A STUDY ON TEACHER ATTRITION IN TWO SMALL SCHOOL DISTRICTS IN SOUTHEASTERN VIRGINIA

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ABSTRACT

All students deserve the opportunity to receive a high quality education that will enable them to reach their full potential and become productive members of society. Teachers play a vital role in the academic development of students and therefore school districts across the country need to do all they can to ensure that all students have highly qualified teachers in their classrooms. Many school districts across the country are having major difficulty retaining the very best educators. The purpose of this study was to identify the factors that impact teacher attrition in two small school districts in Southeastern Virginia. This study through survey responses gathered data from teachers who left both districts after the 2007-2008 school year on the factors that impacted their decisions to leave and the challenges they perceived both school districts face that impact teachers attrition. Other data from the survey responses identified characteristics of the teachers who left both school districts after the 2007-2008 school year. Additionally, 2007-2008 demographic data on the total teacher population in both school districts were collected from the Human Resources departments of both school districts.

Results from the study revealed that 54 out of 240 (22.5%) teachers combined left both school districts after the 2007-2008 school year. Of the 54 teachers who left, 52 were mailed surveys. A total of 40 responses were received from the survey population of teachers. This represented a 77% survey response rate. A variety of reasons for leaving were given by the teachers who left both school districts, but a major reason given for leaving was student discipline. The biggest challenge that both school districts face that impacts teacher attrition as perceived by teachers who left was geographical location. Of the 54 teachers who left both school districts, the majority were White and female. The majority of teachers who left both school districts combined had five years or less of total teaching experience. The majority of the

teachers who left indicated they entered the teaching profession with the desire to impact the lives of children.

DEDICATION

I dedicate this dissertation to my loving wife LaGuamna, who has always been and still is a rock in my corner and my eternal soul mate. I truly appreciate your belief in me and your dedication, commitment, and faithfulness to me. I will always love you. I also dedicate this dissertation to my mother and father, the late Mr. and Mrs. Walter Clemons Jr. My parents provided a household for me filled with love and always encouraged me to do my very best. I will always love them and miss them greatly.

Finally, this dissertation is dedicated in loving memory to my boxer puppy Mercedes, who passed away suddenly and unexpectedly at the tender age of two on August 8, 2009 due to a rare heart condition in boxers known as cardiomyopathy. Mercedes was truly a daddy's girl, and lay beside my chair every opportunity she had when I was working on my dissertation. She was dearly loved and is truly missed.

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CHAPTER ONE

THE PROBLEM

The No Child Left Behind Act (NCLB) of 2001 is considered to be landmark legislation in educational reform that is designed to improve student achievement and to close the achievement gap (United States Department of Education, 2004). NCLB requires all public school divisions to hire only teachers who are highly qualified. This requirement became effective on July 1, 2006. A highly qualified teacher defined in NCLB is one who holds a bachelor's degree, holds full state certification as defined by the state and has demonstrated competency in each core academic subject he or she teaches (United States Department of Education, 2004). NCLB lists core academic subject areas as English, reading/language arts, mathematics, science, foreign languages, civics/government, economics, arts, history and geography. In addition, elementary school teachers must demonstrate competence in reading, writing, mathematics and the other core academic subject areas in the elementary school curriculum.

The mandate set by NCLB that every teacher be highly qualified has made teacher retention efforts for school districts across this country more challenging. This was proven by the fact that no state was able to meet the July 1, 2006 deadline for employing only highly qualified teachers. The United States Department of Education required state agencies to submit revised highly qualified teacher plans by July 7, 2006 (Spradlin & Prendergast, 2006). The revised plans had to document the specific actions that each state was taking to reach the goal of all teachers being highly qualified. The revisions resulted in full plan approval for nine states, with an additional 37 states plus the District of Columbia and Puerto Rico receiving partial approval. Those states receiving partial approval had to submit revised plans by September 29,

2006. The four remaining states that submitted revised plans that were not approved underwent federal monitoring of teacher quality data and had to submit new plans by November 1, 2006 (Spradlin & Prendergast, 2006). This information clearly shows that NCLB had not taken into account a decade-long teacher shortage in specific disciplines as reported by the American Association for Employment in Education (2008). The American Association for Employment in Education (2008) reported that 37 of 62 surveyed disciplines had some or considerable teacher shortage. School divisions across the nation need to analyze their data on teachers who enter or leave their divisions in an effort to develop practices and policies that reduce teacher attrition.

Context and Overview of the Study

For this study, the researcher identified factors that impact teacher attrition in two small school districts in Southeastern Virginia. The literature review identified empirical research on teacher attrition. The selection criteria used for the studies in the review of literature were as follows: relevance, historical value, and empirical in nature. To assess relevance and gain a historical perspective, the literature spans a period from 1960 through 2009. The researcher believes that this gives a broad picture of the problem in its early stages and provides insight into recent issues surrounding teacher attrition in the United States. Finally, the researcher selected studies that were empirical in nature. By this the researcher means the studies selected relied on data that were produced by observation or experimentation and not opinion.

Historical Background and Current Status

Teacher shortages and subsequent initiatives are not new to the K-12 education system (Ingersoll, 2003). A series of highly publicized reports surfaced in the1980's that centered on diagnoses for this problem (National Commission on Excellence in Education, 1983; Darling-Hammond, 1984; and National Academy of Sciences, 1987). Due to a lack of data on the topic

of teacher attrition, the United States Department of Education's National Center for Education Statistics developed the Schools and Staffing Survey (SASS) and its supplement, the Teacher Follow-up Survey (TFS) in the late 1980's (Haggstrom, Darling-Hammond, & Grissmer, 1988). This is now the largest and most comprehensive data source available on the staffing, occupational, and organizational aspects of schools (Ingersoll, 2003). The American Association for Employment in Education [AAEE] (2003) has reported for more than 25 years that the areas of greatest need in education-related disciplines nationwide include teachers and related service personnel in special education, mathematics, and science (AAEE, 2003). In addition, AAEE reported that education-related disciplines showed increased demand from 2007 to 2008 in the areas of speech pathology, library science/media technology and elementary school principal (American Association for Employment in Education, 2008).

The National Commission on Teaching and America's Future [NCTAF] (1997) indicated in a 1997 report that two million teachers at a minimum would need to be hired in America's schools over the next 10 years (NCTAF, 1997). In addition, NCTAF reported that nearly half of new teachers leave the profession within their first five years of teaching (National Commission on Teaching and America's Future, 2003). Economic conditions in the United States today are causing many states to roll back their expenditures on public education. Local, state, and federal agencies that disperse funds for education are hard-pressed to determine which programs raise the quality of teaching in the most cost-effective manner (Guarino, Santibañez, & Daley, 2006).

Statement of the Problem

A current problem for many school districts is providing each and every child in their care a quality education taught by a highly qualified teacher. This requires school districts to have an adequate supply of competent individuals who are willing and able to serve as teachers.

Therefore, school districts are constantly engaged in activities related to the retention of their instructional staff. Today, many school districts are faced with an increasing school-aged population, which in turn causes them to struggle to maintain standards for teacher quality while continuously seeking to retain their most effective existing teachers (Guarino et al., 2006).

All children deserve a quality education, and that education is seriously jeopardized when school districts do not supply every child with a highly qualified teacher. This is why the researcher believes this study was very timely and has major implications for educational leadership. School districts need to do all that they can to give students the very best education possible. Providing highly qualified teachers is a key ingredient to academic success for students.

Purpose and Significance of the Study

As stated previously, the American Association for Employment in Education (2008) reported that there are teacher shortages in a variety of disciplines shown by regions across the United States. Educator supply and demand research has been conducted by the American Association for Employment in Education (2003) for over twenty-five years. When demand is greater than supply, a teacher shortage occurs. A teacher surplus occurs when supply is greater than demand. "The *demand* for teachers is defined as the number of teaching positions offered at a given level of compensation and the *supply* of teachers as the number of qualified individuals willing to teach at a given level of compensation" (Guarino et al., 2006, p.174). Table 1 shows the national demand for educators as studied by the American Association for Employment in Education (2008). Table 1 indicates that disciplines of special education, mathematics, science and bilingual education all have some shortage or considerable shortage.

This teacher shortage problem becomes more critical due to the fact that school districts

Table 1

National Teacher Supply and Demand by Disciplines

"Demand codes: 5.00 - 4.21 = Considerable Shortage; 4.20 - 3.41 = Some Shortage; 3.40 - 2.61 =

Balanced; 2.60 - 1.81 = Some Surplus; 1.80 - 1.00 = Considerable Surplus

Disciplines with Considerable Shortage (5.00 - 4.21)	Disciplines with Balanced Supply and Demand (3.40 - 2.61)
Severe/Profound Disability 4.47	Speech Education 3.40
Math Education 4.46	Gifted/Talented Education 3.34
Physics 4.39	School Social Work 3.34
Multicategorical 4.39	Family & Consumer Science 3.33
Mild/Moderate Disability 4.37	Counseling 3.29
Chemistry 4.35	Language – Classics 3.22
Mental Retardation 4.34	Middle School 3.20
Emotional Disorders/	Language – French 3.13
Behavioral Disorders 4.31	Music – Instrumental 3.13
Bilingual Education 4.31	Language – German 3.04
Learning Disability 4.28	Music – Vocal 3.04
Visually Impaired 4.24	Journalism Education 3.03
Dual Certification (General	Music – General 3.01
& Special Education) 4.23	Business Education 3.01
Hearing Impaired 4.23	English/Language Arts Education 3.02
Speech Pathology 4.21	Pre-Kindergarten 2.74
	Art/Visual Education 2.74
Disciplines with Some Shortage (4.20 – 3.41)	Intermediate 2.73
ESL/ELL 4.08	Theatre/Drama Education 2.70
Early Childhood Special Education 4.07	Dance Education 2.69
Biology 4.06	
Earth/Physical 4.01	Disciplines with Some Surplus (2.60 – 1.81)
Other Language #2 4.00	Health Education 2.57
Audiology 3.99	Kindergarten 2.52
Physical Therapy 3.91	Primary 2.41
Language – Spanish 3.88	Physical Education 2.33
General Science 3.87	Social Studies Education 2.20
Other Language #1 3.84	
Occupational Therapy 3.82	Disciplines with Considerable Surplus (1.80 - 1.00)
School Nursing 3.80	None
Technology Education 3.64	
Language – Japanese 3.53	
Agriculture Education 3.52	
Computer Science Education 3.52	
Reading 3.52	
Superintendent 3.50	
High School Principal 3.49	
School Psychologist 3.49	
Middle School Principal 3.46	
Library Science/Media Technology 3.46	
Elementary School Principal 3.42" (American Association for Employment in Education, 2008, p. 7, Used with permission of) AAEE, Neil Shnider, February 13, 2009).	

are held to ever increasing academic accountability standards per NCLB requirements. These goals for academic success are virtually impossible to reach when districts do not have highly qualified teachers in the classroom. The lack of highly qualified teachers often results in irrevocable instructional losses for students (Sanders & Rivers, 1996).

Darling-Hammond (1999) stated that quantitative analyses indicate that measures of teacher preparation and licensure are by far the strongest correlates of student achievement in reading and mathematics, even after controlling for student poverty and language status. Many poor children's underachievement that has been historically blamed on poverty or family characteristics is instead attributable to what we have done by assigning these children disproportionately to large numbers of our weakest teachers (Darling-Hammond, 1999). Students in high-poverty or high-minority schools desperately need the best and brightest teachers, but instead stand double the chance of having teachers who are not highly qualified.

The students lose due to not being taught by highly qualified teachers, and the school districts are then forced to train their replacements (Alliance for Excellent Education, 2005). "Teaching touches the lives of all children from a variety of backgrounds, including those from families that exhibit a wide range of cultural and linguistic diversity" (Vocational and Educational Services for Individuals with Disabilities, 2005, p.1). In some instances, there is an opportunity for teachers to change the course of events for many children who come to school with significant disadvantages, such as parental and societal neglect, intellectual and physical disabilities, and poverty (Vocational and Educational Services for Individuals with Disabilities, 2005).

This problem is exacerbated by the fact that higher teacher attrition rates exist in school districts where students are of high poverty status (Ingersoll, 2003). The rate of teacher attrition

is roughly 50 percent lower in wealthier schools than in poorer ones (Alliance for Excellent Education, 2005). The researcher works in a small school district that has 31.49% of the total district student population who come from families with incomes below the poverty line (State Council of Higher Education in Virginia, 2009). According to Title II, Part A, non-regulatory guidance, a high-need local education agency (LEA) is defined as one for which not less than 20% of the children served by the LEA are from families with incomes below the poverty line (State Council of Higher Education in Virginia, 2009).

Teaching is a profession that loses thousands of members each year for a variety of reasons (American Association for Employment in Education, 2003). In Virginia alone, the Committee to Enhance the K-12 Teaching Profession in Virginia (2002) indicated that from 2000 to 2015 the student population will increase by four percent, but teachers (including new teacher candidates) will decrease in numbers by four percent. This roughly equates to 76,000 additional students and 3,400 fewer teachers. This means that fewer teachers will be available for a growing population of students. The researcher works in human resources in a small school district in Southeastern Virginia that experiences a high rate of teacher attrition each year. Specifically, the researcher serves in the capacity of Assistant Superintendent whose responsibility is to directly oversee all human resources functions. The researcher also conversed with human resources colleagues in neighboring school districts, and found that they also have teacher attrition problems annually. Addressing teacher attrition is a must, even when it seems too costly and out of reach for school districts as they constantly face mandated instructional programs that are needed to increase student academic achievement (Norton, 1999).

The purpose of this study was to identify the factors that impact teacher attrition in two small school districts in Southeastern Virginia. The literature review sets the stage for this study

by first identifying factors that impact teacher attrition, identifying teacher retention challenges for small and rural areas and identifying the characteristics of those who enter teaching. The literature review identifies the factors, challenges and characteristics from a national context. Helping all school districts retain highly qualified teachers is significant to all children's educational future as well as the stability of our great nation. All children should have the opportunity to reach their full potential, and reaching that potential should not be jeopardized due to a poor education. *No Child Left Behind* has established the mandate that every child succeed academically. Now, the challenge is to ensure that all children have highly qualified teachers who will help them reach that goal.

Conceptual Framework

The Conceptual Framework, noted in Figure 1, serves as the guide for this study. It depicts the concepts to be studied and relationships that exist. It illustrates the idea that there are specific factors that correlate to teacher attrition.

Definition of Key Terms

Teacher: An individual whose profession is teaching.

Attrition: Teachers who leave a school, school district or the profession of teaching altogether due to personal reasons, resignation, retirement or non-renewal.

