

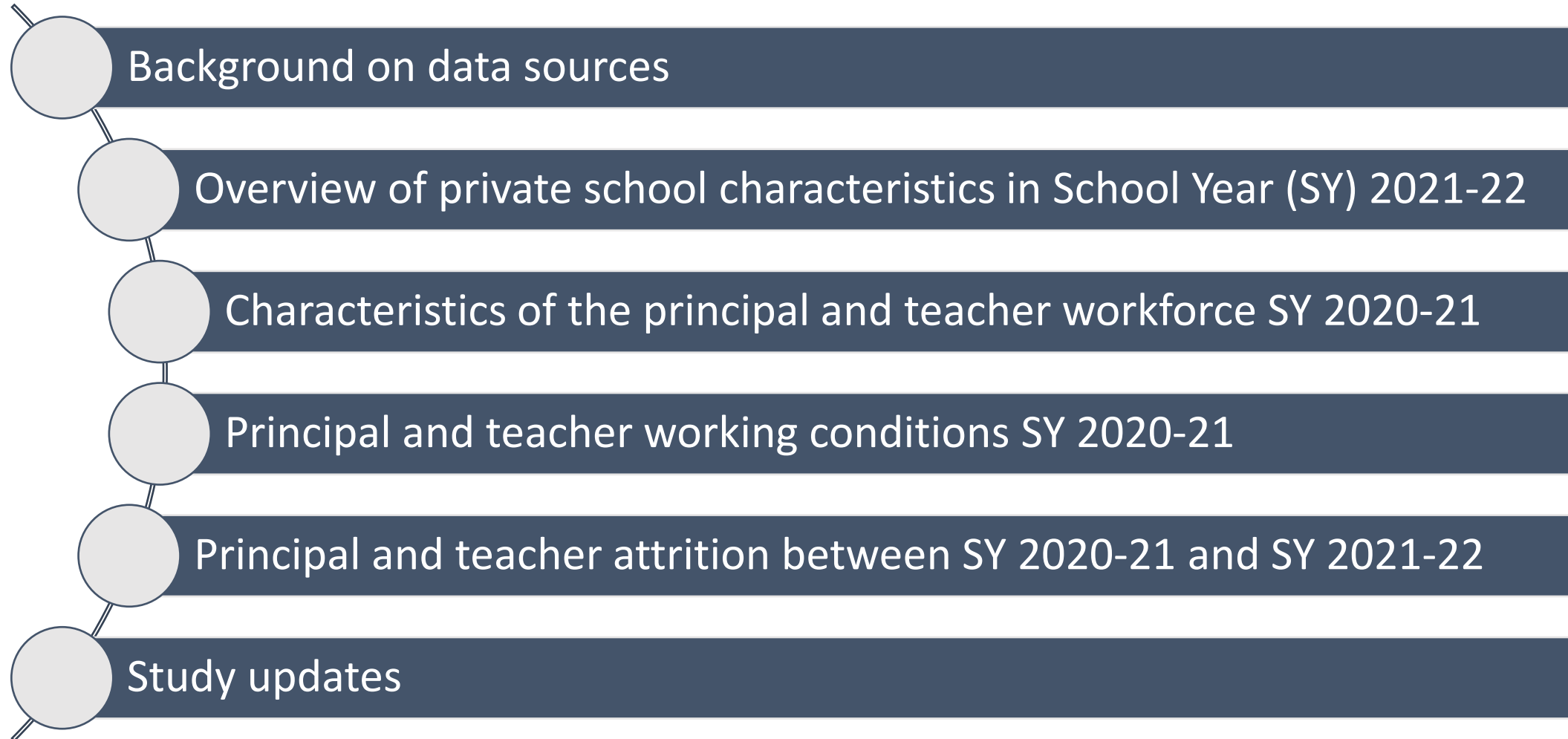
Private School Data from the National Center for Education Statistics

Results from the 2021–22 Private School Survey, 2020-21 National Teacher and Principal Survey, and the 2021-22 Principal and Teacher Follow-up Surveys to the National Teacher and Principal Survey

Andrew Zukerberg
National Center for Education Statistics

U.S. Department of Education
February 7, 2023

Overview of presentation



Data Sources

National Center for Education Statistics (NCES)



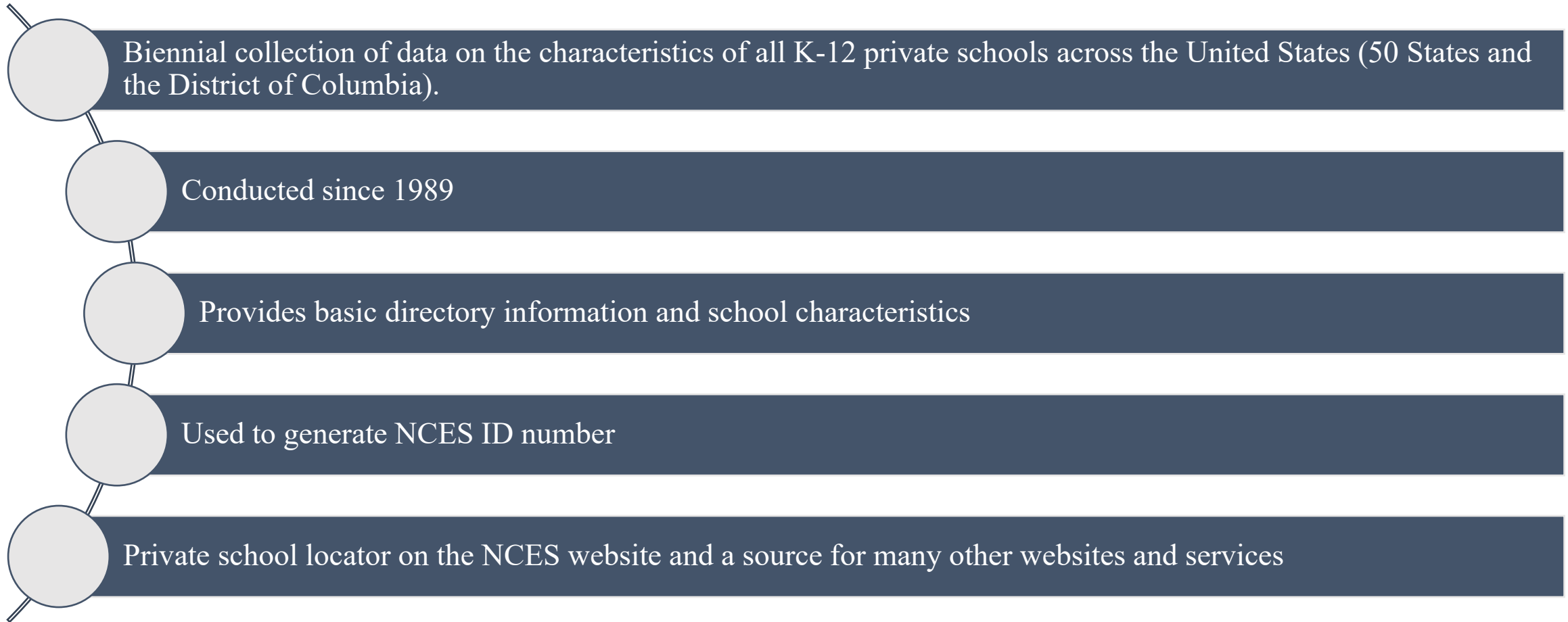
NCES is within the U.S. Department of Education.

NCES is one of 13 principal federal statistical agencies and has been responsible for producing official federal education statistics in varying capacities since 1867.

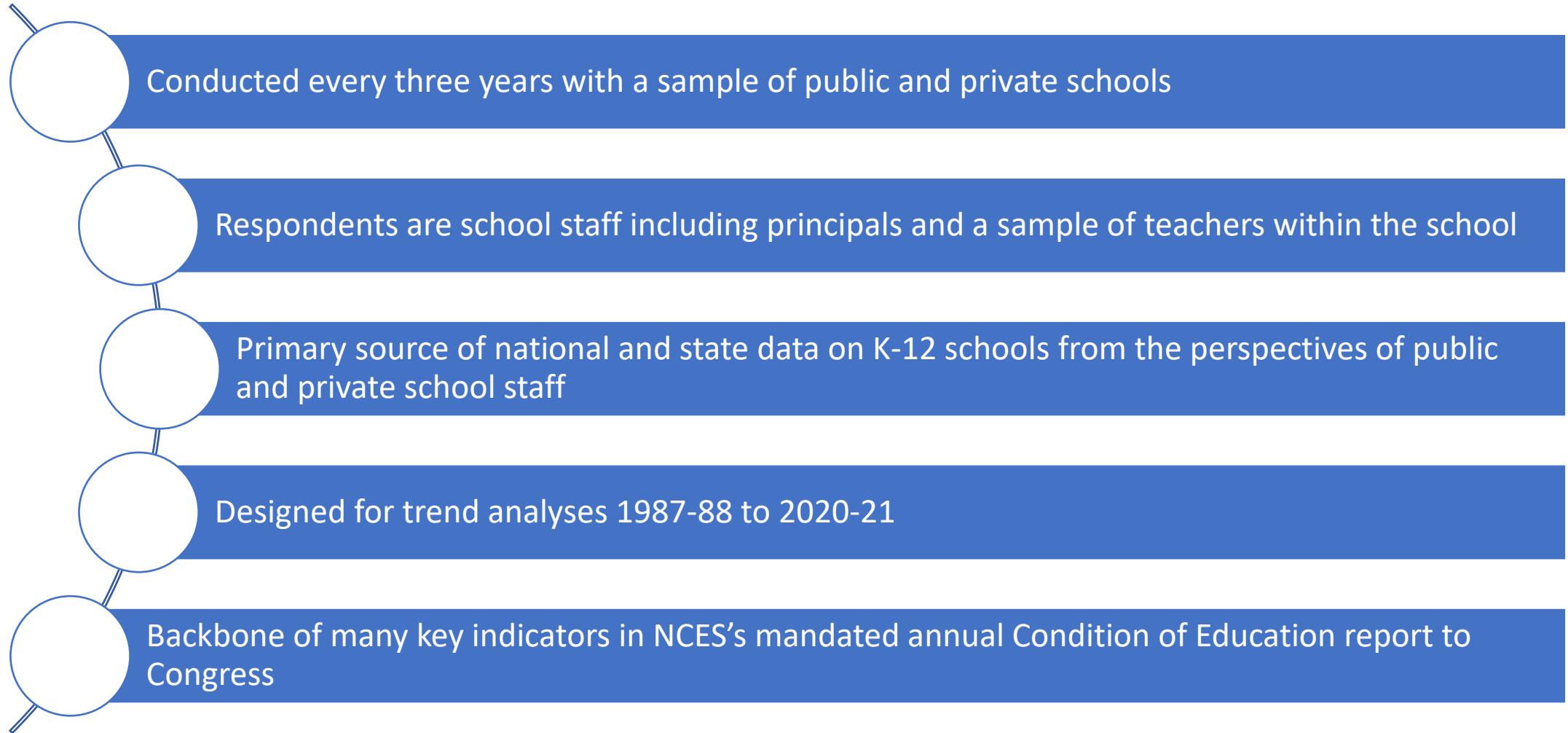
As a principal federal statistical agency, NCES must provide the public with objective, reliable, and trustworthy information.

