



Dissatisfaction with School Governance, Student Behavior, Parent Support, and Career Opportunities Lead to Teacher Attrition

at a glance

Approximately 10% (14,700) of Florida's public school teachers left their positions last year, contributing to the state's teacher shortage. Teachers who responded to our survey left their positions for a variety of reasons. Thirty percent left because they were dissatisfied with work conditions and another 11% wanted to pursue other career opportunities.

The main sources of dissatisfaction leading to attrition were school governance, student behavior and parental support, and career opportunities. Both current and former teachers expressed dissatisfaction with their compensation, and those with advanced degrees or earning lower salaries were most likely to leave.

To address these factors, the Florida Legislature could expand and revise school leadership professional development initiatives, develop a career ladder system for teachers, and require additional behavior management education for teachers.

Scope

The Florida Legislature directed OPPAGA to examine the reasons why Florida teachers are leaving the teaching profession. Our review addressed the following:

- reasons teachers leave the classroom;
- predictors of teachers who leave; and

- policy options that could potentially support teacher retention.

To identify factors that affect teacher attrition, we surveyed random samples of current and former teachers and obtained their assessments of teaching conditions, reasons for leaving or staying in the classroom, and suggestions for policy changes to retain more teachers. We received sufficient numbers of survey responses to be able to project the results to the population of all public K-12 teachers. Please refer to Appendix A for a discussion of our methods and Appendices B and C for complete survey results on teacher satisfaction.

Background

Florida has a shortage of public school teachers. Every year school districts across the state must fill vacant teaching positions resulting from a combination of teacher attrition, the class size reduction amendment, and growing student enrollment. While statewide enrollment dropped in 2006-07 following over two decades of growth, enrollment growth is projected to slowly accelerate again beginning in 2007-08. For the 2007-08 school year, the Department of Education is anticipating that districts will need to fill approximately 17,000 vacancies. The state has taken several steps to recruit new teachers including reimbursing teachers' student loans and

establishing teacher institutes in order to train college graduates from other fields who wish to become teachers.

However, many public schools teachers, especially new ones, leave their jobs. The Department of Education reported that 39.5% of teachers left the classroom between 1992 and 2002.¹ Estimates from our survey indicate that approximately 14,700 teachers or about 10% of those working in public schools left between February 2005 and February 2006. We project that an additional 52,000 teachers, or 39% of current teachers, plan to leave the field over the next five years.

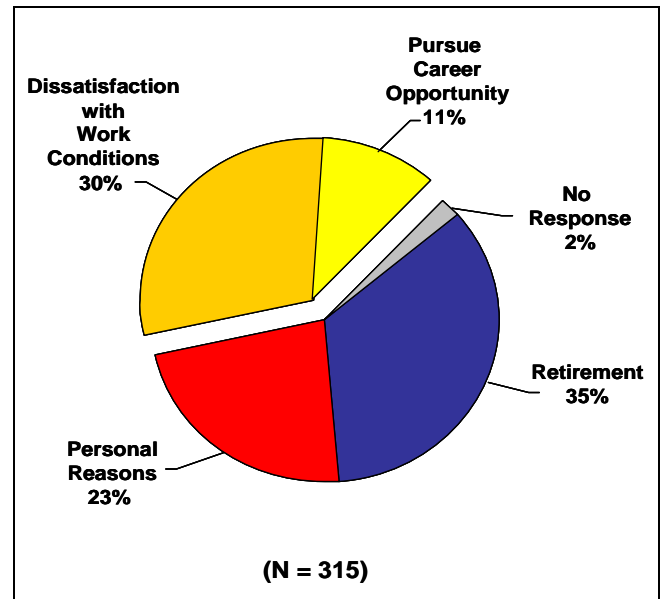
Teacher attrition is significantly more acute among younger teachers. According to the Department of Education study, 34% of teachers under 30 left the classroom within 5 years, and 48% left within 10 years. Of the teachers responding to our survey, 33% of those who left public school classrooms in 2005-06 were under 30, compared to 9% of those who stayed. The loss of young teachers represents a waste of resources spent to train, hire, and mentor these new teachers.

Findings

Teachers Leave Classrooms for a Variety of Reasons

Many teachers leave public school classrooms because of dissatisfaction or better career opportunities. However, the state has lacked reliable data on reasons why public school teachers leave the classroom. As shown in Exhibit 1, our survey found that 35% of former teachers retired and 23% left because of personal reasons such as having children. However, 30% left because they were dissatisfied with work conditions and another 11% wanted to pursue another career.²

Exhibit 1
30% of Teachers Who Left Classrooms Cited Dissatisfaction With Work Conditions and Another 11% Left to Pursue Another Career



Note: The percentage of retired teachers probably overstates the actual annual percentage of teachers who retire statewide. The former teachers who responded were on average older than those who did not respond, an indication consistent with retirees being overrepresented. Department of Education estimates from 2004-05 put the percentage at 21.2%. Total does not equal 100% due to rounding.

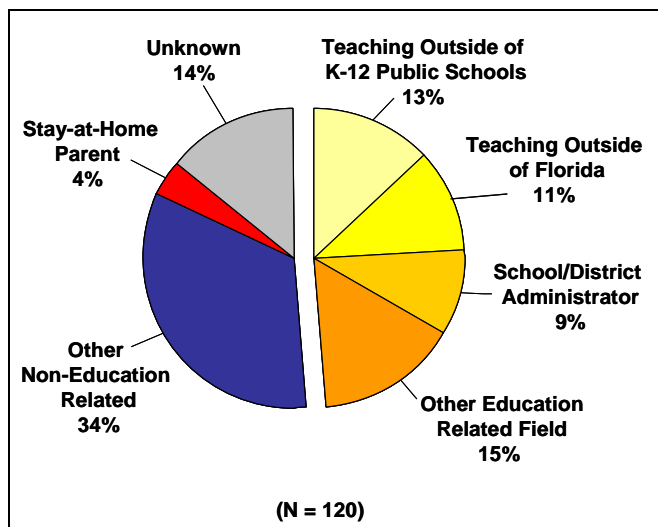
Source: OPPAGA survey.

Of teachers who left public school classrooms because of work conditions or to pursue other opportunities, almost half reported that they subsequently took other teaching or closely related jobs. As shown in Exhibit 2, 15% took closely related jobs such as career counselors, media specialists, and guidance counselors; 11% were teaching in another state; and 9% were teaching in a private school.

¹ *Florida Teacher Retention 1992-2002*, Florida Department of Education, March 2003.

² Former teachers were asked to choose from among several reasons for why they left. Because people often have more than one reason for making career decisions, respondents were allowed to choose more than one response.

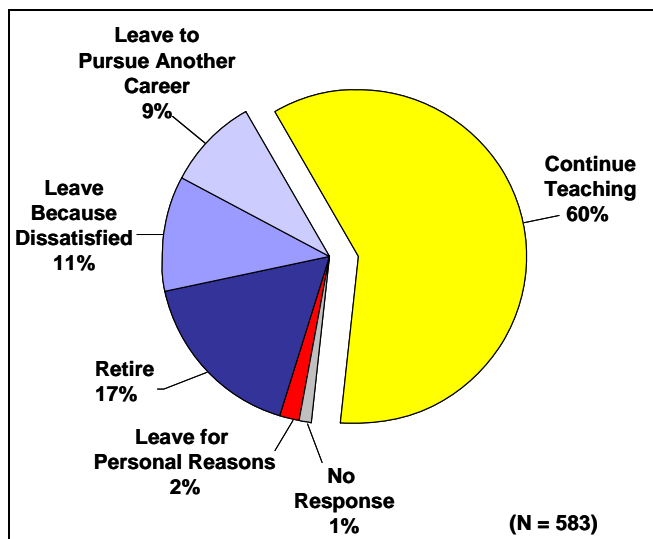
Exhibit 2
Almost Half of the Teachers Who Left Because of Work Conditions or to Pursue Another Career Took Jobs in Education-Related Fields



Source: OPPAGA survey.