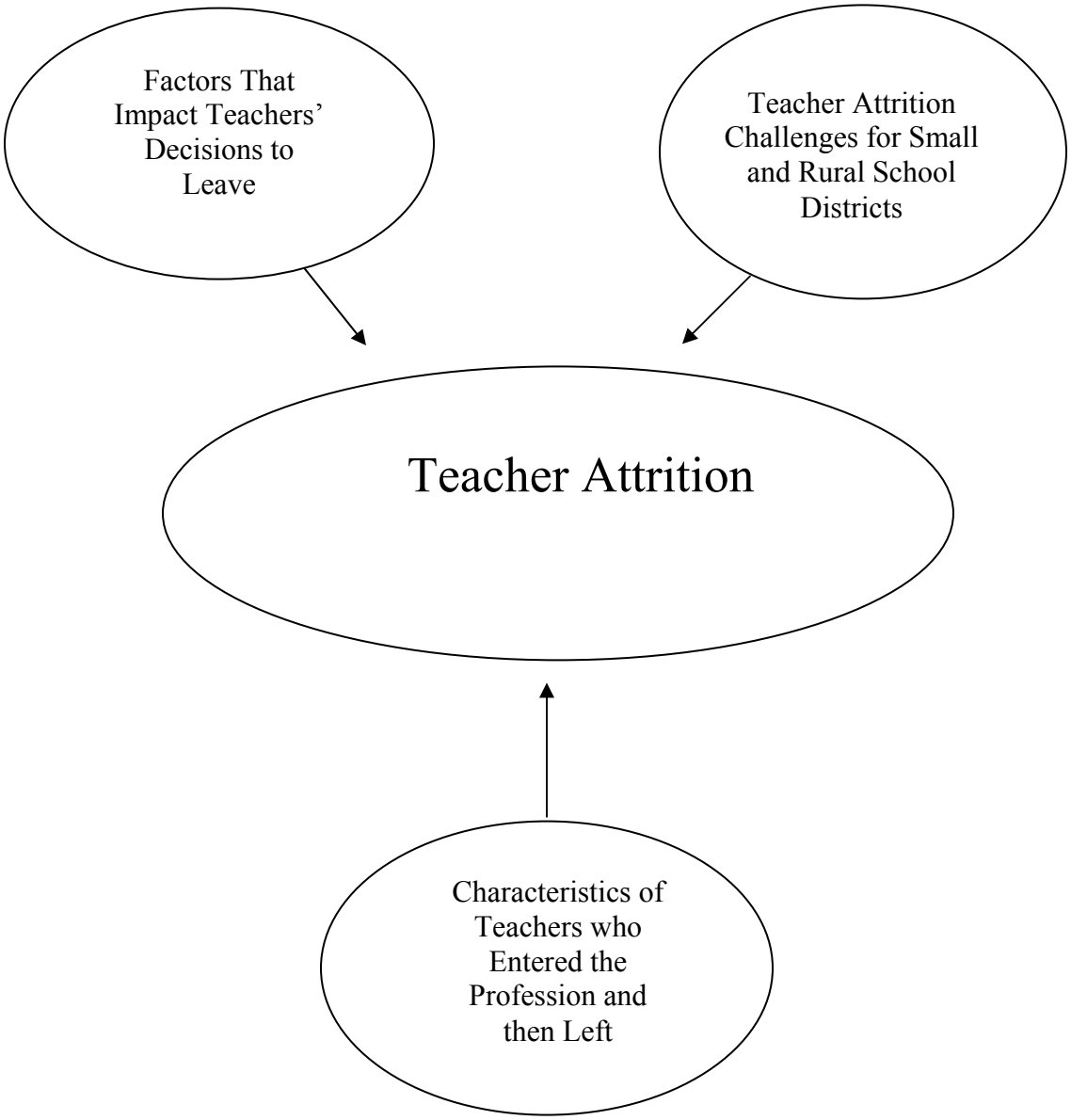
Retention: Keeping teachers who are already employed in a school or school district.

Small: A census defined place that has a population of more than or equal to 2,500 but less than 25,000, and located outside a metropolitan service area (National Center for Education Statistics, 2005a).

Rural: A census defined territory that is more than five miles but less than or equal to 25 miles from an urbanized area (National Center for Education Statistics, 2005b).

Figure1

Conceptual Framework



Organization of the Study

This study includes the following components: Chapter one contains the introduction, the context and overview, the historical and current status, the statement of the problem, the purpose and significance of the study, the conceptual framework and definition of key terms. Chapter two includes a review of the literature. Factors that impact teacher attrition, teacher retention challenges for small and rural areas, and characteristics of those who enter teaching are presented in chapter two. Additionally, chapter two includes the research questions.

Chapter three explains the methodology used for this study, the sample population, data collection and gathering procedures, instruments design and validation and data analysis techniques. The methods of data assessment are discussed in addition to a description of the school districts that were selected for this study. Chapter four includes the results of the study regarding teacher attrition in the two small school districts in Southeastern Virginia. In addition, any emerging themes from the data are discussed. Finally, chapter five provides a discussion and summary of the findings and the correlation to the review of related literature. Implications for practice, limitations of the study and recommendations for future research are also discussed in chapter five. The researcher gives personal reflections as well as concluding remarks in chapter five.

CHAPTER TWO

REVIEW OF RELATED LITERATURE

The purpose of this review of literature was to identify factors that impact teacher attrition, identify teacher retention challenges for small and rural areas and identify characteristics of those who entered the teaching profession. This review of literature is organized into three sections which include (a) teacher attrition factors, (b) teacher retention challenges for small and rural areas and (c) characteristics of those who entered teaching. A synthesis of all the literature reviewed occurs near the end of chapter two. Chapter two ends with the research questions being stated.

Teacher Attrition Factors

Understanding why teachers choose to work in a particular school district and why they leave is the first step in developing best practices that will get them to stay (Vocational and Educational Services for Individuals with Disabilities, 2005). It is extremely costly for students and school districts when teachers exit the profession or move to other districts. The Alliance for Excellent Education (2005) released a national analysis on teacher attrition costs and reported the estimated cost to replace teachers who leave the profession or move to other districts is $ 4.9 billion annually.

Giacometti (2005) conducted a national study in May through August of 2003 that focused on why teachers choose to stay or leave the profession. The instrument utilized was a survey titled “Factors Affecting Job Satisfaction for New Teachers”. The problem was identified as the growing debate over whether the teacher shortage is a shortage of teachers entering the field or whether the problem is retaining teachers once they begin their careers (Giacometti, 2005).

Descriptive discriminant analysis was used for two major groups categorized as leavers and stayers and analyzed utilizing eight domains which were as follows: "emotional factors; school and community support; instructional support; preparation in teaching curriculum; managing students, and assessing students; collaboration; compensation and benefits; motivation to teach; and culture shock" (Giacometti, 2005, p.74). Major findings of the study indicated that the best predictor in choosing to leave or stay in the teaching profession was emotional, followed by compensation and benefits and culture shock. One implication for practitioners included an assessment of new teachers when they enter school districts.

The study proposed to group teachers who have similar weaknesses and focus on those specific weaknesses. Another suggestion was to conduct workshops during the school day instead of after hours in an effort to eliminate fatigue. Recommendations for continued research as indicated by Giacometti (2005) included surveying individual districts as opposed to a national sample, and adding questions to the survey involving teacher licensure. The limitations included a poor response rate (25.7%).

Ingersoll and Smith (2003) conducted a study on components of effective induction programs and their effects on reducing teacher attrition. These data were collected from the 1999-2000 Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS) of 2000-2001. Included also was some information from the Schools and Staffing Surveys from 1990-1991 and 1993-1994. The study focused on beginning teachers, with the sample size being approximately 3,235 (Ingersoll & Smith, 2003). The study used three sets of questions drawn from the survey questionnaire items.

The findings of the study revealed that teachers who were provided a mentor in the

same field reduced the risk of leaving after the first year by 30% (Ingersoll & Smith, 2003. In addition, having common planning time with teachers in the same subject area reduced the risk of leaving after the first year by 44% (Ingersoll & Smith, 2003). Both of these percentages are considered to be statistically significant. Limitations as noted by Ingersoll and Smith (2003) included the survey items provided limited depth and detail on the content and character of teacher induction and mentoring. Also, very limited data on the characteristics of the mentors were obtained.

Johnson and Birkeland (2003) conducted a study on first and second year teachers in a wide range of Massachusetts public schools. The methods involved a descriptive analysis of interview data. The sample of teachers was not random, but was chosen to maximize diversity on a wide range of measures: large and small schools, urban and suburban schools of all grade levels, graduates of public university and private college teacher education programs, charter schools, first-career and mid-career entrants and the 1999 recipients of the $20,000 signing bonus programs.

The study results indicated that 22 percent (11 teachers) of the original sample were classified as leavers (leaving the profession altogether), 22 percent (11 teachers) were classified as movers (changed schools), and 56 percent (28 teachers) were classified as stayers (remained in the same school). Those who left either had not experienced any success in the classroom and had experienced great frustration and failure or saw their teaching career as short-term before moving on to another career. Those classified as movers overall felt their frustrations were tied to a particular school setting, and not the teaching profession. Those classified as stayers spoke positively about their schools. Factors cited by both leavers and movers that influenced their decisions to leave the profession altogether or

move to another district were teacher pay, poor working conditions, and inadequate support. Factors cited by those classified as stayers included principal support and parental involvement.

Even though the sample size was small, the study did an adequate job explaining the reasons behind beginning teachers' decisions to remain in or leave the teaching profession. The limitations of the study centered on the sample being chosen, which may reflect bias. A random sample might have been a better design that could possibly ensure some degree of generalizability of the results.

McKinney, Berry, Dickerson, and Campbell-Whately (2007) conducted a study that developed a profile of high quality educators who remained in urban high poverty schools within a large metropolitan school district, and identified the indicators that influenced them to remain. The district wasn't named; it was just noted as being an urban, metropolitan school district located in the Southeastern United States. High poverty in this instance was defined as having more than half of the students at the elementary level qualifying for free or reduced-priced school lunches.

Purposeful sampling of fifty-four tenured teachers who had remained in urban school settings and identified by their respective administrators were selected. The Star Teacher Selection Interview was used as the instrument only for the purpose of subject selection. Thirty-two of the fifty-four selected teachers received passing scores on the Star Teacher Selection Interview. Teachers passing the survey then moved on to complete the Urban Teacher Retention Survey.

The Urban Teacher Retention Survey contained 25 indicators that were categorized according to six broad factors (Familial, Societal, Situational, Socioeconomic, Individual and

Emotional). The results from the study showed that the indicators that had the most influence on teacher decisions to stay included Making Contributions to Society/ Community (43.8%), Working with Diverse Populations (31.3%), Teacher Efficacy (21.9%), and being Well-Suited for Urban Teaching (21.9%). It is interesting to note that salary and benefits had little to no influence. Recommendations included continually conducting research on those teachers who were considered to be stars or very effective with diverse student populations and providing data that document why those teachers choose to remain in the most challenging settings (McKinney et al., 2007).

The MetLife (2006) Survey of the American Teacher examined teacher expectations upon entering the profession, factors that drive satisfaction, and teacher preparation and support. The survey was conducted by Harris Interactive®, and consisted of both quantitative and qualitative research methodologies. Specifically, survey questionnaires and phone interviews were conducted between March 8, 2006 and April 15, 2006 on nationally representative samples of teachers, principals, deans of schools of education and education department chairpersons. Prospective teachers and former teachers were also used for online bulletin board focus groups by Harris Interactive (MetLife, 2006).

The results from the study indicated that more than half (56%) of teachers were satisfied with their careers, but a little over one quarter (27%) indicated that they were likely to leave the profession within the next five years to enter a different occupation. The study also reported that African American teachers and teachers with 21 years or more experience are two to four times more likely to leave the profession. Reasons cited for leaving included professional prestige, lack of resources, salary and benefits, student discipline, being ill-prepared to work with children of varying abilities, lack of teacher input in decision making,

and lack of parental and administrative support. The study also reported that the greatest teacher shortages are expected in secondary schools and schools with high concentrations of minority and low-income students. Having, or assigning, mentors to new teachers was viewed as a positive factor in improving teacher retention as well as increasing salaries and providing more respect for teachers in today's society (MetLife, 2006).

Hanushek, Kain, and Rivkin (2001) conducted a descriptive study involving regression analysis on 378,790 teachers between 1993 and 1996. Results from the study indicated that teachers' decisions to switch schools had some correlations to salary, especially for male teachers. The study also reported that relative salary level between districts, rather than absolute salary, was a more important factor in teachers' decisions to leave their schools (Hanushek et al., 2001). It is interesting to note that the study indicated that a stronger factor that contributed to the teachers leaving the public schools entirely was poor student performance. The study also noted that schools with high minority and/or high-poverty populations might have to pay 20% to 50% more in salary than schools that served predominantly White, Asian, or academically successful students (Hanushek et al., 2001).

Lankford, Loeb and Wyckoff (2002) conducted a correlational study that analyzed data on every teacher in New York State between 1984-1985 and 1999-2000. The study looked at those teachers who transferred within districts and between districts. The teachers who transferred within districts received increases from 4% to 15%. Those teachers who transferred between districts received increases from 12% to 22%. The researchers' implications from the findings indicated that within-district salary differences at that time were generally not great enough to act as incentives to teach in one school as opposed to another, however, salary differences between districts were more attractive and produced

higher rates of attrition (Lankford et al., 2002).

Clotfelter, Glennie, Ladd, and Vigdor (2006) conducted a study that examined a bonus incentive program for certified mathematics, science, and special education teachers working in high-poverty, low-performing schools. At that time, the state was offering $1,800 annual bonuses to teachers who taught math, science, or special education. The study results indicated that the $1,800 bonus was sufficient to reduce teacher attrition in those subject areas by 12 percent (Clotfelter et al., 2006). Teachers and principals in the schools involved indicated through survey responses that they believed the potential effects of the $1800 annual bonuses were undermined due to the complexity of the incentive program (rules determining who was eligible); its late start in the first year; and its short duration of only three years (Clotfelter, Glennie, Ladd, & Vigdor, 2008).

The results of the sixth annual MetLife (2008) study of employee benefits trends were released on April 7, 2008. The data collection methodology used were surveys. The surveys were administered to 1652 employers at companies with between two employees and 1380 full-time employees. The surveys were given over a one-month period during the third quarter of 2007 by GFK Custom Research (GFK). GFK Custom Research is the world's fourth largest market research company (MetLife, 2008). Eight percent of employers and ten percent of employees responding to the study were from the field of education. Findings from the study showed that there was a strong link between benefits and employee retention, and there was a gap between employer and employee perceptions on the importance that benefits play in reducing employee attrition. Specifically, 55% of education employers cited that benefits play a very important factor in reducing employee attrition. Seventy nine percent of education employees cited that benefits play a major role in reducing employee

attrition (MetLife, 2008).

As stated previously, the National Commission on Teaching and America's Future reported that nearly half of all teachers who enter the profession leave within their first five years of teaching (NCTAF, 2003). This is further supported in the following studies by other researchers (Kirby & Grissmer, 1993; Mark & Anderson, 1977; Rabinowitz & Crawford, 1960; Schlecty & Vance, 1981 & Hanushek et al., 2001). The Hanushek et al. (2001) study analyzed data on Texas teachers from 1993 through 1996, and found that the majority who left teaching were in their first two years of teaching or very experienced and nearing retirement. Schlecty and Vance (1981) found that first year teachers leave at a rate of about 15 percent, and second- and third-year teachers leave at a rate of about 10 percent. Kirby and Grissmer (1993) reported that approximately one-fifth leave after the first year of teaching, one-third leave after the second year of teaching and by the end of the fourth year a little more than half have left the field. Mark and Anderson (1977) reported that of the cohort of new entrants to teaching in the St. Louis area in 1968, 40 percent did not stay beyond one year. Rabinowitz and Crawford (1960) surveyed teachers who graduated through the New York City Municipal college system. They issued a survey three times a year to the same group during the five years following their college graduation. Results indicated only 50 percent of the 1,444 respondents were still teaching at the time of the final survey (five years).

