.4	90.6	98.8	98.9	98.2	98.2
200-499	83.5	84.8	97.6	97.9	97.1	96.4
500-749	83.1	84.8	97.4	98.0	96.5	97.1
750-999	83.5	85.4	97.6	97.4	95.4	96.7
1,000 or more	85.5	89.4	98.1	98.5	94.1	97.3
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	86.8	88.8	98.3	98.4	96.8	96.5
35-49	86.7	87.9	98.2	98.7	96.2	97.3
50-74	85.4	86.5	98.1	98.0	96.0	96.8
75 or more	79.6	82.9	96.7	97.5	95.3	96.4
Reported effect of COVID-19 on instruction²						
Only teaching with distance-learning instruction	82.8	86.6	97.9	98.0	95.6	96.4
Teaching with a hybrid of in-person and distance-learning instruction	84.6	86.9	97.7	98.1	95.8	96.9
Teaching only in-person or no effect on delivery of instruction	84.0	84.1	97.7	98.0	96.9	96.3

See notes at end of table.

Table A-10. Teacher autonomy: Percentage of K-12 school teachers who responded that they have any control over various areas of planning and teaching in their classrooms, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Selecting textbooks and other instructional materials	Selecting content, topics, and skills to be taught	Selecting teaching techniques	Evaluating and grading students	Disciplining students	Determining the amount of homework to be assigned
All private school teachers	95.1	96.5	99.4	99.1	98.3	98.1
School classification						
Catholic	94.7	95.2	99.5	99.3	98.9	98.5
Other religious	94.7	96.3	99.3	99.2	98.3	98.5
Nonsectarian	96.2	98.2	99.5	98.8	97.8	97.0
Community type						
City	95.1	96.5	99.5	99.0	98.4	97.8
Suburban	94.6	96.4	99.4	99.4	97.9	97.9
Town	96.2	96.0	99.0	99.0	98.8	97.9
Rural	96.3	96.9	99.5	98.8	99.2	99.3
School level¹						
Elementary/middle	94.4	94.6	99.2	97.8	99.3	98.2
Secondary/high	97.2	98.4	99.4	99.4	97.5	98.9
Combined/other	94.8	96.4	99.5	99.3	98.4	97.9
Student enrollment						
Less than 100	93.0	95.0	99.2	98.7	98.1	98.5
100-199	93.4	95.6	99.0	98.4	97.9	96.7
200-499	96.1	96.8	99.6	99.6	98.8	98.1
500-749	97.0	98.2	99.7	99.2	98.2	98.6
750 or more	97.1	98.0	99.7	99.6	98.2	99.1
Reported effect of COVID-19 on instruction²						
Only teaching with distance-learning instruction	96.8	97.5	99.6	99.0	97.7	98.7
Teaching with a hybrid of in-person and distance-learning instruction	95.7	96.6	99.5	99.3	98.3	98.1
Teaching only in-person or no effect on delivery of instruction	94.1	96.1	99.2	98.9	98.4	97.9

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-21 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

² Teachers were asked to report the current effect of the coronavirus pandemic (COVID-19) on their teaching at the school at the time they completed the survey. Thus, this was the reported effect on instruction at the time the survey was completed, not a summary of the school year.

NOTE: Data are weighted estimates of the population. Response options included “no control,” “minor control,” “moderate control,” and “a great deal of control.” Teachers who reported “minor control,” “moderate control,” or “a great deal of control” were considered to have reported having “any control.”

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

Table A-S1. Standard errors for Table A-1: Teachers' race/ethnicity: Percentage distribution of K-12 school teachers, by race/ethnicity, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All teachers	0.04	0.10	0.19	0.22	0.02	0.32	0.07
All public school teachers	0.04	0.10	0.20	0.24	0.02	0.34	0.08
School classification							
Traditional public	0.04	0.11	0.20	0.25	0.02	0.34	0.08
Charter school	0.12	0.37	1.12	0.95	0.11	1.56	0.19
Community type							
City	0.08	0.25	0.44	0.49	0.05	0.68	0.15
Suburban	0.04	0.18	0.37	0.43	0.03	0.60	0.11
Town	0.18	0.13	0.47	0.48	0.06	0.78	0.18
Rural	0.11	0.10	0.29	0.53	0.04	0.60	0.17
School level							
Elementary	0.06	0.17	0.31	0.43	0.03	0.59	0.12
Middle	0.10	0.23	0.47	0.49	0.03	0.77	0.14
Secondary/high	0.09	0.18	0.39	0.41	0.05	0.65	0.13
Combined/other	0.11	0.43	0.54	0.69	0.11	1.07	0.25
Student enrollment							
Less than 100	0.16	0.63	1.96	4.64	†	4.55	0.67
100-199	0.22	0.31	0.76	1.06	†	1.32	0.27
200-499	0.08	0.17	0.38	0.38	0.03	0.60	0.17
500-749	0.06	0.22	0.34	0.52	0.05	0.68	0.17
750-999	0.12	0.27	0.63	0.66	0.02	0.97	0.19
1,000 or more	0.10	0.25	0.42	0.49	0.06	0.72	0.15
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.05	0.16	0.21	0.33	0.04	0.44	0.11
35-49	0.06	0.25	0.33	0.39	0.04	0.61	0.18
50-74	0.12	0.21	0.45	0.62	0.04	0.84	0.18
75 or more	0.08	0.22	0.45	0.51	0.04	0.66	0.15

See notes at end of table.

Table A-S1. Standard errors for Table A-1: Teachers' race/ethnicity: Percentage distribution of K-12 school teachers, by race/ethnicity, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	American Indian or Alaska Native, non-Hispanic	Asian, non-Hispanic	Black or African American, non-Hispanic	Hispanic, regardless of race	Native Hawaiian or other Pacific Islander, non-Hispanic	White, non-Hispanic	Two or more races, non-Hispanic
All private school teachers	0.06	0.29	0.41	0.56	†	0.81	0.25
School classification							
Catholic	†	0.24	0.41	1.01	†	1.20	0.42
Other religious	†	0.48	0.91	0.91	†	1.43	0.43
Nonsectarian	†	0.70	0.55	0.91	†	1.29	0.41
Community type							
City	†	0.46	0.65	0.84	†	1.29	0.49
Suburban	†	0.48	0.69	1.00	†	1.32	0.31
Town	†	†	†	2.04	†	2.56	†
Rural	†	0.68	0.61	0.82	†	1.26	0.32
School level							
Elementary/middle	†	0.98	1.58	1.91	†	2.74	0.93
Secondary/high	†	0.42	0.63	0.97	†	1.29	0.41
Combined/other	0.09	0.35	0.47	0.67	†	0.97	0.30
Student enrollment							
Less than 100	†	0.82	1.32	1.28	†	2.03	0.66
100-199	†	0.69	0.84	1.14	†	1.70	0.54
200-499	†	0.41	0.61	1.09	†	1.42	0.40
500-749	†	0.48	0.69	1.28	†	1.76	0.65
750 or more	†	0.58	0.68	1.29	†	1.65	0.55

† Not applicable.

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

Table A-S2. Standard errors for Table A-2: Teachers' age and sex: Average and median age of K-12 school teachers and percentage distribution of teachers by age category and by sex, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Average age of teachers	Median age of teachers	Age category				Sex	
			Less than 30 years	30-49 years	50-54 years	55 years or more	Male	Female
All teachers	0.08	0.12	0.22	0.32	0.20	0.26	0.29	0.29
All public school teachers	0.09	0.12	0.23	0.35	0.22	0.29	0.31	0.31
School classification								
Traditional public	0.09	0.13	0.25	0.37	0.23	0.30	0.32	0.32
Charter school	0.30	0.41	0.92	0.93	0.57	0.84	0.88	0.88
Community type								
City	0.15	0.22	0.45	0.58	0.40	0.45	0.61	0.61
Suburban	0.13	0.21	0.34	0.46	0.37	0.38	0.52	0.52
Town	0.26	0.35	0.64	1.14	0.58	0.94	0.81	0.81
Rural	0.18	0.23	0.51	0.73	0.42	0.57	0.65	0.65
School level								
Elementary	0.12	0.18	0.38	0.49	0.35	0.38	0.30	0.30
Middle	0.15	0.20	0.43	0.67	0.44	0.47	0.58	0.58
Secondary/high	0.17	0.24	0.33	0.66	0.40	0.59	0.50	0.50
Combined/other	0.33	0.55	0.73	1.43	0.77	1.16	0.90	0.90
Student enrollment								
Less than 100	1.11	1.45	1.66	4.02	3.05	3.51	2.86	2.86
100-199	0.49	0.67	1.27	1.65	0.99	1.60	1.35	1.35
200-499	0.13	0.19	0.42	0.63	0.41	0.45	0.42	0.42
500-749	0.14	0.21	0.51	0.68	0.42	0.44	0.53	0.53
750-999	0.20	0.29	0.63	0.81	0.57	0.61	0.80	0.80
1,000 or more	0.15	0.21	0.41	0.62	0.42	0.51	0.60	0.60
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	0.14	0.21	0.40	0.57	0.44	0.41	0.55	0.55
35-49	0.17	0.23	0.52	0.76	0.48	0.58	0.77	0.77
50-74	0.19	0.29	0.49	0.75	0.49	0.61	0.73	0.73
75 or more	0.15	0.21	0.42	0.65	0.37	0.50	0.48	0.48

See notes at end of table.

Table A-S2. Standard errors for Table A-2: Teachers' age and sex: Average and median age of K-12 school teachers and percentage distribution of teachers by age category and by sex, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Average age of teachers	Median age of teachers	Age category				Sex	
			Less than 30 years	30-49 years	50-54 years	55 years or more	Male	Female
All private school teachers	0.25	0.31	0.66	0.90	0.54	0.77	0.82	0.82
School classification								
Catholic	0.43	0.47	1.03	1.40	1.04	1.38	1.26	1.26
Other religious	0.42	0.52	1.27	1.72	0.96	1.30	1.31	1.31
Nonsectarian	0.41	0.52	0.89	1.41	0.86	1.34	1.39	1.39
Community type								
City	0.42	0.56	1.14	1.43	0.89	1.21	1.32	1.32
Suburban	0.30	0.43	0.89	1.37	0.88	1.11	1.28	1.28
Town	0.96	2.07	2.68	3.88	2.49	3.15	2.92	2.92
Rural	0.71	0.93	1.68	2.47	1.30	2.41	2.26	2.26
School level								
Elementary/middle	0.90	1.31	1.94	3.27	1.98	2.92	1.75	1.75
Secondary/high	0.38	0.88	1.11	1.52	1.09	1.30	1.66	1.66
Combined/other	0.28	0.32	0.85	1.07	0.64	0.91	0.98	0.98
Student enrollment								
Less than 100	0.69	0.79	1.80	2.31	1.27	2.00	1.72	1.72
100-199	0.60	0.86	1.49	2.16	1.53	1.94	1.56	1.56
200-499	0.41	0.48	1.04	1.59	0.93	1.34	1.27	1.27
500-749	0.54	1.60	1.79	2.33	1.39	1.69	2.39	2.39
750 or more	0.59	0.71	1.18	2.18	1.54	2.14	1.93	1.93