As shown in Exhibit 3, our survey results project that 39% of current teachers planned to leave public school classrooms within the next five years. Eleven percent planned to leave because they were dissatisfied with work conditions, 9% planned to pursue another career opportunity, 2% planned to leave for personal reasons, and 17% planned to retire. The remaining 60% planned to continue teaching in public schools.

Exhibit 3
60% of Current Teachers Plan to Continue Teaching for the Next Five Years



Source: OPPAGA survey.

To identify work conditions that lead to teacher dissatisfaction and attrition, we compared the attitudes and characteristics of former and current teachers in our survey. We focused our analysis on the 41% of former teachers who left due to dissatisfaction or to pursue other career opportunities and on the 60% of current teachers who planned to stay. We used a statistical technique that estimates how much a particular work condition or teacher characteristic increases the probability that a teacher will leave the public school classroom. Our model correctly predicted whether the teachers left or planned to stay 83% of the time. Appendix A contains more detailed information on our methods.

Teachers Who Are Dissatisfied with School Governance and Career Opportunities Are More Likely to Leave the Classroom

As shown in Exhibit 4, teachers who left public school classrooms were more likely than those who stayed to be dissatisfied with school governance, student behavior, and parental support. Teachers who left also were more likely to be dissatisfied with their career opportunities. Both current and former teachers cited dissatisfaction with their compensation; however, former teachers tended to have more advanced college degrees and lower salaries than those who planned to stay in the classroom.

Teachers may be dissatisfied and leave public school classrooms for more than one reason. For example, some former teachers cited both the school administration and their compensation as sources of dissatisfaction. Some of these sources of dissatisfaction may be related; for example, a teacher could be dissatisfied with both student behavior and their principals' handling of behavior problems.

Exhibit 4
Former Teachers Are More Dissatisfied Than Current Teachers With School Governance, Students' Behavior and Parental Support, and Career Advancement Opportunities ¹

	Teachers Who Left		Teachers Who Plan to Stay		Difference
Dissatisfied with school governance	42%	(N=129)	12%	(N=351)	-30%
Dissatisfied with students' behavior and parental support	26%	(N=129)	8%	(N=351)	-18%
Dissatisfied with career advancement opportunities	57%	(N=129)	34%	(N=351)	-23%
Median annual salary	\$34,052	(N=128)	\$38,336	(N=347)	\$(4,284)
Percentage with advanced degree	45%	(N=129)	39%	(N=351)	-6%

¹Results are statistically significant at the 0.05 level. See Appendix A for a discussion of the analysis.
 Source: OPPAGA survey and DOE data.

Former teachers were more dissatisfied with school governance

Teachers who were less satisfied with school governance were more likely to leave public school classrooms. Forty-two percent of former teachers expressed dissatisfaction with one or more aspect of school governance, compared to 12% of current teachers. School governance problems included ineffective principal leadership, being undervalued by school administrators, inability to influence school policy, and lack of instructional autonomy.

As shown in Exhibit 5, former and current teachers differed the most in their perception of the effectiveness of principal leadership and their feeling of being valued by school administrators. However, the largest source of dissatisfaction for both former and current teachers came from their perceived lack of influence over the school's policies and practices.

Former teachers were more dissatisfied with principal leadership. Former teachers were more likely to express dissatisfaction with their principals than current teachers. Over half (53%)

of the former teachers, but only 21% of the current teachers, expressed dissatisfaction with their principals.

In their responses to the open-ended survey questions, some former teachers explained that principal accountability and support in disciplinary situations were two reasons for their dissatisfaction. These teachers wanted districts to hold principals accountable for their performance and to identify incompetent principals and require them to improve. One former teacher stated that "Principals are not held accountable for teacher turnover rates. My school had a horrible rate of teachers leaving, which affected the performance of students. The principal was never looked at as the key reason."

In addition, former teachers indicated that their principals did not provide needed support when handling student discipline issues. A typical comment was, "The administrators at my school were afraid of the parents and the students and made poor choices when it came to disciplining disruptive students."

Exhibit 5
Former Teachers Were More Dissatisfied Than Current Teachers With School Governance Issues

Statement	Percentage Disagree or Strongly Disagree		
	Teachers Who Left (N=129)	Teachers Who Plan to Stay (N=351)	Difference
My principal provided effective leadership.	55%	17%	(38%)
I felt valued as a teacher by school-level administrators.	53%	21%	(32%)
I had sufficient influence over the school's policies and practices.	69%	48%	(21%)
I was satisfied with the autonomy I had within my classroom.	31%	14%	(17%)
Teacher evaluations adequately reflected performance.	36%	26%	(10%)

Source: OPPAGA survey.

Former teachers were more likely to believe that they were not valued and treated fairly. Fifty-three percent of the former teachers, but only 21% of those who planned to stay, believed that their school administrators did not value them as teachers. In addition, 36% of the former teachers, but only 26% of current teachers, believed that their evaluations did not accurately reflect their performance. One such teacher noted that “My principal is not accepting and encouraging and never listens. I feel unappreciated.”

Former teachers were more likely to believe they did not have enough influence over school policies. Although both current and former teachers expressed dissatisfaction with their involvement in school decision making, former teachers were more likely to be dissatisfied than current teachers. Over two-thirds (69%) of the former teachers but less than one-half (48%) of the current teachers expressed dissatisfaction with the influence they had over school policies and practices. For example, one teacher reported that “our opinions of how a school should operate are not valued by the school board, administrators, government, or the public.”

Former teachers were more likely to be dissatisfied with their autonomy. Although most former teachers expressed satisfaction with the degree of autonomy they had in the classroom, 31% expressed dissatisfaction with their autonomy, compared to 14% of the current teachers. One teacher commented that “the ability to be creative in approach and to design engaging lessons has been taken from teachers.”

Teacher perception of student behavior and parent support affect teacher attrition

Teachers who had a negative perception of their students’ behavior and parent support were more likely to have left their positions (see Exhibit 6). Twenty-six percent of former teachers were dissatisfied with their students’ behavior and parent support compared to only 8% of current teachers. Their specific concerns were

- students who were not well-behaved;
- students who were not engaged in learning;
- parents who were not supportive; and
- school safety.

Former teachers were more dissatisfied with student behavior. Teachers who expressed dissatisfaction over student behavior were more likely to leave public school classrooms. Over half (53%) of the teachers who left the classroom, but only a third (32%) of those who stayed, expressed dissatisfaction with student behavior. For example, one respondent indicated that “I find it difficult to teach when there is a high percentage of students with behavior issues. I feel more like a babysitter.” Some teachers reported that they were ill-equipped to manage the behavior of students with learning and emotional disabilities.

Former teachers were more dissatisfied with student engagement in learning. Teachers who believed that their students are not engaged in learning were more likely to leave the classroom. Although most respondents reported that their students were engaged, teachers who left their positions were less satisfied with the level of engagement. Thirty-six percent of former teachers disagreed or strongly disagreed with the statement that their students were engaged with learning, compared to only 17% of the teachers who planned to stay in the classroom.

**Exhibit 6
Former Teachers Had More Negative Perceptions of Student Behavior Than Current Teachers**

Statement	Percentage Disagree or Strongly Disagree		
	Teachers Who Left (N=129)	Teachers Who Plan to Stay (N=351)	Difference
My students were well-behaved.	53%	32%	(21%)
My students were engaged with learning.	36%	17%	(19%)
I felt safe at school.	24%	10%	(14%)
My students' parents were supportive.	52%	39%	(13%)

Source: OPPAGA survey.