The National Center for Education Statistics [NCTAF] (2007) conducted a Teacher Follow-up (TFS) Survey that sampled elementary and secondary school teachers who participated in the previous year's School and Staffing Survey (SASS) (National Center for Education Statistics, 2007). Table 2 shows data from the 2004-2005 Teacher Follow-up

Survey. Table 2 shows that teachers who held provisional or temporary licenses left the field or moved to other districts at a 22.8 % rate compared to a 15.4 % rate for teachers who held regular or standard licenses.

Table 2 also shows that teachers who held regular or standard licenses moved less to other schools or districts as compared to teachers who held probationary and waiver or emergency licenses. These data revealed that White females made up the majority of the American teacher labor force, and teachers who had annual salaries at $40,000 and above had less attrition than teachers who made below $40,000. These data also revealed that Blacks left the teaching profession at a higher rate than any other race/ethnicity.

Challenges for Small and Rural Areas

There are some specific challenges that small and rural school districts across the nation face in the area of teacher retention. A main problem for rural districts as noted by the American Association of School Administrators (1999) is retaining teachers. Nearly half (49%) of all the school districts across the nation are rural and information on effective rural teacher retention is limited (Hammer, Hughes, McClure, Reeves, & Salgado, 2005). Reeves (2003) indicated that schools located on the outskirts of suburban areas face difficulty in retaining teachers. A survey involving teachers in a rural British Columbia school district revealed that teachers leave communities because of geographic isolation, weather, inadequate shopping, and distance from larger communities and family (Murphy & Angelski, 1996/1997). Teacher salary also plays an important role in the retention of teachers in rural areas. The Rural School and Community Trust (2000) indicated that the difference between average rural teacher salaries and other teacher salaries varies by state from around $250 to as much as $10,400.

Table 2

2004-2005 Teacher Follow-up Survey

"Number and percentage distribution of public school teacher stayers, movers, and leavers, by selected teacher and school characteristics in the base year: 2004–2005

	Numbers				Percent		
	Total	Stayers	Movers	Leavers	Stayers	Movers	Leavers
Teachers	3,214,900	2,684,200	261,100	269,600	83.5	8.1	8.4
License type							
Regular or standard	2,814,900	2,380,000	203,000	231,900	84.5	7.2	8.2
Probationary	116,800	90,600	17,300	9,000	77.5	14.8	7.7
Provisional or temporary	206,700	159,500	31,000	16,200	77.2	15.0	7.8
Waiver or emergency	26,900	20,600	2,700	3,700	76.3	9.9	13.7
None of the above	49,600	33,600	7,100	8,800	67. 9	14.4	17.7
Race/Ethnicity							
White	2,726,900	2,287,800	216,300	222,800	83.9	7.9	8.2
Black	242,500	192,300	23,500	26,600	79.3	9.7	11.0
Hispanic	137,800	111,100	13,900	12,800	80.6	10.1	9.3
Asian/Other	49,300	40,300	3,900	5,100	81.8	7.9	10.3
Indian/Other	24,700	23,000	1,200	500	93.1	5.0	1.9
Multiple race	33,800	29,800	2,200	1,800	88.1	6.6	5.3
Base Salary							
Less than $30,000	388,400	298,900	48,200	41,300	77.0	12.4	10.6
$30,000-$39,000	1,118,300	916,700	121,300	80,400	82.0	10.8	7.2
$40,000 or more	1,708,200	1,468,600	91,700	147,900	86.0	5.4	8.7
Sex							
Male	783,700	657,700	65,300	60,700	83.9	8.3	7.7
Female	2,431,200	2,026.500	95,800	208,800	83.4	8.1	8.6

(National Center for Education Statistics, 2007, pp. 8-9). Notes: Asian/Other includes Native Hawaiian and Pacific Islander. Indian/Other is American Indian and Alaska Native

The American Association of School Administrators and the Appalachia Educational Laboratory initiated a study in the spring of 2003 to gain information about how rural school districts are meeting the teacher quality requirements of the No Child Left Behind Act of 2001 (Schwartzbeck, Prince, Redfield, Morris, & Hammer, 2003). A nationwide online survey was conducted of more than 3000 rural school superintendents, yielding an overall response rate of 27%. Survey results cited the following factors as being the biggest challenges for rural areas for teacher retention: low salaries (44%), social isolation (42%), geographic isolation (38%) and lack of adequate housing (36%) (Schwartzbeck et al., 2003). In addition, survey results cited that the teaching positions that posed the greatest difficulty in staffing were special education (65%), mathematics (61%), and science (61%) (Schwartzbeck et al., 2003).

Survey results also revealed that rural districts were using strategies such as mentoring/induction programs for beginning teachers (41%), tuition assistance (26%) and student loan forgiveness (7%) in their efforts to retain highly qualified teachers (Schwartzbeck et al., 2003). Limitations of the study included having only a 27% response rate, which in turn could reflect sample bias and therefore should not be considered representative of the rural superintendent population nationwide. Recommendations for future research involved continuing the survey or aspects of it, especially in relation to teachers meeting the definition of highly qualified as prescribed by NCLB.

Edvantia, Inc. and the National Association of State Boards of Education initiated a study to identify successful strategies for retaining highly qualified teachers in rural schools (Hammer et al., 2005). A total of 597 superintendents from 1565 randomly selected (methodology utilized) school districts completed the national survey, yielding an overall

response rate of 38%. Findings indicated that significantly higher percentages of students qualifying for free and reduced price lunches were located in districts not located near an urban area. Districts located near an urban area had more vacant teaching positions. Positions that posed the biggest challenges in being filled were resource (special education, ESL, counselors, disability specialists) professionals (24.6%), math, business and economics (24.2%) and science (22.6%) (Hammer et al., 2005). High school positions (28.9%) also posed the greatest difficulty in staffing followed by middle school positions (10.8%). Superintendents reported that the greatest challenges in retaining teachers center on geographic isolation (32.1%), social isolation (26.8%) and low salaries (26.2%) (Hammer et al., 2005).

Reed and Busby (1985) conducted a descriptive study that focused on teacher retention in rural schools. Survey results were collected from 67 superintendents in rural school districts in Virginia. The results from the study indicated that fringe benefits were used as teacher recruitment incentives in 96% of the surveyed school systems. The fringe benefits included competitive salaries, housing and moving assistance and good retirement and benefits plans. The study results also indicated that tuition assistance, low class sizes, money for instructional materials and release time for staff development activities were used as teacher retention incentives in 85% of the surveyed school systems. A limitation of the study was that the percentage of each surveyed school system openings that were filled was not given, which did not allow for true measurement of the effectiveness of incentives in recruiting or retaining teachers.

Characteristics of Those Who Enter Teaching

Research can take three approaches to determine the characteristics of individuals

who enter teaching. They are as follows: (a) "examining the characteristics of individuals who choose teaching; (b) comparing those who choose teaching versus those who do not choose teaching; or (c) examining the characteristics of individuals who choose to teach and are chosen to teach by school districts" (Guarino et al., 2006, p.179). The research approach taken for this study examined the characteristics of individuals who choose teaching. The remaining two research approaches were not included because they were not germane to this study.

Gender

Broughman and Rollefson (2000) conducted a study that analyzed three years of the Schools and Staffing Survey (SASS) data. These data examined were for 184,000 newly hired teachers in 1987-1988, 223,000 newly hired teachers in 1990-1991, and 259,000 newly hired teachers in 1993-1994. The results of the study indicated that 78% of new teachers hired in the 1987-1988 school year were female, 77.4% of new teachers hired in 1990-1991 were female and 72.5% of new teachers hired in 1993-1994 were female. This shows that the number of newly hired teachers increased from the late 1980's to the early 1990's, while the percentage of those teachers being female decreased slightly.

Flyer and Rosen (1997) conducted a study that analyzed data from the National Center of Educational Statistics for the years 1960-1990, the Schools and Staffing Survey for the years 1950-1990, the Current Population Survey for the years 1976-1991, the National Longitudinal Survey of Youth for the years 1979-1991 and various status reports from the National Education Association. The exact sample size was not given, but estimated to be in the thousands. Results from the study indicated that nearly 50% of women graduating from college in 1960 went into teaching, but fewer than 10% of women graduating from college in

1990 went into teaching. However, the study noted that women continued to dominate the teaching profession. Specifically, almost 85% of elementary school teachers in 1990 were female, and this has changed very little over several decades (Flyer & Rosen, 1997). This shows that although there was a decrease in the overall percentage (50% to 10%) of women who graduated from college who entered teaching in 1990 as compared to 1960, the teaching profession is still predominantly female.

Henke, Zahn, and Carroll (2001) conducted a study that analyzed data from the 1993 Baccalaureate and Beyond Longitudinal Study that involved individuals who graduated from college between 1992 and 1993 and were participants in follow-up interviews in 1994 and 1997. The sample size was 9,300 men and women who received bachelor's degrees between July 1992 and June 1993.

The findings identified those graduates (education and non-education majors) who entered the teacher pipeline when they reported that they had taught in an elementary or secondary school, had become certified to teach, had applied for a teaching position, or were considering teaching at the time of either the 1994 or 1997 interview. Results from the study indicated that women were more likely than men to enter the teacher pipeline. Within four years of graduation from college, 43% of female graduates had entered the teacher pipeline with 17.1% who actually had taught, compared to 29% of male graduates of which 7.5% had actually taught. Results of the study also indicated that 82% of the graduates who were working as teachers in 1994 were still working as teachers in 1997. (Henke et al., 2001)

Race/Ethnicity

Rong and Preissle (1997) conducted a study that analyzed United States census data for the years 1970, 1980 and 1990. The exact sample size was not given, but the study

indicated that the micro data represented 5% of the U.S. population. The methods involved descriptive analysis. The findings showed that minority teachers have traditionally been underrepresented in American elementary and secondary schools. Results from the study indicated that Asian Americans made up 1.2 % of elementary and secondary teachers, Hispanics 4.7 % of elementary and secondary teachers, and African Americans 9.6% of elementary and secondary teachers. Causal data on the low percentage of Asian Americans elementary and secondary teachers were not given. However, the low percentage of elementary and secondary Asian American teachers showed that Asian Americans chose the profession of teaching less often than Hispanics and African Americans.

Gitomer, Latham, and Ziomek (1999) conducted a study on SAT and ACT college admissions test data from 1977-1995 matched with Praxis teacher licensure and college education test data from 1994-1997. The methods involved calculating the conditional means of SAT or ACT test scores for various groups, categorized by the independent variables. The sample size was more than 300,000 prospective teachers who took both a Praxis teacher test and either the SAT or ACT (33,866 individuals who took Praxis I and SAT; 159,857 who took Praxis II and SAT; 55,064 who took Praxis I and ACT; and 112,207 who took Praxis II and ACT) (Gitomer et al. 1999).

The results from the study indicated that White candidates passed at the highest rate (87%), and that Hispanics (77%) and African American candidates passed at the lowest rate (53%) of those who took the Praxis I test for admission to schools of education between 1994 and 1997. In addition, the study also indicated that White candidates passed at the highest rate (92%), Hispanics (68%) and African American candidates again at the lowest rate (65%) of those who took the Praxis II test for licensure during the same period. Passing rates did

not differ much by gender. The researchers noted that the teacher candidate pool was predominantly White before testing (85%), and the test results would likely increase the percentage of White teachers even further. Limitations of the study included using Praxis data as the sole measure of teacher qualifications and statistical tests of differences in mean scores or proportions of people passing the tests were not performed.

Kirby, Berends, and Naftel (1999) conducted a study that analyzed longitudinal administrative data on public school teachers in Texas who were followed from 1980 through 1996. The sample size was 98,951 teachers. The results of the study indicated that the percentage of Hispanic teachers had increased significantly from 11% in 1981 to 15% in 1996. However, the percentage of African American teachers decreased from 11% in 1981 to 8% in 1996. The study further indicated that the proportion of minorities among new teachers was slightly higher at 26% in 1996 as compared to 23% of all teachers during the same time period.

The study also pointed out that while the enrollment of minority students was expected to increase significantly over the next 10 to 20 years, the recruitment of minority individuals into the teaching profession did not keep pace with the increase in the percentage of minority students in grades kindergarten through twelve in the 1980s and early 1990s. This is consistent with the findings in the study that showed that while the percentage of minority teachers in Texas was 26% in 1996, the percentage of minorities among K-12 students in Texas was just over 50% during the same period. Limitations of the study centered on the fact that the regressions were estimated separately by race, which made interracial comparisons impossible.

Ability

(ACT Scores, SAT Scores and Postsecondary Institution Selection)

Stinebrickner (2002) conducted a descriptive study that compared SAT scores of teachers versus non-teachers. The data were taken from the National Longitudinal Study of the High School Class of 1972, with follow-up surveys through 1986, and a supplemental survey about teaching experiences. The sample size was 422 female teachers and 1,028 female non-teachers. A regression analysis was conducted using a subset of 313 female teachers and 772 female non-teachers (Stinebrickner, 2002).

The results from the study indicated that non-teachers average combined verbal and math SAT scores were 95 points higher than that of teachers in the sample. The study also indicated that teachers with higher salaries are less likely to change occupations or leave the workforce. The study results indicated that a large amount of teacher attrition is directly related to marriage and pregnancy. Limitations of the study included no comprehensive discussion of the estimates on each independent variable for teachers versus non-teachers.

Ballou (1996) conducted a correlational study that also employed a regression analysis that analyzed data from a Survey of Recent College Graduates. The survey was a questionnaire administered to individuals one year after graduating with a bachelor's or master's degree. The survey was conducted six times over the period of 1976 through 1991. The sample size consisted of 50,000 new bachelor's degree recipients, of which 15,123 completed teacher education degrees (Ballou, 1996).

The results from the study indicated that students who graduated from colleges that were defined as "selective" institutions as per the 1991 Barron's ranking were less likely to choose teacher education as a major and less likely to choose to teach after becoming

licensed than those who graduated from colleges that were defined as "average". Limitations of the study included no data on how the Barron's rankings changed in the period under study and no data on actual job offers made.

Podgursky, Monroe and Watson (2004) conducted a study that compared ACT scores of new public school teachers who graduated from Missouri four year institutions of higher education in the 1997-1998 and 1998-1999 years to Missouri graduates who did not enter teaching during the same time period. The results from the study indicated that those who entered teaching had significantly lower ACT scores than those who did not enter teaching. The study also indicated that the lowest ACT scores were made by elementary school teachers, but did not specifically state why (Podgursky et al., 2004).