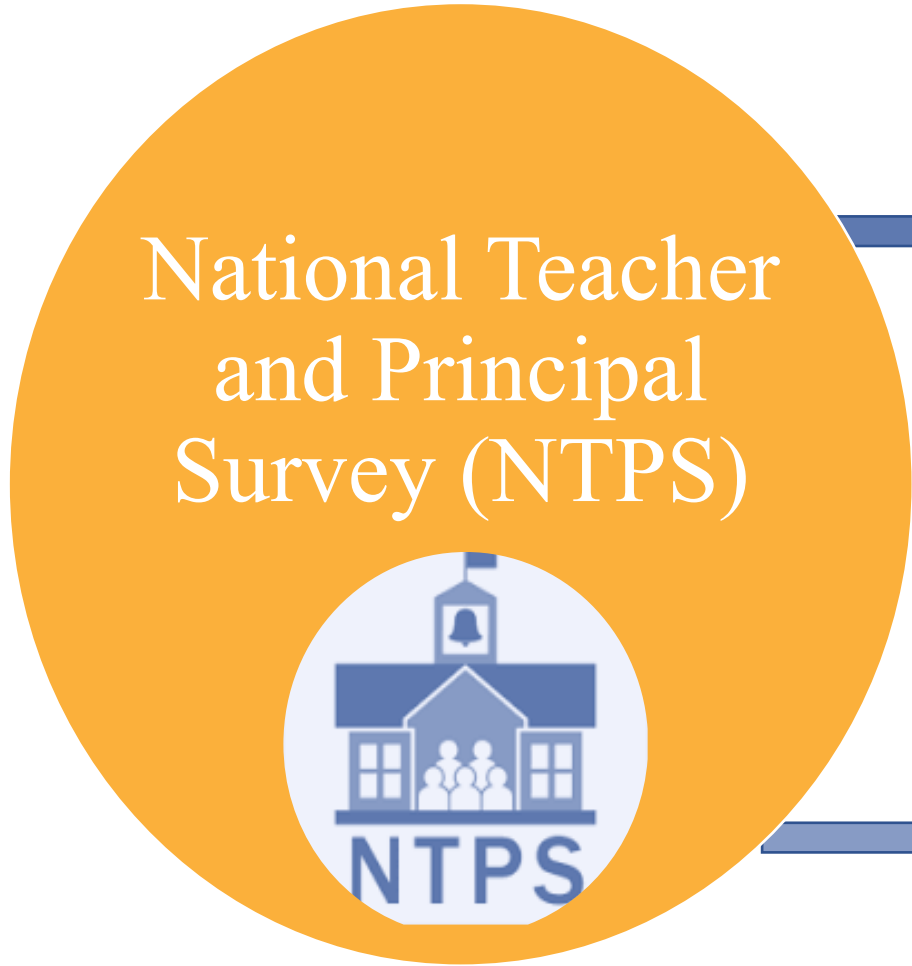
Central to these responsibilities are properly designed data collection and reporting systems that limit response burden.

Private School Universe Survey (PSS)



National Teacher and Principal Survey (NTPS)





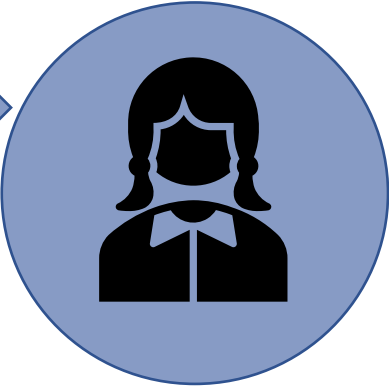
2020–21 NTPS

Schools, principals, teachers



**2021–22 Teacher
Follow-up Survey
(TFS)**

*Recontacted teachers
1 year later*



**2021–22 Principal
Follow-up Survey
(PFS)**

*Recontacted principals 1
year later*

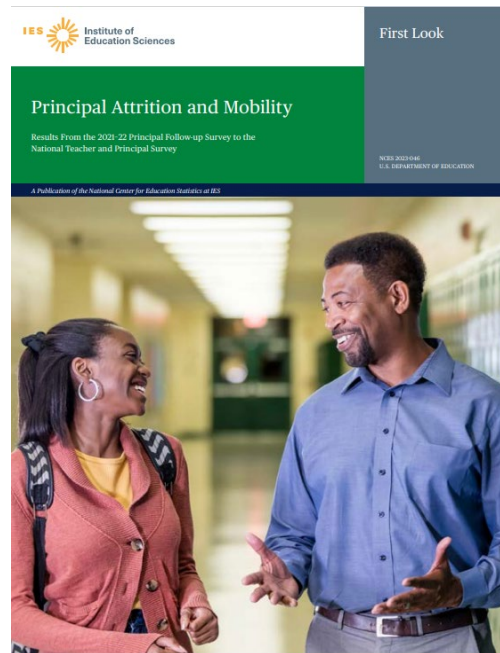
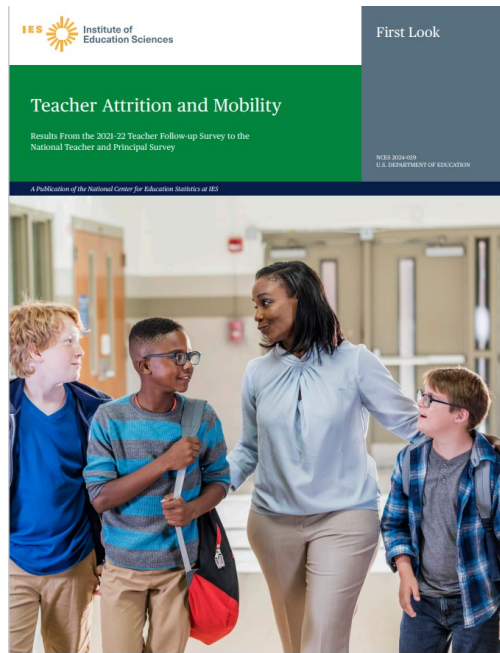
National Teacher and Principal Survey (NTPS)

- Estimates nationally, by state (public) or affiliation (private), and for school and educator characteristics
- Utilizes rotating modules and data from other ED collections to reduce burden
- Allows for comparisons between public and private schools because the same items are asked
- During years where PSS is also being conducted, the NTPS includes PSS items

Recent Reports

Teacher Attrition and Mobility: Results From the 2021–22 Teacher Follow-up Survey to the National Teacher and Principal Survey (ed.gov)

Principal Attrition and Mobility: Results From the 2021–22 Principal Follow-up Survey to the National Teacher and Principal Survey



PSS Private School Universe Survey (PSS) | Publications & Products | Data Tools | Staff

Overview

Data Tables

- 2021–22
- 2019–20
- 2017–18
- 2015–16
- 2013–14
- 2011–12
- 2009–10
- 2007–08
- 2005–06
- 2003–04
- 2001–02
- Multiple Years

Data Files

[Join NewsFlash](#)

Data Tables

[Multiple Years](#) | [2021–22](#) | [2019–20](#) | [2017–18](#) | [2015–16](#) | [2013–14](#) | [2011–12](#) | [2009–10](#) | [2007–08](#) | [2005–06](#) | [2003–04](#) | [2001–02](#)

Association Membership

[View Table](#) Number of private schools, students, and teachers (headcount), by school membership in private school associations: United States, school year 2021–22
[Download Excel](#) [Download Standard Error Excel](#)

Urbanicity Type

[View Table](#) Number and percentage distribution of private schools, by urbanicity type and selected characteristics: United States, school year 2021–22
[Download Excel](#) [Download Standard Error Excel](#)

[View Table](#) Number and percentage distribution of private school students, by urbanicity type and selected characteristics: United States, school year 2021–22
[Download Excel](#) [Download Standard Error Excel](#)

High School Graduates

[View Table](#) Percentage of private schools with 12th-graders in 2020–21, number of graduates, graduation rate, and percentage of graduates who attended 4-year colleges, by selected characteristics: United States, school year 2021–22
[Download Excel](#) [Download Standard Error Excel](#)

[View Table](#) Number of private schools, students, full-time equivalent (FTE) teachers, and 2020–21 high school graduates, by state: United States, school year 2021–22
[Download Excel](#) [Download Standard Error Excel](#)

Findings: Characteristics of Private Schools in 2021-22

Overview of private schools in the 2021-22 school year

- In the 2021-22 school year, approximately 4.7 million K-12 students were enrolled in 29,700 private schools with 483,000 full-time-equivalent teachers across the United States.
- Sixty-six percent of private schools reported a religious orientation.
- Roughly 20,000 schools reported membership in at least one private school association.
- Sixty-eight percent of private schools emphasized regular elementary or secondary programs.

Overall, the number of private schools **decreased by 3%** between SY 2019–20 and SY 2021–22.

Elementary/Middle _____

↓ The number of schools **decreased by 6%.**

Catholic _____

↓ The number of schools **decreased by 5%.**



Enrollment in Public Schools and Private Schools by Grade Span

Public Schools

Between Fall 2019 and Fall 2021

Grades K–8



Enrollment **decreased** by
3% to 6%.

*Enrollment in grade 8
held steady*

Grades 9–12



Enrollment **increased**
by **1% to 3%.**

*Enrollment in grade 10
held steady*

Private Schools

Between SY 2019–20 and SY 2021–22

Grades K–4



Enrollment **increased** between
3% and 9%.

Grades 5–12



Enrollment **held steady,**
except for grade 11.



*Enrollment in grade 11
decreased by 3%.*

Enrollment in **Private Schools** by School Level: SY 2019–20 to SY 2021–22

Combined/Other

Enrollment
increased by 9%.



Elementary/Middle

Enrollment
decreased by 2%.



Secondary/High

Enrollment
decreased by 5%.



NOTE: Combined/other schools are schools that comprise one or more of grades K–6 and one or more of grades 9–12 or schools that are ungraded.

Number of Full-Time-Equivalent Teachers at **Private Schools**: SY 2019–20 to SY 2021–22

Elementary/middle



The number of teachers **decreased by 3%.**

Combined/other



The number of teachers **increased by 5%.**



NOTE: Combined/other schools are schools that comprise one or more of grades K–6 and one or more of grades 9–12 or schools that are ungraded.

Number of Full-Time-Equivalent Teachers at **Private Schools**: SY 2019–20 to SY 2021–22



Catholic schools



The number of teachers **decreased by 4%**.

Other Religious Schools



The number of teachers **increased by 4%**.

NOTE: Other religious schools are Conservative Christian, other affiliated, and unaffiliated religious schools.