Former teachers were more likely to believe that their schools were unsafe. Teachers who did not feel safe at school were more likely to leave the profession. Twenty-four percent of former teachers felt unsafe at school compared to 10% of current teachers. As one teacher said “I had to make the decision to leave three to four years before I had planned because I did not feel safe.”

Former teachers were more dissatisfied with parental support. A perceived lack of parental support also contributes to attrition. Fifty-two percent of former teachers, but only 39% of current teachers, expressed dissatisfaction with parental support. One teacher wrote, “Parents make a big difference. If there are no books in the home when will the kids read?” Because parents strongly influence student achievement, teachers expressed frustration that they were being held accountable for factors beyond their control.

In addition to creating a supportive home learning environment, teachers perceive that parents can influence student behavior. According to one teacher, “The root of the problem lies at home. Parents do not teach their children dignity, respect, and other characteristics of good citizenship.”

Teachers who left saw limited opportunities for career advancement

Former teachers were more likely than current teachers to be dissatisfied with their career advancement opportunities in the classroom. Thirty-four percent of the teachers who planned to stay in their jobs disagreed or strongly disagreed with the statement that they were satisfied with their advancement opportunities compared to 57% of former teachers (see Exhibit 7).

**Exhibit 7
Teachers Who Left the Classroom Were More Likely to Disagree With the Statement “I Am Satisfied With My Opportunities for Career Advancement”**

Response	Teachers Who Left (N=129)	Teachers Who Plan to Stay (N=351)
Agree or Strongly Agree	43%	66%
Disagree or Strongly Disagree	57%	34%
No Opinion	4%	4%

Source: OPPAGA survey.

This suggests that some teachers may leave their public school positions in part because they believe there is little upward mobility within the classroom. Some teachers indicated that they must move to administration or outside of the preK-12 system entirely to fulfill career ambitions and earn more money. In the words of one teacher who left the classroom to become an assistant principal, “I was a very good teacher but could not afford to remain in the classroom.”

While current and former teachers were dissatisfied with their salaries as teachers, those with lower salaries were more likely to leave public school classrooms

The majority of both former and current teachers were dissatisfied with their salary and benefits. Over three-fourths of the former and current teachers indicated that they were dissatisfied with their compensation (see Exhibit 8). Many commented that their pay was not commensurate with their responsibilities, did not compare well with the cost of living, and was poor compared to that of other professionals. For example, one respondent indicated that “The main problem for me is the pay. My base salary after 10 years is only around \$36,000. Considering the amount of education, additional coursework, workshops, and endorsements required when compared to other professions, I feel we are grossly underpaid.” Another teacher wrote that “for the level of responsibility we have, the salary is not comparable. More is expected of us with no more than a three percent raise each year. We need a livable salary.”

Because dissatisfaction with salary and benefits was pervasive, it did not differentiate between teachers who left and those who plan to stay. Exhibit 8 shows that former and current teachers differed in their satisfaction with salary and benefits by only three percentage points, and current teachers were more dissatisfied with their compensation than those who left the classroom.

**Exhibit 8
Both Former and Current Teachers Were Dissatisfied
With Their Salaries and Benefits**

Statement	Percentage Disagree or Strongly Disagree	
	Teachers Who Left (N=129)	Teachers Who Plan to Stay (N=351)
	Salary and benefits are adequate	79%

Source: OPPAGA survey.

Former and current teachers did differ in their salary levels, however, and those earning lower salaries were more likely to have left the classroom. The former teachers earned a median salary of \$34,052, approximately \$4,000 lower than that of those who planned to stay in the classroom (\$38,336). When comparing teachers with similar education levels, those with lower salaries were more likely to leave their positions (see Exhibit 9).

**Exhibit 9
Teachers Earning Lower Salaries Were More
Likely to Leave**

	Median Salary					
	Bachelor's Degree		Advanced Degree		All Education Levels	
	Amount	N	Amount	N	Amount	N
Teachers Who Left	\$32,950	71	\$37,081	57	\$34,052	128
Teachers Who Plan to Stay	35,892	212	41,781	135	38,336	347

Source: OPPAGA survey and DOE data.

While teachers who left tended to earn lower salaries, they also tended to be younger and less experienced than those who planned to continue teaching. The lower salaries were largely a function of longevity, as teacher pay is largely based on years of service. The former teachers had a median of 3 years of service, while those who planned to continue teaching had a median of 10 years of service. The high correlation of lower salary with leaving the classroom may partly reflect differences in the job mobility of younger and older workers. Newer teachers may be exploring various career options while older teachers have settled into a long-term career. However, all else being equal (e.g., age, degree held, years of service, and attitudes about teaching), teachers in our

survey who made \$40,000 were 2.1 times more likely to leave the classroom than teacher making \$50,000, which suggests that salary is important in teacher retention.

Similarly, teachers holding advanced degrees were more likely to leave their positions than those with baccalaureate degrees. Teachers with similar characteristics and attitudes who held advanced degrees were 2.7 times more likely to leave the classroom than comparable peers with bachelor's degrees only. This suggests that teachers with advanced degrees have more opportunities outside of teaching.

Of the former teachers who responded to our survey, two-thirds (67%) reported earning higher salaries after they left public school classrooms. Most (91%) reported that they were more satisfied in their new position.

Policy Options

Although local school boards are primarily responsible for school-level governance, student behavior, parent support, and career advancement, the state could take actions to help address these issues. Specifically, the state could strengthen professional development requirements and programs for school principals, provide additional teacher training on student behavior management, and continue efforts to modify teacher career ladders.

School governance options

The state is taking steps to help improve school governance by developing initiatives to improve principal leadership. The Legislature and the department have revised certification standards for principals and have expanded professional development programs for current principals. The state could take additional steps by aligning principal training programs and the guidelines for principal evaluation instruments with the new certification standards.

Revising certification standards. In 2005, the department adopted revised certification standards for public school principals. These standards identify the competencies and qualifications that are expected of school principals as educational leaders. As part of this

revision, the department included standards relating to principals' responsibilities for managing teachers, including shared decision making. This should help address an important cause of teacher dissatisfaction and attrition: principals who do not support teachers or include them in decisions about school policy.

The impact of the revised certification standards has not yet taken place because the department has not yet revised the Florida Educational Leadership Examination (FELE) to align this test with the revised standards. In the future, to become a certified school leader, individuals will have to pass the new test and demonstrate their knowledge of standards and apply them to real-life situations. The department is currently revising the Florida Educational Leadership Examination, with a targeted implementation date of July 2008.

Expanding professional development opportunities. The 2006 Legislature funded the William Cecil Golden Professional Development Program for School Leaders to provide online professional development, in-service training, and mentoring programs for school leaders. The Legislature may wish to direct the Florida Department of Education to monitor and report on the implementation of these programs for principals. Its report should include an evaluation of the programs success in improving school leadership and include feedback from former principals and participants.

Aligning principal training programs with the new certification standards. In addition to revising the principal competency standards, the department needs to work with public and private educational leadership preparation programs to ensure that the curriculum in these programs will prepare students to meet the new standards. Currently, the curriculum in most educational leadership programs is focused on school management issues, such as budgeting, rather than curriculum leadership. While this curriculum is aligned with the previous standards, it does not fully address skills related to managing teachers and improving student achievement. The Legislature may wish to consider requesting the Board of Governors to work with the department to better align educational leadership curricula with the new standards.

