

NB: This document is a pilot for a proposed project to communicate how National Center for Education Statistics data are used and produced, as well as the background and status of NCES' data collections. Please send any feedback and suggestions on this pilot or project to American Statistical Association Director of Science Policy, Steve Pierson: pierson@amstat.org.

National Teacher and Principal Survey (NTPS)

Educator Perspectives on America's Schools and the Condition of Education in the US

The National Teacher and Principal Survey represents America's only nationally representative pipeline of educator voice data—information that cannot otherwise be replicated. Federal and state policymakers use NTPS to inform billion-dollar education decisions. The survey provides the educator perspective on America's educational conditions from 3.7 million teachers and 90,000 principals who directly serve 50 million students. It also serves as the only comprehensive source connecting teacher certifications and licenses to the subjects they teach, providing valuable data on in-field teaching—a factor consistently linked to greater student understanding and improved academic outcomes.

No alternative data source exists with NTPS's breadth, depth, and state-level representativeness.

WHO USES NTPS DATA AND HOW*

User Category	Key Applications
Federal Agencies	Workforce projections, policy analysis, program oversight
State/Local Leaders	Benchmarking, retention and recruitment strategies, resource allocation
Researchers	Peer-reviewed studies, trend analysis, policy recommendations
Professional Associations	Contract support, advocacy, professional development
Program Evaluators	Baseline data, comparison groups, impact assessment

*See data uses section below for details

SURVEY OVERVIEW

Aspect	Details
Collection Frequency	Every 2-3 years (NTPS since 2015); Previously SASS every 3-4 years (1987-2011)
Next Report Publication Date (as of January 2025)	Publication data was still to be determined.
History	35+ years of continuous data collection starting in 1987
Geographic Coverage	National, state-level, and by school affiliation (public/private)
Data Granularity	Detailed analysis by student, teacher, and principal characteristics
Website	https://nces.ed.gov/surveys/ntps/

CURRENT STATUS

- 2023-24 data collection: Completed but not reported
 - 2024-25 Teacher and Principal Follow-up Surveys: Currently in field via U.S. Census Bureau but data cannot be processed
 - 35+ year trend line: At risk of permanent disruption
 - Impact timeline: Policy decisions being made NOW lack critical evidence base
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STATUTORY MANDATE & FEDERAL REQUIREMENTS

NTPS fulfills multiple federal data collection requirements under 20 U.S. Code § 9543, efficiently serving as a cost-effective multi-purpose instrument that addresses:

- Teaching Workforce Data: Teacher certification rates, professional development, qualifications
 - Workplace Conditions: School conditions, administrative structures, retention factors
 - Educator Supply and Demand: Critical teacher shortage tracking
 - School Safety: Educator perspectives on violence and safety measures
 - Educational Technology: Technology access and classroom integration Single survey addressing multiple statutory mandates = maximum efficiency
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WHAT MAKES NTPS DISTINCTIVE

What NTPS Provides	The Alternative
Direct educator perspectives on workplace climate	Administrative data shows staffing numbers, not why teachers leave
Comprehensive data on the demographic profiles, educational backgrounds, and professional qualifications of the K-12 education workforce	Inconsistent data collection due to an uncoordinated array of non-comparable local and state administrative data
Nationally consistent methodology across all 50 states	Patchwork of incomparable local and state surveys
30+ year continuous trend data	Fragmented, inconsistent data collection efforts
Comprehensive coverage: public, private, charter, urban, rural	Narrow surveys missing entire sectors or contexts
Efficient multi-agency service from single collection	Costly duplication across government departments

POLICY IMPACT AND REAL-WORLD APPLICATIONS

NTPS data drives evidence-based decision-making across multiple levels of government and sectors:

Recent Congressional Action:

- H.R.5581 - Arts Education for All Act
- Federal Personnel Development for Children With Disabilities applications
- GAO Teacher Shortage investigations
- Congressional Research Service school safety reports

State-Level Impact:

- California Senate school start time legislation
- Arkansas Educational Adequacy determinations
- Montana teacher workforce policy development

Research Foundation: 40+ peer-reviewed studies annually rely on NTPS data

For School Districts:

- Evidence-based retention strategies using job satisfaction data
- Leadership effectiveness insights for principal development
- Working conditions benchmarking against national standards

For Policymakers:

- Teacher shortage identification and response planning
- School safety policy development using educator perspectives
- Arts education and specialized program effectiveness tracking

For Researchers:

- Longitudinal workforce trend analysis
 - Policy implementation impact assessment
 - Demographic and geographic comparison studies
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CONCLUSION

The National Teacher and Principal Survey is a critical infrastructure for evidence-based education policy. Every month of delay compounds the knowledge gap facing decision-makers at all levels of government.

NTPS provides the evidence foundation that transforms education policy from assumption-based to reality-based. In a sector affecting 50 million students and employing nearly 4 million educators, this distinction determines whether policies succeed or fail.

NTPS: 35+ years of trusted data • State-level precision • Cross-agency utility • Irreplaceable educator voice

DETAILED USER BREAKDOWN

Federal Agencies Beyond Education

NTPS data powers decision-making across the federal government:

- Department of Labor: Workforce development initiatives and teacher shortage projections using NTPS labor market data
- Health and Human Services: Youth mental health strategies incorporating NTPS school climate findings
- Congressional Research Service: Legislative analysis for education policy reforms and appropriations
- Government Accountability Office: Federal program oversight and effectiveness reviews
- Census Bureau: Educational workforce projections and demographic analysis

State and Local Education Leaders

Education agencies nationwide leverage NTPS for strategic planning:

- State Education Agencies: Benchmarking teacher workforce characteristics against national patterns
- School Districts: Evidence-based retention strategies and leadership development programs
- Regional Education Cooperatives: Resource allocation and professional development planning

Researchers and Academic Institutions

The research community depends on NTPS for rigorous education workforce analysis:

- University researchers: 40+ peer-reviewed studies annually examining educator characteristics and outcomes
- Policy research organizations: Longitudinal trend analysis and demographic comparisons
- Think tanks: Evidence base for education reform recommendations and policy proposals

Professional Organizations and Associations

Education associations use NTPS to advocate for their members:

- Teacher unions: Working conditions analysis and contract negotiation support
- Principal associations: Leadership effectiveness research and professional development needs
- Professional development providers: Market analysis for training programs and support services

Program Evaluators Across Government

Program evaluators rely on NTPS as essential infrastructure for assessing education interventions:

- Baseline establishment: Understanding pre-existing conditions before implementing new initiatives
- Comparison groups: Providing nationally representative samples for evaluating targeted programs
- Long-term impact assessment: Using multiple NTPS cycles to track how reforms affect educator working conditions over time
- Performance metrics development: Identifying appropriate success indicators based on national patterns