Findings: Principal and Teacher Workforce Characteristics

Characteristics of the 2020–21 principal workforce

	Public	Private
Race/ethnicity	<ul style="list-style-type: none">• 77%* non-Hisp. White• 10%* non-Hisp. Black• 9%* Hisp.• 1%* non-Hisp. Asian• 1% non-Hisp. two or more races	<ul style="list-style-type: none">• 83% non-Hisp. White• 6% non-Hisp. Black• 6% Hisp.• 2% non-Hisp. Asian• 1% non-Hisp. two or more races
Sex	56%* female	63% female
Average age	49* years old	51 years old
Salary	\$105,900*	\$78,600

Characteristics of the 2020–21 teacher workforce

	Public	Private
Race/ethnicity	<ul style="list-style-type: none">• 80%* non-Hisp. White• 9%* Hisp.• 6%* non-Hisp. Black• 2% non-Hisp. Asian• 2% non-Hisp. two or more races	<ul style="list-style-type: none">• 83% non-Hisp. White• 8% Hisp.• 4% non-Hisp. Black• 2% non-Hisp. Asian• 2% non-Hisp. two or more races
Sex	77% female	75% female
Average age	43* years old	45 years old
Salary	\$61,600* (base, full-time)	\$46,400 (base, full-time)

Findings: Principal and Teacher Working Conditions

Principals' typical week

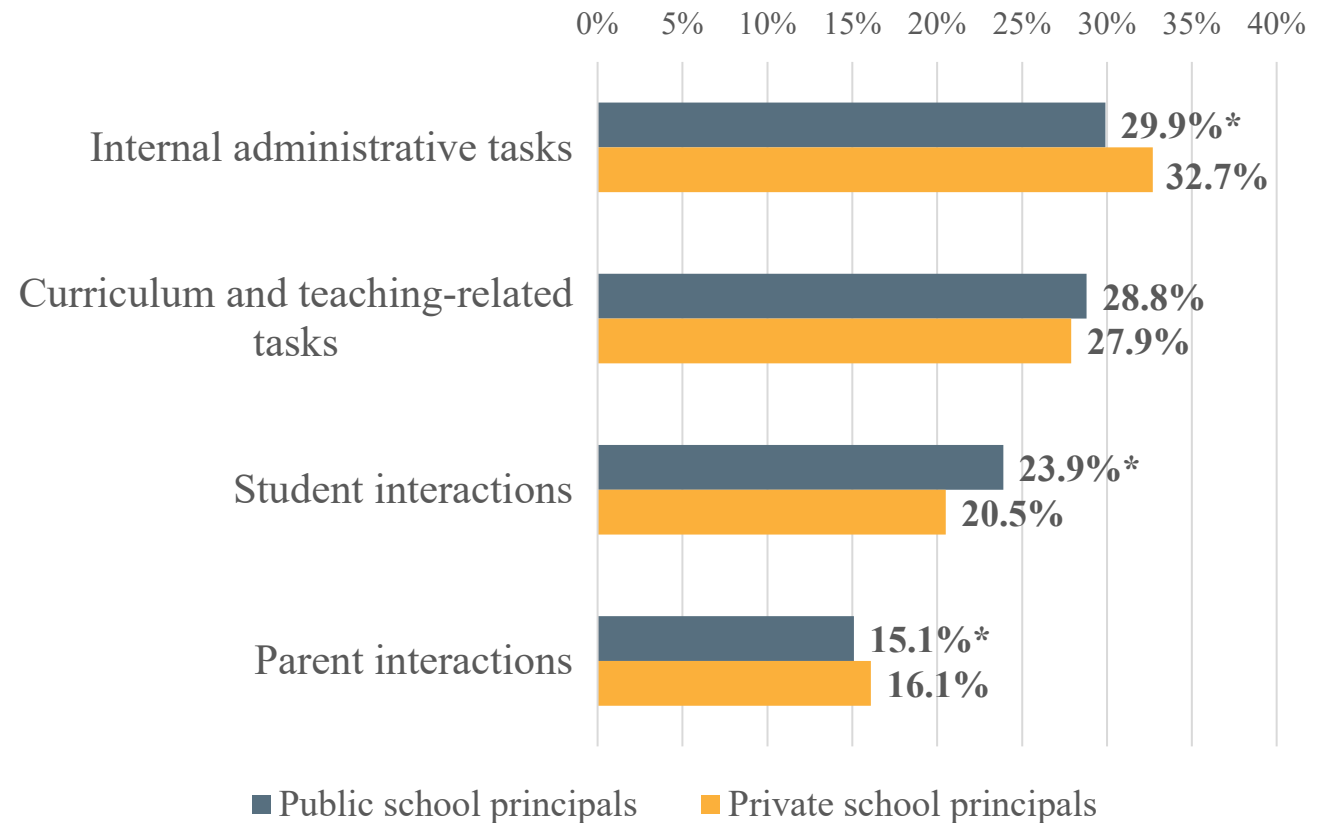
58.3*
(public)

Total hours worked

54.5
(private)

* Statistically significantly different ($p < .05$) from private

Percentage of time spent on various school-related tasks

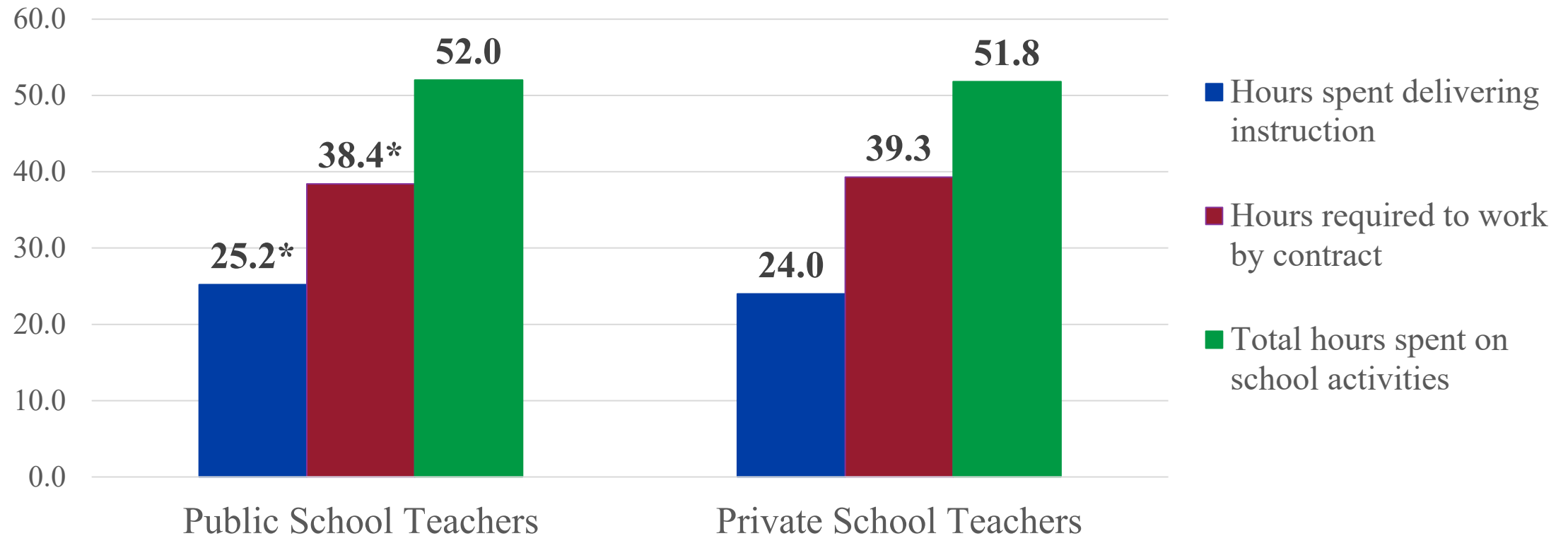


Principals reporting having major influence over decisions about...

Public		Private
92.9%*	Evaluating teachers	83.2%
89.4%*	Hiring new full-time teachers	85.8%
63.6%*	Determining the content of in-service professional development programs	77.9%
60.2%*	Setting discipline policy	77.0%
58.7%*	Setting performance standards for students at their school	71.5%
57.6%	Deciding how the school budget will be spent	58.9%
35.0%*	Establishing curriculum	65.3%

NOTE: response options included “no influence,” “minor influence,” “moderate influence,” “major influence,” and “not applicable.” Data for principals who reported “not applicable” are excluded from the estimates.

Full-time teachers spent 52 hours working during a typical week



NOTE: refers to a regular full-time 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.

Teachers' income

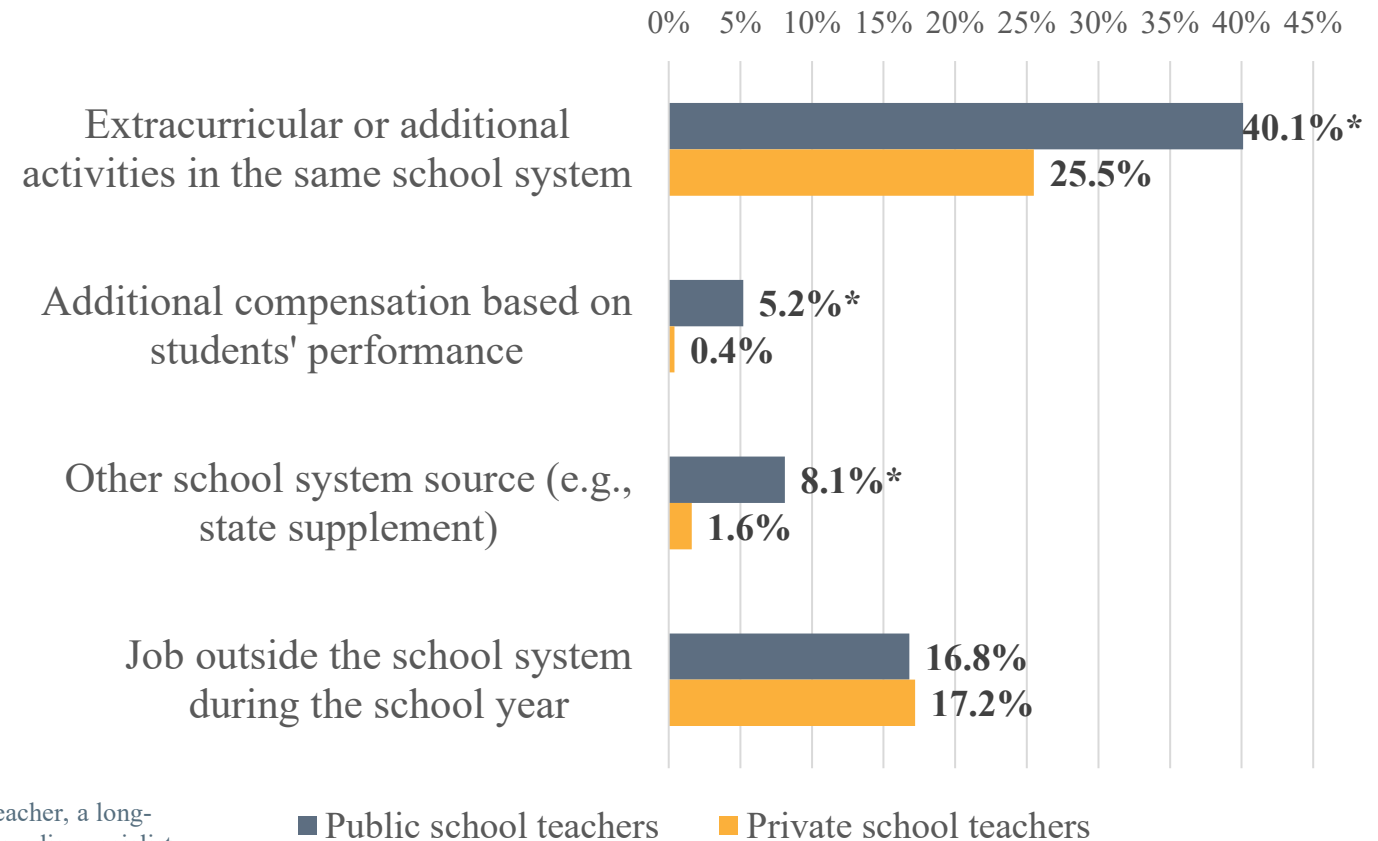
\$61,600*
(public)

**Base salary for regular,
full-time teachers**

\$46,400
(private)

NOTE: refers to a regular full-time 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.