Aligning the guidelines for principal evaluation instruments with the new certification standards. The Legislature could also consider directing the department to update its guidelines for principal evaluation instruments to ensure that they are aligned with the new certification standards. The department should then make the updated guidelines available to school districts as recommendations for inclusion in local evaluation systems. Updating the standard guidelines could help school districts improve their principal evaluation systems and help ensure that these evaluations focus on critical aspects of school leadership. These guidelines should help districts identify principals who need to improve their leadership skills and could help increase teacher retention.

Student behavior options

School districts could provide increased professional development programs to their teachers on coping with student behavior problems. To help school districts improve their teachers' management of classroom behavior, the Legislature may consider directing the department to create or evaluate and recommend professional development programs to help teachers improve their classroom management skills. This type of professional development can help teachers effectively deal with inappropriate student behavior including that of students with disabilities, who can be disruptive in general education classrooms.

Career ladder

To address the perceived lack of career advancement opportunities for classroom teachers, the Legislature could consider creating a research-driven, performance-based career ladder system for Florida teachers. Such a system would give teachers the opportunity to earn higher salaries and advance professionally without leaving the classroom.³

Career ladders have been considered and implemented in several states with varying degrees of success. The primary objective of career ladders is to recruit and to retain high

³ In 2003 the Florida Legislature passed the B.E.S.T. career ladder program and appropriated \$25 million to pilot the program in targeted school districts. Due to funding concerns, subsequent legislation eliminated this program before it was expanded.

quality teachers who improve student achievement. The components of states' career ladder programs have varied considerably but have generally included prescribed professional development, and increased responsibilities and compensation for teachers who demonstrate proficiency and meet performance measures. State programs reporting the most success are characterized by increased funding to support differentiated teacher pay and significant efforts to seek and use stakeholder input throughout the development and implementation processes. The success of a career ladder is typically measured by student achievement gains.

However, several states' career ladder programs have been unsuccessful for reasons including inadequate funding, poor communication, and a lack of participant buy-in. Additionally, in several states the programs were subject to court challenges brought by local union organizations contesting the programs' structure and implementation. See Appendix D for a more detailed description of other states' programs.

While Florida's current education statutes do not create a career ladder *per se*, they feature some career ladder components. Current statutes require school districts to

- adopt salary schedules that provide teachers incentives to attend training designed to improve their performance;
- differentiate teacher compensation based on locally determined factors, including but not limited to additional responsibilities, school demographics, critical shortage areas, and level of job performance difficulties; and
- develop pay structures that base a portion of compensation on student performance measures.

The Legislature could consider directing the department to work with school districts and teacher unions to incorporate these requirements into a more defined career ladder comprising distinct promotional steps based on teacher performance, the assumption of additional duties such as mentoring or becoming subject or grade area leaders, and other relevant factors. The department should also estimate the potential cost of the career ladder. The Legislature could then review the career ladder recommended by the department and then adopt legislation to implement a career ladder. It could also provide funding to help districts fund the career ladder.

OPPAGA supports the Florida Legislature by providing evaluative research and objective analyses to promote government accountability and the efficient and effective use of public resources. This project was conducted in accordance with applicable evaluation standards. Copies of this report in print or alternate accessible format may be obtained by telephone (850/488-0021 or 800/531-2477), by FAX (850/487-3804), in person, or by mail (OPPAGA Report Production, Claude Pepper Building, Room 312, 111 W. Madison St., Tallahassee, FL 32399-1475). Cover photo by Mark Foley.

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Appendix A

Identifying Reasons for Teacher Attrition

OPPAGA surveyed former and current public K-12 teachers to estimate the attrition rate for classroom teachers, identify reasons why teachers leave the classroom, and describe teachers' satisfaction with aspects of their job that may influence their decision to leave.

Data - survey procedures

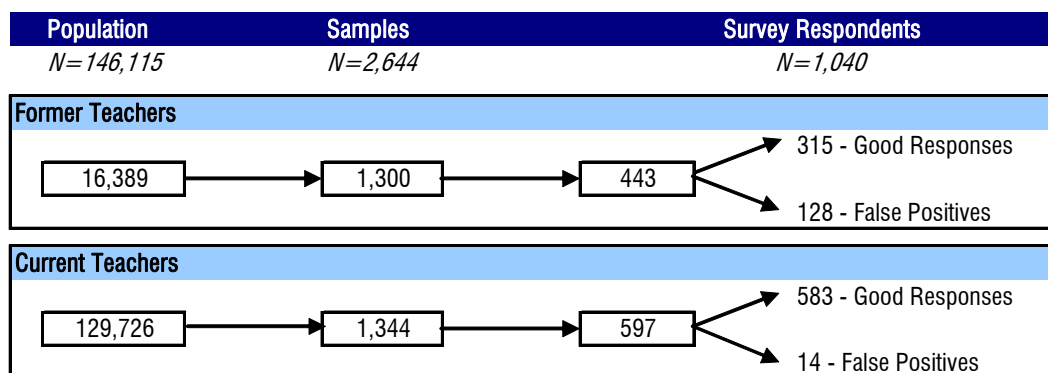
The Florida Department of Education provided OPPAGA with employment (Automated Staff Information System database) and certification records for teachers who were employed in the 2004-05 and 2005-06 school years. We used the employment records (DOE Survey 3 February 2005 and 2006) to identify former teachers and to obtain contact information. In cases where the contact information was inaccurate, we used the contact information from the teacher certification records.

We categorized the teachers into two groups based on whether teachers had a Survey 3 record for both school years. Individuals who were full-time classroom teachers for both years were categorized as 'Current Teachers', while full-time classroom teachers with only 2004-05 records were categorized as 'Former Teachers'. We mailed surveys to teachers chosen at random. After two weeks, we sent reminder post cards to the teachers who did not respond to the initial mailing.

Former teacher survey. We surveyed a random sample of 1,300 teachers from a list of 16,389 former teachers. Of the 1,300 people contacted via U.S. mail 443 returned the survey (a 34.1% response rate). Of the 443 teachers who returned the survey, 128 indicated that we inappropriately identified them as former public school teachers. The remaining 315 respondents answered the survey.

Current teacher survey. We surveyed a random sample of 1,344 teachers from a list of 129,726 current teachers. Of the 1,344 people contacted via U.S. mail 597 returned the survey (a 44.4% response rate). Of the 597 teachers who returned the survey, 14 indicated that they were no longer teaching. The remaining 583 respondents answered the survey. Table A-1 shows the number of respondents for each of the two samples.

Table A-1
Current Teachers Responded to the Survey in Greater Numbers Than Former Teachers



Source: OPPAGA analysis of survey results.

Due to the significant percentage of people who did not return the survey, there was the potential that the survey results might not accurately represent the views of all former and current teachers. To assess this potential bias, we compared the characteristics of the respondents to those who did not respond. Respondents tended to have more education, be more experienced, be older, and earn more than the non-respondents. Our analysis concluded that while there were slight variations in the characteristics in the respondents compared to non-respondents, these variations were not substantial and response bias was not a material problem. Table A-2 shows the relationship between the respondents and the entire samples pulled from the entire population of teachers in 2004-05.

Table A-2
Overall, Potential Bias Due to People Not Responding Was Minimal

	Former Teachers			Current Teachers		
	Non-Respondents	Respondents	(+/-)	Non-Respondents	Respondents	(+/-)
Gender						
% male	23.9	19.0	(4.9)	22.1	18.8	(3.3)
% female	76.1	79.9	3.8	77.9	80.1	2.2
Race						
% white	73.1	75.4	2.3	75.0	79.6	4.6
% black	15.5	12.0	(3.5)	14.2	9.9	(4.3)
% hispanic	10.2	11.3	1.1	9.7	9.4	(0.3)
Degree						
% bachelors	61.7	54.2	(7.5)	65.5	58.8	(6.7)
% masters	32.3	39.5	7.2	30.5	37.4	6.9
% doctorate	1.1	0.5	(0.6)	0.9	1.0	0.1
% specialist	1.8	2.7	0.9	1.7	1.0	(0.7)
Median Years of Experience	5	8	3	8	10	2
Median Age	38	46	8	44	47	3
Median Salary	\$35,063	\$37,607	\$2,544	\$37,246	\$39,178	\$1,932

Source: OPPAGA analysis of survey results.