Psychological and Family Factors

Farkas, Johnson, and Foleno (2000) used an attitude survey to determine psychological and family related factors that impacted individuals' decisions to enter the teaching profession. This national survey was conducted by Public Agenda and had a randomly selected sample of 664 public school teachers with five or fewer years of teaching experience. The results from the study indicated new teachers stated it was essential (83%) that you love the job you do, the job allows time for family (81%), and that the job must contribute to society to help others (72%) (Farkas et al., 2000). The study also reported that teachers stated that their current jobs had the aforementioned characteristics. In addition, the study reported that new teachers (86%) believed that only those "called to teach" should do so and teaching (52%) was something they longed to do (Farkas et al., 2000).

Shipp (1999) conducted a study that measured the importance of several factors individuals' placed on their decisions in choosing teaching as a career. These data were 159

questionnaires administered at one historically Black university in the Southeast, and 298 questionnaires administered to African American students at one predominantly White urban university in the Midwest. The questionnaire response rate was 57.5% (263 of 457). Fifty-two percent of students were education majors, and 48% were not. The results from the study indicated that education majors placed greater importance on contributing to society as a reason to enter teaching than non-education majors. The non-education majors placed great emphasis on salary, advancement, job security, and prestige (Shipp, 1999). The study did not compare the questionnaire responses of students from the historically Black university to those questionnaire responses of students from the predominantly White urban university.

King (1993) conducted a survey that involved a descriptive analysis of reasons why a cohort of African-American teachers entered teaching. The sample size was 41, which included 14 prospective teachers, 26 beginning teachers, and 1 former (no longer teaching) beginning teacher. The results from the study indicated that the major reasons that attracted them to teaching were the opportunity to work with young people (83%), the feeling that their abilities were well suited to teaching (78%), the belief that teachers contributed to the betterment of society by impacting the lives of young people (73%), and the belief that teaching provided many opportunities for creativity (66%) (King, 1993). Limitations of the study included a small sample size, no comparison group, and all participants being from one institution.

Chapter Summary (Analysis of Literature)

The findings from this initial review of literature gave the researcher a better understanding from a national context the factors that impact teacher attrition, the teacher retention challenges for small and rural areas and the characteristics of those who enter

teaching. The studies on teacher attrition found that professional prestige, poor working conditions, lack of resources, student discipline, being ill-prepared to work with children of varying abilities, lack of teacher input in decision making, and lack of parental and administrative support were factors identified by teachers who chose to move to other school districts or leave the teaching profession altogether. Other factors related to teacher attrition included compensation and benefits, years of total teaching experience, and licensure. The studies on compensation and benefits found that increases in salary reduced teacher movement between districts, and bonus incentives reduced teacher attrition in the areas of math, science, and special education. Benefits were also viewed as being much more important factors in retention to education employees as opposed to education employers. The studies on years of experience, subject-area, and licensure found that the highest teacher attrition rates were found in teachers who were in their first five years of teaching and teachers who held provisional or temporary licenses left the teaching profession or moved to other school districts at a higher percentage than teachers who held regular or standard licenses.

The studies on teacher retention challenges for small and rural areas found that geographic isolation, social isolation, and lower pay were major obstacles. Salary was also identified in some of the studies that discussed teacher attrition. Subject areas that posed the greatest difficulty in staffing were special education, mathematics and science.

The studies on characteristics of those who enter teaching found that the American teaching labor force was predominantly White and female, that minorities were underrepresented in the teaching profession and that individuals' with higher intellectual ability and graduated from "selective" institutions chose teaching as a career less often. The

studies also found teacher licensure tests impact minority teacher retention due to low scores on the Praxis I and Praxis II. The studies also found that the ability to contribute to society had significant importance when choosing teaching as a career.

The researcher believes that implications of these results could lead school district leaders and policy makers to examine the current state of educational practice in their specific localities as it relates to teacher retention and implement educational practice and policies that help reduce teacher attrition. The educational suffering that children experience due to teacher attrition coupled with the large amounts of money that school districts spend when teachers leave make this a critical issue for educational leadership.

This review of literature revealed that research on teacher attrition for small and rural districts is limited, and that continued research needs to be conducted in this area. Therefore, this study identified the factors that impact teacher attrition in two small school districts in Southeastern Virginia. Additionally, this study identified the challenges that both districts face that impact teacher attrition and identified the characteristics of those who entered teaching and then left both school districts. The research questions for this study were as follows:

Research Questions

1. What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?
2. What are the major challenges that impact teacher attrition in two small school districts in Southeastern Virginia as perceived by teachers who left both school districts?
3. What are the characteristics of those who entered the teaching profession and then

left two small school districts in Southeastern Virginia?

4. What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?

The methodology and research design are explained in chapter three.

CHAPTER THREE

METHODOLOGY

Purpose of the Study

The purpose of this study was to identify the factors that impact teacher attrition in two small school districts in Southeastern Virginia. As stated previously, the research questions were as follows:

Research Questions

1. What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?
2. What are the major challenges that impact teacher attrition in two small school districts in Southeastern Virginia as perceived by teachers who left both school districts?
3. What are the characteristics of those who entered the teaching profession and then left two small school districts in Southeastern Virginia?
4. What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?

Research Design/Methodology

This study is quantitative in nature. This methodological research approach "is an objective, formal, systematic process in which numerical data are used to quantify or measure phenomena and produce findings. It describes, tests and examines cause and effect relationships using a deductive process of knowledge attainment" (Carr, 1994, p. 716).

Research Design Justification

The researcher believes this design was the best way to gather the data needed for this study due to the fact that quantitative research allowed the researcher to utilize surveys and measure things as they were (Neill, 2007). The purpose of this study was to identify the factors that impact teacher attrition in two small school districts in Southeastern Virginia. The researcher in this descriptive study made no attempt to change behaviors or conditions by manipulating variables (Neill, 2007).

Site/Sample Selection

Two small school districts in Southeastern Virginia were selected for this study. The two districts selected were Franklin City Public Schools and Surry County Public Schools. The two districts were chosen by the researcher due to the fact that both school districts experienced a high degree of teacher attrition after the 2007-2008 school year. Franklin City Public Schools is where the researcher works in the capacity of Assistant Superintendent of Schools and is responsible for all human resources functions. Franklin City Public Schools had to replace 34 out of 128 teachers at the conclusion of the 2007-2008 school year, which equates to a 27% turnover rate.

The researcher conversed with the Human Resources Director for Surry County Public Schools via phone, and he indicated that Surry County Public Schools had to replace 20 out of 112 teachers at the conclusion of the 2007-2008 school year (P. Barnes, personal communication, December 15, 2008). This equates to a turnover rate of 18% for Surry County Public Schools. A 2005 study conducted by the Alliance for Excellent Education found that 16% (12,656 left or moved of 80,987 total) of public school teachers in Virginia left the teaching profession altogether or moved from one school district to another school district. The teacher attrition rates previously mentioned for Franklin City Public Schools

(27%) and Surry County Public Schools (18%) at the conclusion of the 2007-2008 school year were higher than the Virginia state teacher attrition rate (16%) that was found at the time of the Alliance for Excellent Education study (2005).

The school districts were also chosen due to convenience sampling, similarity in student demographics, size of districts, number of teachers and number of schools. The Franklin City Public Schools district serves a high minority population with less than 1300 students who attend three schools and employs between 100 and 130 teachers (National Center for Education Statistics, 2005a). The Surry County Public Schools district serves a high minority population with less than 1300 students who attend three schools and employs between 100 and 130 teachers (National Center for Education Statistics, 2005b). At the time of this study the combined teaching population of both school districts was 240 teachers.

Data Collection Procedures

Total teacher population data for the 2007-2008 school year were collected electronically from the Human Resources departments of the Franklin City and Surry County school districts. The data that were requested and collected electronically from each district included the following: name of school district, total number of teachers in each school district, specific subjects taught or building/grade level, total years of teaching experience, license type, race/ethnicity, gender, number of teachers who stayed or left and number of teachers who resigned, retired or were non-renewed. Survey data were also collected from the teachers in both school districts who left after the 2007-2008 school year. The sample (*n*) size that received the survey questionnaires was 52 teachers combined from both districts.

Data Gathering Procedures

The researcher gained the necessary permission from the Institutional Review Board

(IRB) of Virginia Polytechnic Institute and State University (Appendix O) to collect data and conduct research under the auspices of the university on February 19, 2009. The researcher then proceeded to hand deliver a cover letter (Appendix A) to the Superintendent of Schools of each district with detailed explanation of the study, the procedural safeguards and a district consent form. The district consent form required a signature from each superintendent granting approval to collect the data needed for this study. The district consent forms are shown in Appendices B and C.

After obtaining approval from both superintendents to collect the data, the researcher asked both school districts to submit the requested information electronically. The researcher asked the Human Resources department of Surry County Public Schools to provide contact information (mailing addresses & phone numbers) on all teachers who left the school district after the 2007-2008 school year. The researcher had prior access to a 2007-2008 district directory that included the names and mailing addresses for all teachers in the Franklin City Public Schools district.

Instruments Design

Excel spreadsheets from the Human Resources Departments of Franklin City Schools and Surry County schools were sent electronically. After receiving the information from both school districts, the researcher created a single database that included all of the data from both school districts. The database created by the researcher is illustrated in Appendix Q. The database was utilized to help answer research question four. Table 3 shows an example of the data that were requested from the two school districts for the 2007-2008 school year.

The researcher developed survey (Appendix F) sought to collect 2007-2008 teacher

Table 3

Teacher Data Example

T.	Sub.	Race	L.	Years	Re.	Res.	Ret.	Non.	District
1	E. Sci.	B	Prov.	2	Yes	No	No	No	Franklin
2	Bio.	B	S.	4	No	No	Yes	No	Surry
3	Chem.	W	Prov.	1	No	No	No	Yes	Surry
4	Phy	W	S	15	No	No	No	No	Franklin

Note: E. Sci. = Earth Science, Bio. = Biology, Chem. = Chemistry, Phy. = Physics, Prov. = Provisional, S= Standard , T. =Teacher, Sub. = Subject, L. = Licensure, Re. = Retained, Res. =Resigned, Ret. = Retired, Non. = Non-renewed

data on the factors that impacted teachers' decisions to leave who left both school districts, to identify teacher retention challenges as perceived by teachers who left both school districts, and to identify characteristics of those who entered the teaching profession and then left the two school districts. These data from the survey responses were utilized to answer research questions one through four.

Survey Validation Instruments

Two researcher developed survey validation instruments were distributed to colleagues in the 2005 Hampton Roads area doctoral cohort at Virginia Polytechnic Institute and State University to measure validity. One survey validation instrument (Appendix G) consisting of 15 questions was given to the cohort in October of 2008, and another survey validation instrument (Appendix H) consisting of ten questions was administered in November of 2008. The numerical goal that the researcher was seeking for validity was

80%. The 80% standard is the widely accepted number in the Behavioral and Social Sciences that measure statistical power and validity (Trochim, 2006). This standard indicates that the odds of confirming the theory correctly that there is a relationship between one thing to another when in fact there is at least at an 80% rate (Trochim, 2006). The researcher used a four point Likert scale to determine clarity (question was easy to understand) as follows: 1 = not clear (nc), 2 = somewhat clear, 3 = clear (c), and 4 = very clear (vc).

This means that each survey question had to have alignment with a specific research question by having an 80% agreement by cohort members on each question. Each survey question also had to have a clarity rating of at least 3.0 (clear and above) on the Likert scale. Any question that had under an 80% cohort agreement that the question related to a specific research question or had clarity below 3.0 on the Likert scale was considered unreliable. The survey validation instrument (instrument one) given in October of 2008 had 8 out of 15 survey questions reach an 80% cohort agreement and a clarity rating at 3.0 or above. This means that at least 11 out of 13 cohort members agreed that 8 out of 15 survey questions had alignment and clarity as specified above. The seven survey questions that did not have the 80% alignment and 3.0 clarity rate were revised or eliminated and a second survey validation instrument was administered.

The second survey validation instrument (instrument two) given in November of 2008 had five out of 10 survey questions reach an 80% cohort agreement and a clarity rating of 3.0 or above. This means that at least 14 out of 17 cohort members agreed that five out of ten survey questions had alignment and clarity as specified above. The five survey questions that did not have the 80% alignment and 3.0 clarity rate were eliminated. The validity results of both survey instruments are in Appendices I through L. The survey in Appendix F is the

final survey used for the study (seven questions from survey validation instrument one and five questions from survey validation instrument two) questions having at least an 80% validation rate and a 3.0 clarity rate. The researcher did not utilize one question from survey validation instrument one (question 13) though validated.

Data Treatment and Management

All database information was stored on the home computer of the researcher. The database information also had a backup disk that was kept in a locked file cabinet at the home of the researcher. Any identifiable teacher information was recoded to numbers. The returned surveys were also kept in the locked file cabinet at the home of the researcher. After successfully defending the dissertation and making appropriate written revisions, the results will be shared with the Superintendents of Franklin City and Surry County Schools and the information will be deleted from the home computer of the researcher and the backup disk destroyed.

Data Analysis Techniques

The researcher collected total teacher population data for each school district electronically. These data from the electronic submissions and the survey responses were input into SPSS to conduct the frequency and cross tabulation procedures as appropriate. All survey responses were recorded and placed in table format with frequency and cross tabulation of responses given.

Methodology Summary

The cross tabulation procedure was conducted on the data submitted electronically from both school districts. This procedure was conducted utilizing SPSS and allowed the researcher to distinguish between school districts. The frequency procedure allowed the

researcher to determine the percentages by variable category. The frequency and cross tabulation procedures were conducted on the survey responses. The cross tabulation results from the electronic submissions and the frequency and cross tabulation results from the survey responses were reported out utilizing descriptive statistics.

CHAPTER FOUR

RESULTS OF THE STUDY

The purpose of this study was to identify the factors that impact teacher attrition in two small school districts in Southeastern Virginia. This study through survey responses gathered data from teachers who left both districts after the 2007-2008 school year on the factors that impacted their decisions to leave and the challenges they perceived both school districts face that impact teacher attrition. Other data from the survey responses identified characteristics of the teachers who left both school districts after the 2007-2008 school year. Additionally, 2007-2008 data on the total teacher population in both school districts were collected electronically from the Human Resources departments of both school districts. The research questions that guided this study were as follows:

1. What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?
2. What are the major challenges that impact teacher attrition in two small school districts in Southeastern Virginia as perceived by teachers who left both school districts?
3. What are the characteristics of those who entered the teaching profession and then left two small school districts in Southeastern Virginia?
4. What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?

This chapter is organized as follows: receipt of electronic data, mailing of surveys and receipt of surveys, data results and analysis, and chapter summary.

Receipt of Electronic Data

The researcher received the information sent electronically by both school districts on March 1, 2009. The information received from each district included the name of the school district, total number of teachers in each school district, specific subjects taught or building/grade level, years of teaching experience, license type, race/ethnicity, gender, number of teachers who stayed or left and number of teachers who resigned, retired or were non-renewed. These data are shown in recoded form in Appendix Q.

Mailing of Surveys and Receipt of Surveys

The information received electronically from both school districts revealed that a total of 54 out of 240 teachers combined left the Surry County and Franklin City School districts after the 2007-2008 school year. These data submitted also revealed that two of the teachers from Surry County died during the 2007-2008 school year. Therefore, the researcher mailed 52 surveys with an attached cover letter (Appendix D) on March 3, 2009 to those teachers who left both school districts after the 2007-2008 school year. A total of 36 teacher survey responses were received by March 31, 2009.