**Percentage of regular, full-time teachers
with various types of salary supplements**



* Statistically significantly different ($p < .05$) from private

Teachers reporting having any **control** in their classroom over...

Public		Private
98.1%*	Evaluating and grading students	99.1%
97.7%*	Selecting teaching techniques	99.4%
96.7%*	Determining the amount of homework to be assigned	98.1%
96.0%*	Disciplining students	98.3%
86.2%*	Selecting content, topics, and skills to be taught	96.5%
84.1%*	Selecting textbooks and other instructional materials	95.1%

NOTE: 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.”

* Statistically significantly different ($p < .05$) from private

SOURCE: 2020–21 National Teacher and Principal Survey

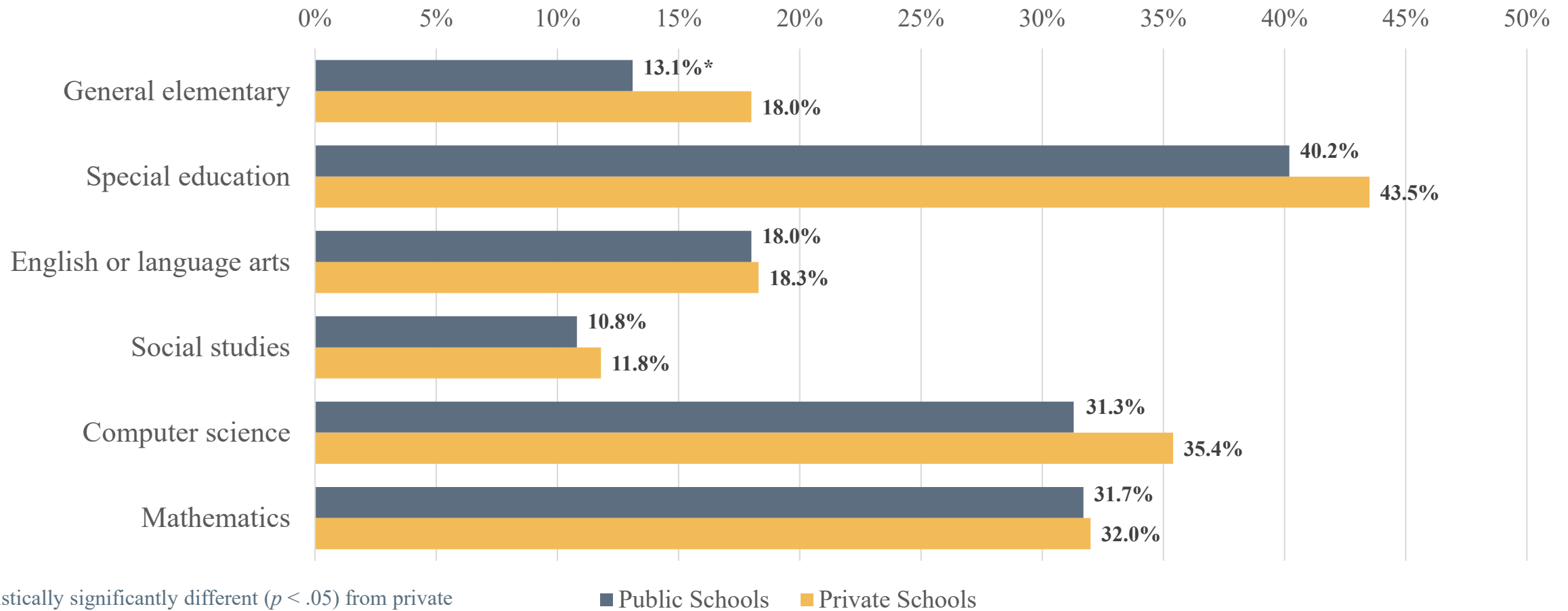
Teachers reporting having any **influence** over school policies about...

Public		Private
84.9%*	Establishing curriculum	95.6%
81.5%*	Setting performance standards for students at their school	93.1%
80.8%*	Determining the content of in-service professional development programs	84.0%
71.0%*	Setting discipline policy	82.1%
62.7%	Hiring new full-time teachers	61.8%
53.6%*	Deciding how the school budget will be spent	47.8%
50.5%*	Evaluating teachers	63.5%

NOTE: 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.”

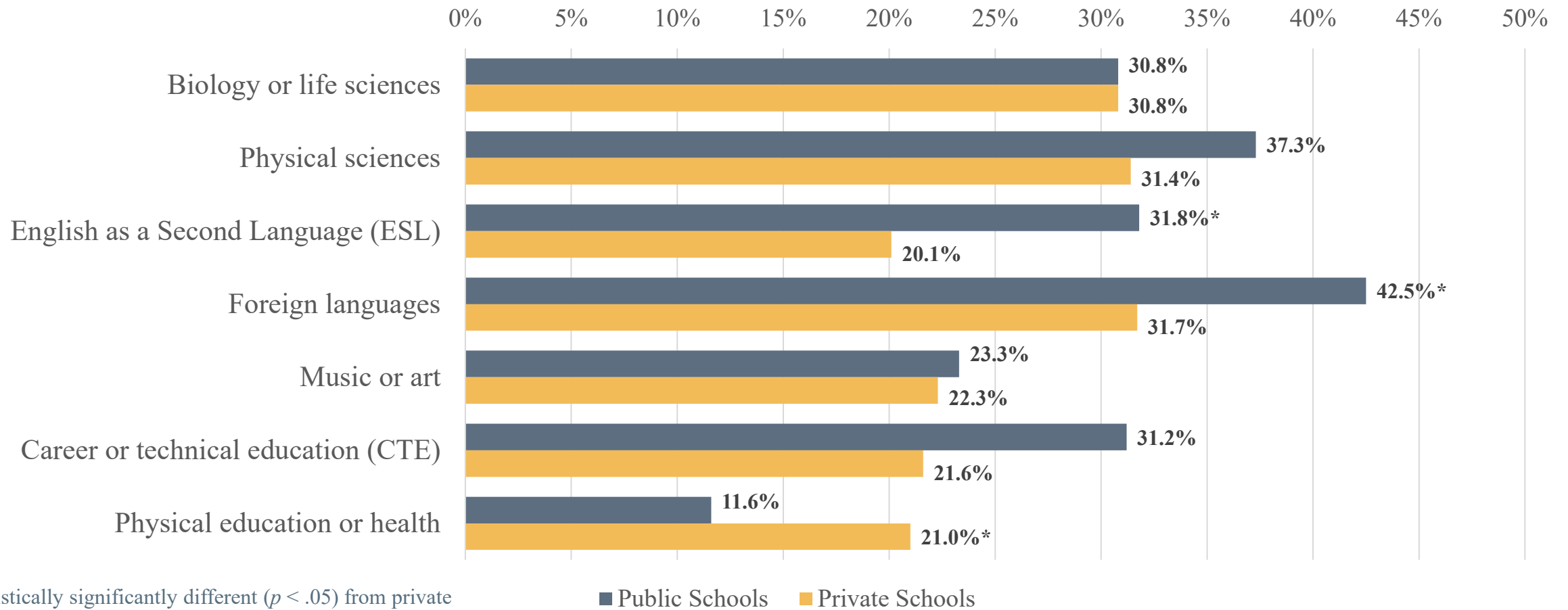
Findings: School Operations

Both public and private schools with vacancies in various subject areas some found it very difficult or were unable to fill their vacancies



NOTE: among schools with a vacancy in a given subject area, the percentage that found it very difficult or were unable to fill a vacancy.

Both public and private schools with vacancies in various subject areas some found it very difficult or were unable to fill their vacancies (continued)



NOTE: Among schools with a vacancy in a given subject area, the percentage that found it very difficult or were unable to fill a vacancy.

Findings: Principal Attrition

One year later, were K-12 public and private school principals and teachers:



Stayers

Worked as a principal/teacher in the **same school** during the 2020-21 and 2021-22 school years



Movers

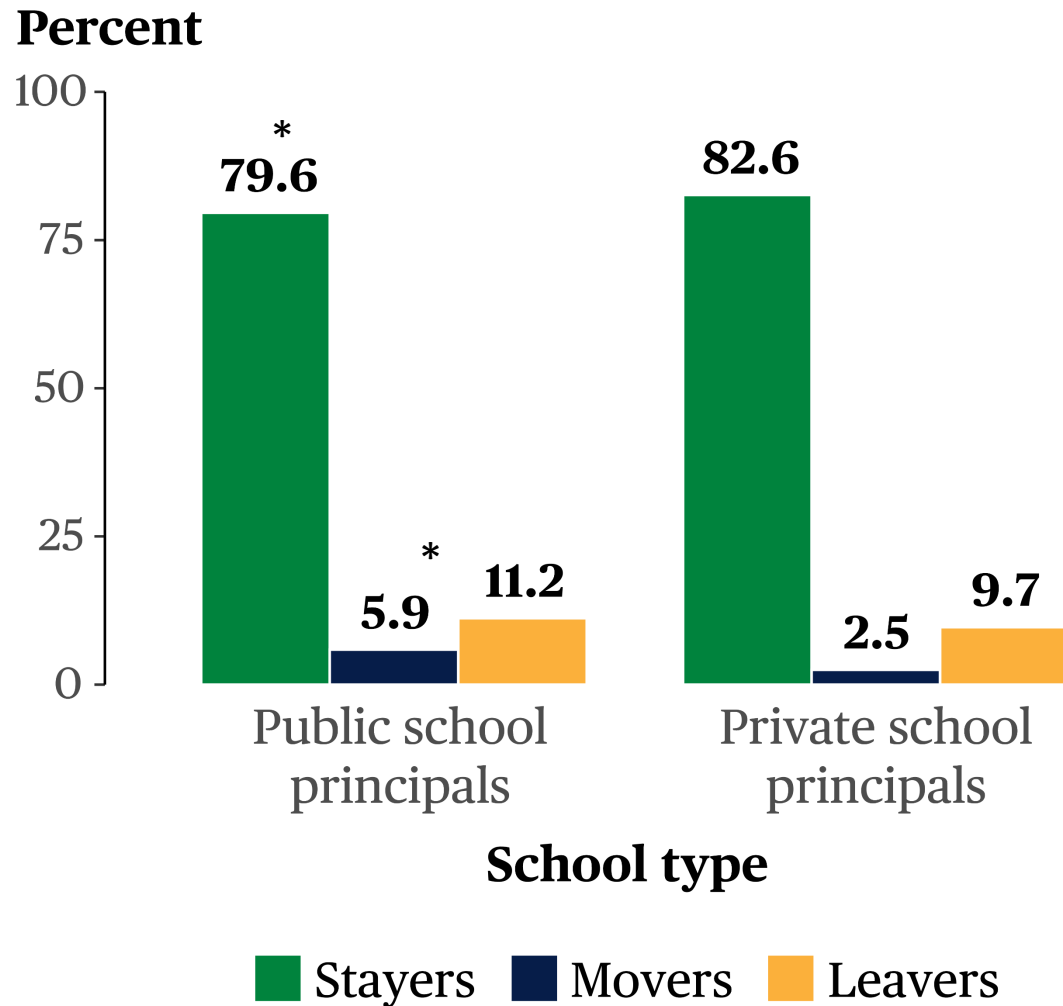
Moved to **another school** but remained a principal/teacher during the 2021–22 school year