Analysis - estimating teacher attrition

In the process of conducting the survey, we discovered that the Department of Education data files did not correctly identify all former and current teachers. Almost 30% of the former teachers replying to our survey indicated that they were still teaching in Florida public schools (see Table A-1). Therefore, we could not use the data provided by the department to calculate an attrition rate. To resolve this problem, we estimated the total number of former and current teachers using the survey results and adjusted these estimates to take into consideration the percentage of false positives identified by survey responses. To make these estimates, we assumed that the teachers who were incorrectly classified in DOE data would have answered in the same proportions as those that were correctly classified in DOE data. Our estimates were calculated using formulas for a 95% confidence interval. Table A-3 disaggregates these estimates by reason for leaving or planning to leave.

Table A-3
An Estimated 10% of Teachers Left the Florida Public Classroom After 2004-05

	Point Estimate		Range of Statewide Estimates Based on a 95% Confidence Level	
			Low	High
Former Teachers	14,696	10%	12,586	17,454
Retirement	5,132	35%	3,740	7,004
Non-Retirement	9,564	65%	7,536	12,268
Dissatisfied or Different Career Opportunity	6,018		4,478	8,085
Other	3,546		2,448	5,027
Current Teachers	131,419	90%	128,661	133,529
Plan to Stay	79,122	60%	72,361	85,686
Plan to Leave	52,297	40%	46,177	58,349
Retirement	21,640		17,321	25,999
Non-Retirement	30,657		25,606	35,723
Dissatisfied or Different Career Opportunity	26,149		21,440	30,886
Other	4,508		2,517	6,549
Total Teachers	146,115			

Source: OPPAGA analysis of survey results.

Analysis - factors associated with teacher attrition

We compared teachers who left their positions due to dissatisfaction or other career opportunities to teachers who planned to stay for at least the next five years to see if there were any differences between the two groups that might help explain why former teachers decided to leave the classroom. We used a multivariate logistic regression model to identify factors associated with leaving the classroom. The model estimates the probability of a teacher leaving given a particular factor. The regression model included measures of satisfaction with several aspects of teaching, teachers’ demographic characteristics, characteristics of the teachers’ schools, and economic characteristics of the school districts in which the teachers taught.

The survey included 28 items measuring teacher satisfaction with various aspects of teaching. Using factor analysis and scale item reliability analysis we created six composite scale items where the individual items were measuring a similar concept (school governance, student behavior/parental support, workload, professional development, resources, work assignment, and support services). The composite scales were summative scales with Cronbach Alpha reliability values of at least 0.70. For a complete list of the satisfaction variables, please refer to Appendices B and C.

The teachers’ demographic characteristics included items that are generally noted by the leading research as factors of attrition. The leading research indicates that teachers tend to leave the teaching profession within their first three to five years in the classroom. To control for this we included age, measured as those teachers under 30, in the model. Since teachers often report dissatisfaction with their pay, we included salary in the model to assess if it was a contributing factor of attrition. We also evaluated the affect of education level, gender, and race on attrition.

The model also included characteristics of the teachers’ schools and the students within those schools. These items were included in the model to assess whether teachers left because of the grade level or the type of students they taught. These variables included type of school (elementary, middle, or high school), student performance (percentage of students making

reading and math gains), and percentage of students categorized as free or reduced lunch, limited English proficient, or minority students.

The economic characteristics of the district that were used in the model included the unemployment rate and price index for the associated county. These economic factors were included to determine if attrition was associated with lack of other job opportunities in the immediate county or the cost of living in the county.

Statistical results

Results for the factors with statistically significant findings are reported in Table A-4. The table presents the probability of leaving teaching compared to the probability of planning to stay (Relative risk of leaving $\text{Exp}(B)$) based on the respondent’s satisfaction with career advancement opportunities, school governance (composite variable), student behavior/parental support (composite variable), education, salary, race, and age. Applying the probabilities estimated by the model resulted in correctly predicting whether respondents left teaching or planned to stay 83% of the time.

**Table A-4
Factors Associated with Leaving Teaching**

Factor	Relative Risk of Leaving $\text{Exp}(B)$	Statistical Significance	Interpretation
Career advancement	0.52	0.03	Respondents who agreed with the statement, “I was satisfied with my opportunities for career advancement” were 1.9 times less likely to have left teaching.
School governance (5-item scale ranging from 5 to 25)	0.85	<0.01	Respondents with greater satisfaction with school governance (higher scale scores) were less likely to have left teaching. An additional scale point reduced the likelihood of leaving 15%.
Student behavior/parental support (4-item scale ranging from 5 to 20)	0.88	0.02	Respondents with greater satisfaction with student behavior/parental support (higher scale scores) were less likely to have left teaching. An additional scale point reduced the likelihood of leaving 12%.
Salary (per \$10,000)	0.47	<0.01	For every \$10,000 more in salary respondents were 2.1 times less likely to have left teaching.
Bachelor’s degree	0.37	<0.01	Respondents with a bachelor’s degree were 2.7 times less likely to have left teaching than respondents with a graduate degree.
Race (white)	0.42	0.02	Respondents who identified themselves as white were 2.4 times less likely to have left teaching.
Age (under 30)	2.36	0.05	Respondents who were under 30 were 2.4 times more likely to have left teaching.

Appendix B

Impressions of Teaching - Former Florida Teachers

The tables in this appendix present levels of agreement and disagreement with statements on teaching experiences for three groups of former teachers.

1. Former K-12 public school teachers included in our analysis (i.e., teachers who left the teaching profession because of work conditions or to pursue outside career opportunities).
2. Teachers who retired.
3. Teachers who left for personal reasons unrelated to the experience of teaching.

Former teachers included in our analysis

The main sources of dissatisfaction for teachers who left were salaries and benefits, influence over school policies and practices, and the amount of paperwork required for their jobs. Former teachers were satisfied with the interaction with students and their subject and grade-level assignments.

Table B-1

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
I was satisfied with my salary and benefits.	45.7%	33.3%	0.0%	19.4%	1.6%	129
I had sufficient influence over the school's policies and practices.	42.1%	28.6%	4.8%	20.6%	4.0%	126
The amount of paperwork I was required to do was reasonable.	39.1%	29.7%	0.0%	26.6%	4.7%	128
The amount of work I had to take home was reasonable.	27.6%	26.8%	0.0%	40.2%	5.5%	127
Support services for teachers at my school (e.g., aides, reading and math coaches) were effective.	26.6%	24.2%	4.8%	37.1%	7.3%	124
My principal provided effective leadership.	25.6%	29.5%	5.4%	24.0%	15.5%	129
My students were well-behaved.	25.0%	28.1%	0.8%	35.9%	10.2%	128
I felt valued as a teacher by school-level administrators.	22.7%	30.5%	0.8%	32.8%	13.3%	128
I had sufficient technological resources.	22.7%	24.2%	0.8%	36.7%	15.6%	128
I was satisfied with my opportunities for career advancement.	21.7%	34.9%	3.1%	34.9%	5.4%	129
I felt valued as a teacher by the public.	21.7%	31.0%	0.0%	34.9%	12.4%	129
Teacher evaluations adequately reflected performance.	20.5%	16.5%	4.7%	37.0%	21.3%	127
I had sufficient instructional supplies.	20.2%	21.7%	0.8%	41.9%	15.5%	129
The size of my class(es) was reasonable.	17.2%	21.9%	0.0%	40.6%	20.3%	128
My students' parents were supportive.	16.4%	35.9%	3.9%	37.5%	6.3%	128
The student support services (e.g., ESOL, ESE, counselors) at my school were effective.	16.3%	27.1%	2.3%	41.1%	13.2%	129
The amount of responsibilities I had at school OUTSIDE of the classroom was reasonable.	14.0%	20.9%	0.8%	58.1%	6.2%	129
I was adequately prepared by my SCHOOL/ DISTRICT to assume the responsibilities of a teacher (e.g., induction, mentoring).	12.8%	27.2%	3.2%	46.4%	10.4%	125
I was adequately trained to use instructional technologies available in my classroom.	10.3%	18.3%	2.4%	51.6%	17.5%	126
I was satisfied with the autonomy I have within my classroom.	9.4%	21.9%	3.9%	51.6%	13.3%	128
I felt safe at school.	8.7%	15.7%	0.8%	51.2%	23.6%	127
My students were engaged with learning.	8.5%	27.1%	0.0%	48.8%	15.5%	129
I was comfortable with the physical demands of teaching (e.g., standing for long periods of time).	7.8%	10.9%	1.6%	57.8%	21.9%	128