The researcher then conducted a follow-up mailing on April 3, 2009 to the 16 teachers who did not respond from the initial mailing. The cover letter for the follow-up mailing is shown in Appendix E. Three additional teacher responses were received by April 17, 2009 in addition to two surveys being returned to sender with no forwarding address. The researcher then attempted to contact by phone on April 20, 2009 the 13 (including the two scheduled survey recipients that were returned to sender) teachers that did not respond from the second mailing. The researcher was able to leave messages for two of the thirteen teachers to give a return call, but the two teachers did not return the call. Another eight

numbers were disconnected and did not have new numbers for the researcher to call. The researcher did speak with the remaining three teachers. Two of the three teachers indicated they would return the surveys, but only one actually did. The third teacher indicated that he would not return the survey. Therefore, the researcher contacted or attempted to contact all identified (52 teachers) survey recipients and received a total of 40 teacher responses, which represented a return rate of 77%. Of the forty returned surveys, all 12 questions on each survey were completed correctly by all 40 respondents and were considered usable for this study.

Data Results and Analysis

Research Question One: *What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?* Descriptive statistics, including cross tabulation and frequency of responses for survey questions 7, 8, 10, and 12 were used to identify the factors that impacted teachers' decisions to leave the Franklin City and Surry County school districts. Questions 7, 8, 10, and 12 specifically correlate to the factors that impacted the decisions of teachers to leave both school districts. A total of 40 usable responses from the surveys were utilized for this study. Surry County had 9 usable responses, and Franklin City had 31 usable responses.

Table 4 illustrates the survey responses to questions 7, 8, 10, and 12. Question 7 data revealed that the majority of teachers were somewhat satisfied or very satisfied with their school or school district. Question 8 data revealed that student discipline and other had equal selection from teachers when indicating their top reason for resigning. Responses to question 8 under other included non-renewal, retirement, student and parent attitudes, full-time employment and relocation. Question 10 data revealed that student

Table 4

Cross tabulation and Frequency of Responses to Survey Questions 7, 8, 10 and 12

Codes – District 1 = Surry County, District 2 = Franklin City

Question	District		Total	Frequency		Total
	1	2		1	2	
7. Please indicate your level of satisfaction with the school or school district.						
□ Very Satisfied	2	9	11	5%	22.5%	27.5%
□ Somewhat Satisfied	3	16	19	7.5%	40%	47.5%
□ Somewhat Dissatisfied	3	5	8	7.5%	12.5%	20%
□ Very Dissatisfied	1	1	2	2.5%	2.5%	5%
□ Total	9	31	40	22.5%	77.5%	100%
8. Please indicate the top reason you chose to resign from the school district.						
□ Overall Dissatisfaction with Teaching						
□ Lack of Administrative Support	2	3	5	5%	7.5%	12.5%
□ Student Discipline	1	11	12	2.5%	27.5%	30%
□ Number of Teaching Preparations	1	1	2	2.5%	2.5%	5%
□ Geographical Location	1	4	5	2.5%	10%	12.5%
□ Salary	1	3	4	2.5%	7.5%	10%
□ Other (please specify)	3	9	12	7.5%	22.5%	30%
□ Total	9	31	40	22.5%	77.5%	100%
10. What was your biggest frustration when working for your former school district?						
□ Lack of Parental Support	2	5	7	5%	12.5%	17.5%
□ Student Discipline	3	13	16	7.5%	32.5%	40%
□ School Climate	3	2	5	7.5%	5%	12.5%
□ Lack of Teacher Input		2	2		5%	5%
□ Other (please specify)	1	9	10	2.5%	22.5%	25%
□ Total	9	31	40	22.5%	77.5%	100%

Table 4 cont'd

Codes – District 1 = Surry County, District 2 = Franklin City

Question	District		Total	Frequency		Total
	1	2		1	2	
12. Please state one factor (if any) that would have changed your decision to leave the school district.						
□ More Salary		4	4		10%	10%
□ More Teacher Input	1	1			2.5%	2.5%
□ Better Student Discipline	1	9	10	2.5%	22.5%	25%
□ More Parental Support	1		1	2.5%		2.5%
□ Other	7	17	24	17.5%	42.5%	60%
□ Total	9	31	40	22.5%	77.5%	100%

discipline was the biggest frustration indicated by teachers. Responses to question 10 under other included number of at-risk students, student accountability, micromanagement, increasing demands, inclusion, number of meetings and lack of an appropriate curriculum and lack of equipment. Question 12 data revealed that the factor selected by teachers by majority percentage that would have changed their decisions to leave was other. Various responses were given to question 12 under other including promotion opportunities, non-renewal, retirement, inclusion, teaching at a different grade level, lack of planning time and full-time employment.

Research Question Two: *What are the major challenges that impact teacher attrition in two small school districts in Southeastern Virginia as perceived by teachers who left both school districts?* Descriptive statistics, including cross tabulation and frequency of

survey responses to question 11 were used to identify the major challenges that impact teacher attrition in the Franklin City and Surry County school districts as perceived by teachers who left both school districts. Question 11 specifically correlates to the major challenges identified by teachers who left both school districts. Table 5 illustrates the responses to question 11. Question 11 data revealed that the major challenges that affect teacher retention as perceived by teachers who left both school districts were geographical location, other and salary. A further breakdown by district showed that the major challenges identified by teachers in Surry County were geographical location, followed by salary. The major challenges identified by teachers from Franklin City were other with emphasis on student discipline and administrative support, followed by geographical location.

Research Question Three. *What are the characteristics of those who entered the teaching profession and then left two small school districts in Southeastern Virginia?* Descriptive statistics, including cross tabulation and frequency of survey responses to questions 1, 2, and 3 were used to identify the characteristics of those who entered the teaching profession and then left the Franklin City and Surry County school districts. Questions 1, 2, and 3 specifically correlate to the characteristics of those who entered the teaching professions and then left both school districts. Table 6 illustrates the responses to questions 1, 2, and 3. Question 1 data revealed that the major reason indicated by teachers who chose to enter the teaching profession and then left both school districts was impacting the lives of children. Question 2 data revealed that a slight majority of the teachers who left had not gone through student teaching as opposed to those who went through student teaching. Question 3 data revealed that more teachers had teachers in their families as opposed to those who didn't have teachers in their families by a

Table 5

Cross tabulation and Frequency of Responses to Survey Question 11

Codes – District 1 = Surry County, District 2 = Franklin City

Question	District		Total	Frequency		Total
	1	2		1	2	
11. What do you see as the biggest challenge for your former school district in retaining teachers?						
□ Size of District	1	2	3	2.5%	5%	7.5%
□ Geographical Location	5	11	16	12.5%	27.5%	40%
□ Salary	2	6	8	5%	15%	20%
□ Other (please specify)	1	12	13	2.5%	30%	32.5%
□ Total	9	31	40	22.5%	77.5%	100%

margin of 15%.

Research Question Four. *What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?* Descriptive statistics, including cross tabulation and frequency of survey responses to questions 4, 5, 6 and 9 were used to identify the race/ethnicity, the types of licenses held and the disciplines taught by teachers who left the Franklin City and Surry County school districts after the 2007-2008 school year. Questions 4, 5, and 6 specifically correlate to the types of licenses held and disciplines taught by the teachers who left both school districts. Question 9 correlates to the race/ethnicity of teachers who left both school districts. Table 7 illustrates the responses to questions 4, 5, 6 and 9. Question 4 data revealed that the majority of teachers who left both school districts held

Table 6

Cross tabulation and Frequency of Responses to Survey Questions 1, 2 and 3

Codes – District 1 = Surry County, District 2 = Franklin City

Question	District		Total	Frequency		Total
	1	2		1	2	
1. What was the major reason you decided to become a teacher?						
□ Impacting the lives of children	8	20	28	20%	50%	70%
□ Making a societal difference		2	2		5%	5%
□ Job allows time for family	1	7	8	2.5%	17.5%	20%
□ Salary						
□ Other		2	2		5%	5%
□ Total	9	31	40	22.5%	77.5%	100%
2. How many semesters of student teaching did you complete in your undergraduate or graduate experience?						
□ 0 semesters	5	16	21	12.5%	40%	52.5%
□ 1 semester	4	12	16	10%	30%	40%
□ 2 or more semesters		3	3		7.5%	7.5%
□ Total	9	31	40	22.5%	77.5%	100%
3. How many other teachers are in your family?						
□ 0 teachers	4	13	17	10%	32.5%	42.5%
□ 1 teacher	1	6	7	2.5%	15%	17.5%
□ 2 teachers	1	2	3	2.5%	5%	7.5%
□ 3 or more teachers	3	10	13	7.5%	25%	32.5%
□ don't know						
□ Total	9	31	40	22.5%	77.5%	100%

Table 7

Cross tabulation and Frequency of Responses to Survey Questions 4, 5, 6 and 9

Codes – District 1 = Surry County, District 2 = Franklin City

Question	District		Total	Frequency		Total
	1	2		1	2	
4. What type of teaching license did you or do you currently hold?						
□ Provisional	1	6	7	2.5%	15%	17.5%
□ Collegiate Professional	5	13	18	12.5%	32.5%	45%
□ Postgraduate Professional	3	9	12	7.5%	22.5%	30%
□ Technical Professional		2	2		5%	5%
□ Conditional		1	1		2.5%	2.5%
□ Total	9	31	40	22.5%	77.5%	100%
5. What area(s) are you endorsed to teach in?						
□ Reading/Language Arts		3	3		7.5%	7.5%
□ Mathematics		5	5		12.5%	12.5%
□ Science		3	3		7.5%	7.5%
□ History/Social Science	1	3	4	2.5%	7.5%	10%
□ Fine Arts	1	1	2	2.5%	2.5%	5%
□ Special Education	3	10	13	7.5%	25%	32.5%
□ Other	4	6	10	10%	15%	25%
□ Total	9	31	40	22.5%	77.5%	100%
6. What subject(s) did you teach?						
□ Reading/Language Arts		3	3		7.5%	7.5%
□ Mathematics		5	5		12.5%	12.5%
□ Science		3	3		7.5%	7.5%
□ History/Social Science	1	3	4	2.5%	7.5%	10%
□ Fine Arts	1	1	2	2.5%	2.5%	5%
□ Special Education	3	10	13	7.5%	25%	32.5%
□ Other	4	6	10	10%	15%	25%
□ Total	9	31	40	22.5%	77.5%	100%

Table 7 cont'd

Codes – District 1 = Surry County, District 2 = Franklin City

Question	District		Total	Frequency		Total
	1	2		1	2	
9. What is your race?						
□ American Indian or Alaskan Native						
□ Asian or Pacific Islander		1	1		2.5%	2.5%
□ Hispanic						
□ Black, not of Hispanic origin	5	8	13	12.5%	20%	32.5%
□ White, not of Hispanic origin	4	22	26	10%	55%	65%
□ Other (please specify)						
□ Total	9	31	40	22.5	77.5%	100%

standard licenses. Questions 5 and 6 data revealed that the discipline of special education had the highest numbers of teachers who left both school districts. Question 9 data revealed that the largest percentage of teachers who left the districts were White.

Electronic Data Results

As stated previously, the researcher received information sent electronically from the Franklin City and Surry County school districts. The information received from each district included name of school district, total number of teachers in each school district, specific subjects taught or building/grade level, years of teaching experience, license type, race/ ethnicity, gender, number of teachers who remained and number of teachers who resigned, retired, were non-renewed or passed away. Appendix Q shows the data that were submitted by both school districts. The data in Appendix Q represent the total teaching population for both school districts.

Table 8 illustrates the cross tabulation of teachers who left Surry County and Franklin City by race/ethnicity, gender, subject-area, years of experience, and licensure. These data reflect the entire sample (54) of teachers combined from both districts who did not return to the districts after the 2007-2008 school year. This was part of the raw data submitted electronically by both school districts. These data in Table 8 revealed the largest numbers of teachers who left Surry County and Franklin City combined were as follows: Subject-area (13 at special education = 24%), Licensure (39 at standard = 72%), Years of Experience (29 at 0-5 years = 54%), Race/ Ethnicity (36 at White = 67%), and Gender (37 at female = 69%). These data in parentheses depict the percentage of teachers who left in each category as measured against the total sample (54) of those who left. The data received electronically reflect differences from the survey response data regarding licensure, subject-area and race/ethnicity. The survey data reflect 77% (40 of 52) of the total sample of teachers who left, but the electronic data represent 100% (54 of 54) of the sample of teachers who left.

Table 9 illustrates the cross tabulation of teachers who left the Franklin City and Surry County school districts after the 2007-2008 school year due to resignation, non-renewal, retirement or death. This was part of the raw data (Appendix Q recoded) submitted electronically by both school districts. Surry County had 13 teachers who resigned, two teachers who retired, three teachers who were non-renewed and two teachers who passed away. Franklin City had 27 teachers who resigned, three teachers who retired and four teachers who were non-renewed. These data show that the majority of the 54 teachers combined from both school districts who left after the 2007-2008 school year resigned (40 = 74%) followed by non-renewal (7 = 13%), retirement (5 = 9%) and death (2 = 4%).

Table 10 illustrates the cross tabulation of the total teaching population in Surry

Table 8

Cross tabulation of Teachers who left Surry County and Franklin City by subject-areas, licensure, years of experience, race and gender

	District		
	(Surry County)	(Franklin City)	Total
Subject-areas			
1.(English & History)	4	6	10
2 (Math &Science)	2	10	12
3 (Special Ed.)	3	10	13
4 (Elementary)	5	2	7
5 (Other)	6	6	12
Total	20	34	54
Licensure			
1 (Standard)	14	25	39
2 (Provisional)	6	9	15
Total	20	34	54
Years of Experience			
1 (0-5 yrs.)	10	19	29
2 (6-15 yrs.)	7	10	17
3 (16-25 yrs.)	1	1	2
4 (26 yrs. & up)	2	4	6
Total	20	34	54
Race			
1 (Black)	8	8	16
2 (White)	11	25	36
3 (Other)	1	1	2
Total	20	34	54
Gender			
1 (Female)	14	23	37
2 (Male)	6	11	17
Total	20	34	54

Table 9

Cross tabulation of Teachers who left Surry County and Franklin City by resignation, retirement, non-renewal or death

	District		
	(Surry County)	(Franklin City)	Total
1.(Resigned)	13	27	40
2 (Retired)	2	3	5
3 (Non-renewed)	3	4	7
4 (Death)	2	0	2
Total	20	34	54

County and Franklin City by race/ethnicity, gender, subject-areas, years of experience, licensure and retention. These data reflect the total (240) population of teachers combined from both districts. These data in Table 9 revealed that the largest number of teachers by percentage in each category subset were as follows: Subject –area (77 at elementary = 32%), Licensure (214 at standard = 89%), Years of Experience (84 at 0-5 years = 35%), Race/Ethnicity (128 at White = 53%), Gender (199 at female = 82%) and Retained (186 at yes = 77.5%).