Leavers

Left the **profession**; no longer working as a principal/teacher during the 2021–22 school year

Between the 2020-21 and 2021-22 school years...



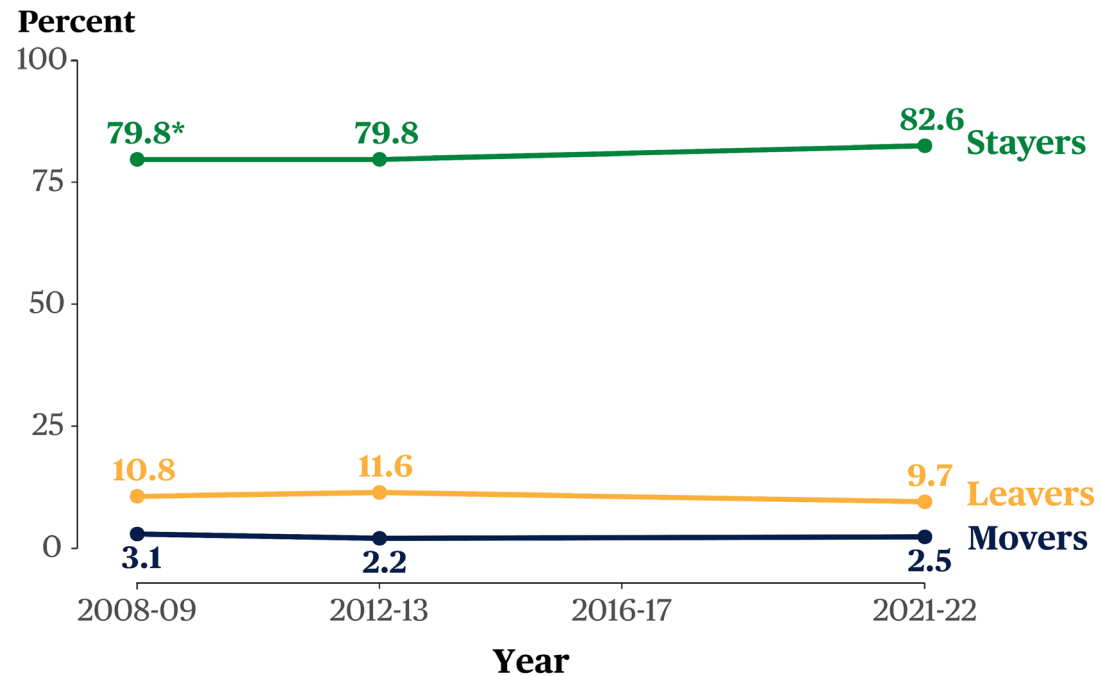
11.2 percent of public and 9.7 percent of private school principals **left the profession**

5.9 percent of public and 2.5 percent of private school principals **moved to a different school**

* Statistically significantly different ($p < .05$) from private

Trends in principal mobility and attrition

Private School Principals

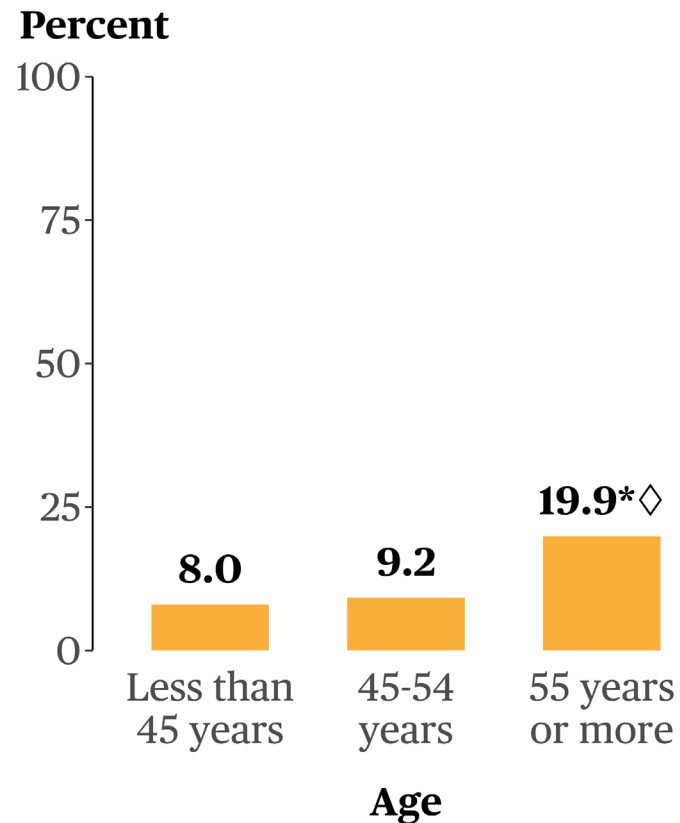


NOTE: Data for 2016-17 were not available for private school principals.

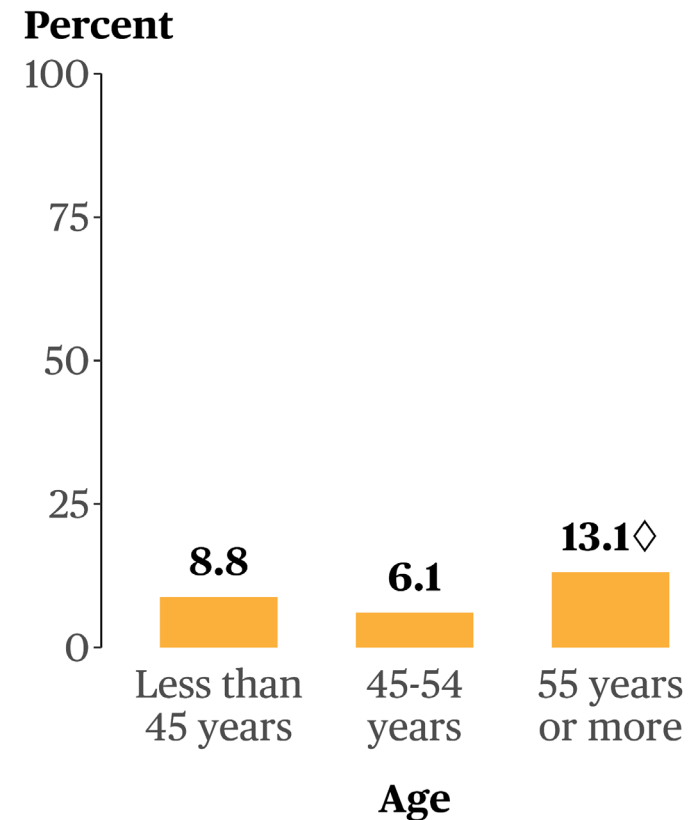
* Statistically significantly different ($p < .05$) from 2021-22

Principal leavers by age between the 2020-21 and 2021-22 school years...

Public School Principals



Private School Principals

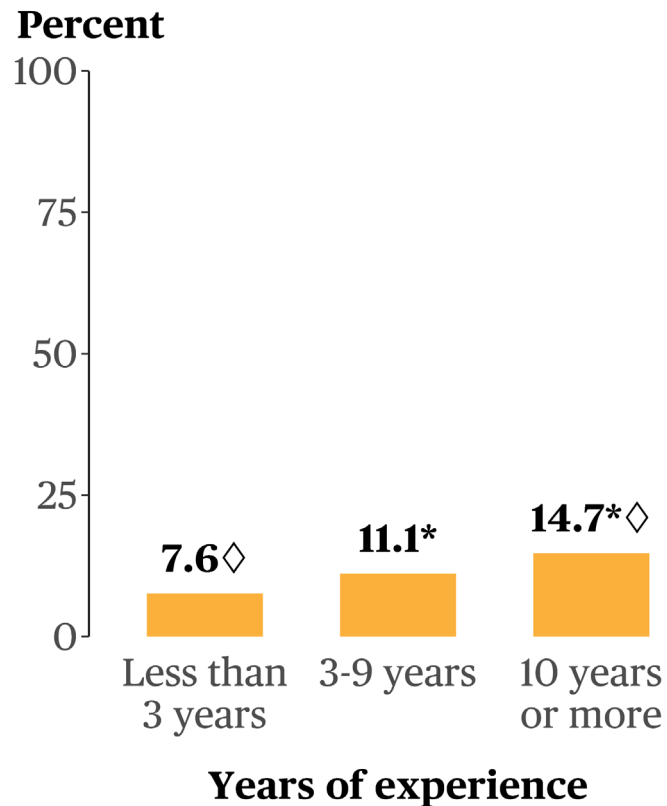


* Statistically significantly different ($p < .05$) from principals less than 45 years old

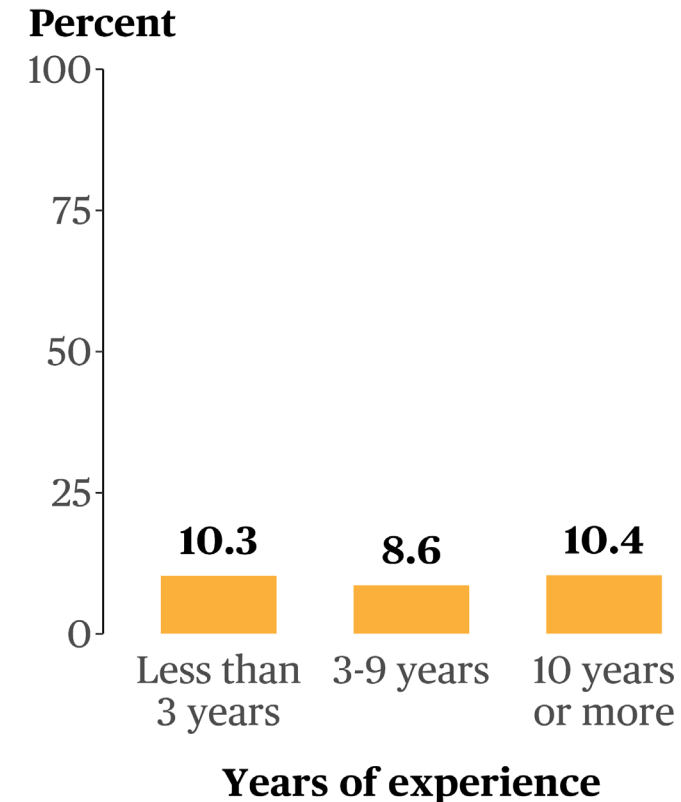
◇ Statistically significantly different ($p < .05$) from principals 45-54 years old

Principal leavers by years of experience between the 2020-21 and 2021-22 school years...