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
I had access to useful professional development opportunities.	7.1%	20.5%	0.0%	58.3%	14.2%	127
I was adequately prepared by my TEACHER PREPARATION PROGRAM to assume the responsibilities of a teacher.	5.9%	16.9%	5.9%	53.4%	17.8%	118
The grade level I was assigned to teach fit my preference.	3.1%	7.9%	2.4%	38.6%	48.0%	127
The subject I was assigned to teach fit my preference.	3.1%	9.3%	0.8%	31.8%	55.0%	129
I enjoyed interacting with students.	2.4%	0.8%	0.8%	34.6%	61.4%	127

Source: OPPAGA survey.

Teachers who retired

Main sources of dissatisfaction for teachers who retired were the amount of paperwork, salary and benefits, and the unreasonable amount of take home work. Retired teachers were satisfied with the interaction with students and their subject and grade-level assignments.

Table B-2

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
The amount of paperwork I was required to do was reasonable.	34.9%	41.3%	0.0%	23.9%	0.0%	109
I was satisfied with my salary and benefits.	29.4%	34.9%	0.0%	35.8%	0.0%	109
The amount of work I had to take home was reasonable.	24.8%	38.5%	0.0%	35.8%	0.9%	109
I had sufficient influence over the school's policies and practices.	22.0%	36.7%	0.9%	33.9%	6.4%	109
Teacher evaluations adequately reflected performance.	13.8%	18.3%	0.0%	56.0%	11.9%	109
My principal provided effective leadership.	13.0%	24.1%	1.9%	43.5%	17.6%	108
I felt valued as a teacher by school-level administrators.	12.8%	21.1%	0.0%	47.7%	18.3%	109
I was satisfied with my opportunities for career advancement.	11.3%	14.2%	1.9%	67.9%	4.7%	106
My students' parents were supportive.	10.5%	19.0%	1.0%	50.5%	19.0%	105
Support services for teachers at my school (e.g., aides, reading and math coaches) were effective.	10.2%	30.6%	5.6%	45.4%	8.3%	108
I felt valued as a teacher by the public.	9.2%	30.3%	0.0%	45.9%	14.7%	109
The size of my class(es) was reasonable.	9.2%	24.8%	0.0%	49.5%	16.5%	109
I was comfortable with the physical demands of teaching e.g., standing for long periods of time).	9.1%	18.2%	0.0%	58.2%	14.5%	110
The amount of responsibilities I had at school OUTSIDE of the classroom was reasonable.	9.1%	29.1%	0.0%	57.3%	4.5%	110
My students were well-behaved.	8.3%	23.1%	0.0%	56.5%	12.0%	108
The student support services (e.g., ESOL, ESE, counselors) at my school were effective.	8.3%	17.4%	1.8%	58.7%	13.8%	109
I felt safe at school.	7.4%	16.7%	0.0%	52.8%	23.1%	108
I had sufficient technological resources.	6.5%	25.0%	0.9%	53.7%	13.9%	108
I was satisfied with the autonomy I have within my classroom.	5.5%	9.2%	0.9%	61.5%	22.9%	109
I had sufficient instructional supplies.	5.5%	19.3%	0.0%	57.8%	17.4%	109
I was adequately prepared by my TEACHER PREPARATION PROGRAM to assume the responsibilities of a teacher.	5.1%	24.2%	5.1%	46.5%	19.2%	99
I was adequately prepared by my SCHOOL/ DISTRICT to assume the responsibilities of a teacher (e.g., induction, mentoring).	4.0%	21.0%	7.0%	50.0%	18.0%	100
I was adequately trained to use instructional technologies available in my classroom.	3.6%	18.2%	0.0%	60.0%	18.2%	110
The grade level I was assigned to teach fit my preference.	2.8%	4.6%	1.8%	29.4%	61.5%	109
I had access to useful professional development opportunities.	1.9%	11.1%	3.7%	61.1%	22.2%	108
My students were engaged with learning.	1.8%	16.5%	0.0%	57.8%	23.9%	109
The subject I was assigned to teach fit my preference.	1.8%	6.4%	0.0%	30.3%	61.5%	109
I enjoyed interacting with students.	0.9%	0.9%	0.0%	34.6%	63.6%	107

Source: OPPAGA survey.

Former teachers who left for personal reasons unrelated to the experience of teaching

Main sources of dissatisfaction for former teachers who left for personal reasons were salary and benefits, the amount of paperwork to deal with, and an unreasonable class size. These teachers were satisfied with the preparation they received from their teacher education program and their subject and grade-level assignments.

Table B-3

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
I was satisfied with my salary and benefits.	24.3%	32.9%	1.4%	35.7%	5.7%	70
The amount of paperwork I was required to do was reasonable.	19.7%	32.4%	0.0%	45.1%	2.8%	71
The size of my class(es) was reasonable.	14.5%	31.9%	0.0%	30.4%	23.2%	69
The amount of work I had to take home was reasonable.	12.9%	31.4%	0.0%	45.7%	10.0%	70
The student support services (e.g., ESOL, ESE, counselors) at my school were effective.	11.3%	16.9%	1.4%	54.9%	15.5%	71
I had sufficient influence over the school's policies and practices.	10.0%	37.1%	10.0%	35.7%	7.1%	70
The amount of responsibilities I had at school OUTSIDE of the classroom was reasonable.	9.9%	12.7%	0.0%	69.0%	8.5%	71
My principal provided effective leadership.	7.1%	7.1%	2.9%	44.3%	38.6%	70
Support services for teachers at my school (e.g., aides, reading and math coaches) were effective.	7.1%	24.3%	5.7%	50.0%	12.9%	70
My students' parents were supportive.	5.9%	26.5%	0.0%	45.6%	22.1%	68
I felt valued as a teacher by school-level administrators.	5.7%	7.1%	0.0%	45.7%	41.4%	70
I had sufficient technological resources.	5.7%	24.3%	0.0%	51.4%	18.6%	70
Teacher evaluations adequately reflected performance.	5.6%	7.0%	1.4%	57.7%	28.2%	71
I was satisfied with my opportunities for career advancement.	2.9%	26.1%	8.7%	47.8%	14.5%	69
I was satisfied with the autonomy I have within my classroom.	2.9%	4.3%	4.3%	59.4%	29.0%	69
My students were well-behaved.	2.9%	15.7%	1.4%	68.6%	11.4%	70
I felt valued as a teacher by the public.	2.8%	16.9%	2.8%	52.1%	25.4%	71
I had sufficient instructional supplies.	2.8%	15.5%	2.8%	59.2%	19.7%	71
I was adequately prepared by my SCHOOL/ DISTRICT to assume the responsibilities of a teacher (e.g., induction, mentoring).	2.8%	12.7%	2.8%	59.2%	22.5%	71
I had access to useful professional development opportunities.	1.4%	7.1%	1.4%	61.4%	28.6%	70
I was comfortable with the physical demands of teaching (e.g., standing for long periods of time).	1.4%	8.5%	0.0%	54.9%	35.2%	71
I was adequately trained to use instructional technologies available in my classroom.	1.4%	16.9%	0.0%	60.6%	21.1%	71
I felt safe at school.	0.0%	8.6%	1.4%	55.7%	34.3%	70
My students were engaged with learning.	0.0%	9.9%	0.0%	67.6%	22.5%	71
I enjoyed interacting with students.	0.0%	0.0%	0.0%	28.2%	71.8%	71
The subject I was assigned to teach fit my preference.	0.0%	1.4%	0.0%	35.2%	63.4%	71
The grade level I was assigned to teach fit my preference.	0.0%	7.0%	0.0%	29.6%	63.4%	71
I was adequately prepared by my TEACHER PREPARATION PROGRAM to assume the responsibilities of a teacher.	0.0%	7.6%	7.6%	50.0%	34.8%	66