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

Table A-S3. Standard errors for Table A-3: Years of teaching experience: Percentage distribution of K-12 school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Total years of teaching experience				Average years teaching	Years teaching at current school				Average years at current school
	3 years or less	4-9 years	10-14 years	15 or more years		3 years or less	4-9 years	10-14 years	15 or more years	
All teachers	0.21	0.24	0.21	0.30	0.06	0.33	0.25	0.20	0.27	0.05
All public school teachers	0.23	0.27	0.23	0.32	0.07	0.34	0.26	0.22	0.29	0.06
School classification										
Traditional public	0.22	0.28	0.24	0.36	0.07	0.35	0.27	0.22	0.29	0.06
Charter school	1.29	0.95	0.73	1.00	0.22	1.34	1.03	0.84	0.64	0.15
Community type										
City	0.50	0.52	0.43	0.66	0.13	0.70	0.55	0.35	0.50	0.10
Suburban	0.29	0.40	0.36	0.55	0.10	0.57	0.42	0.33	0.52	0.10
Town	0.67	0.89	0.64	1.05	0.21	0.85	0.79	0.62	0.84	0.15
Rural	0.52	0.56	0.55	0.68	0.15	0.64	0.62	0.53	0.61	0.13
School level										
Elementary	0.35	0.42	0.37	0.49	0.09	0.53	0.40	0.40	0.45	0.08
Middle	0.47	0.63	0.43	0.71	0.13	0.71	0.59	0.45	0.60	0.12
Secondary/high	0.36	0.46	0.45	0.64	0.13	0.71	0.51	0.41	0.57	0.12
Combined/other	0.77	1.00	0.74	1.19	0.29	1.15	0.96	0.67	1.06	0.25
Student enrollment										
Less than 100	1.74	3.26	3.07	3.53	0.83	3.96	2.40	2.97	3.08	0.50
100-199	1.46	1.26	1.16	1.70	0.36	2.16	1.61	0.97	1.51	0.34
200-499	0.47	0.51	0.44	0.60	0.12	0.55	0.52	0.40	0.53	0.10
500-749	0.45	0.52	0.43	0.61	0.12	0.72	0.58	0.41	0.59	0.12
750-999	0.56	0.77	0.58	0.87	0.15	0.86	0.73	0.59	0.72	0.14
1,000 or more	0.39	0.53	0.45	0.68	0.12	0.66	0.55	0.41	0.58	0.11
Percent of K-12 students who were approved for free or reduced-price lunches										
0-34	0.31	0.43	0.36	0.58	0.11	0.62	0.51	0.41	0.58	0.11
35-49	0.53	0.67	0.64	0.81	0.15	0.79	0.67	0.55	0.66	0.13
50-74	0.52	0.72	0.57	0.76	0.14	0.76	0.61	0.52	0.68	0.12
75 or more	0.43	0.50	0.40	0.59	0.12	0.65	0.52	0.37	0.51	0.11

See notes at end of table.

Table A-S3. Standard errors for Table A-3: Years of teaching experience: Percentage distribution of K-12 school teachers based on years of teaching experience, average total years of teaching experience, percentage distribution of teachers based on years teaching at current school, and average years teaching at current school, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Total years of teaching experience				Average years teaching	Years teaching at current school				Average years at current school
	3 years or less	4-9 years	10-14 years	15 or more years		3 years or less	4-9 years	10-14 years	15 or more years	
All private school teachers	0.75	0.69	0.62	0.87	0.19	0.97	0.81	0.56	0.73	0.16
School classification										
Catholic	1.14	1.35	1.10	1.54	0.36	1.55	1.37	0.98	1.26	0.29
Other religious	1.43	1.22	1.09	1.60	0.34	1.75	1.36	0.95	1.19	0.27
Nonsectarian	1.05	1.29	1.08	1.61	0.36	1.65	1.32	1.01	1.35	0.31
Community type										
City	1.26	1.11	0.91	1.44	0.31	1.39	1.16	0.81	1.17	0.25
Suburban	1.03	1.12	0.96	1.23	0.28	1.38	1.21	0.88	1.08	0.24
Town	2.51	3.57	2.67	3.57	0.77	3.49	3.20	2.63	3.21	0.73
Rural	1.84	2.17	1.48	2.50	0.56	2.82	2.40	1.70	2.37	0.52
School level										
Elementary/middle	2.18	2.56	1.97	3.19	0.65	2.79	2.48	1.75	2.47	0.52
Secondary/high	1.32	1.30	1.31	1.41	0.35	1.55	1.45	1.08	1.26	0.28
Combined/other	0.89	0.88	0.73	1.00	0.23	1.16	0.98	0.66	0.90	0.19
Student enrollment										
Less than 100	1.86	1.74	1.30	2.40	0.52	2.42	2.06	1.12	1.95	0.43
100-199	1.81	1.66	1.45	2.05	0.47	1.99	1.68	1.38	1.67	0.34
200-499	1.09	1.25	1.16	1.54	0.33	1.55	1.35	1.01	1.22	0.26
500-749	1.75	1.82	1.79	1.96	0.44	2.32	1.91	1.55	1.90	0.41
750 or more	1.15	1.79	1.15	2.23	0.53	1.73	1.83	1.26	2.03	0.45

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

Table A-S4. Standard errors for Table A-4: Teachers' highest degree earned: Percentage distribution of K-12 school teachers, by highest degree earned, school type, and selected school characteristics: 2020-21

School type and selected school characteristic	Less than a bachelor's degree	Bachelor's degree	Master's degree	Higher than a master's degree ¹
All teachers	0.08	0.38	0.38	0.19
All public school teachers	0.07	0.41	0.41	0.21
School classification				
Traditional public	0.07	0.41	0.40	0.22
Charter school	0.24	1.38	1.22	0.63
Community type				
City	0.09	0.74	0.71	0.37
Suburban	0.07	0.59	0.61	0.35
Town	0.19	1.16	1.06	0.53
Rural	0.24	0.84	0.84	0.41
School level				
Elementary	0.05	0.57	0.56	0.34
Middle	0.04	0.81	0.81	0.42
Secondary/high	0.20	0.81	0.88	0.36
Combined/other	0.22	1.32	1.22	0.63
Student enrollment				
Less than 100	0.49	4.58	3.79	1.71
100-199	0.29	1.76	1.87	0.92
200-499	0.14	0.67	0.67	0.33
500-749	0.12	0.78	0.78	0.40
750-999	0.12	1.00	1.00	0.59
1,000 or more	0.11	0.78	0.78	0.42
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	0.17	0.63	0.64	0.35
35-49	0.15	0.97	0.95	0.48
50-74	0.09	0.91	0.90	0.41
75 or more	0.08	0.67	0.64	0.37

See notes at end of table.

Table A-S4. Standard errors for Table A-4: Teachers' highest degree earned: Percentage distribution of K-12 school teachers, by highest degree earned, school type, and selected school characteristics: 2020-21—Continued

School type and selected school characteristic	Less than a bachelor's degree	Bachelor's degree	Master's degree	Higher than a master's degree [†]
All private school teachers	0.49	0.97	0.99	0.54
School classification				
Catholic	0.45	1.64	1.64	0.97
Other religious	1.07	1.67	1.59	0.75
Nonsectarian	0.57	1.45	1.55	0.96
Community type				
City	0.67	1.64	1.52	0.89
Suburban	0.71	1.57	1.52	0.74
Town	1.76	3.66	3.73	1.40
Rural	1.74	2.74	2.77	1.29
School level				
Elementary/middle	2.08	3.00	2.95	1.52
Secondary/high	0.49	1.45	1.64	1.21
Combined/other	0.58	1.19	1.17	0.62
Student enrollment				
Less than 100	1.70	2.33	2.12	1.11
100-199	0.86	1.91	1.84	1.10
200-499	0.54	1.67	1.68	0.75
500-749	†	2.56	2.45	1.27
750 or more	†	2.54	2.48	1.93

† Not applicable.

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

Table A-S5. Standard errors for Table A-5: Average weekly hours for teachers: Percentage of K-12 school teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Percent of teachers who are regular full-time teachers	Average hours during typical full week		
		Required by contract to work	Of contracted hours, total hours spent delivering instruction to students	Total hours spent on all teaching and other school-related activities
All teachers	0.16	0.03	0.06	0.07
All public school teachers	0.15	0.03	0.06	0.08
School classification				
Traditional public	0.15	0.03	0.07	0.08
Charter school	0.69	0.12	0.22	0.21
Community type				
City	0.30	0.06	0.11	0.13
Suburban	0.27	0.05	0.09	0.12
Town	0.41	0.07	0.17	0.19
Rural	0.31	0.06	0.13	0.14
School level				
Elementary	0.28	0.04	0.09	0.11
Middle	0.27	0.06	0.12	0.15
Secondary/high	0.21	0.05	0.12	0.14
Combined/other	0.54	0.12	0.22	0.25
Student enrollment				
Less than 100	1.74	0.35	0.61	0.98
100-199	0.95	0.15	0.30	0.35
200-499	0.29	0.04	0.11	0.12
500-749	0.30	0.06	0.11	0.13
750-999	0.38	0.09	0.16	0.18
1,000 or more	0.20	0.06	0.13	0.14
Percent of K-12 students who were approved for free or reduced-price lunches				
0-34	0.28	0.05	0.10	0.13
35-49	0.37	0.07	0.14	0.15
50-74	0.34	0.07	0.14	0.16
75 or more	0.30	0.06	0.11	0.13
Reported effect of COVID-19 on instruction				
Only teaching with distance-learning instruction	0.32	0.06	0.14	0.16
Teaching with a hybrid of in-person and distance-learning instruction	0.21	0.04	0.08	0.10
Teaching only in-person or no effect on delivery of instruction	0.30	0.05	0.12	0.14

See notes at end of table.

Table A-S5. Standard errors for Table A-5: Average weekly hours for teachers: Percentage of K-12 school teachers who are regular full-time teachers and average number of hours per week that regular full-time teachers spent on selected activities during a typical full week, by school type and selected school characteristics: 2020–21—Continued

School type and selected school characteristic	Percent of teachers who are regular full-time teachers	Average hours during typical full week		
		Required by contract to work	Of contracted hours, total hours spent delivering instruction to students	Total hours spent on all teaching and other school-related activities
All private school teachers	0.72	0.08	0.20	0.21
School classification				
Catholic	1.16	0.11	0.31	0.35
Other religious	1.32	0.15	0.35	0.38
Nonsectarian	1.13	0.18	0.29	0.35
Community type				
City	1.17	0.13	0.28	0.31
Suburban	1.02	0.14	0.31	0.31
Town	2.98	0.27	0.78	0.85
Rural	2.03	0.29	0.66	0.68
School level				
Elementary/middle	2.78	0.25	0.55	0.63
Secondary/high	1.33	0.24	0.34	0.41
Combined/other	0.83	0.10	0.24	0.24
Student enrollment				
Less than 100	1.97	0.27	0.54	0.59
100–199	1.63	0.19	0.41	0.46
200–499	1.03	0.13	0.30	0.30
500–749	1.80	0.17	0.41	0.41
750 or more	1.29	0.21	0.46	0.57
Reported effect of COVID-19 on instruction				
Only teaching with distance-learning instruction	2.88	0.34	0.64	0.78
Teaching with a hybrid of in-person and distance-learning instruction	0.90	0.11	0.24	0.25
Teaching only in-person or no effect on delivery of instruction	1.20	0.13	0.30	0.35