Public School Principals



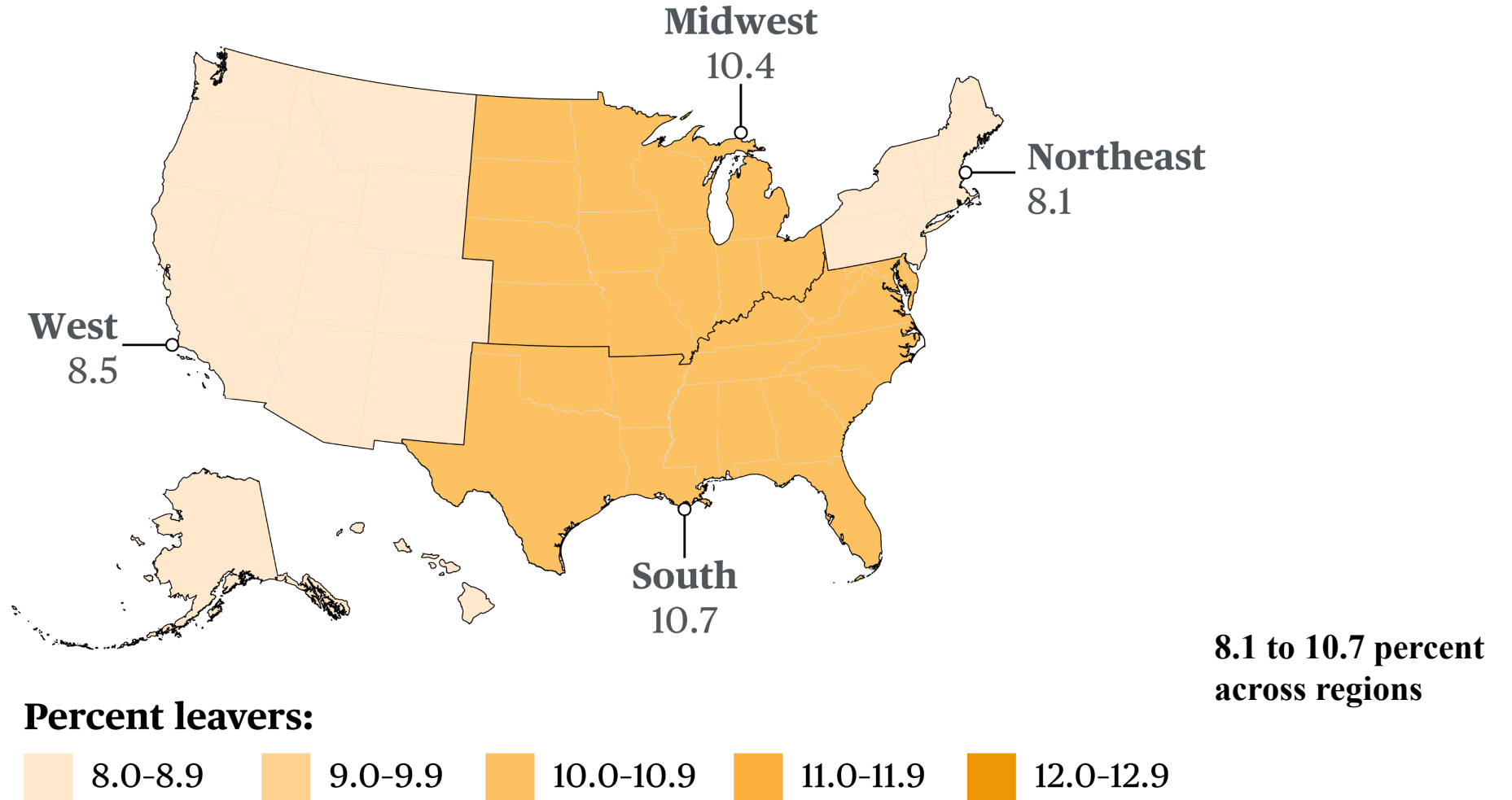
Private School Principals



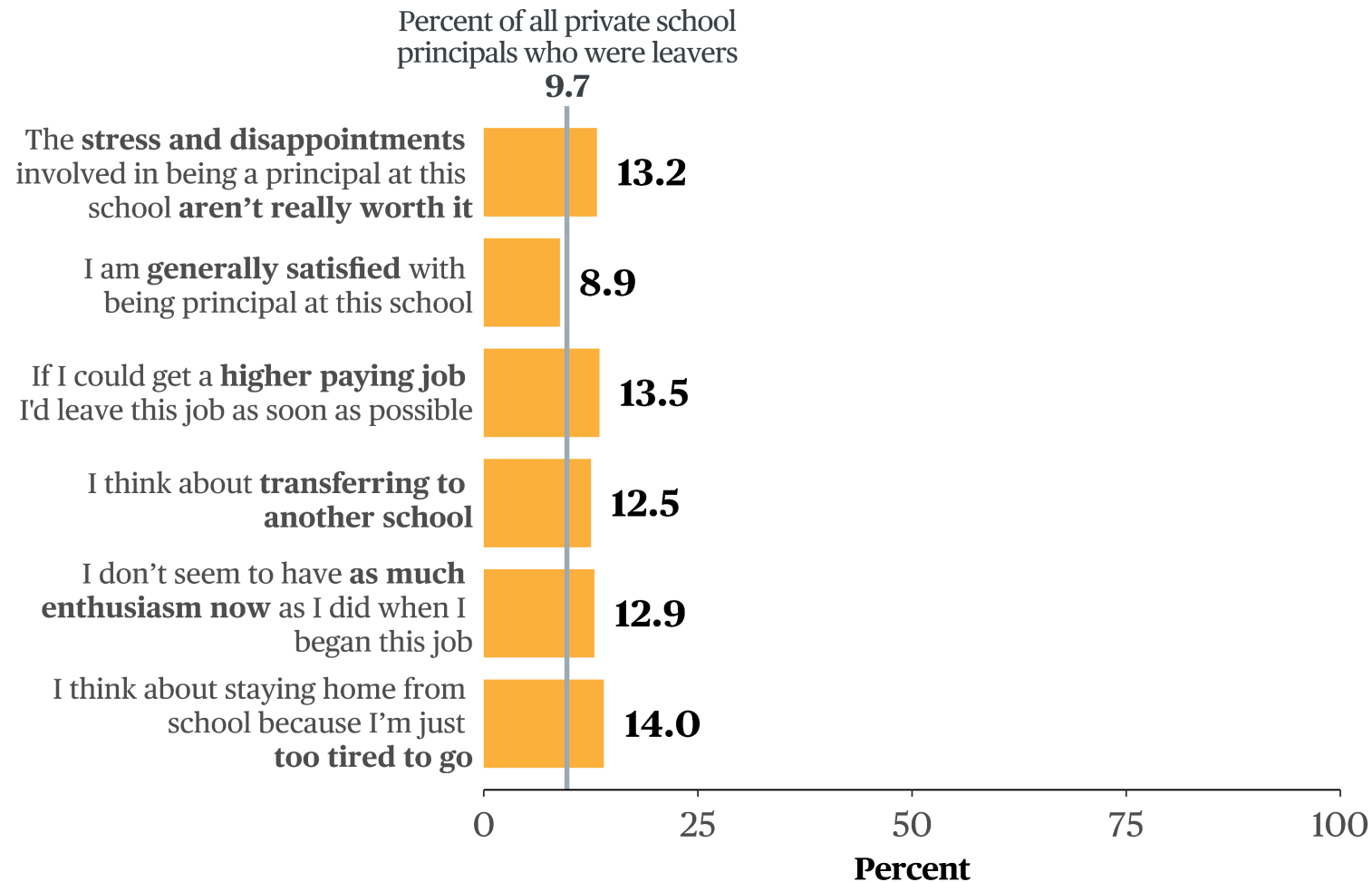
* Statistically significantly different ($p < .05$) from principals with less than 3 years of experience

◇ Statistically significantly different ($p < .05$) from principals with 3-9 years of experience