Table 10

Total Population School Districts Cross tabulation by subject- areas, licensure, years of experience, race, gender, and those who stayed or left

	District		
	(Surry County)	(Franklin City)	Total
Subject-areas			
1 (English & History)	14	16	30
2 (Math &Science)	19	16	35
3 (Special Ed.)	13	22	35
4 (Elementary)	33	44	77
5 (Other)	33	30	63
Total	112	128	240
Licensure			
1 (Standard)	103	111	214
2 (Provisional)	9	17	26
Total	112	128	240
Years			
1 (0-5 yrs.)	42	42	84
2 (6-15 yrs.)	29	46	75
3 (16-25 yrs.)	12	15	27
4 (26 yrs. & up)	29	25	54
Total	112	128	240
Race			
1 (Black)	63	42	105
2 (White)	46	82	128
3 (Other)	3	4	7
Total	112	128	240
Gender			
1 (Female)	91	108	199
2 (Male)	21	20	41
Total	112	128	240

Table 10 cont'd

	District		Total
	(Surry County)	(Franklin City)	
Yes (stayers)	92	94	186
No (leavers)	20	34	54
Total	112	128	240

Note: Other under subject-areas include Career & Technical Education, Foreign Languages, Health & PE, Instrumental Music, Choral Music, Media Specialists, JROTC, Guidance Counselors, Art, Alternative Education, and Instructional Technology Resource teachers.

Chapter Four Summary

Data were collected and analyzed on the factors that impact teacher attrition in Surry County Public Schools and Franklin City Public Schools. These data were collected through survey responses of teachers who left both school districts after the 2007-2008 school year and total teaching population information sent electronically from both school districts. Surveys were mailed to 52 teachers who left both school districts after the 2007-2008 school year to identify the reasons why they left, to identify the challenges that both school districts face when trying to retain teachers as seen by those who left both districts and to identify the characteristics of those who entered the teaching profession and then left. The surveys yielded a return response rate of 77% (40 of 52). The total sample of teachers who left was 54, but only 52 surveys were mailed due to the death of two teachers during the 2007-2008 school year. These data collected electronically did account for all 54 teachers in the total sample.

Results from the study revealed that a variety of reasons for leaving were given by the teachers who left both school districts, but a major reason given for leaving was student discipline. The biggest challenge that both school districts face when trying to retain teachers as perceived by teachers who left was geographical location. Of the 54 teachers who left both school districts, the majority were White and female. The majority of teachers who left both school districts combined had five years or less of total teaching experience. The majority of the teachers who left indicated they entered the teaching profession with the desire to impact the lives of children. Further discussion regarding the findings in this chapter occurs in chapter five.

CHAPTER FIVE

FINDINGS, IMPLICATIONS FOR PRACTICE, LIMITATIONS/DELIMITATIONS, RECOMMENDATIONS FOR FUTURE RESEARCH AND PERSONAL REFLECTIONS

Introduction

Teacher attrition is a problem that many school districts across this nation are faced with on a yearly basis. Many school districts are having major difficulty retaining the very best educators. The purpose of this study was to identify the factors that impact teacher attrition in two small school districts in Southeastern Virginia. This study through survey responses gathered data from teachers who left both districts after the 2007-2008 school year on the factors that impacted their decisions to leave and the challenges they perceived both school districts face that impact teacher attrition. Other data from the survey responses identified characteristics of the teachers who left both school districts after the 2007-2008 school year. Additionally, 2007-2008 demographic data on the total teacher population in both school districts were collected from the Human Resources departments of both school districts. This chapter is divided into five sections. These five sections include a discussion of findings, implications for practice, limitations/delimitations, recommendations for future research and personal reflections.

These data collected for this study were used to answer the research questions. The research questions were as follows:

1. What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?
2. What are the major challenges that impact teacher attrition in two small school

districts in Southeastern Virginia as perceived by teachers who left both school districts?

3. What are the characteristics of those who entered the teaching profession and then left two small school districts in Southeastern Virginia?
4. What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?

Findings (Survey Data)

This study found that the majority of teachers in the two small school districts were satisfied with working in the schools or districts. Data from this study revealed that 75% of teachers who left combined from both school districts indicated that they were either somewhat satisfied or very satisfied with their schools or districts. A breakdown by district showed that five (56%) of nine teachers in Surry County were somewhat satisfied or very satisfied with their school or district. Twenty-five (81%) of 31 teachers in Franklin indicated they were somewhat satisfied or very satisfied with their school or district. These data found in this study are similar to the data found in the MetLife (2006) study that also found that more than half (56%) of teachers were satisfied with their careers.

This study found that teachers who left Franklin City indicated student discipline and administrative support were major challenges. In contrast, the survey responses from teachers in Surry County did not indicate student discipline and administrative support being major challenges. The Schwartzbeck et al. (2003) and Hammer et al. (2005) studies also did not indicate student discipline and administrative support as being major challenges.

This study found that the majority of teachers in the two small school districts indicated student discipline was their biggest frustration. Data from this study revealed that

40% of teachers combined from both districts indicated student discipline was their biggest frustration. A breakdown by district showed that three (33%) of nine teachers in Surry County indicated student discipline was their biggest frustration. It is interesting to note that survey responses from teachers in Surry County did not indicate student discipline as being a major challenge, but did indicate student discipline as being their biggest frustration. Thirteen (42%) of 31 teachers in Franklin indicated student discipline was their biggest frustration. These data show that a larger percentage of teachers in Franklin City viewed student discipline as being a bigger problem than teachers in Surry County. These data found in this study are similar to the data found in the MetLife (2006) study that also cited a reason for leaving by teachers was student discipline.

This study found that the majority of teachers who left the two small school districts indicated geographical isolation was the biggest challenge that impacted teacher attrition. Data from this study revealed that geographical isolation (40%) was the number one survey response of teachers who left both school districts. A breakdown by district showed that five (56%) of nine teachers in Surry County indicated geographical isolation was the biggest challenge impacting teacher attrition. Eleven (35%) of 31 teachers in Franklin City indicated geographical isolation was the biggest challenge impacting teacher attrition. These data in this study are also similar to the data found in the Schwartzbeck et al. (2003) and Hammer et al. (2005) studies that also indicated that a great challenge for rural school districts was geographical isolation.

This study found that salary was a challenge reported by teachers who left the two small school districts that impacts teacher attrition. Data from this study revealed that 20% of teachers who left both school districts indicated salary was a challenge. A breakdown by

district showed that two (22%) of nine teachers in Surry County indicated salary was a challenge. Six (19%) of 31 teachers in Franklin City indicated salary was a challenge. These data found in this study are also similar to the data found in the Schwartzbeck et al. (2003) and Hammer et al. (2005) studies which indicated that salary was a big challenge for rural school districts that impacts teacher attrition.

This study found that the majority of teachers who left the two small school districts entered the teaching profession to impact the lives of children. Data from this study revealed that impacting the lives of children (70%) was the number one survey response from teachers who left the Franklin City and Surry County Schools' districts. A breakdown by district showed that eight (89%) of nine teachers in Surry County chose impacting the lives of children as the reason they entered teaching. Twenty (65%) of 31 teachers in Franklin City chose impacting the lives of children as the reason they entered teaching. These data found in this study are similar to the data found in the King (1993) study that revealed through survey responses (73%) that contributing to the betterment of society by impacting the lives of young people was a major reason for entering the teaching profession.

This study found that teachers who left the two small school districts indicated that teaching allows time for family as being another reason for entering the teaching profession. Data from this study revealed that the job allows time for family (20%) was the second highest survey response from teachers who left the Franklin City and Surry County Schools' districts. A breakdown by district showed that one (11%) of nine teachers in Surry County chose teaching because it allows time for family as the reason he/she entered teaching. Seven (23%) of 31 teachers in Franklin City chose teaching because it allows time for family as the reason they entered teaching. These data found in this study are similar to

the data found in the Farkas et al. (2000) study which also revealed through survey responses (81%) that teaching allows time for family was a major reason for entering the teaching profession. Teaching allows time for family was also the second highest survey response in the Farkas et al. (2000) study.

This study found that the majority of teachers who left the two small school districts had not done student teaching. Data from this study revealed that 52.5% of survey respondents did not have student teaching experience. A breakdown by district showed that five (56%) of nine teachers in Surry County did not have student teaching experience. Sixteen (52%) of 31 teachers in Franklin City did not have student teaching experience. Many public school teachers have gone through traditional teacher preparation programs to become teachers. The state of Virginia has several methods in which one may obtain a teaching license without having to go through student teaching. These include one year of successful classroom teaching experience in lieu of student teaching, experiential learning, career switcher programs and alternative licensure options (Virginia Department of Education, 2007).

This study found that the majority of teachers who left the two small school districts had one or more teachers in their families. Data from this study revealed that 57.5% of survey respondents had one or more teachers in their families. A breakdown by district showed that five (56%) of nine teachers in Surry County had one or more teachers in their families. Eighteen (58%) of 31 teachers in Franklin City had one or more teachers in their families. These data from this study revealed that having teachers in one's family does not necessarily have an impact on reducing teacher attrition.

This study found other reasons cited by teachers who left both school districts

included lack of teacher input, lack of an appropriate curriculum, lack of equipment and lack of parental and administrative support. These data are similar to the data found in the Johnson and Birkeland (2003) and MetLife (2006) studies. The Johnson and Birkeland (2003) study indicated that factors cited by teachers who either moved from one school district to another or left the profession entirely included poor working conditions and inadequate support. The MetLife (2006) study indicated reasons for leaving cited by teachers included professional prestige, lack of resources, being ill-prepared to work with children of varying abilities, lack of teacher input in decision making and lack of parental and administrative support.

This study found that special education teachers had the highest rate of attrition when comparing by disciplines of those who left after the 2007-2008 school year. Specifically, 13 of 40 survey respondents who left both school districts taught special education. These data are similar to the data found in the Schwartzbeck et al. (2003) and Hammer et al. (2005) studies which both indicated the academic discipline that posed the greatest staffing challenge for rural areas is special education.

Findings (Electronic Data)

This study found that White teachers left both school districts at a rate disproportionate to the percentage of Whites in the overall population of teachers. Whites accounted for 53% (128 of 240) of the overall teaching population, but left at a 69% (37 of 54) rate. This also held true when broken down by individual school district. These data revealed that White teachers had a higher rate of attrition in both school districts than any other race/ethnicity. The numbers of Whites who left both school districts included all reasons for leaving such as those who retired, were non-renewed or may have gone to other

school districts. In contrast, the NCES (2007) study found that Blacks (11.0%) left the teaching profession more frequently than Whites (8.2%) or any other race/ ethnicity.

This study found that the majority of the total teacher population in Surry County was Black. Data from this study revealed that 56% (63 of 112) of the total teaching population in Surry County was Black. This means that Surry County had more Black (56%) teachers than teachers from any other race/ethnicity. These data are in sharp contrast to the total teacher population data for Franklin City as well as specific studies discussed in the review of literature on the overall racial makeup of the American teaching labor force. The total teaching population data for Franklin City revealed that 64% (82 of 128) teachers in the district were White. The Rong and Preissle (1997) study and the NCES (2007) study found that minorities were underrepresented in the American teaching labor force. Education Commission of the States' (2005) study indicated the nation's teaching workforce was predominantly White (86%).

This study found that male teachers left both school districts at a rate disproportionate to the percentage of males in the overall population of teachers. Males accounted for 17% (41 of 240) of the overall teaching population, but left at a 31% (17 of 54) rate. This also held true when broken down by individual school district. These data revealed that male teachers had a higher rate of attrition in both school districts than any other race/ethnicity. These data found in this study are similar to the data found in the NCES (2007) study that also found males as compared to females had the highest rate of teacher attrition when comparing to the overall teaching population by gender. Specifically, 126,000 (16%) of 787,700 male teachers in the NCES (2007) study either moved to other school females who either moved to other school districts or left the teaching profession .

This study found that the majority of teachers combined in the two small school districts were female. These data from this study revealed that the school districts combined percentage of female teachers in Franklin City and Surry County was 83% (199 of 240). These data in this study are also similar to that of the NCES (2007) study that found females accounted for 76% (2,431,200 of 3,214,900) of the American teacher labor force. The Broughman and Rollefson (2000), Flyer and Rosen, (1997) and Henke et al. (2000) studies found that the majority of individuals in the teaching profession were female. This means that male teachers were vastly underrepresented in the total teaching population in this study as well as in the studies from the review of literature.

This study found that Franklin City and Surry County had a combined teacher attrition rate of 22.5% for the 2007-2008 school year. Data from this study regarding teacher retention in the two small school districts are illustrated in Table 10. A breakdown by district showed that Surry County had a teacher attrition rate of 18% (20 of 112 left) after the 2007-2008 school year. Franklin City had a teacher attrition rate of 27% (34 of 128 left) after the 2007-2008 school year. These data found in this study revealed that Surry County and Franklin City had higher teacher attrition rates (meaning lower retention rates) than the Virginia state (16%) teacher attrition rate as reported by Alliance for Excellent Education (2005) and the national (16.5%) teacher attrition rate as shown in the NCES (2007) study.

This study found that provisionally licensed teachers left both school districts at a rate disproportionate to the percentage of provisionally licensed teachers in the overall population. Provisionally licensed teachers accounted for 9% (21 of 240) of the overall teaching population, but left at a 17% (9 of 54) rate. This also held true when broken down by individual school district. These data revealed that provisionally licensed teachers had a

higher rate of attrition in both school districts than teachers who held standard licenses. These data found in this study are similar to the data found in the NCES (2007) study which also revealed that a higher percentage (23%) of teachers in the American teacher labor force that either moved from one school district to another or left the teaching profession altogether held provisional licenses (47,200 of 206,700) as opposed to teachers (15 %) who held standard licenses (434,900 of 2,814,900).

This study found that the majority (54%) of teachers (29 of 54) who left the two small school districts after the 2007-2008 school year combined had five years or less of total teaching experience. The total population of teachers combined from both school districts also revealed that the largest percentage of teachers (35%) in teaching span was those who had five years or less of total teaching experience. Data from this study regarding years of experience of those who left the two small school districts are illustrated in Table 11. A breakdown by district showed that Surry County had 50% (10 of 20) of teachers who left had five years or less of total teaching experience. Franklin City had 56% (19 of 34) of teachers who left had five years or less of total teaching experience. These data found in this study are similar to the data found in the studies (Kirby & Grissmer, 1993; Mark & Anderson, 1977; Rabinowitz & Crawford, 1960; Schlecty & Vance, 1981 & Hanushek et al., 2001) that also showed that the highest rate of teacher attrition occurred in those teachers who had five years or less of total teaching experience.