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

Table A-S6. Standard errors for Table A-6: Average base teaching salary and supplements: Among regular full-time K-12 school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system during the school year	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All teachers	190	200	0.34	40	0.18	50	0.18	90	0.21	160
All public school teachers	200	210	0.36	40	0.20	50	0.20	90	0.22	180
School classification										
Traditional public	210	220	0.38	40	0.20	50	0.20	90	0.22	180
Charter school	520	520	1.08	130	0.84	100	0.69	210	0.92	940
Community type										
City	380	390	0.64	70	0.39	70	0.34	180	0.46	310
Suburban	330	340	0.58	80	0.33	80	0.31	140	0.41	380
Town	410	410	1.05	100	0.53	120	0.59	160	0.65	290
Rural	340	350	0.80	90	0.40	160	0.56	180	0.55	300
School level										
Elementary	280	290	0.46	50	0.32	70	0.33	130	0.34	410
Middle	450	450	0.70	80	0.48	110	0.40	210	0.51	260
Secondary/high	380	410	0.71	70	0.36	110	0.38	170	0.41	250
Combined/other	870	890	1.33	150	0.60	120	0.60	320	0.79	430
Student enrollment										
Less than 100	740	1,340	2.82	700	0.92	260	2.67	570	3.22	3,770
100-199	700	730	2.01	220	0.87	440	1.13	760	1.43	930
200-499	340	350	0.66	70	0.35	80	0.32	150	0.40	250
500-749	390	390	0.65	70	0.42	80	0.45	130	0.43	250
750-999	570	580	1.03	100	0.57	220	0.59	260	0.66	320
1,000 or more	440	460	0.64	90	0.42	80	0.38	190	0.41	280
Percent of K-12 students who were approved for free or reduced-price lunches										
0-34	390	400	0.61	70	0.38	120	0.33	160	0.42	400
35-49	530	550	0.91	110	0.46	100	0.48	210	0.59	360
50-74	470	480	0.87	100	0.43	90	0.49	220	0.51	270
75 or more	330	330	0.57	70	0.35	90	0.38	150	0.42	350
Reported effect of COVID-19 on instruction										
Only teaching with distance-learning instruction	410	430	0.72	110	0.33	130	0.38	210	0.49	310
Teaching with a hybrid of in-person and distance-learning instruction	250	250	0.46	50	0.22	50	0.29	100	0.31	180
Teaching only in-person or no effect on delivery of instruction	340	360	0.77	90	0.45	90	0.40	180	0.58	590

See notes at end of table.

Table A-S6. Standard errors for Table A-6: Average base teaching salary and supplements: Among regular full-time K-12 school teachers, average base salary and earnings from all sources, percentage of teachers with earnings from various salary supplements, and among those teachers, the average amount earned from the supplement during the current school year, by school type and selected school characteristics: 2020-21–Continued

School type and selected school characteristics	Average base teaching salary of regular full-time teachers	Average school year earnings from all sources	Salary supplements							
			Extracurricular or additional activities in same school system		Additional compensation based on students' performance		Other school system sources (state supplement, etc.)		Job outside the school system during the school year	
			Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount	Percent of teachers	Average amount
All private school teachers	530	560	0.89	150	0.13	670	0.23	930	0.69	320
School classification										
Catholic	640	680	1.57	170	0.16	330	0.49	1,200	1.13	480
Other religious	820	870	1.45	390	†	†	0.33	2,600	1.28	630
Nonsectarian	1,100	1,130	1.53	200	0.22	500	0.32	550	1.08	520
Community type										
City	850	860	1.54	240	0.25	890	0.45	1,130	1.17	550
Suburban	780	840	1.42	290	0.18	†	0.24	2,270	1.27	560
Town	960	970	3.77	250	†	†	†	3,480	2.95	440
Rural	990	1,050	2.01	340	†	†	†	980	2.10	810
School level										
Elementary/middle	1,230	1,300	2.44	490	†	†	0.84	†	2.15	960
Secondary/high	1,210	1,250	1.80	270	0.23	410	0.60	†	1.37	830
Combined/other	610	630	1.08	200	0.16	880	0.23	1,250	0.87	390
Student enrollment										
Less than 100	900	940	1.72	370	†	†	0.47	†	1.89	780
100-199	790	820	1.61	230	†	†	0.51	3,240	1.75	560
200-499	770	810	1.53	280	†	380	0.45	610	1.11	620
500-749	1,270	1,400	2.58	450	†	†	0.60	†	2.09	820
750 or more	1,530	1,550	2.53	320	†	†	0.32	†	1.55	760
Reported effect of COVID-19 on instruction										
Only teaching with distance-learning instruction	2,390	2,540	2.77	810	†	†	†	1,630	2.28	1,350
Teaching with a hybrid of in-person and distance-learning instruction	620	640	1.17	180	0.20	550	0.32	950	0.92	440
Teaching only in-person or no effect on delivery of instruction	680	720	1.42	300	†	†	0.33	2,220	1.13	540

† Not applicable.

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

Table A-S7a. Standard errors for Table A-7a: Average public school class size: Average class size in public K-12 schools, by school level, class type, and selected school characteristics: 2020-21

School type and selected school characteristics	Elementary schools		Middle schools		Secondary/high schools		Combined/other grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All public school teachers	0.09	0.43	0.81	0.16	1.06	0.16	0.40	0.39
School classification								
Traditional public	0.09	0.49	0.77	0.16	0.94	0.16	0.41	0.46
Charter school	0.36	0.93	6.47	0.71	4.12	0.58	1.17	0.79
Community type								
City	0.17	0.67	1.55	0.36	2.61	0.34	0.79	0.77
Suburban	0.15	0.77	1.20	0.22	1.67	0.21	0.89	0.64
Town	0.23	1.39	1.34	0.39	2.51	0.44	1.32	0.85
Rural	0.22	0.83	1.89	0.39	1.35	0.26	0.51	0.51
Student enrollment								
Less than 100	0.68	1.21	†	2.48	3.14	1.76	0.94	2.01
100-199	0.34	2.14	2.46	1.37	1.92	0.50	0.66	0.47
200-499	0.13	0.44	1.53	0.30	3.17	0.37	0.51	0.62
500-749	0.15	0.94	1.22	0.29	2.56	0.30	1.14	0.65
750-999	0.37	1.58	1.53	0.29	1.70	0.31	1.20	0.89
1,000 or more	0.78	2.86	1.82	0.40	1.15	0.17	1.32	0.61
Percent of K-12 students who were approved for free or reduced-price lunches								
0-34	0.15	0.87	1.04	0.26	1.96	0.29	0.76	0.59
35-49	0.23	1.45	1.82	0.46	2.14	0.32	1.15	0.76
50-74	0.21	0.91	1.74	0.35	2.00	0.33	0.65	0.65
75 or more	0.17	0.63	1.48	0.32	1.50	0.29	0.66	0.88
Reported effect of COVID-19 on instruction								
Only teaching with distance-learning instruction	0.18	0.85	2.52	0.34	2.62	0.32	1.21	0.77
Teaching with a hybrid of in-person and distance-learning instruction	0.14	0.63	1.02	0.20	1.37	0.17	0.56	0.47
Teaching only in-person or no effect on delivery of instruction	0.12	0.70	1.40	0.29	1.31	0.33	0.45	0.75

† Not applicable.

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

Table A-S7b. Standard errors for Table A-7b: Average private school class size: Average class size in private K-12 schools, by school level, class type, and selected school characteristics: 2020-21

School type and selected school characteristics	Elementary/middle schools		Secondary/high schools		Combined/other grade schools	
	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction	Average class size for teachers in self-contained classes	Average class size for teachers in departmentalized instruction
All private school teachers	0.62	1.46	3.50	0.39	0.26	0.25
School classification						
Catholic	1.05	2.23	9.08	0.33	0.42	0.64
Other religious	1.06	2.56	2.83	0.98	0.37	0.29
Nonsectarian	0.65	1.40	1.03	0.61	0.48	0.40
Community type						
City	1.00	1.48	4.04	0.60	0.44	0.40
Suburban	0.92	3.75	7.79	0.70	0.44	0.46
Town	1.23	1.81	†	2.05	0.69	0.74
Rural	1.56	1.69	3.17	0.76	0.54	0.34
Student enrollment						
Less than 100	0.75	1.00	2.30	0.69	0.34	0.46
100-199	0.64	1.14	2.88	0.67	0.45	0.35
200-499	1.27	2.04	8.05	0.58	0.41	0.42
500-749	†	6.28	†	0.64	0.56	0.43
750 or more	†	†	†	0.54	0.94	0.80
Reported effect of COVID-19 on instruction						
Only teaching with distance-learning instruction	1.92	2.61	†	1.36	1.27	1.01
Teaching with a hybrid of in-person and distance-learning instruction	0.86	2.40	2.56	0.45	0.36	0.33
Teaching only in-person or no effect on delivery of instruction	0.74	1.17	5.21	0.69	0.36	0.36

† Not applicable.

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

Table A-S8. Standard errors for Table A-8: Teacher education and preparation: Percentage of K-12 school teachers who took graduate or undergraduate courses in selected subject areas prior to their first year of teaching, by course subject area, school type, and selected school characteristics: 2020-21

School type and selected school characteristics	Classroom management techniques	Lesson planning	Learning assessment	Using student performance data to inform instruction	Serving students from diverse economic backgrounds	Serving students with special needs	Teaching students who are limited-English proficient (LEP) or English-language learners (ELLs)
All teachers	0.29	0.29	0.29	0.28	0.31	0.32	0.31
All public school teachers	0.31	0.31	0.31	0.28	0.32	0.33	0.33
School classification							
Traditional public	0.30	0.28	0.29	0.28	0.31	0.31	0.34
Charter school	1.57	1.65	1.60	1.32	1.42	1.68	1.35
Community type							
City	0.54	0.59	0.62	0.64	0.57	0.63	0.67
Suburban	0.49	0.43	0.45	0.49	0.50	0.50	0.56
Town	0.68	0.88	0.65	0.81	0.89	0.86	0.89
Rural	0.60	0.58	0.56	0.63	0.66	0.61	0.66
School level							
Elementary	0.41	0.39	0.43	0.45	0.43	0.46	0.52
Middle	0.63	0.56	0.60	0.68	0.63	0.57	0.71
Secondary/high	0.58	0.67	0.57	0.64	0.66	0.64	0.66
Combined/other	0.93	0.96	0.93	1.19	1.16	0.99	1.02
Student enrollment							
Less than 100	3.36	4.38	3.53	4.68	4.36	5.32	3.72
100-199	1.51	1.80	1.42	1.63	1.45	1.73	1.60
200-499	0.53	0.52	0.49	0.48	0.56	0.57	0.59
500-749	0.56	0.52	0.55	0.59	0.58	0.54	0.63
750-999	0.71	0.70	0.74	0.80	0.78	0.74	0.93
1,000 or more	0.57	0.48	0.54	0.56	0.61	0.54	0.67
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.46	0.40	0.45	0.52	0.49	0.49	0.57
35-49	0.70	0.63	0.60	0.74	0.79	0.75	0.84
50-74	0.65	0.60	0.71	0.71	0.71	0.68	0.77
75 or more	0.52	0.59	0.49	0.55	0.60	0.58	0.63

See notes at end of table.