Percentage of 2020-21 private school principals who left the profession

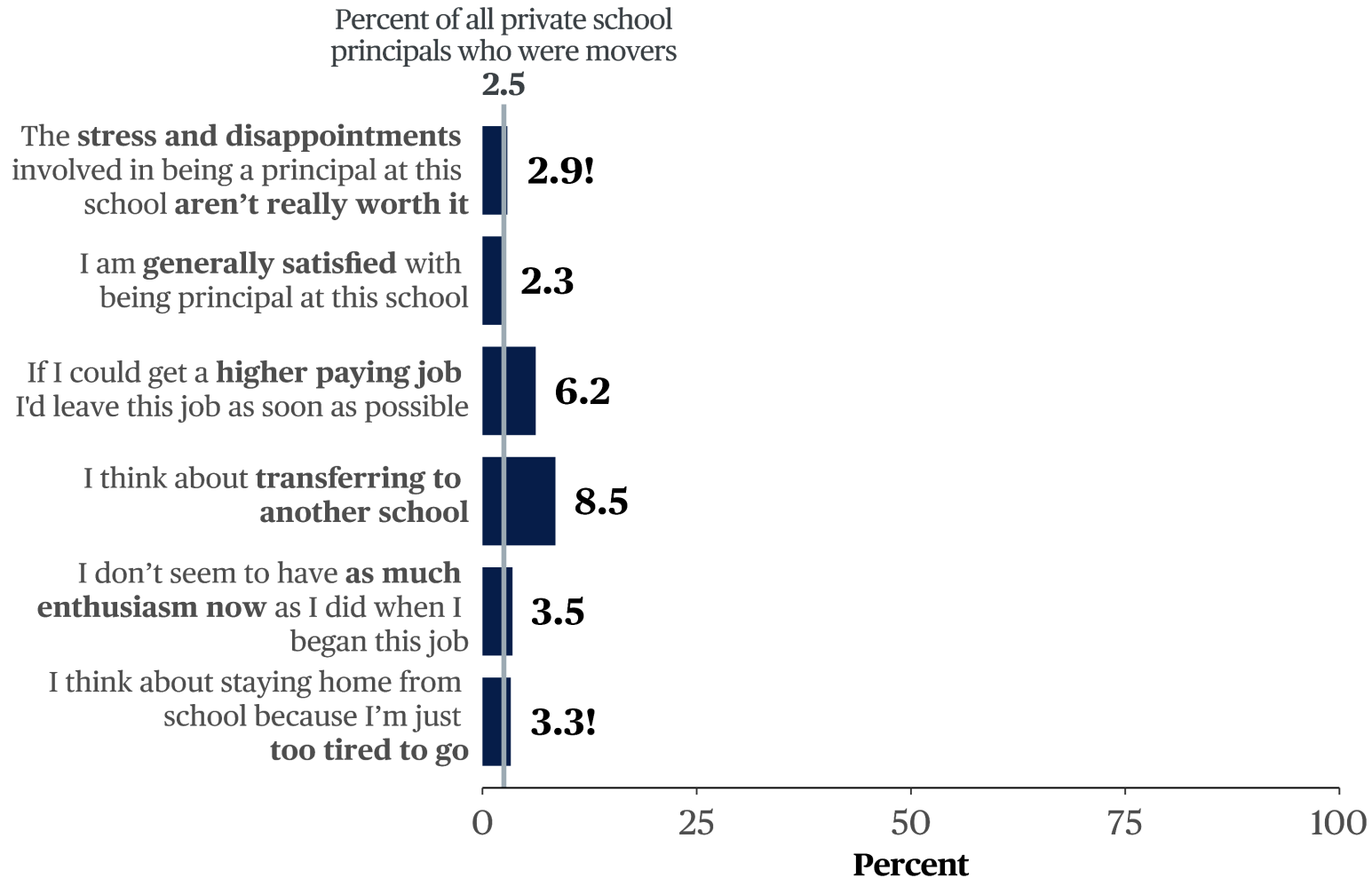


Did satisfied private school principals leave the profession?



NOTE: Figure includes private school principals who “strongly” or “somewhat” agreed with the statement. Response options included “strongly disagree,” “somewhat disagree,” “somewhat agree,” “strongly agree.”

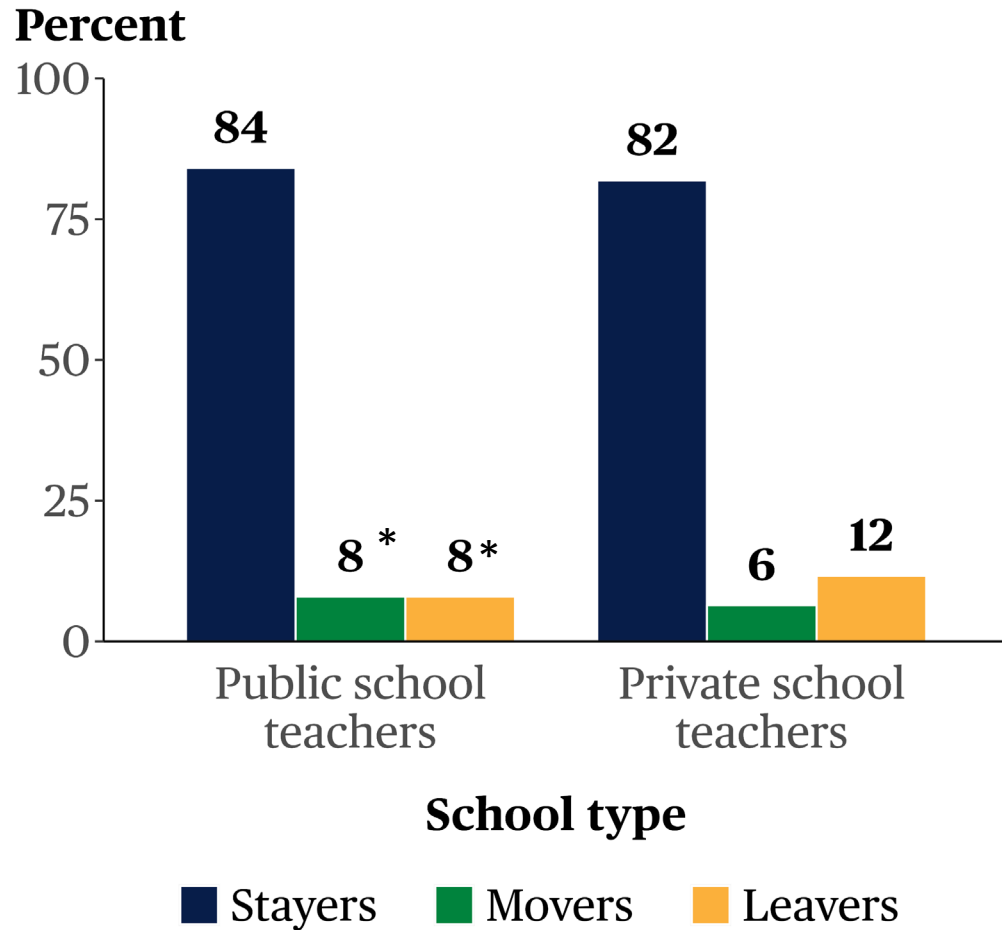
Did satisfied private school principals move to a different school?



NOTE: Figure includes private school principals who “strongly” or “somewhat” agreed with the statement. Response options included “strongly disagree,” “somewhat disagree,” “somewhat agree,” “strongly agree.”

Findings: Teacher Attrition

Change in Job Status Between the 2020-21 and 2021-22 School Years

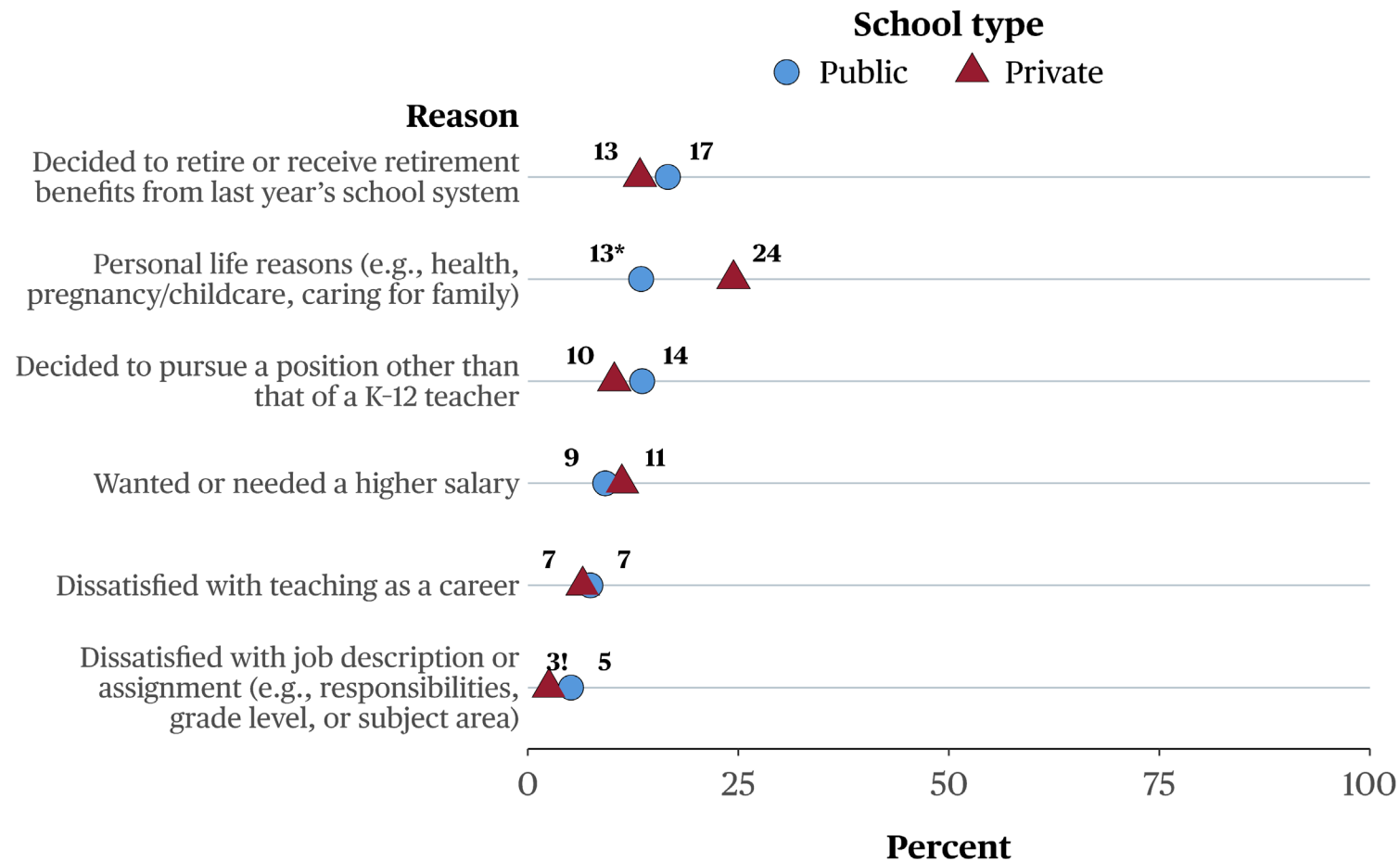


7.9 percent of public and 11.7 percent of private school teachers **left the profession**; and

7.9 percent of public and 6.4 percent of private school teachers **moved to a different school.**