Table 11

School Districts Cross tabulation with Percentages within Selected Subgroups

	District					
	(Surry County)		(Franklin City)		Total	
Attrition Rate						
Stayers	(82%)	92	(73%)	94	(77.5%)	186
Leavers	(18%)	20	(27%)	34	(22.5%)	54
Total	(100%)	112	(100%)	128	(100%)	240
Licensure						
1 (Standard)	(92%)	103	(87%)	111	(89%)	214
2 (Provisional)	(8%)	9	(13%)	17	(11%)	26
Total	(100%)	112	(100%)	128	(100%)	240
Licensure of teachers who left						
1 (Standard)	(70%)	14	(74%)	25	(72%)	39
2 (Provisional)	(30%)	6	(26%)	9	(28%)	15
Total	(100%)	20	(100%)	34	(100%)	54
Years of Experience of teachers who left						
1 (0-5 yrs.)	(50%)	10	(56%)	19	(54%)	29
2 (6-15 yrs.)	(35%)	7	(29%)	10	(31%)	17
3 (16-25 yrs.)	(5%)	1	(3%)	1	(4%)	2
4 (26 yrs. & up)	(10%)	2	(12%)	4	(11%)	6
Total	(100%)	20	(100%)	34	(100%)	54

Implications for Practice

The following depicts implications for practice as a result of this study.

1. School districts should annually communicate (surveys, exit interviews, etc.) with all teachers (including leavers and stayers) to gauge their levels of satisfaction with their schools or districts. The studies in the review of literature (Giacometti, 2005; Johnson & Birkeland, 2003; & McKinney et al., 2007) revealed through analysis of survey responses the reasons why teachers stayed, moved or left their respective schools or districts. The survey responses from this study revealed reasons why teachers left both school districts. School districts must continuously analyze what their teachers are saying and establish open lines of communication for teachers regarding the positives as well as the negatives. School districts will be better equipped to address the problem of teacher attrition and develop viable educational practices that improve their teacher retention efforts if they know why their teachers choose to enter the profession of teaching in addition to knowing why they stay or leave.

2. School districts should continuously conduct staff development that includes mentoring, classroom management, student discipline, and administrative (principals and assistant principals) support, especially for those teachers who have five years or less of total teaching experience. The results from this study and studies discussed in the review of literature (MetLife, 2006; Ingersoll & Smith, 2003; Kirby & Grissmer, 1993; Mark & Anderson, 1977; Rabinowitz & Crawford, 1960; Schlecty & Vance, 1981; & Hanushek et al., 2001) found that the highest rate of teacher attrition occurred in those teachers who had five years or less of total teaching experience, and that student discipline and lack of administrative support were factors cited by teachers that impacted their decisions to leave their respective school

districts.

3. Small and rural school districts should continuously emphasize to their local Boards of Supervisors or City Councils the importance of offering competitive salaries that match or exceed the salaries of their larger urban and suburban counterparts. The results from this study and studies discussed in the review of literature (Schwartzbeck et al., 2003; & Hammer et al., 2005) found that geographical location and low salaries were major challenges that impacted teacher attrition in small and rural school districts.

4. School districts should continuously place emphasis on bringing to the districts those teachers who have gone through teacher preparation programs in their undergraduate or graduate courses of study whenever possible. Although the state has various routes to licensure, this study found that higher teacher attrition rates existed among teachers who do not go through a traditional teacher preparation program. This could be an underlying factor that increases teacher attrition.

5. School districts that serve high minority student populations should place greater emphasis on improving or developing strategies that improve their retention rates regarding White teachers. This study found that White teachers left both school districts at a disproportionate rate when comparing by race/ethnicity to the overall teaching population. This is in contrast to the NCES (2007) study that found Blacks (11.0%) left the teaching profession more frequently than Whites (8.2%) or any other race/ ethnicity.

6. School districts should constantly share best practices that have shown to have an impact on reducing attrition of minority teachers. This study found that Surry County had more minority teachers in their school district than any other race/ethnicity. In contrast, Franklin City and studies in the review of literature (Rong & Preissle, 1997; & Education Commission

of the States, 2005) found that Whites accounted for the largest percentage of teachers. This information shows that Surry County may have strategies that if shared could possibly help other school districts reduce their attrition rate of minority teachers.

7. School districts should place greater emphasis on improving or developing strategies that improve their retention rates regarding male teachers. The results from this study and the NCES (2007) study found that male teachers either moved from their school districts to other school districts or left the profession of teaching altogether more frequently than female teachers.

8. School districts should continuously place emphasis on bringing those teachers to the districts that have standard licenses whenever possible. This study and the NCES (2007) study found that higher teacher attrition rates existed among teachers who held provisional licenses as opposed to those who held standard licenses.

Limitations/Delimitations

Limitations to this type of methodology included a lack of flexibility by analyzing numbers, which gave a sense of rigidness. In addition, limitations to this study included having a small sample size and analyzing data from only two school districts. Limitations to this study also included having only a 50% return rate of teacher surveys from those who left the Surry County Public Schools district after the 2007-2008 school year.

Recommendations for Future Research

The following depicts recommendations for future research.

1. A similar study could be conducted that is expanded to include all small and rural school districts in Virginia to determine if other small and rural districts have similar challenges to the challenges that were found in this study regarding teacher attrition.

2. A study could be conducted that measures the impact teacher attrition has on schools or school districts abilities in meeting Adequate Yearly Progress (AYP) benchmarks as defined by "No Child Left Behind".

3. A study could be conducted that measures the impact the United States economy and state budget shortfalls have on teacher attrition. Both Surry County and Franklin City saw a decrease in teachers who left the school districts after the 2008-2009 school year as compared to the 2007-2008 school year. Specifically, Surry County had 20 (18%) teachers who left after the 2007-2008 school year, but only 14 (12.5%) left after the 2008-2009 school year (P. Barnes, personal communication, August 11, 2009). Franklin City had 34 (27%) teachers who left after the 2007-2008 school year, but only 22 (17%) left after the 2008-2009 school year.

4. Ongoing research could be conducted to determine if percentages of teachers leaving school districts increase due to the race/ethnicity of the students in the school districts. C. Kirabo Jackson (2009) conducted a study that studied patterns of teacher movement in the Charlotte-Mecklenburg (North Carolina) school system between 2002 and 2003 when the school district ended its policy on busing that promoted racial integration. The results of the study revealed that the schools that had an increase in Black student enrollment saw a decrease in highly qualified teachers, which was measured by years of experience and licensure. In comparison, this study found that the majority of teachers who left Surry County and Franklin City after the 2007-2008 school year had five years or less of total teaching experience. Surry County and Franklin City also had predominantly African-American student populations.

5. A study could be conducted to determine if minority teachers feel more comfortable working in school districts that serve predominantly minority student populations as opposed to school districts that serve predominantly non-minority student populations.
6. A follow-up study could be conducted on these two school divisions (Surry County and Franklin City) that illustrates annually the number of teachers who leave both school districts and go to other school districts or leave the teaching profession altogether.

Personal Reflections

I wanted to conduct this study on teacher attrition due to the fact that I currently serve in the capacity of assistant superintendent for human resources and administrative services in Franklin City Public Schools. I have seen a high attrition rate of teachers in the District over the past few years. Through empirical research, I wanted to determine if those factors identified in the review of literature that was said to impact teacher attrition had impact on teacher attrition in Franklin City and Surry County. In addition, I wanted to see if school districts with similar characteristics experienced similar challenges regarding teacher attrition.

After conducting this study, I was surprised to find that Surry County had a larger percentage of Black teachers than White teachers in the school district. This finding was in contrast to the percentage of Black teachers in Franklin City and the national research on percentages of teachers by race/ethnicity. I was also surprised to find that Franklin City had a significantly higher teacher attrition rate than Surry County. Overall, this experience has been rewarding and challenging, and has made me have an even greater appreciation for scholarly research. I really felt ownership of this study when I got to chapter four, where I was actually able to conduct this study and examine the results. In conclusion, I hope this

study can be used to guide educational practice and facilitate future research on teacher attrition.

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Appendix A

Cover Letter to District Superintendents

Dear Superintendent of Schools:

Teacher attrition is a major challenge that many school districts across this country are facing. Therefore, we are conducting a study on those factors that impact teacher attrition. We are asking for your support in using data from your district data on the total numbers of teachers during the 2007-08 school year. In addition, we are asking for permission to distribute a brief survey to those teachers who left your district after the 2007-08 school year. The information gained might help school districts understand the reasons for teacher attrition and develop strategies that will hopefully reduce annual teacher turnover.

All information will be kept confidential. In addition, we would be more than willing to answer any questions that you may have about this study. We can be contacted by email (clemonsw@vt.edu) or by phone (H-757-365-0678 or C-757-409-7717).

In closing, thank you for your assistance in this matter. Have a great day.

Sincerely,

Walter R. Clemons
Graduate Student
Virginia Polytechnic Institute and State University

Dr. Travis W. Twiford
Professor
Virginia Polytechnic Institute and State University

Appendix B

Franklin City Public Schools District Consent Form

Virginia Tech

Dear Superintendent of Schools:

This letter comes to thank you for your support of Walter R. Clemons in his effort to obtain the doctoral degree in Educational Leadership and Policy Studies from Virginia Polytechnic Institute and State University. Your signature below serves as approval for Mr. Clemons to collect and use the following information from your school district for the 2007-08 school year: name of district, total number of teachers, total teaching years, total teaching years worked in the school district, gender, race, license types, subject-areas taught, number of retirements, number of non-renewals and dismissals, number of resignations, total number of teachers retained, and contact information for all teachers that left after the 2007-08 school year. Again, your cooperation is greatly appreciated in this endeavor.

Sincerely,

Walter R. Clemons

Walter R. Clemons
Graduate Student

Dr. Travis W. Twiford
Professor
Virginia Polytechnic Institute and State University

Beverly W. Rabil

Superintendent's Signature

Appendix C

Surry County Public Schools District Consent Form

Virginia Tech

Dear Superintendent of Schools:

This letter comes to thank you for your support of Walter R. Clemons in his effort to obtain the doctoral degree in Educational Leadership and Policy Studies from Virginia Polytechnic Institute and State University. Your signature below serves as approval for Mr. Clemons to collect and use the following information from your school district for the 2007-08 school year: name of district, total number of teachers, total teaching years, total teaching years worked in the school district, gender, race, license types, subject-areas taught, number of retirements, number of non-renewals and dismissals, number of resignations, total number of teachers retained, and contact information for all teachers that left after the 2007-08 school year. Again, your cooperation is greatly appreciated in this endeavor.

Sincerely,

Walter R. Clemons

Walter R. Clemons
Graduate Student

Dr. Travis W. Twiford
Professor
Virginia Polytechnic Institute and State University

Superintendent's Signature

Appendix D

Cover Letter Number One to Teachers

Date: March 3, 2009

Dear Colleague:

My name is Walter R. Clemons, and I am currently a doctoral student in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University. My chairperson at Virginia Tech is Dr. Travis W. Twiford. In addition, I currently serve in the capacity of Assistant Superintendent for Human Resources and Administrative Services for Franklin City Public Schools, located in Franklin, Virginia.

Teacher attrition is a major challenge that many school districts across this country are facing. Therefore, we are conducting a study on those factors that impact teacher attrition. We are asking you to complete a brief survey (enclosed) to assist me in this study. You have been selected based on the fact that you left your teaching position in Franklin City or Surry County Public Schools after the 2007-08 school year. Answers from the study will hopefully help pinpoint those factors that have the most impact on teachers' decisions to leave their respective school districts. The information gained will hopefully help school districts understand the reasons for teacher attrition and possibly develop strategies that can help in reducing annual teacher turnover.

All information provided will be confidential. Your name will never be placed on the survey itself. The survey only consists of 12 questions that require checking the responses, and should take 5 minutes or less to complete. The survey will have an identification number only for mailing purposes and the monitoring of returns. A self-addressed, stamped envelope is enclosed for your convenience. We are asking that you please complete and return the survey by March 27, 2009. The success of this study is dependent on your timely participation.

We would be more than willing to answer any questions that you may have about this study. We can be contacted by email (clemonsw@vt.edu) or by phone (H-757-365-9678 or C-757-409-7717).

In closing, thank you for your assistance in this matter. Have a great day.

Sincerely,

Walter R. Clemons, Doctoral Student

Dr. Travis W. Twiford, Professor
Virginia Polytechnic Institute and State University

Appendix E

Cover Letter Number Two to Teachers

Date: April 3, 2009

Dear Colleague:

My name is Walter R. Clemons, and I am currently a doctoral student in the Educational Leadership and Policy Studies program at Virginia Polytechnic Institute and State University. My chairperson at Virginia Tech is Dr. Travis W. Twiford. In addition, I currently serve in the capacity of Assistant Superintendent for Human Resources and Administrative Services for Franklin City Public Schools, located in Franklin, Virginia.

We recently (March 3, 2009) sent you a survey on teacher attrition. We are resending the survey (enclosed) and asking you to complete it if at all possible. We are trying to obtain at least 10 additional surveys from the initial mailing to increase our sample population. Therefore, your assistance in this matter would be greatly appreciated. You have been selected based on the fact that you left your teaching position in Franklin City or Surry County Public Schools after the 2007-08 school year. Answers from the study will hopefully help pinpoint those factors that have the most impact on teachers' decisions to leave their respective school districts. The information gained will hopefully help school districts understand the reasons for teacher attrition and possibly develop strategies that can help in reducing annual teacher turnover.

All information provided will be confidential. Your name will never be placed on the survey itself. The survey only consists of 12 questions that require checking the responses, and should take 5 minutes or less to complete. The survey will have an identification number only for mailing purposes and the monitoring of returns. A self-addressed, stamped envelope is enclosed for your convenience. We are asking that you please complete and return the survey by April 15, 2009. The success of this study is dependent on your timely participation.

We would be more than willing to answer any questions that you may have about this study. We can be contacted by email (clemonsw@vt.edu) or by phone (H-757-365-9678 or C-757-409-7717).

In closing, thank you for your assistance in this matter. Have a great day.

Sincerely,

Walter R. Clemons, Doctoral Student

Dr. Travis W. Twiford, Professor
Virginia Polytechnic Institute and State University

Appendix F

Teacher Attrition Survey

Instructions: Please read each question carefully and fill in text box or answer as appropriate.

Please answer all questions.

1. What was the major reason you decided to become a teacher?

□ Impacting the lives of children

□ Making a societal difference

□ Job allows time for family

□ Salary

□ Other

2. How many semesters of student teaching did you complete in your undergraduate or graduate experience?

□ 0 semesters

□ 1 semester

□ 2 or more semesters

3. How many other teachers are in your family?

□ 0 teachers

□ 1 teacher

□ 2 teachers

□ 3 or more teachers

□ Don't know

4. What type of teaching license did you or do you currently hold?

□ Provisional

□ Collegiate Professional

□ Postgraduate Professional

□ Technical Professional

□ Conditional

5. What area(s) are you endorsed to teach in?

□ Reading/Language Arts

□ Mathematics

□ Science

□ History/Social Science

□ Fine Arts

□ Special Education

□ Other

6. What subject(s) did you teach?

□ Reading/Language Arts

□ Mathematics

□ Science

□ History/Social Science

□ Fine Arts

□ Special Education

□ Other

7. Please indicate your level of satisfaction with the school or school district.

□ Very Satisfied

□ Somewhat Satisfied

□ Somewhat Dissatisfied

□ Very Dissatisfied

8. Please indicate the top reason you chose to resign from the school district.

□ Overall Dissatisfaction with Teaching

□ Lack of Administrative Support

□ Student Discipline

□ Number of Teaching Preparations

□ Geographical Location

□ Salary

□ Other (please specify) _____

9. What is your race?

□ American Indian or Alaskan Native

□ Asian or Pacific Islander

□ Hispanic

□ Black, not of Hispanic origin

□ White, not of Hispanic origin

□ Other (please specify) _____

10. What was your biggest frustration when working for your former school district?

□ Lack of Parental Support

□ Student Discipline

□ School Climate

□ Lack of Teacher Input

□ Other (please specify) _____

11. What do you see as the biggest challenge for your former school district that affects teacher retention?

□ Size of District

□ Geographical Location

□ Salary

□ Other (please specify) _____

12. Please state one factor (if any) that would have changed your decision to leave the school district.

□ More Salary

□ More Teacher Input

□ Better Student Discipline

□ More Parental Support

□ Other (please specify) _____

Appendix G

Survey Validation Instrument One (October 13, 2008)

Dear Colleague:

Listed below are four research questions followed by 15 survey questions. This survey will be given to teachers who left two small school districts in Southeastern Virginia after the 2007-08 school year. Please read each survey question and then circle the corresponding number of the research question that is in alignment with the survey question. In addition, please indicate by circling the degree of clarity between the research question and the survey question. (VC – Very Clear; C – Clear; SC – Somewhat Clear; NC – Not Clear)

Research Questions:

1. What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?

2. What are the major challenges that impact teacher attrition in two small school districts in Southeastern Virginia as perceived by teachers who left both school districts?