Table A-S8. Standard errors for Table A-8: Teacher education and preparation: Percentage of K-12 school teachers who took graduate or undergraduate courses in selected subject areas prior to their first year of teaching, by course subject area, school type, and selected school characteristics: 2020-21–Continued

School type and selected school characteristics	Classroom management techniques	Lesson planning	Learning assessment	Using student performance data to inform instruction	Serving students from diverse economic backgrounds	Serving students with special needs	Teaching students who are limited-English proficient (LEP) or English-language learners (ELLs)
All private school teachers	0.90	0.90	0.86	0.87	0.91	0.92	0.86
School classification							
Catholic	1.58	1.54	1.62	1.64	1.64	1.63	1.38
Other religious	1.62	1.55	1.54	1.54	1.61	1.65	1.50
Nonsectarian	1.54	1.46	1.52	1.52	1.59	1.67	1.51
Community type							
City	1.41	1.42	1.45	1.44	1.33	1.45	1.37
Suburban	1.38	1.23	1.23	1.27	1.42	1.40	1.26
Town	2.99	3.03	2.97	3.50	3.30	3.72	2.80
Rural	2.73	2.72	2.52	2.77	2.84	2.99	2.31
School level							
Elementary/middle	3.07	3.06	3.21	3.16	2.87	3.35	2.96
Secondary/high	1.50	1.52	1.59	1.51	1.64	1.59	1.31
Combined/other	1.06	1.00	1.01	1.02	1.07	1.06	1.02
Student enrollment							
Less than 100	2.23	2.34	2.14	2.36	2.32	2.21	2.05
100-199	1.84	1.95	1.74	1.95	2.13	2.12	2.01
200-499	1.54	1.42	1.33	1.53	1.51	1.56	1.42
500-749	2.27	2.28	2.13	2.14	2.42	2.57	2.33
750 or more	2.24	2.42	2.34	2.27	2.22	2.16	1.89

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

Table A-S9. Standard errors for Table A-9: Teacher influence over school policies: Percentage of K-12 school teachers who reported that they have any influence over various policies at their school, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Setting performance standards for students at their school	Establishing curriculum	Determining the content of in-service professional development programs	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how the school budget will be spent
All teachers	0.25	0.23	0.26	0.31	0.40	0.29	0.35
All public school teachers	0.28	0.25	0.27	0.31	0.41	0.31	0.37
School classification							
Traditional public	0.28	0.26	0.27	0.34	0.43	0.33	0.39
Charter school	0.99	1.12	1.03	1.14	1.19	0.92	1.32
Community type							
City	0.52	0.52	0.50	0.62	0.70	0.55	0.72
Suburban	0.44	0.45	0.42	0.51	0.62	0.49	0.58
Town	0.63	0.50	0.74	0.92	1.45	1.36	1.10
Rural	0.54	0.51	0.60	0.72	0.81	0.64	0.78
School level							
Elementary	0.45	0.43	0.42	0.53	0.63	0.53	0.61
Middle	0.56	0.49	0.57	0.70	0.87	0.68	0.80
Secondary/high	0.40	0.40	0.47	0.59	0.75	0.55	0.59
Combined/other	0.77	0.77	0.88	1.17	1.25	1.08	1.23
Student enrollment							
Less than 100	4.54	4.06	3.07	3.54	4.02	2.92	3.53
100-199	1.17	1.11	1.41	1.66	2.21	1.41	2.18
200-499	0.43	0.49	0.49	0.56	0.70	0.63	0.73
500-749	0.53	0.56	0.54	0.69	0.82	0.54	0.71
750-999	0.71	0.73	0.76	0.91	1.15	0.87	0.97
1,000 or more	0.50	0.45	0.49	0.62	0.82	0.65	0.70
Percent of K-12 students who were approved for free or reduced-price lunches							
0-34	0.46	0.44	0.40	0.61	0.72	0.55	0.60
35-49	0.56	0.60	0.64	0.80	0.95	0.72	0.84
50-74	0.70	0.57	0.63	0.71	0.89	0.85	0.97
75 or more	0.50	0.49	0.49	0.58	0.69	0.54	0.65
Reported effect of COVID-19 on instruction							
Only teaching with distance-learning instruction	0.61	0.59	0.60	0.70	0.76	0.58	0.73
Teaching with a hybrid of in-person and distance-learning instruction	0.34	0.30	0.32	0.43	0.48	0.43	0.49
Teaching only in-person or no effect on delivery of instruction	0.50	0.53	0.54	0.60	0.85	0.82	0.70

See notes at end of table.

Table A-S9. Standard errors for Table A-9: Teacher influence over school policies: Percentage of K-9 school teachers who reported that they have any influence over various policies at their school, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Setting performance standards for students at their school	Establishing curriculum	Determining the content of in-service professional development programs	Evaluating teachers	Hiring new full-time teachers	Setting discipline policy	Deciding how the school budget will be spent
All private school teachers	0.45	0.38	0.66	0.91	1.06	0.66	1.02
School classification							
Catholic	0.88	0.77	1.20	1.57	1.98	1.28	1.61
Other religious	0.69	0.63	1.12	1.60	1.74	1.13	1.76
Nonsectarian	0.82	0.56	0.96	1.35	1.46	1.20	1.51
Community type							
City	0.64	0.53	1.04	1.33	1.49	1.13	1.39
Suburban	0.73	0.61	1.01	1.37	1.50	1.04	1.50
Town	1.95	1.15	2.51	3.18	4.56	2.28	3.76
Rural	1.27	0.94	1.82	2.55	2.60	1.65	2.40
School level							
Elementary/middle	1.57	1.16	1.66	2.89	3.26	2.14	3.69
Secondary/high	0.75	0.68	1.20	1.54	1.82	1.47	1.70
Combined/other	0.53	0.43	0.82	1.04	1.25	0.79	1.15
Student enrollment							
Less than 100	1.12	0.96	1.47	2.31	2.35	1.49	2.64
100-199	1.13	0.95	1.54	1.97	2.10	1.52	2.01
200-499	0.74	0.58	1.09	1.49	1.83	1.10	1.65
500-749	0.86	0.74	1.61	2.13	2.56	2.08	2.34
750 or more	1.23	0.74	1.56	2.14	2.18	1.97	2.18
Reported effect of COVID-19 on instruction							
Only teaching with distance-learning instruction	1.64	1.31	2.04	3.07	3.31	2.45	3.42
Teaching with a hybrid of in-person and distance-learning instruction	0.60	0.48	0.84	1.16	1.25	0.90	1.19
Teaching only in-person or no effect on delivery of instruction	0.76	0.63	1.20	1.52	1.74	1.06	1.65

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

Table A-S10. Standard errors for Table A-10: Teacher autonomy: Percentage of K-12 school teachers who responded that they have any control over various areas of planning and teaching in their classrooms, by school type and selected school characteristics: 2020-21

School type and selected school characteristics	Selecting textbooks and other instructional materials	Selecting content, topics, and skills to be taught	Selecting teaching techniques	Evaluating and grading students	Disciplining students	Determining the amount of homework to be assigned
All teachers	0.24	0.25	0.09	0.09	0.12	0.14
All public school teachers	0.27	0.27	0.10	0.10	0.13	0.15
School classification						
Traditional public	0.29	0.27	0.11	0.10	0.13	0.15
Charter school	0.96	1.47	0.29	0.27	0.42	0.47
Community type						
City	0.53	0.49	0.22	0.20	0.26	0.25
Suburban	0.45	0.50	0.17	0.16	0.20	0.29
Town	0.60	0.64	0.22	0.19	0.29	0.50
Rural	0.45	0.50	0.14	0.14	0.21	0.22
School level						
Elementary	0.48	0.46	0.18	0.16	0.18	0.26
Middle	0.57	0.53	0.20	0.19	0.28	0.22
Secondary/high	0.39	0.38	0.13	0.12	0.23	0.28
Combined/other	0.84	0.75	0.28	0.22	0.37	0.56
Student enrollment						
Less than 100	3.53	4.43	0.75	0.43	0.83	3.30
100-199	1.23	1.26	0.42	0.32	0.36	0.40
200-499	0.52	0.50	0.18	0.17	0.19	0.22
500-749	0.58	0.53	0.21	0.18	0.22	0.23
750-999	0.72	0.68	0.27	0.28	0.33	0.33
1,000 or more	0.46	0.43	0.17	0.15	0.30	0.20
Percent of K-12 students who were approved for free or reduced-price lunches						
0-34	0.49	0.43	0.14	0.16	0.19	0.35
35-49	0.62	0.59	0.18	0.17	0.26	0.31
50-74	0.60	0.55	0.19	0.20	0.27	0.30
75 or more	0.53	0.53	0.22	0.18	0.24	0.20
Reported effect of COVID-19 on instruction						
Only teaching with distance-learning instruction	0.55	0.54	0.24	0.20	0.29	0.31
Teaching with a hybrid of in-person and distance-learning instruction	0.31	0.32	0.13	0.12	0.16	0.15
Teaching only in-person or no effect on delivery of instruction	0.59	0.56	0.21	0.17	0.21	0.37

See notes at end of table.

Table A-S10. Standard errors for Table A-10: Teacher autonomy: Percentage of K-12 school teachers who responded that they have any control over various areas of planning and teaching in their classrooms, by school type and selected school characteristics: 2020-21—Continued

School type and selected school characteristics	Selecting textbooks and other instructional materials	Selecting content, topics, and skills to be taught	Selecting teaching techniques	Evaluating and grading students	Disciplining students	Determining the amount of homework to be assigned
All private school teachers	0.40	0.37	0.14	0.17	0.22	0.25
School classification						
Catholic	0.66	0.64	0.23	0.26	0.33	0.43
Other religious	0.74	0.68	0.27	0.27	0.41	0.40
Nonsectarian	0.59	0.45	0.20	0.36	0.44	0.50
Community type						
City	0.59	0.50	0.23	0.28	0.36	0.46
Suburban	0.65	0.57	0.21	0.23	0.42	0.41
Town	1.47	1.45	0.66	0.66	0.69	0.98
Rural	1.24	1.31	0.35	0.53	0.34	0.30
School level						
Elementary/middle	1.41	1.61	0.47	0.82	0.50	0.76
Secondary/high	0.56	0.46	0.22	0.27	0.62	0.37
Combined/other	0.49	0.42	0.17	0.16	0.25	0.32
Student enrollment						
Less than 100	1.18	1.13	0.35	0.47	0.60	0.43
100-199	1.05	0.83	0.46	0.49	0.58	0.78
200-499	0.56	0.54	0.18	0.17	0.30	0.41
500-749	0.73	0.66	0.20	0.51	0.62	0.58
750 or more	0.58	0.96	0.17	0.25	0.60	0.37
Reported effect of COVID-19 on instruction						
Only teaching with distance-learning instruction	1.22	1.06	0.35	0.66	0.96	0.69
Teaching with a hybrid of in-person and distance-learning instruction	0.47	0.44	0.17	0.19	0.29	0.35
Teaching only in-person or no effect on delivery of instruction	0.71	0.65	0.27	0.26	0.33	0.43

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

Appendix B: Methodology and Technical Notes

Overview of the NTPS Teacher Survey

The National Teacher and Principal Survey (NTPS) is conducted by the National Center for Education Statistics (NCES) of the Institute of Education Sciences (IES) within the U.S. Department of Education. Data are collected by the U.S. Census Bureau on behalf of NCES. NTPS is a nationally representative sample survey of public and private K-12 schools, principals, and teachers in the 50 states and the District of Columbia. State representative data are also available for public schools, principals, and teachers. The NTPS was previously conducted during the 2015-16 and 2017-18 school years; 2020-21 is the third NTPS collection. The NTPS is the successor to the Schools and Staffing Survey (SASS), which was conducted seven times from the 1987-88 to 2011-12 school years.

The 2020-21 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). NTPS collects data using core and rotating modules on each questionnaire. The core modules repeat every data collection cycle, while the rotating modules alternate data collection cycles. Core modules include items on topics such as teacher and principal preparation, classes taught, school characteristics, and demographics of the teacher and principal labor force. Rotating modules include items on important education topics, such as teacher and principal evaluation, professional development, working conditions, and school staffing. See table B-1 for additional information about the core and rotating modules. For the content of the questionnaires, see <https://nces.ed.gov/surveys/ntps/questionnaires.asp>.