* Statistically significantly different ($p < .05$) from private school teachers

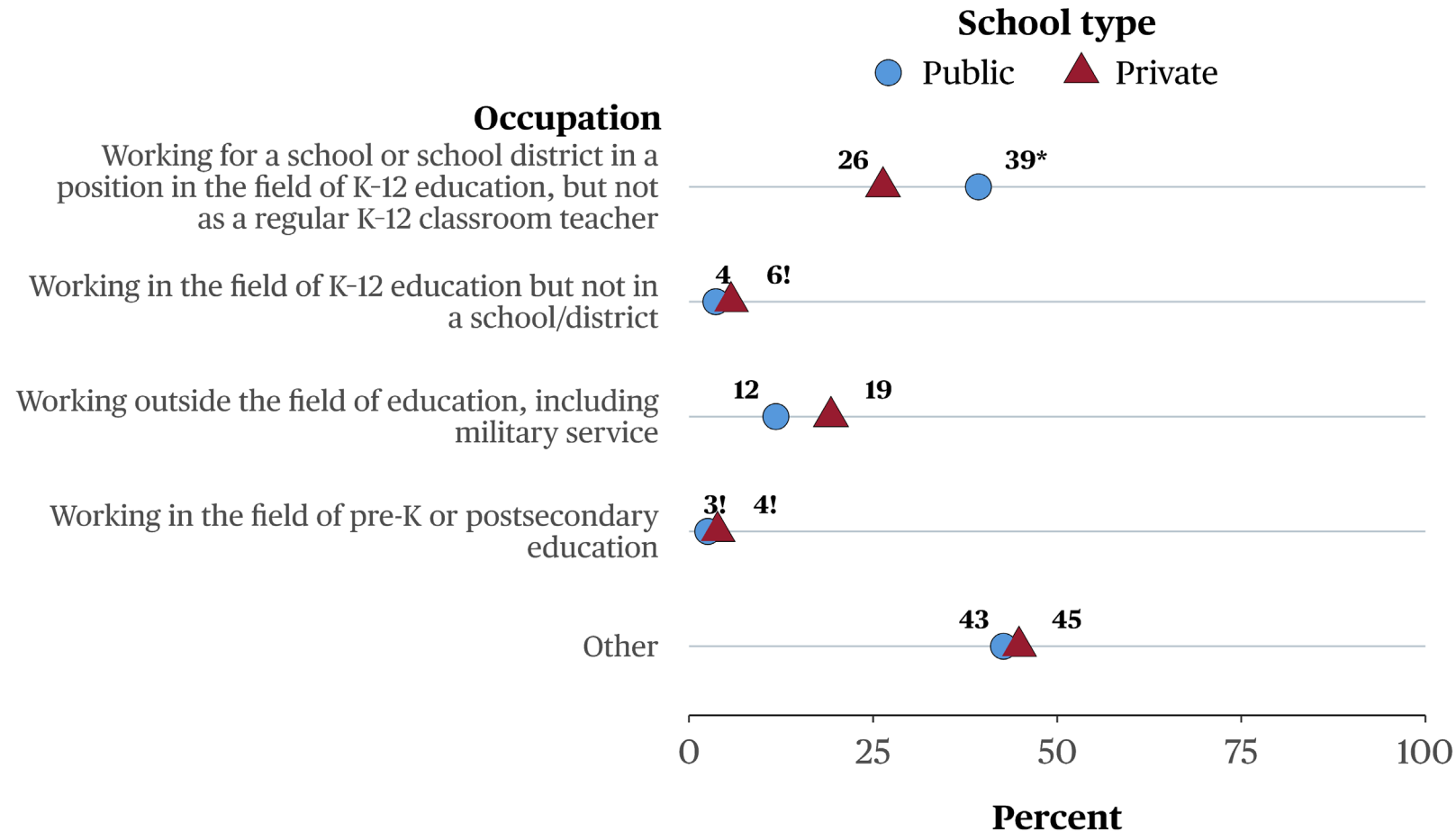
Teachers' Most Important Reasons for Leaving the Profession between 2020-21 and 2021-22



! Interpret data with caution (i.e., the standard error is at least 30 percent and less than 50 percent of the estimate).

* Statistically significantly different ($p < .05$) from private school teachers

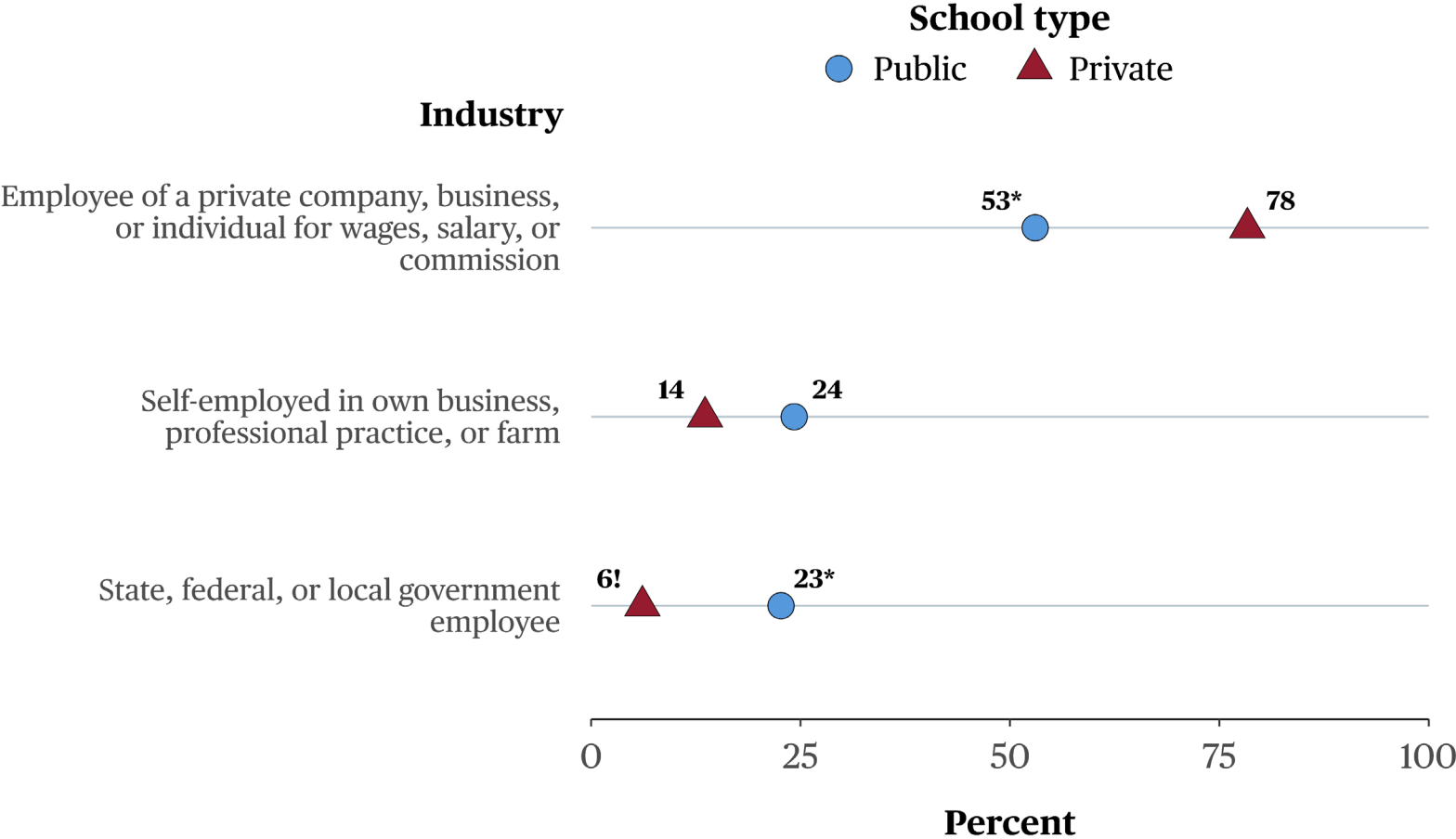
Former Teachers' Occupations in 2021-22



! 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).

* Statistically significantly different ($p < .05$) from private school teachers

Kinds of Industry in which Former Teachers Worked in 2021-22



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

NOTE: Estimates indicate the industry status of leavers whose main occupational status was working in a position in the field of pre-K or postsecondary education, working in the field of K–12 education but not in a school/district, or working outside the field of education, including military service

* Significantly different ($p < .05$) from private school teachers

Study Updates

Study Updates

- Data collection began September 2023 and ends May 2024
- **Private School Survey**
- **National Teacher and Principal Survey**

102302

PRIVATE SCHOOL SURVEY
2023-24 SCHOOL YEAR

Please note:
The annual Private School Survey is intended for schools that -

- Private schools that teach ANY of the following -

- 1. Kindergarten through grade 6
- 2. Grades 7 through 12
- 3. Both kindergarten through grade 6 and grades 7 through 12
- 4. Both kindergarten through grade 6 and grades 7 through 12 and also offer a postsecondary program
- 5. Both kindergarten through grade 6 and grades 7 through 12 and also offer a postsecondary program and a career center

Private schools that teach ANY of the following -

- 1. Kindergarten through grade 6
- 2. Grades 7 through 12
- 3. Both kindergarten through grade 6 and grades 7 through 12
- 4. Both kindergarten through grade 6 and grades 7 through 12 and also offer a postsecondary program
- 5. Both kindergarten through grade 6 and grades 7 through 12 and also offer a postsecondary program and a career center

PLEASE CONTINUE WITH ITEM 1 ON PAGE 2.

U.S. DEPARTMENT OF EDUCATION
102302-0001, Revised Form 10/2022

102302

NATIONAL TEACHER AND PRINCIPAL SURVEY
2023-24 SCHOOL YEAR

PRIVATE SCHOOL QUESTIONNAIRE

Please return your completed questionnaire to the pre-addressed, postage-paid envelope or mail to:

U.S. Census Bureau
2025 RELEASE UNDER E.O. 14176

The national center for education statistics (nces), within the u.s. department of education, is authorized to conduct this survey by the education sciences statute act of 2002 (pub. law 107-359).

U.S. DEPARTMENT OF EDUCATION
102302-0001, Revised Form 10/2022

102302

NATIONAL TEACHER AND PRINCIPAL SURVEY
2023-24 SCHOOL YEAR

PRIVATE SCHOOL PRINCIPAL QUESTIONNAIRE

Please return your completed questionnaire to the pre-addressed, postage-paid envelope or mail to:

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U.S. DEPARTMENT OF EDUCATION
102302-0001, Revised Form 10/2022

102302

NATIONAL TEACHER AND PRINCIPAL SURVEY
2023-24 SCHOOL YEAR

PRIVATE SCHOOL TEACHER QUESTIONNAIRE

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U.S. Census Bureau
2025 RELEASE UNDER E.O. 14176

The national center for education statistics (nces), within the u.s. department of education, is authorized to conduct this survey by the education sciences statute act of 2002 (pub. law 107-359).

U.S. DEPARTMENT OF EDUCATION
102302-0001, Revised Form 10/2022

NCES Publications

Upcoming Releases

NCES Fast Fact: Private School Survey	February 7, 2024
Report on the Condition of Education 2024	May 2024

Past Releases

<u>Teacher Attrition and Mobility. Results From the 2021-22 Teacher Follow- up Survey to the National Teacher and Principal Survey</u>	December 13, 2023
<u>Private School Survey: 2021-22 Public- and Restricted-Use Data and Manuals</u>	December 6, 2023
<u>Program for International Student Assessment (PISA) 2022 U.S. Highlights Web Report</u>	December 5, 2023
<u>Principal Attrition and Mobility. Results From the 2021-22 Principal Follow- up Survey to the National Teacher and Principal Survey</u>	July 31, 2023
<u>Results From the National Teacher and Principal Survey:</u> <ul style="list-style-type: none"> • <u>Characteristics of 2020–21 Public and Private K–12 School Principals in the United States</u> • <u>Characteristics of 2020–21 Public and Private K–12 School Teachers in the United States:</u> • <u>Characteristics of 2020–21 Public and Private K–12 Schools in the United States:</u> 	December 13, 2022

Full Schedule of NCES Releases: <https://ies.ed.gov/whatsnew/calendar>

Thank You

PSS:

[NCES.ED.GOV/SURVEYS/PSS](https://nces.ed.gov/surveys/pss)

NTPS:

[NCES.ED.GOV/SURVEYS/NTPS](https://nces.ed.gov/surveys/ntps)