Source: OPPAGA survey.

Appendix C

Impressions of Teaching - Current Florida Teachers

The tables in this appendix present levels of agreement and disagreement with statements on teaching experiences for three groups of current teachers.

1. Current teachers included in our analysis (i.e., teachers who indicated they planned to remain teaching for at least the next five years).
2. Current teachers intending to retire within five years.
3. Current teachers intending to leave within five years because they are dissatisfied with working conditions or to pursue outside career opportunities.

Current teachers included in our analysis

The main sources of dissatisfaction for teachers intending to stay in their teaching positions were salaries and benefits, and the amount of paperwork and take home work required for the job. Current teachers were satisfied with the interaction with students and their subject and grade-level assignments.

Table C-1

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
I am satisfied with my salary and benefits.	33.5%	49.0%	0.3%	16.3%	0.9%	349
The amount of paperwork I am required to do is reasonable.	30.3%	41.7%	0.3%	25.4%	2.3%	350
The amount of work I have to take home is reasonable.	20.5%	36.3%	0.9%	40.6%	1.7%	347
I have sufficient technological resources.	14.1%	30.5%	0.0%	43.1%	12.4%	348
The amount of responsibilities I have at school OUTSIDE of the classroom is reasonable.	11.6%	24.9%	1.2%	59.1%	3.2%	345
I have sufficient influence over the school's policies and practices.	10.9%	37.1%	3.4%	44.6%	4.0%	350
The size of my class(es) is reasonable.	8.3%	21.6%	1.1%	48.6%	20.4%	348
I feel valued as a teacher by the public.	8.3%	41.8%	0.3%	43.0%	6.6%	349
I have sufficient instructional supplies.	8.3%	23.5%	0.0%	59.3%	8.9%	349
I am satisfied with my opportunities for career advancement.	6.6%	27.5%	4.3%	55.8%	5.8%	346
My students are well-behaved.	6.6%	25.3%	0.3%	57.5%	10.3%	348
Teacher evaluations adequately reflect performance.	6.6%	19.8%	0.9%	61.0%	11.7%	349
The student support services (e.g., ESOL, ESE, counselors) at my school are effective.	6.0%	24.6%	2.6%	54.7%	12.0%	349
I was adequately prepared by my SCHOOL/ DISTRICT to assume the responsibilities of a teacher (e.g., induction, mentoring).	5.9%	17.1%	2.7%	57.5%	16.8%	339
My students' parents are supportive.	5.4%	33.8%	1.1%	50.1%	9.5%	349
Support services for teachers at my school (e.g., aides, reading and math coaches) are effective.	4.7%	29.5%	1.8%	54.3%	9.7%	339
I feel valued as a teacher by school-level administrators.	4.6%	16.6%	0.9%	54.0%	24.0%	350
My principal provides effective leadership.	4.0%	13.0%	3.8%	47.4%	31.8%	346
I am comfortable with the physical demands of teaching (e.g., standing for long periods of time).	4.0%	12.8%	0.9%	66.1%	16.2%	351
I was adequately prepared by my TEACHER PREPARATION PROGRAM to assume the responsibilities of a teacher.	4.0%	17.7%	3.7%	54.7%	19.9%	327
I have access to useful professional development opportunities.	3.7%	9.8%	0.3%	61.7%	24.5%	347
I am adequately trained to use instructional technologies available in my classroom.	2.9%	16.2%	0.0%	61.4%	19.4%	345
My students are engaged with learning.	2.0%	14.9%	0.0%	58.6%	24.4%	348

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
I am satisfied with the autonomy I have within my classroom.	1.7%	12.3%	1.1%	65.3%	19.5%	349
I feel safe at school.	1.4%	8.6%	0.9%	67.0%	22.1%	348
The subject I am assigned to teach fits my preference.	0.9%	3.5%	1.2%	32.2%	62.2%	339
The grade level I am assigned to teach fits my preference.	0.9%	2.6%	1.7%	36.1%	58.7%	349
I enjoy interacting with students.	0.3%	0.3%	1.4%	26.9%	71.1%	349

Source: OPPAGA survey.

Current teachers intending to retire within five years

Main sources of dissatisfaction for current teachers intending to retire within five years were the amount of paperwork, salary and benefits, and the amount of take home work. These teachers were satisfied with the interaction with students, their grade-level assignments, and the instructional technology training they have received.

Table C-2

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
The amount of paperwork I am required to do is reasonable.	43.6%	35.1%	0.0%	20.2%	1.1%	94
I am satisfied with my salary and benefits.	43.0%	39.8%	1.1%	15.1%	1.1%	93
The amount of work I have to take home is reasonable.	37.6%	28.0%	0.0%	33.3%	1.1%	93
The amount of responsibilities I have at school OUTSIDE of the classroom is reasonable.	21.5%	18.3%	4.3%	52.7%	3.2%	93
I have sufficient technological resources.	17.0%	18.1%	1.1%	41.5%	22.3%	94
I feel valued as a teacher by the public.	13.8%	35.1%	2.1%	43.6%	5.3%	94
My students' parents are supportive.	13.8%	36.2%	1.1%	44.7%	4.3%	94
I have sufficient influence over the school's policies and practices.	13.7%	42.1%	4.2%	34.7%	5.3%	95
I am satisfied with my opportunities for career advancement.	13.2%	16.5%	6.6%	58.2%	5.5%	91
Support services for teachers at my school (e.g., aides, reading and math coaches) are effective.	13.2%	26.4%	3.3%	48.4%	8.8%	91
I am comfortable with the physical demands of teaching (e.g., standing for long periods of time).	12.9%	24.7%	1.1%	53.8%	7.5%	93
My students are well-behaved.	12.8%	34.0%	2.1%	45.7%	5.3%	94
The student support services (e.g., ESOL, ESE, counselors) at my school are effective.	10.6%	21.3%	5.3%	50.0%	12.8%	94
The size of my class(es) is reasonable.	9.7%	32.3%	1.1%	37.6%	19.4%	93
Teacher evaluations adequately reflect performance.	9.6%	23.4%	0.0%	56.4%	10.6%	94
I have sufficient instructional supplies.	8.6%	20.4%	0.0%	52.7%	18.3%	93
I feel valued as a teacher by school-level administrators.	8.4%	25.3%	1.1%	44.2%	21.1%	95
I was adequately prepared by my SCHOOL/ DISTRICT to assume the responsibilities of a teacher (e.g., induction, mentoring).	8.2%	20.0%	4.7%	51.8%	15.3%	85
My principal provides effective leadership.	7.4%	18.1%	5.3%	35.1%	34.0%	94
I was adequately prepared by my TEACHER PREPARATION PROGRAM to assume the responsibilities of a teacher.	7.3%	14.6%	6.1%	54.9%	17.1%	82
I am satisfied with the autonomy I have within my classroom.	6.5%	18.5%	0.0%	57.6%	17.4%	92
My students are engaged with learning.	3.2%	19.1%	1.1%	57.4%	19.1%	94
I have access to useful professional development opportunities.	3.2%	6.4%	0.0%	64.9%	25.5%	94
I feel safe at school.	3.2%	12.6%	2.1%	63.2%	18.9%	95
The subject I am assigned to teach fits my preference.	1.1%	3.3%	0.0%	34.1%	61.5%	91
I am adequately trained to use instructional technologies available in my classroom.	1.1%	16.1%	0.0%	64.5%	18.3%	93
The grade level I am assigned to teach fits my preference.	1.1%	3.2%	0.0%	37.2%	58.5%	94
I enjoy interacting with students.	0.0%	1.1%	0.0%	34.7%	64.2%	95