Table B-1. National Teacher and Principal Survey core and rotating questionnaire modules, by type of questionnaire respondent and data collection cycle

Core and Rotating Questionnaire Modules
Teacher Questionnaires
Core Modules (every cycle)
<ul style="list-style-type: none"> • General employment and background information (including base salary, salary supplements, and demographic characteristics) • Professional experience and preparation for teaching • Class organization • Education and training • Certification
Rotating Modules Set A (2015-16, 2020-21)
<ul style="list-style-type: none"> • Early career experiences • Working conditions • School climate and teacher attitudes
Rotating Modules Set B (2017-18)
<ul style="list-style-type: none"> • Teacher evaluation • Teacher professional development • Teacher engagement

See notes at end of table.

Table B-1. National Teacher and Principal Survey core and rotating questionnaire modules, by type of questionnaire respondent and data collection cycle—Continued

Core and Rotating Questionnaire Modules
Principal Questionnaires Core Modules (every cycle) <ul style="list-style-type: none"> General information (including demographic characteristics) Principals' educational and professional experience Educational goals for students Rotating Modules Set A (2015–16, 2020–21) <ul style="list-style-type: none"> Working conditions (including job duties) Perceptions (satisfaction and future plans) Rotating Modules Set B (2017–18) <ul style="list-style-type: none"> Evaluation (of self and of teachers) Professional development (for self and for teachers)
School Questionnaires Core Modules (every cycle) <ul style="list-style-type: none"> General information (including length of school day and school year) Community service requirements Special programs and services Rotating Modules Set A (2015–16, 2020–21) <ul style="list-style-type: none"> School staffing Rotating Modules Set B (2017–18) <ul style="list-style-type: none"> Instructional time School and classroom organization

SOURCE: National Teacher and Principal Survey - Questionnaires (<https://nces.ed.gov/surveys/ntps/questionnaires.asp>).

The 2020–21 NTPS data collection was conducted during the coronavirus (COVID-19) pandemic, which affected school operations starting in March 2020. Items about how schools first adapted to COVID-19 during the spring of 2020 were included on the school, principal, and teacher questionnaires. See Berger et al. (2022) for an initial look at results from these items using preliminary NTPS data. In addition, an item was included at the beginning of each of these questionnaires asking about the current operational effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020–21 school year.

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. Because private schools were selected for sampling by affiliation strata and region rather than state, comparisons between public and private schools and their principals and teachers are possible only at the regional and national levels.

For additional information on the specific NTPS-related topics discussed in this appendix, consult the *Survey Documentation for the 2020–21 National Teacher and Principal Survey* (Cox et al. forthcoming) or the *User's Manual for the 2020–21 National Teacher and Principal Survey, Volumes 1–4* (Petraglia et al. 2022). 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

Teachers. Teachers were defined as staff members who teach regularly scheduled classes to students in any of grades K-12. Teacher Listing Forms (TLFs) (i.e., teacher rosters) were collected from sampled schools, by mail and online, or collected from school websites. Teacher lists were also purchased from an external vendor. Some schools received a prepopulated TLF, based on vendor data, and were asked to update or correct the lists. The goal was to increase the accuracy of the vendor lists while reducing respondent burden. When a school did not return either a blank or prepopulated TLF, teacher names were obtained by researching school websites or using vendor data. Along with the names and e-mail addresses of teachers, sampled schools were asked to provide information about the subject matter taught by each teacher (special education, general elementary, math, science, English/language arts, social studies, vocational/technical, or other).

Sampling was done on an ongoing basis from November 2020 to April 2021. Prior to allocating teachers to sampling strata, the Census Bureau first allocated an overall number of teachers to be selected. The maximum number of sampled teachers per school was set at 20, to avoid overburdening a school by sampling too large a proportion of its teachers. An average of four to ten teachers were selected per public school, depending on the school's grade range, school size, urbanicity, and poverty status. For private schools, an average of two to four teachers per school were selected, depending on affiliation, school size, and region. Within each sampled school (both public and private), teachers were stratified by subject, as follows: math, science, English/language arts, social studies, and everything else. No oversampling by subject was performed. Teachers within a school domain and teacher stratum were sorted by the subject matter taught and the teacher line number code. The teacher line number is a unique number assigned to identify the individual within the teacher list. Within each teacher stratum in each school, teachers were selected systematically with equal probability.

TLFs were collected for schools in the 2020-21 NTPS public and private schools sampling frame, described below. For 87 percent¹ of eligible public schools and 75 percent of eligible private schools, teacher lists were obtained from either the school, a clerical operation, or a list purchased from a vendor. Teacher lists to use for sampling teachers were not obtained for the remaining 13 percent of eligible public and 25 percent of eligible private schools.

Public schools. The starting point for the 2020-21 NTPS public school sampling frame was the 2017-18 Common Core of Data (CCD) Nonfiscal School Universe data file,² which was refreshed with data from the 2018-19 CCD to create the final sampling frame for the 2020-21 NTPS. 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 in one or more of grades 1-12 or the ungraded equivalent, and has one or more teachers who provide instruction in one or more buildings apart from a private home or without a physical building. In addition, a public school receives public funds as primary support, and is operated by an education agency.

¹ Percentages given in this paragraph are unweighted response rates.

² For more information about CCD, see <https://nces.ed.gov/ccd/>.

The 2020-21 NTPS universe of public schools was confined to the 50 states plus the District of Columbia and excluded the other jurisdictions, Department of Defense overseas schools, and CCD schools that did not offer teacher-provided classroom instruction in grades 1-12 or the ungraded equivalent. This last group included schools that were essentially administrative units that may oversee entities that provide classroom instruction or may only provide funding and oversight. Although Bureau of Indian Education-funded (BIE) schools are eligible for NTPS, the sample size allocated does 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 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming). After deleting, collapsing, and adding school records, the 2020-21 NTPS public school sampling frame consisted of about 87,000 traditional public schools and 8,500 public charter schools

NTPS uses a systematic probability proportionate to size (PPS) sample to select schools, 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 stratified (explicitly and implicitly) and sampled (with probabilities determined by size as well as precision objectives) based on the following characteristics:

- school grade level (primary, middle, high, combined);
- state;
- poverty status (low, high);
- enrollment (less than 100, 100-199, 200-499, 500+)
- collapsed urbanicity (city, suburban, town, rural); and
- charter status (charter, traditional public).

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 required for publication.

Prior to sampling, schools were sorted by the following:

- smaller states (states that required oversampling in order to have an expected CV less than 30 percent vs. other states within each region);
- charter status (two levels);
- combined grade status (two levels);
- small school status (two levels);
- school grade level (four levels);
- urbanicity (four levels);
- poverty status (four levels);
- school size category (six levels);
- state; and
- number of FTE teachers.

This sample design and its associated precision requirements resulted in a total public school sample of about 9,900 public schools. Approximately 68,300 teachers were selected from these 9,900 public schools.

Private schools: The 2020-21 NTPS private school frame was based on the 2017-18 Private School Universe Survey (PSS) list frame and certainty area frame. In order to provide coverage of private schools founded after the PSS list frame was developed and to improve coverage and update frame information on existing private schools, the Census Bureau collected membership lists in early 2017 from private school associations and religious denominations. The associations were asked to list all schools meeting the PSS school definition. The Census Bureau also collected additional frame information (grade range, number of teachers, and number of students) during the refresh operation. To be eligible for NTPS, a school was defined as an institution or part of an institution that provides instruction to students in one or more of grades 1-12 or the ungraded equivalent, and has one or more teachers who provide instruction in one or more buildings apart from a private home or without a physical building. In addition, a private school is not supported primarily by public funds. 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 2017-18 PSS list frame. Any school that did not match to the 2017-18 PSS list frame was added to the existing 2020-21 PSS list frame. After these changes, the private school sampling frame consisted of about 23,200 private schools.

The NTPS private school sample that was drawn from the list frame was a systematic PPS sample, where size was defined to be the square root of the number of FTE teachers in the school. Schools were stratified (explicitly and implicitly) and sampled (with probabilities determined by size as well as precision objectives) based on the following characteristics:

- affiliation strata (Catholic, Baptist, Seventh-day Adventist/Lutheran, Jewish/other religious, nonsectarian special emphasis/special education, and nonsectarian regular);
- grade level (elementary, secondary, and combined);
- school size (large, small); and
- oversampling division (2 levels—mid-Atlantic states versus all others).

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 (unique school ID).

The 11 affiliation strata included 3 strata for Catholic (parochial, diocesan, and private); one stratum each for Baptist, Jewish, Lutheran, Seventh-day Adventist, and 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, since the list frame is believed to under-cover private schools; in the 2020-21 NTPS, all area frame schools were selected with certainty. Of the 3,000 private schools sampled for the 2020-21 NTPS, 2,745 were from the list frame and 255 were from the area frame. Approximately 8,000 teachers were selected from these 3,000 private schools

Data Collection Procedures

The 2020-21 NTPS employed a combined mail-based and internet survey approach, with subsequent telephone, mail, and email follow-up. Data collection included the TLF, the Principal Questionnaire, the School Questionnaire, and the Teacher Questionnaire. This report focuses on the Teacher Questionnaire.

The 2020-21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020. An item was included at the beginning of each non-TLF questionnaire asking about the current operational effect of COVID-19 on instruction at the school at the time the survey was completed during the 2020-21 school year. Additional information about this item is provided in appendix C.

Initial school packages were mailed in October 2020.³ Next, schools were telephoned to verify school information, establish a survey coordinator, and follow up on the TLF if the school had not already provided an electronic teacher list. Teachers were sampled from completed TLFs from November 2020 to April 2021. Sampled teachers were contacted on a flow basis at their schools by

³ The NTPS school package contained a letter to the principal or survey coordinator, a sealed envelope containing a letter with login information for the TLF, a sealed envelope containing a letter with login information for the Principal Questionnaire, and a sealed envelope containing a letter with login information for the School Questionnaire.

email and mail beginning in December 2020 with the request to complete the Teacher Questionnaire. Follow up with nonresponding teachers was conducted by email and telephone. Data collection for the teacher survey ended in August 2021. Data collection for the school and principal surveys ended in July 2021.

For some schools, the early phases of data collection also used survey coordinators. The role of the survey coordinator was designed to improve response by having the coordinator be the primary contact person at the school who could remind staff to complete their questionnaires, and collect completed questionnaires if applicable. However, due to the effects of COVID-19 on school operations during the 2020-21 school year, the use of survey coordinators was discontinued later in data collection, with school, principal, and teacher packages being mailed directly to principals and teachers.

Due to the favorable results from the use of teacher incentives for the NTPS 2017-18, the NTPS 2020-21 included the use of incentives. Data collection began with an experiment to test the impact of prepaid cash incentives, a nonmonetary incentive (education-branded canvas tote bag), and different types of envelopes that did not include incentives. However, because of the COVID-19 pandemic, teachers sampled in late-December and beyond were instead offered a promised cash incentive to be mailed directly to the responding teacher later in the school year.

The Web was the primary mode of data collection for all questionnaire types for the 2020-21 NTPS. Paper questionnaires were introduced in later mailings.

Data Processing and Imputation

For questionnaires completed on paper, the 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,⁴ a blanking edit,⁵ and a logic edit.⁶ 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

⁴ 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.

⁵ Blanking edits delete answers to questions that should not have been filled in (e.g., if a respondent followed a wrong skip pattern).

⁶ Data were added to questionnaire records during the logic edits, which filled in some items where data were missing or incomplete using other information on the same questionnaire or from other related data sources.

the 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 2020-21 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).⁷ Table B-2 summarizes the weighted unit response rates for each survey type.

Table B-2. Weighted unit and overall response rates using initial base weight, by survey: 2020-21

Survey	Unit response rate (percent)	Overall response rate (percent) ¹
Public School Teacher Listing Form	88.2	†
Private School Teacher Listing Form	71.8	†
Public School Teacher	62.4	55.0
Private School Teacher	60.6	43.5

† Not applicable.

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

NOTE: Response rates were weighted using the inverse of the probability of selection (initial base weight).

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

Table B-3 provides the overall response rates for public and private school teachers by selected school characteristics used in sampling and weighting.

Overall response rate. The overall response rate represents the response rate to the survey taking into consideration each stage of the survey. For teachers, the overall response rate is calculated as the product of the response rate to two stages: the TLF and the Teacher Questionnaire.⁸ The weighted overall response rate using the initial base weight for public school teachers was 55.0 percent, and for private school teachers was 43.5 percent.

⁷ For the formula used to calculate the unit response rate, see *2012 Revision of NCES Statistical Standards: Final* (NCES 2014-097).

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

Table B-3. Weighted unit response rates for public and private K-12 school teachers, using the initial base weight, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Overall teacher response rate
All public school teachers	55.0
School classification	
Traditional public	55.9
Charter school	44.9
Community type	
City	43.7
Suburban	55.0
Town	65.7
Rural	65.2
School level¹	
Primary	57.8
Middle	56.8
High	50.0
Combined	51.6
Student enrollment	
Less than 100	48.2
100-199	62.0
200-499	60.2
500-749	56.9
750-999	52.8
1,000 or more	49.1
Percent of K-12 students who were approved for free or reduced-price lunches	
Less than 35	58.0
35-49	60.8
50-74	56.5
75 or more	45.4
All private school teachers	43.5
School classification	
Catholic	59.9
Other religious	34.2
Nonsectarian	43.8
Community type	
City	44.5
Suburban	46.8
Town	57.5
Rural	32.8
School level²	
Elementary	50.5
Secondary	53.9
Combined	34.3
Student enrollment	
Less than 100	35.2
100-199	54.5
200-499	51.0
500-749	48.2
750 or more	39.6

¹The school level variable used for public school sampling, weighting, and reporting of response rates was created from the public school sampling frame (the Common Core of Data Nonfiscal School Universe data file). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS School Questionnaire. These two variables are similar but not identical among responding public schools; more than 95 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

²The school level variable used for private school sampling, weighting, and reporting of response rates was created from the private school sampling frame (the Private School Universe Survey list frame and certainty area frame). It differs from the school level analysis variable, which was created using information about the specific grades taught at the school as reported on the NTPS Private School Questionnaire. These two variables are similar but not identical among responding private schools; more than 70 percent of responding schools reported a school level that was consistent with their school level on the sampling frame. Because the analysis variable was created from questionnaire data rather than the sampling frame and is therefore unavailable for nonresponding schools, response rates are not available by this variable.

NOTE: Response rates were weighted using the inverse of the probability of selection and adjusted, if needed, to reflect multiple chances of selection from the frame or other situations, such as subsampling.

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

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 teacher data were evaluated for potential bias. The following frame characteristics were used in the nonresponse bias analysis for the Public School Teacher data:

- *Charter status*: traditional public, 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;
- *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;
- *Source of the TLF*: electronic verification, manual entry, uploaded template, uploaded non-template, pre-populated paper, blank paper, vendor list, and clerical research;
- *Subject taught*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported; and
- *State*: 50 U.S. states and District of Columbia.

The following frame characteristics were used in the nonresponse bias analysis for the Private School Teacher data:

- *Affiliation (3 level)*: Catholic, other religious, nonsectarian;
- *Affiliation (11 level)*: 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;
- *Number of teachers*: less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, 50 or more;
- *Source of the TLF*: electronic verification, manual entry, uploaded template, uploaded non-template, pre-populated paper, blank paper, vendor list, and clerical research; and
- *Subject taught*: special education, general elementary, math, science, English/language arts, social studies, vocational/technical, other, not reported.

As shown in table B-2, the weighted response rate using the initial base weight for the Teacher Listing Form (TLF) was 88.2 percent for public schools and 71.8 percent for private schools. The weighted questionnaire response rate using the initial base weight for the teacher survey was 62.4 percent for public school teachers and 60.6 percent for private school teachers. The overall response rate was 55.0 percent for public school teachers and 43.5 percent for private school teachers.

For the teacher survey, nonresponse can occur both at the school level and at the teacher level. For some schools, no TLF was obtained and teachers could not be sampled from these schools. Some sampled teachers from schools that provided a TLF did not participate in the survey. To reflect this, national estimates were examined for potential bias at the school level and at the teacher level for public and private schools and teachers and at the state level for public schools and teachers.

For the TLF, comparisons of school base-weighted⁹ distributions on the frame characteristics were made between TLF respondents and eligible schools using *t* tests, with significant differences indicating potential nonresponse bias. All *t* tests were repeated using the nonresponse-adjusted final weights for TLF respondents to assess the effect of these weighting adjustments on reducing potential nonresponse bias.

Similar analyses were conducted for the Teacher Questionnaire. Comparisons of the base-weighted distributions on selected frame characteristics were made between teacher respondents and eligible teachers using *t*-tests, with significant differences indicating potential nonresponse bias. This analysis used the teacher base weight multiplied by a TLF nonresponse adjustment factor, in order to examine the impact of teacher-level nonresponse after accounting for TLF nonresponse. As for the TLF, all *t*-tests were repeated using the nonresponse-adjusted final teacher weights for teacher respondents.

Tables B-4 and B-5 identify national-level school and teacher groups with a statistically significant difference in base-weighted percentages between the eligible cases and respondents for public and private schools, respectively. Table B-4 also includes state-level information for public schools and public school teachers. Each table also identifies any groups with a statistically significant difference between base-weighted eligible cases and final-weighted respondents.

Weighting adjustments at both the TLF (i.e., school) and teacher levels 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. For the Teacher Questionnaire, the final-weighted comparisons to eligible cases shown in tables B-4 and B-5 reflect the effect of teacher weighting adjustments after adjusting for TLF nonresponse.

⁹ The school base weight used here is defined as the product of the school initial base weight (the inverse of the probability of selection) and the sampling adjustment factor. The sampling adjustment factor is a school-level 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).

Table B-4. Indication of potential bias for public K-12 school teacher data at the national level and state level based on comparisons between eligible teacher distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21

Characteristic	Teacher Listing Form respondent distribution		Teacher Questionnaire respondent distribution	
	Base- weighted distribution	Nonresponse- adjusted distribution	Weighted distribution prior to weighting adjustment	Final- weighted distribution
Charter status				
Charter	x	x	x	x
Traditional public	x	x	x	x
Enrollment				
Less than 100	x	x		
100 to less than 200		x	x	x
200 to less than 500	x	x	x	
500 to less than 750			x	
1,000 or more			x	
Community type				
City	x	x	x	
Suburban				x
Town	x		x	
Rural	x	x	x	
Number of teachers				
Less than 10	x	x		
10 to less than 25	x	x	x	
25 to less than 50	x	x	x	
50 to less than 75			x	
75 or more			x	
Percent free lunch eligible				
Less than 35		x	x	
35 to less than 50	x		x	
50 to less than 75			x	
75 or more	x		x	
Percent non-White				
Less than 5	x		x	
5 to less than 10	x		x	
10 to less than 20	x		x	
20 to less than 30	x		x	
30 to less than 50	x		x	
50 or more	x		x	
Pupil-teacher ratio				
Less than 10	x	x		x
10 to less than 15	x	x		
15 to less than 20	x			
20 or more	x		x	
Grade level				
Primary	x	x	x	
High	x	x	x	
Combined	x	x		x

See notes at end of table.

Table B-4. Indication of potential bias for public K-12 school teacher data at the national level and state level based on comparisons between eligible teacher distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21–Continued

Characteristic	Teacher Listing Form respondent distribution		Teacher Questionnaire respondent distribution	
	Base- weighted distribution	Nonresponse- adjusted distribution	Weighted distribution prior to weighting adjustment	Final- weighted distribution
Region				
Northeast	X		X	
Midwest	X		X	
South	X		X	
West	X			X
Title I status				
Title I program	X	X	X	
Noneligible	X	X	X	
Eligible, but no program	X	X	X	
Source of TLF				
Electronic verification			X	X
Manual entry			X	X
Uploaded template			X	X
Uploaded non-template			X	
Vendor list			X	X
Clerical research			X	X
Subject taught				
Special education			X	X
General elementary			X	
Social studies			X	
Other			X	
Not reported			X	X
State				
Alabama	X		X	
Alaska	X	X	X	X
Arkansas	X		X	
California	X		X	
Colorado			X	
Connecticut	X			
Delaware	X		X	
District of Columbia	X	X	X	
Florida			X	
Georgia		X		
Hawaii	X	X	X	
Idaho	X	X	X	
Illinois	X		X	
Indiana			X	X
Iowa	X		X	

See notes at end of table.

Table B-4. Indication of potential bias for public K-12 school teacher data at the national level and state level based on comparisons between eligible teacher distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21–Continued

Characteristic	Teacher Listing Form respondent distribution		Teacher Questionnaire respondent distribution	
	Base- weighted distribution	Nonresponse- adjusted distribution	Weighted distribution prior to weighting adjustment	Final- weighted distribution
State (continued)				
Kansas	x		x	
Kentucky	x	x	x	
Maine	x		x	
Maryland	x	x	x	
Michigan	x		x	
Minnesota		x	x	
Missouri	x		x	
Montana			x	
Nebraska		x	x	
Nevada		x		
New Hampshire	x		x	
New Jersey			x	
New Mexico	x	x		
New York	x		x	
North Carolina			x	
North Dakota			x	
Ohio	x		x	
Oklahoma	x	x	x	
Oregon	x	x	x	
Pennsylvania			x	
South Carolina	x			
South Dakota			x	
Tennessee	x			
Texas	x	x	x	
Utah	x	x	x	
Vermont		x	x	
Virginia				x
Washington	x	x	x	
Wisconsin	x	x	x	
Wyoming	x		x	

NOTE: x denotes comparisons that indicate potential bias.

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

Table B-5. Indication of potential bias for private K-12 school teacher data at the national level based on comparisons between eligible teacher distribution and base-weighted or nonresponse-adjusted respondent distributions: 2020-21

Characteristic	Teacher Listing Form respondent distribution		Teacher Questionnaire respondent distribution	
	Base- weighted distribution	Nonresponse- adjusted distribution	Weighted distribution prior to weighting adjustment	Final- weighted distribution
Affiliation (3 level)				
Catholic	x	x	x	
Other Religious	x	x	x	x
Nonsectarian		x		x
Affiliation (11 level)				
Catholic-Parochial	x	x	x	
Catholic-Diocesan	x	x	x	
Baptist				x
Jewish	x	x	x	
Lutheran	x	x	x	
Other Religious	x	x	x	x
Nonsectarian-Regular		x		x
Nonsectarian-Special Emphasis		x		
Nonsectarian-Special Education		x		
Enrollment				
less than 100	x	x		
100 to less than 200	x	x	x	
200 to less than 500	x	x		
500 to less than 750	x	x		
Community type				
City	x		x	
Suburb	x			
Town	x		x	
Rural	x			x
Grade level				
Elementary	x	x	x	x
Secondary	x	x		
Combined	x	x	x	
Region				
Northeast	x	x	x	x
Midwest	x		x	
West	x	x	x	
Number of teachers				
Less than 5	x	x	x	
5 to less than 15	x	x		
15 to less than 30	x	x		
30 to less than 50	x	x		
50 or more		x		x
Source of TLF				
Electronic verification			x	x
Manual entry			x	x
Uploaded template			x	
Vendor list			x	x
Clerical research			x	x
Subject taught				
General elementary				x
Science			x	
English/language arts			x	
Vocational/technical				x
Other			x	
Not reported			x	x

NOTE: x denotes comparisons that indicate potential bias.