Source: OPPAGA survey.

Current teachers intending to leave within five years because they are dissatisfied with working conditions or plan to pursue outside career opportunities

Main sources of workplace dissatisfaction for current teachers intending to leave within five years because they are dissatisfied or plan to pursue outside career opportunities were salary and benefits, the amount of paperwork, and the amount of take home work. These teachers were satisfied with the interaction with students and their subject and grade-level assignments.

Table C-3

Statements About Experience as a Public School Teacher	Strongly Disagree	Disagree	No Opinion	Agree	Strongly Agree	N
I am satisfied with my salary and benefits.	64.7%	31.9%	0.0%	3.4%	0.0%	116
The amount of paperwork I am required to do is reasonable.	41.7%	37.4%	0.0%	20.0%	0.9%	115
The amount of work I have to take home is reasonable.	33.0%	42.6%	0.0%	24.3%	0.0%	115
I have sufficient influence over the school's policies and practices.	26.7%	33.6%	3.4%	31.0%	5.2%	116
I feel valued as a teacher by the public.	24.3%	35.7%	0.0%	31.3%	8.7%	115
I am satisfied with my opportunities for career advancement.	21.1%	39.5%	3.5%	34.2%	1.8%	114
I have sufficient technological resources.	20.4%	28.3%	0.0%	40.7%	10.6%	113
The amount of responsibilities I have at school OUTSIDE of the classroom is reasonable.	20.0%	28.7%	0.0%	49.6%	1.7%	115
I have sufficient instructional supplies.	19.5%	27.4%	0.0%	38.9%	14.2%	113
The size of my class(es) is reasonable.	18.8%	28.6%	0.0%	41.1%	11.6%	112
Support services for teachers at my school (e.g., aides, reading and math coaches) are effective.	15.0%	31.9%	8.0%	39.8%	5.3%	113
My students' parents are supportive.	13.2%	45.6%	2.6%	34.2%	4.4%	114
The student support services (e.g., ESOL, ESE, counselors) at my school are effective.	13.2%	33.3%	4.4%	42.1%	7.0%	114
I feel valued as a teacher by school-level administrators.	12.9%	29.3%	0.9%	42.2%	14.7%	116
My students are well-behaved.	11.4%	33.3%	1.8%	50.0%	3.5%	114
I was adequately prepared by my SCHOOL/ DISTRICT to assume the responsibilities of a teacher (e.g., induction, mentoring).	10.8%	27.0%	1.8%	51.4%	9.0%	111
Teacher evaluations adequately reflect performance.	10.5%	28.1%	1.8%	45.6%	14.0%	114
I was adequately prepared by my TEACHER PREPARATION PROGRAM to assume the responsibilities of a teacher.	9.7%	20.4%	1.9%	51.5%	16.5%	103
My principal provides effective leadership.	9.6%	22.6%	5.2%	40.0%	22.6%	115
I am satisfied with the autonomy I have within my classroom.	7.9%	19.3%	0.0%	55.3%	17.5%	114
My students are engaged with learning.	7.0%	20.2%	0.9%	58.8%	13.2%	114
I am comfortable with the physical demands of teaching (e.g., standing for long periods of time).	7.0%	13.9%	0.9%	67.0%	11.3%	115
I am adequately trained to use instructional technologies available in my classroom.	6.2%	20.4%	0.9%	50.4%	22.1%	113
I have access to useful professional development opportunities.	6.1%	18.3%	2.6%	55.7%	17.4%	115
I feel safe at school.	5.3%	16.7%	0.9%	59.6%	17.5%	114
The grade level I am assigned to teach fits my preference.	3.5%	9.7%	0.9%	32.7%	53.1%	113
The subject I am assigned to teach fits my preference.	0.9%	8.0%	0.0%	33.0%	58.0%	112
I enjoy interacting with students.	0.0%	0.9%	0.0%	33.9%	65.2%	115

Source: OPPAGA survey.

Appendix D

Profile of Selected Career Ladder Programs in Other States

A variety of career ladder programs have been implemented throughout the nation at the local and state level. These programs share similar characteristics such as targeted student performance measures, professional development initiatives, and differentiated pay. However, the programs differ in terms of objectives, evaluation methods, program components, and incentive structures. The funding sources for the career ladder programs have also varied. Some programs have been funded through state education finance programs, while others have been funded through local funds or grants supported by private companies. For state-level programs the additional appropriation for the career ladder was approximately 0.5% of the base student allocation.

The career ladders programs that were implemented with the least resistance were characterized by significant efforts to involve stakeholders at the beginning of the process. This support was developed at the local level and built upon to ensure a smooth transition, and included local meetings facilitated by teacher leaders and community workshops. Some programs had an extended implementation period to ensure that early stakeholder buy-in was developed. Please see Table D-1 below for a brief description of career ladder programs that are still in use at the state and local level.

**Table D-1
Components of State and Local Career Ladder Programs Vary**

Who is the authorizing agency?	General Approach				Program Description		
	How is participation determined?	How did stakeholder involvement in the program development and design occur?	How do teachers participate?	What are the funding sources and costs?		What are the qualifying criteria?	
				Source	Amount	Student Performance	Pay/Incentive Structure
Arizona	At the local district level	Districts must apply to participate. The application process requires stakeholder input.	All teachers new to the district are required to be evaluated for the program.	Mixed, includes local tax.	Varies based on what level of implementation is occurring.	Student progress	District determined
Minnesota	At the local district level	Teacher unions must co-sign application; teachers approve participation at end of design process.	All teachers are required to participate in districts that participate	State	Approximately \$260 per student to participating districts (approximately 48% of program cost)	Student progress	Negotiated at the local level - multiple career paths/ embedded professional development.
Denver, CO	At the city level	Teachers were included in early stages of the design.	Mandatory for new teachers, optional for veteran teachers.	Locally funded through tax referendum	Varies based on program need.	Student progress	Components: Professional Development Units participation and Distinguished Market Incentives, Advanced Degrees and Licenses and Professional Evaluation, and Tuition Reimbursement.
Chattanooga, TN	At the city level	Schools were reorganized with new leadership and new staff. Schools were not included as stakeholders in the design process.	Teachers are required to participate as a condition of employment at the selected schools.	Locally funded in combination with a private grant organization	Varies based on the number of awards made.	Student performance on Norm Referenced Test	Base salary plus eligibility for two \$5,000 bonus, salary bonus of \$10,000, and team bonus of up to \$2,000 and housing incentives.

Source: OPPAGA analysis of active state and local career ladder programs.