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

Table B-4 shows that nonresponse adjustments eliminated most but not all evidence of potential bias for public school TLFs and introduced potential bias for some items. There is evidence of potential bias for public schools after TLF nonresponse adjustments for the following national and state-level items included in the nonresponse bias analysis:

- charter school status, for charter and traditional public schools;
- community type, for city and rural schools;
- enrollment, for schools with less than 100, 100 to less than 200, and 200 to less than 500 students;
- grade level, for primary, high, combined schools;
- number of teachers, for schools with less than 10, 10 to less than 25, and 25 to less than 50 teachers;
- percent free or reduced-price lunch eligible, for schools where less than 35 percent of students were eligible for free or reduced-price lunches;
- pupil-teacher ratio, for schools with a pupil-teacher ratio of less than 10, and 10 to less than 15;
- Title I status, for Title I schools, noneligible, and eligible but no Title I program; and
- state, for schools in Alaska, District of Columbia, Georgia, Hawaii, Idaho, Kentucky, Maryland, Minnesota, Nebraska, Nevada, New Mexico, Oklahoma, Oregon, Texas, Utah, Vermont, Washington, and Wisconsin.

For Teacher Questionnaires, table B-4 shows that weighting adjustments eliminated some but not all evidence of potential bias for public school teachers and introduced potential bias for some items. There is evidence of potential bias for public school teachers after weighting adjustments for the following national and state-level items included in the nonresponse bias analysis:

- charter status, for teachers in charter schools and traditional public schools;
- enrollment, for 100 to less than 200 students;
- community type, for suburban;
- pupil-teacher ratio, for less than 10;
- grade level, for combined;
- region, for West;
- source of TLF, for electronic verification, manual entry, uploaded template, vendor list, and clerical research;
- subject taught, for teachers with a main subject of special education and not reported; and
- state, for teachers in schools in Alaska, Indiana, and Virginia.

Table B-5 shows that nonresponse adjustments eliminated most but not all evidence of potential bias for private school TLFs and introduced potential bias for some items. There is evidence of potential bias for private schools after TLF nonresponse adjustments for the following national-level items included in the nonresponse bias analysis:

- affiliation (3 level), for Catholic, other religious, and nonsectarian;
- affiliation (11 level), for Catholic–Parochial, Catholic–Diocesan, Jewish, Lutheran, other religious, nonsectarian–regular, nonsectarian–special emphasis, and nonsectarian–special education;

- enrollment, for schools with less than 100, 100 to less than 200, 200 to less than 500, and with 500 to less than 750 students;
- grade level, for elementary, secondary, and combined schools;
- region, for Northeast and West; and
- number of teachers, for schools with less than 5, 5 to less than 15, 15 to less than 30, 30 to less than 50, and 50 or more teachers.

For Teacher Questionnaires, table B-5 shows that there is evidence of potential bias for private school teachers after weighting adjustments for the following national-level items included in the nonresponse bias analysis:

- Affiliation (3 level), for other religious, and nonsectarian;
- Affiliation (11 level), for Baptist, other religious, and nonsectarian–regular;
- Community type, for rural;
- Grade level, for elementary;
- Region, for Northeast;
- Number of teachers, for 50 or more teachers;
- Source of TLF, for electronic verification, manual entry, vendor list, and clerical research; and
- Subject taught, for teachers with a main subject of general elementary, vocational/technical, and not reported.

For further information on unit response rates and nonresponse bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

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.¹⁰ Table B-6 provides a summary of the weighted item response rates.

Table B-6. Summary of weighted item response rates, by survey: 2020-21

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 Teacher	95.8	4.2
Private School Teacher	96.0	4.0

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

For the public school teacher data, five of the survey items included in this report have item response rates less than 85 percent. Those items are

- (1) number of students in 8th class period (question 2-13d[8]);

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

- (2) number of students in 9th class period (question 2-13d[9]);
- (3) number of students in 10th class period (question 2-13d[10]);
- (4) additional compensation based on students' performance, how much (question 8-5, how much); and
- (5) additional compensation from job outside the school system, how much (question 8-7a, how much).

For the private school teacher data, two of the survey items included in this report have item response rates less than 85 percent. Those items are

- (1) base teaching salary (question 8-3); and
- (2) additional compensation from job outside the school system, how much (question 8-7a, how much).

For further information on item response rates and bias analysis, see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

Weighting

The general purpose of weighting is to scale up the sample estimates to represent the target survey population. For NTPS, the base weight for teacher sampling was generated by taking the base weight for school sampling (representing the reciprocal of the probability of selection of the school, which was adjusted, if necessary, to reflect multiple chances of selection from the frame or other situations, such as subsampling), adjusted for sample schools for which a TLF was not obtained, and multiplying this by the reciprocal of the probability of selection of the teacher within the school (from the TLF). The TLF-level adjustment is necessary because teacher samples were only drawn from schools for which a TLF was obtained.

Next, a nonresponse adjustment factor for teacher nonresponse was calculated via weighting cell adjustment and applied to the teacher base weight. Weighting cells for teacher nonresponse were developed using tree search algorithms. These cells were selected to be homogeneous in response propensity within cells and heterogeneous in response propensity across cells, where response propensity can be thought of as the underlying "chance" that a particular sample unit will respond by completing the questionnaire. In other words, response propensity is similar to an estimate of each sample unit's individual response rate. The final nonresponse adjustment was the inverse of the weighted teacher response rate within each cell, and each respondent in the cell received this adjustment. Nonrespondents were given weights of zero, because this adjustment effectively reweights the respondents to represent the nonrespondents. The variables examined for potential bias within public school teachers and private school teachers overlap substantially with those used by the tree search algorithms. All subgroups that showed potential bias as given in tables B-4 and B-5 above were used as cell generators by the tree search algorithms for public school teachers and private school teachers, respectively. Other related subgroups and variables 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).

For the Public School Teacher Data File, a raking factor was calculated and applied to the sample to adjust the sample totals to CCD frame totals for FTE teachers, so that the sum of the weights within each of the specified cells was equal to the corresponding CCD frame total for the cell. Raking is an iterative process that was repeated until the weights simultaneously aggregated to be equal to each set of frame totals. In some cases, extreme weights may be trimmed back to a cutoff value. This all improves the precision of survey estimates. The raking cells were defined based on school level, urbanicity, and percentage of students eligible for free or reduced-price lunch. The first dimension combines school level and the percentage of students eligible for free or reduced-price lunch. The second dimension combines school level and urbanicity. A final adjustment factor was then applied to resolve any inconsistencies between the estimated number of teachers on the NTPS Public School and Public School Teacher data files, so that the sum of the weights within each cell was equal to the corresponding weighted estimate of the number of teachers from the School Questionnaire. A tree search algorithm was used to define the adjustment cells, using the same list of cell generators as for the nonresponse adjustment factor.

For the Private School Teacher Data File, a raking factor was calculated and applied to the sample to adjust the sample totals to PSS frame totals for FTE teachers, so that the sum of the weights within each of the specified cells was equal to the corresponding PSS frame total for the cell. These cells were defined based on school level, urbanicity, and affiliation. The first dimension combines school level and affiliation. The second dimension combines school level and urbanicity. As with the Public School Teacher Data File, extreme weights may be trimmed back to a cutoff value to improve the precision of survey estimates. A final adjustment factor was then applied to resolve any inconsistencies between the estimated number of teachers on the NTPS Private School and Private School Teacher data files, so that the sum of the weights within each cell was equal to the corresponding weighted estimate of the number of teachers from the School Questionnaire. A tree search algorithm was used to define the adjustment cells, using the same list of cell generators as for the nonresponse adjustment factor.

The product of these factors is the final weight for each NTPS respondent, which appears as TFNLWGT on the NTPS Public School Teacher and Private School Teacher 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 teacher data files include 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 TREPWT1-TREPWT200 for teachers.

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. The survey estimates may differ from the values that would be obtained from a census of the target population using the same questionnaire, instructions, and interviewers.

Caution Concerning Comparisons of Estimates

The 2020-21 NTPS data collection was conducted during the coronavirus pandemic, which affected school operations starting in March 2020 and throughout the 2020-21 school year. The disruption to instruction during the 2020-21 school year may have affected responses provided to items on the school, principal, and teacher surveys. As a result, the data collected might reflect the unique circumstances of the 2020-21 school year. For example, the question on the principal survey asking about the percentage of time a principal spent on various tasks in the school, including student and parent interactions, may have been affected by the prevalence of online and hybrid instruction in schools during the 2020-21 school year. On the school survey, questions about staff counts and students receiving special programs and services may have been affected by educational disruptions. On the teacher survey, questions about class organization, teacher working conditions, school climate and teacher attitudes, and general employment information (particularly earnings from sources other than their base teaching salary) may have been affected by disruptions teachers faced during the coronavirus pandemic. Other changes in responses may have occurred where respondents had difficulty answering items that were designed and tested for in-person instruction, for example, the question on the School Questionnaire asking about average daily attendance, or questions on the Teacher Questionnaire asking about instructional time during a typical school week. See Spiegelman, Kephart, and Katz (2021) for a discussion of some of these issues. Note that these survey questions are examples, rather than an exhaustive list. Data users should keep these disruptions and challenges in mind when comparing responses on the 2020-21 NTPS to responses on previous NTPS and SASS data collections. Please also note that respondents were asked to report their school's instructional status at the time they completed the survey (i.e., fully in-person instruction, a hybrid of in-person and remote instruction, fully remote instruction). This provides contextual information about the circumstances under which the survey was completed and does not capture information about a school's official operating status(es) during the 2020-21 school year. Additional information about this variable is provided in appendix C.

Data collection operations for the 2020-21 NTPS differed from past cycles due to COVID-19. For example, initial materials were mailed to schools starting in October 2020, rather than in

September. Historically, schools, principals, and teachers received approximately the same number of mail and e-mail contacts. For the 2020-21 NTPS, additional e-mails, unaccompanied by mailed materials, were sent to staff. While previous NTPS administrations used both telephone and in-person follow-up operations, the 2020-21 only followed up by telephone. For more information, please see the *Survey Documentation for the 2020-21 National Teacher and Principal Survey* (Cox et al. forthcoming).

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

The 2017-18 and 2020-21 NTPS collected information on the National School Lunch Program differently than previous years of both NTPS and SASS. Rather than asking for a count of K-12 students approved for the program, schools were asked to report the percentage of K-12 students approved for the program. Additionally, schools that did not participate in the program were previously treated as a separate category for reporting purposes, but in the 2017-18 and 2020-21 reports, they are grouped with schools that participated in the program but had no students approved for the program. This change was made due to the small size of the number of schools that did not participate 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 for 2017-18 and 2020-21, users should exercise caution when comparing estimates for, or reported by, the percentage of students approved for free or reduced-price lunches.

Appendix C: Description of Variables

Description of Variables

The variables that are included in this report are listed in table C-1. Those with variable names that begin with “T” and are followed by four digits are survey variables that come from items on the Public School Teacher and Private School Teacher Questionnaires. The variables without the letter plus four digit names are derived variables, meaning they were created using survey variables, frame variables (variables taken from the sampling frame), other created variables, or a combination of these. They are frequently used in National Center for Education Statistics publications and have been added to the data files to facilitate data analysis. The variables listed as “not in file” are variables created for the analysis tables presented in this report. The definitions for the created variables follow table C-1.

Table C-1. Variables used in the *Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States: Results From the National Teacher and Principal Survey* report: 2020-21

Variable	Variable name in data files
Average amount of salary supplements from additional compensation based on students' performance	T0913
Average amount of salary supplements from extracurricular activities in same school system	T0911
Average amount of salary supplements from jobs outside the school system	T0917
Average amount of salary supplements from other school system sources	T0915
Average class size for teachers in departmentalized instruction ¹	<i>Not in file</i>
Average class size for teachers in self-contained classes	T0223
Average base teaching salary of regular full-time teachers	T0909
Average school year earnings from all sources ¹	<i>Not in file</i>
Average hours per week paid to deliver instruction during a typical full week	T1601
Average hours required by contract to work during a typical full week	T1600
Average hours spent on all teaching and other school-related activities during a typical full week	T1602
Charter school identifier ¹	CHARFLAG
Collapsed school locale code ¹	URBANS12
Highest degree earned ¹	HIDEGR
Reported effect of COVID-19 on instruction	T1914
Number/percent of regular full-time teachers	T0100
Number of years of experience as an elementary or secondary teacher in public and private schools	T0110
Number of years teaching at current school	T0105
Percentage of students in the school approved for the National School Lunch Program ¹	NSLAPP_S
Percentage of teachers who felt have any influence over setting performance standards for students	T1700
Percentage of teachers who felt have any influence over establishing curriculum	T1701
Percentage of teachers who felt have any influence over content of in-service professional development	T1702
Percentage of teachers who felt have any influence over evaluating teachers	T1703

See notes at end of table.

Table C-1. Variables used in the *Characteristics of 2020-21 Public and Private K-12 School Teachers in the United States: Results From the National Teacher and Principal Survey* report: 2020-21—Continued

Variable	Variable name in data files
Percentage of teachers who felt have any influence over hiring new full-time teachers	T1704
Percentage of teachers who felt have any influence over setting discipline policy	T1705
Percentage of teachers who felt have any influence over deciding how the school budget will be spent	T1706
Percentage of teachers who have any control over selecting textbooks and other instructional materials	T1707
Percentage of teachers who have any control over selecting contents, topics, and skills to be taught	T1708
Percentage of teachers who have any control over selecting teaching techniques	T1709
Percentage of teachers who have any control over evaluating and grading students	T1710
Percentage of teachers who have any control over disciplining students	T1711
Percentage of teachers who have any control over determining the amount of homework	T1712
Percentage of teachers who took courses before their first year in classroom management techniques	T0340
Percentage of teachers who took courses before their first year in lesson planning	T0341
Percentage of teachers who took courses before their first year in learning assessment	T0342
Percentage of teachers who took courses before their first year in using student performance data to inform instruction	T0343
Percentage of teachers who took courses before their first year in serving students from diverse economic backgrounds	T0344
Percentage of teachers who took courses before their first year in serving students with special needs	T0345
Percentage of teachers who took courses before their first year in teaching students who are limited-English proficient students or English-language learners	T0346
Percentage of teachers with salary supplement from additional compensation based on students' performance	T0912
Percentage of teachers with salary supplement from extracurricular activities in same school system	T0910
Percentage of teachers with salary supplement from jobs outside the school system	T0916
Percentage of teachers with salary supplement from other school system sources	T0914
School level ¹	SCHLEV_CCD
Student enrollment in K-12 and ungraded ¹	SCHSIZE
Teacher's age ¹	AGE_T
Teacher's race/ethnicity	T0928-T0933
Teacher's sex	T0924
Three-category private school typology ¹	RELIG
Way the teacher's class are organized	T0221

¹The definition for this variable can be found in Appendix C: Description of Variables.

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

Average class size for teachers in departmentalized instruction: This variable is a combination of all possible class size responses for teachers with departmentalized instruction (T0260, T0261, T0262, T0263, T0264, T0265, T0266, T0267, T0268, T0269) divided by the number of classes taught.

Average school year earnings from all sources: A variable that combines the amount a teacher earned from all possible sources during the school year (T0909, T0911, T0913, T0915, T0917).

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.

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

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.

School level (SCHLEV_CCD): School level for both public and private schools, based on guidelines set by the Common Core of Data (CCD). Information about grades offered by the school came from the NTPS school survey. For cases where the school was a non-interview for NTPS, sample file (CCD for public or Private School Survey for private) or other information was used to impute (if available). School levels for SCHLEV_CCD are defined in the CCD guidelines as:

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

For this report, SCHLEV_CCD was recoded into four categories for public schools and three categories for private schools, as follows:

Public schools

- Elementary;
- Middle;
- Secondary/high; and
- Combined/other (aggregation of Ungraded and Other)

Private schools

- Elementary/middle;
- Secondary/high; and
- Combined/other (aggregation of Ungraded and Other)

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 S4115 with S0151 subtracted for private). For this report, SCHSIZE was recoded into six categories for public schools and five categories for private schools.

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

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

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

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

Variable About the Reported Effect of COVID-19 on Instruction

In addition to the core and rotating topics described in table B-1, the 2020-21 NTPS included a question asking about the current effect of the coronavirus pandemic on instruction at the school at the time the survey was completed. Given the start date for the 2020-21 NTPS, the length of the

data collection window, and predictions about the 2020-21 school year, the COVID-19-related questions focused on how schools adapted to the COVID-19 pandemic during the spring of 2020. In addition, teachers were asked to report the current effect of the coronavirus pandemic on their teaching at the school at the time they completed the survey. Teachers were asked to indicate whether they were currently only teaching with distance-learning instruction because of the coronavirus pandemic, currently teaching with a hybrid of in-person and distance-learning instruction because of the coronavirus pandemic, currently teaching only in person with additional safety precautions because of the coronavirus pandemic, or there was currently no effect on how they delivered instruction because of the coronavirus pandemic. For teachers, this variable is T1914. Because teachers may have completed the Teacher Questionnaire at any time during the 2020-21 school year, this variable cannot be used to provide information about the distribution of in-person, hybrid, or remote instruction at any given point in time. This contextual variable provides information about the circumstances under which the survey was completed, and does not capture information about a school's official operating status(es) during the 2020-21 school year. Table C-2 provides additional information about the percentage distribution of teachers reporting how COVID affected instruction by school type and selected school characteristics.

Table C-2. At the time the Teacher Questionnaire was completed, percentage distribution of K-12 school teachers reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Only teaching with distance-learning instruction	Teaching with a hybrid of in-person and distance-learning instruction	Teaching only in-person or no effect on delivery of instruction
All teachers	18.1	56.2	25.7
All public school teachers	19.5	56.8	23.7
School classification			
Traditional public	18.8	56.9	24.3
Charter school	29.5	55.3	15.2
Community type			
City	28.5	55.3	16.2
Suburban	20.9	60.3	18.7
Town	11.7	51.0	37.3
Rural	9.7	55.6	34.8
School level¹			
Elementary	20.4	49.2	30.5
Middle	17.9	64.6	17.5
Secondary/high	19.7	65.2	15.1
Combined/other	17.0	53.1	29.9
Student enrollment			
Less than 100	19.3	47.2	33.5
100-199	13.5	53.1	33.4
200-499	17.8	52.3	29.8
500-749	20.2	55.1	24.7
750-999	20.7	58.7	20.6
1,000 or more	21.4	65.5	13.1
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	16.3	57.8	25.9
35-49	16.0	57.9	26.1
50-74	18.7	56.3	25.0
75 or more	24.5	55.6	19.8
All private school teachers	6.5	51.7	41.8
School classification			
Catholic	5.7	55.0	39.3
Other religious	4.5	42.5	53.0
Nonsectarian	10.2	60.8	29.0
Community type			
City	8.8	57.5	33.6
Suburban	6.1	56.0	37.8
Town	‡	24.9	72.5
Rural	2.9	35.0	62.1
School level¹			
Elementary/middle	6.3	34.7	59.0
Secondary/high	11.1	66.1	22.8
Combined/other	5.6	51.4	43.0
Student enrollment			
Less than 100	7.3	35.0	57.8
100-199	6.5	44.8	48.7
200-499	6.0	55.7	38.3
500-749	5.8	64.3	29.8
750 or more	7.7	68.2	24.0

‡ 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).

Notes continued on next page.

Table C-2. At the time the Teacher Questionnaire was completed, percentage distribution of K-12 school teachers reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21–Continued

¹ Elementary schools offer at least one grade of K to 4, and the number of elementary grades is higher than the number of middle grades. Middle schools offer at least one of grades 5 to 8, and the number of middle grades is greater than the number of elementary or secondary grades. Secondary/high schools are defined as schools that enroll students in more of grades 9 through 12 than in lower grades. Combined/other schools include all other combinations of grades, including K-12 schools. School level categories in the 2020-2021 NTPS differ from those in previous survey administrations; caution should be exercised when comparing estimates by level over time. For more information, see Appendix C: Description of Variables.

NOTE: Data are weighted estimates of the population. This was the reported effect on instruction reported at the time the survey was completed, not a summary of the 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 Data Files,” 2020-21.

Table C-S2. Standard errors for Table C-2: At the time the Teacher Questionnaire was completed, percentage distribution of K-12 school teachers reporting how COVID-19 affected instruction, by school type and selected school characteristics: 2020-21

School type and selected school characteristic	Only teaching with distance-learning instruction	Teaching with a hybrid of in-person and distance-learning instruction	Teaching only in-person or no effect on delivery of instruction
All teachers	0.37	0.44	0.42
All public school teachers	0.41	0.47	0.44
School classification			
Traditional public	0.42	0.51	0.47
Charter school	1.62	2.00	1.19
Community type			
City	0.91	0.95	0.69
Suburban	0.74	0.82	0.62
Town	0.86	1.49	1.64
Rural	0.59	1.02	1.05
School level			
Elementary	0.58	0.67	0.68
Middle	0.92	1.05	0.85
Secondary/high	0.95	1.04	0.68
Combined/other	1.13	1.55	1.51
Student enrollment			
Less than 100	4.19	4.88	3.87
100-199	1.47	2.15	2.10
200-499	0.65	0.81	0.82
500-749	0.76	0.93	0.85
750-999	1.23	1.44	1.15
1,000 or more	1.03	1.16	0.66
Percent of K-12 students who were approved for free or reduced-price lunches			
0-34	0.75	0.88	0.73
35-49	0.90	1.20	1.07
50-74	0.96	1.22	1.22
75 or more	0.72	0.86	0.69
All private school teachers	0.50	1.20	1.27
School classification			
Catholic	0.86	2.07	2.10
Other religious	0.74	1.99	2.12
Nonsectarian	1.16	1.78	1.68
Community type			
City	0.98	1.68	1.72
Suburban	0.70	1.75	1.81
Town	†	3.57	3.83
Rural	0.85	2.89	3.17
School level			
Elementary/middle	1.42	3.47	3.75
Secondary/high	1.49	2.14	1.97
Combined/other	0.57	1.37	1.41
Student enrollment			
Less than 100	1.26	2.29	2.57
100-199	0.98	2.68	2.78
200-499	0.86	1.79	1.83
500-749	1.37	2.44	2.42
750 or more	1.90	2.77	2.64

† 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 Data Files," 2020-21.