3. What are the characteristics of those who entered the teaching profession and then left two small school districts in Southeastern Virginia?

4. What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?

Survey Questions

1. What made you decide to choose teaching as a profession?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Impacting the lives of children

□ Making a societal difference

□ Job allows time for family

□ Salary

□ Other

2. How long have you been in the teaching profession?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ 0 to 5 years

□ 6 to 10 years

□ 11 to 15 years

□ 16 or more years

3. What type of teaching license did you do you currently hold?

Relevance to Research Question : 1 2 3 4 or

Clarity - VC C SC NC

□ Provisional

□ Collegiate Professional

□ Postgraduate Professional

□ Technical Professional

□ Special Education Conditional

4. What areas are you endorsed to teach in?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Reading/Language Arts

□ Mathematics

□ Science

□ History/Social Science

□ Fine Arts

□ Special Education

□ Other

5. What building level assignment did you have?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Elementary

□ Middle

□ High

6. What subject(s) did you teach?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Reading/Language Arts

□ Mathematics

□ Science

□ History/Social Science

□ Fine Arts

□ Special Education

□ Other

7. How many years did you work for the school district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ 0 to 5 years

□ 6 to 10 years

□ 11 to 15 years

□ 16 or more years

8. What factors impacted your decision to work for the school district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Size of District

□ Geographical Location

□ Salary

□ Other (please specify) _____

9. Please indicate your level of satisfaction with the school or school district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Very Satisfied

□ Somewhat Satisfied

□ Somewhat Dissatisfied

□ Very Dissatisfied

10. Please indicate the top reason you chose to resign from the school district.

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Overall Dissatisfaction with Teaching

□ Lack of Administrative Support

□ Student Discipline

□ Number of Teaching Preparations

□ Geographical Location

□ Salary

□ Other (please specify) _____

11. What is your gender?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Male

□ Female

12. What is your race?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ American Indian or Alaskan Native

□ Asian or Pacific Islander

□ Hispanic

□ Black, not of Hispanic origin

□ White, not of Hispanic origin

□ Other (please specify) _____

13. Do you plan to stay in the teaching profession?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Yes

□ No

14. Are you currently teaching in another school district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Yes

□ No

15. Please state one factor (if any) that would have changed your decision to leave the school district.

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ More Salary

□ More Teacher Input

□ Better Student Discipline

□ More Parental Support

□ Other (please specify) _____

Appendix H

Survey Validation Instrument Two (November 3, 2008)

Dear Colleague:

Listed below are four research questions followed by 10 survey questions. This survey will be given to teachers who left two small school districts in Southeastern Virginia after the 2007-08 school year. Please read each survey question and then circle the corresponding number of the research question that is in alignment with the survey question. In addition, please indicate by circling the degree of clarity between the research question and the survey question. (VC – Very Clear; C – Clear; SC – Somewhat Clear; NC – Not Clear)

Research Questions:

1. What factors impacted teachers' decisions to leave two small school districts in Southeastern Virginia?

2. What are the major challenges that impact teacher attrition in two small school districts in Southeastern Virginia as perceived by teachers who left both school districts?

3. What are the characteristics of those who entered the teaching profession and then left two small school districts in Southeastern Virginia?

4. What impact does race/ethnicity, subject-area, years of experience and licensure have on teacher attrition in two small school districts in Southeastern Virginia?

Survey Questions

1. How many semesters of student teaching did you complete in your undergraduate or graduate study?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ 0 semesters

□ 1 semester

□ 2 or more semesters

2. What was your cumulative GPA upon graduating from college?

Relevance to Research Question: 1 2 3 4

Clarity - VC C SC NC

□ 3.0 – 4.0

□ 2.0 – 2.99

□ 1.0 – 1.99

3. How many other teachers are in your family?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ 0 teachers

□ 1 teacher

□ 2 teachers

□ 3 or more teachers

□ Don't Know

4. What was the major reason you decided to become a teacher?

Relevance to Research Question: 1 2 3 4

Clarity – VC C SC NC

□ Impacting the lives of children

□ Making a societal difference

□ Job allows time for family

□ Salary

□ Other

5. How would you classify the geographical area in which you grew up as a child?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Suburban

□ Urban

□ Rural

6. How would you classify your former school district?

Relevance to Research Question: 1 2 3 4

Clarity – VC C SC NC

□ Suburban

□ Urban

□ Rural

7. How important was the geographical location of your former school district to you when deciding to teach for the district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Very Important

□ Important

□ Somewhat Important

□ Not important

8. What was your biggest challenge when working for your former school district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Lack of Parental Support

□ Student Discipline

□ Lack of Administrative Support

□ Other (please specify)

9. What was your biggest frustration when working for your former school district?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Lack of Parental Support

□ Student Discipline

□ School Climate

□ Lack of Teacher Input

□ Other (please specify)

10. What do you see as the biggest challenge for your former school district that affects teacher retention?

Relevance to Research Question : 1 2 3 4

Clarity - VC C SC NC

□ Size of District

□ Geographical Location

□ Salary

□ Other (please specify) _____

Appendix I

Survey Validation Instrument One Alignment Results

Research Questions	1	2	3	4
Survey Questions				
1.	11 (85%)	0	0	2 (15%)
2.	0	0	5 (38%)	8 (62%)
3.	0	0	0	**13 (100%)**
4.	0	0	**2 (15%)**	**11 (85%)**
5.	1 (8%)	0	6 (46%)	6 (46%)
6.	0	0	0	**13 (100%)**
7.	0	0	3 (23%)	10 (77%)
8.	2 (15%)	6 (46%)	5 (38%)	0
9.	0	0	**11 (85%)**	**2 (15%)**
10.	0	0	**12 (92%)**	**1 (8%)**
11.	6 (46%)	0	0	7 (54%)
12.	0	0	0	**13 (100%)**
13.	0	0	**12 (92%)**	**1 (8%) (not used)**
14.	0	6 (46%)	4 (31%)	3 (23%)
15.	0	**2 (15%)**	**11 (85%)**	0

(Note: Percentages may not equal 100% in some instances due to rounding. Thirteen cohort members on 10/13/08).

Appendix J

Survey Validation Instrument Two Alignment Results

Research Questions	1	2	3	4
Survey Questions				
1.	**15 (88%)**	0	0	**2 (12%)**
2.	11 (65%)	0	6 (35%)	0
3.	**14 (82%)**	0	**3 (18%)**	0
4.	**17 (100%)**	0	0	0
5.	10 (59%)	4 (23%)	3 (18%)	0
6.	0	9 (53%)	8 (47%)	0
7.	6 (35%)	4 (23%)	7 (41%)	0
8.	0	12 (70%)	2 (12%)	3 (18%)
9.	0	**14 (82%)**	**3 (18%)**	0
10.	0	**15 (88%)**	**2 (12%)**	0

(Note: Percentages may not equal 100% in some instances due to rounding. Seventeen cohort members on 11/3/08).

Appendix K

Survey Validation Instrument One Clarity Results

Survey Questions	(VC) = 4	(C3) = 3	(SC) = 2	(NC) = 1	Clarity
1.	8 (62%)	2 (15%)	2 (15%)	1 (8%)	3.3
2.	11 (85%)	2 (15%)	0	0	3.6
3.	**9 (69%)**	**4 (31%)**	0	0	**3.6**
4.	**8 (62%)**	**5 (38%)**	0	0	**3.6**
5.	7(54%)	3 (23%)	1 (8%)	2 (15%)	3.1
6.	**9 (69%)**	**2 (15%)**	2 (15%)	0	**3.5**
7.	4 (31%)	6 (46%)	1 (8%)	2 (15%)	2.9
8.	5 (38%)	4 (31%)	3 (23%)	1 (8%)	3.0
9.	**4 (31%)**	**8 (62%)**	1 (8%)	0	**3.2**
10.	**8 (62%)**	**5 (38%)**	0	0	**3.6**
11.	8 (62%)	3 (23%)	1 (8%)	1 (8%)	3.3
12.	**10 (77%)**	**3 (23%)**	0	0	**3.7**
13.	**7 (54%)**	**4 (31%)**	**2 (15%)**	**0 (not used)**	**3.3**
14.	6 (46%)	3 (23%)	2 (15%)	2 (15%)	3.0
15.	**9 (69%)**	**3 (23%)**	1 (8%) 0		**3.6**

(Note: Percentages may not equal 100% in some instances due to rounding. Thirteen cohort members on 10/13/08).

Appendix L

Survey Validation Instrument Two Clarity Results

Survey Questions	(VC) = 4	(C) = 3	(SC) = 2	(NC) = 1	Clarity
1.	**8 (47%)**	**6 (35%)**	1 (6%)	2 (12%)	**3.1**
2.	5 (29%)	7 (41%)	3 (18%)	2 (12%)	2.8
3.	**9 (53%)**	**5 (29%)**	2 (12%)	1 (6%)	**3.2**
4.	**10 (59%)**	**6 (35%)**	1 (6%)	0	**3.5**
5.	6 (35%)	4 (23%)	6 (35%)	1 (6%)	2.8
6.	5 (29%)	8 (47%)	4 (23%)	0	3.0
7.	4 (23%)	12 (71%)	1 (6%)	0	3.1
8.	9 (53%)	5 (29%)	3 (18%)	0	3.3
9.	**5 (29%)**	**10 (59%)**	1 (6%)	1 (6%)	**3.1**
10.	**6 (35%)**	**8 (47%)**	2 (12%)	1 (6%)	**3.1**

(Note: Percentages may not equal 100% in some instances due to rounding. Seventeen cohort members on 11/3/08).

The numbers 1 through 4 beside Research Questions represent the four research questions. The numbers one through 15 (survey validation instrument one) or one through 10 (survey validation instrument two) under Survey Questions represents the number of survey questions. The bolded numbers with percentages represent the total number of cohort members who indicated that the alignment of a specific survey question to a specific research question was at or above 80%, and the clarity rating of each survey question was at or above 3.0. Therefore, only those questions from survey validation instruments one and two that had

an alignment rate at or above 80% and clarity rate at 3.0 or above minus number 13 on survey validation instrument one were used for the survey in Appendix F. The questions used from survey validation instrument one were numbers three, four, six, nine, ten, twelve, and fifteen. The questions used from survey validation instrument two were numbers one, three, four, nine, and ten.

Appendix M
(AAEE Table Consent Usage)

From: "Neil Shnider" <execdir@aaee.org>
To: <wclemons@franklincity.k12.va.us>
Date: 2/13/2009 6:16:30 PM
Subject: FW: Email permission for Charts Usage

AAEE is happy to support you in your doctorial work. Attached you will find the charts that you have requested. This permission is only to be used for the intended purpose and no other.
Good luck and thanks for contacting AAEE.

Neil Shnider, Executive Director

-----Original Message-----
From: AAEE-Abby Priedeman [mailto:office@aaee.org]
Sent: Friday, February 13, 2009 5:47 PM
To: 'Neil Shnider'
Subject: FW: Email permission for Charts Usage

Neil,

Please OK and forward to Walter Clemons whose email is below. Thanks.

Abby

-----Original Message-----
From: Walter Clemons [mailto:wclemons@franklincity.k12.va.us]
Sent: Friday, February 13, 2009 4:04 PM
To: office@aaee.org
Subject: Email permission for Charts Usage

To: Abby Priedeman

From: Walter R. Clemons

Dear Abby,

Thanks so much for taking time out of your schedule today to speak with me. I greatly appreciate it. Per our discussion, I need email approval to include the charts from the Educator Supply and Demand 2007 and 2008 Executive summaries (table 2) that explains the relative demand by field. This is for dissertation purpose only. My study involves investigating the national factors that impact teacher recruitment and retention for two small school districts in Southeastern Virginia. Your assistance in this matter will be greatly appreciated. In closing, thanks for your time and have a blessed day. Please feel free to contact me if you have any questions.

Sincerely,
Walter R. Clemons
Assistant Superintendent
Franklin City Public Schools
207 West Second Avenue
Franklin, VA 23851
Virginia Tech Doctoral Student
Blacksburg, VA
(757) 642-0742

Appendix N
(NCES Table Consent Usage)

ED.gov

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Last Modified 11/18/2004

Walter Clemons - Use of table from "Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow-up Survey" (NCES 2

From: "Gruber, Kerry" <Kerry.Gruber@ed.gov>
To: "'wclemons@franklincity.k12.va.us'" <wclemons@franklincity.k12.va.us>
Date: 2/26/2009 3:55:32 PM
Subject: Use of table from "Teacher Attrition and Mobility: Results from the 2004-05 Teacher Follow-up Survey" (NCES 2007-307)

Dear Mr. Clemons:

You requested permission to use one of the tables in the 2004-05 TFS report. That report is freely available on our website and all parts
of it are in the public domain. The only request is that you cite the report as the source. A suggested citation is given on the inside cover
page of the report.

Kerry Gruber
Project Director
Schools and Staffing Survey
National Center for Education Statistics
1990 K St. N.W. #9018
Washington, D.C. 20006
(202) 502-7349

Appendix O (IRB Approval)

VirginiaTech

Office of Research Compliance
Carmen T. Green, IRB Administrator
2000 Kraft Drive, Suite 2000 (0497)
Blacksburg, Virginia 24061
540/231-4358 Fax 540/231-0959
e-mail ctgreen@vt.edu
www.irb.vt.edu
FWA00000572(expires 1/20/2010)
IRB # is IRB00000667

DATE: February 19, 2009

MEMORANDUM

TO: Travis W. Twiford
Walter Clemons

FROM: Carmen Green

SUBJECT: **IRB Exempt Approval:** "A Study of Factors that Impact Teacher Recruitment and Retention for Two Small School Districts in Southeastern Virginia" , IRB # 09-130

I have reviewed your request to the IRB for exemption for the above referenced project. The research falls within the exempt status. Approval is granted effective as of February 19, 2009.

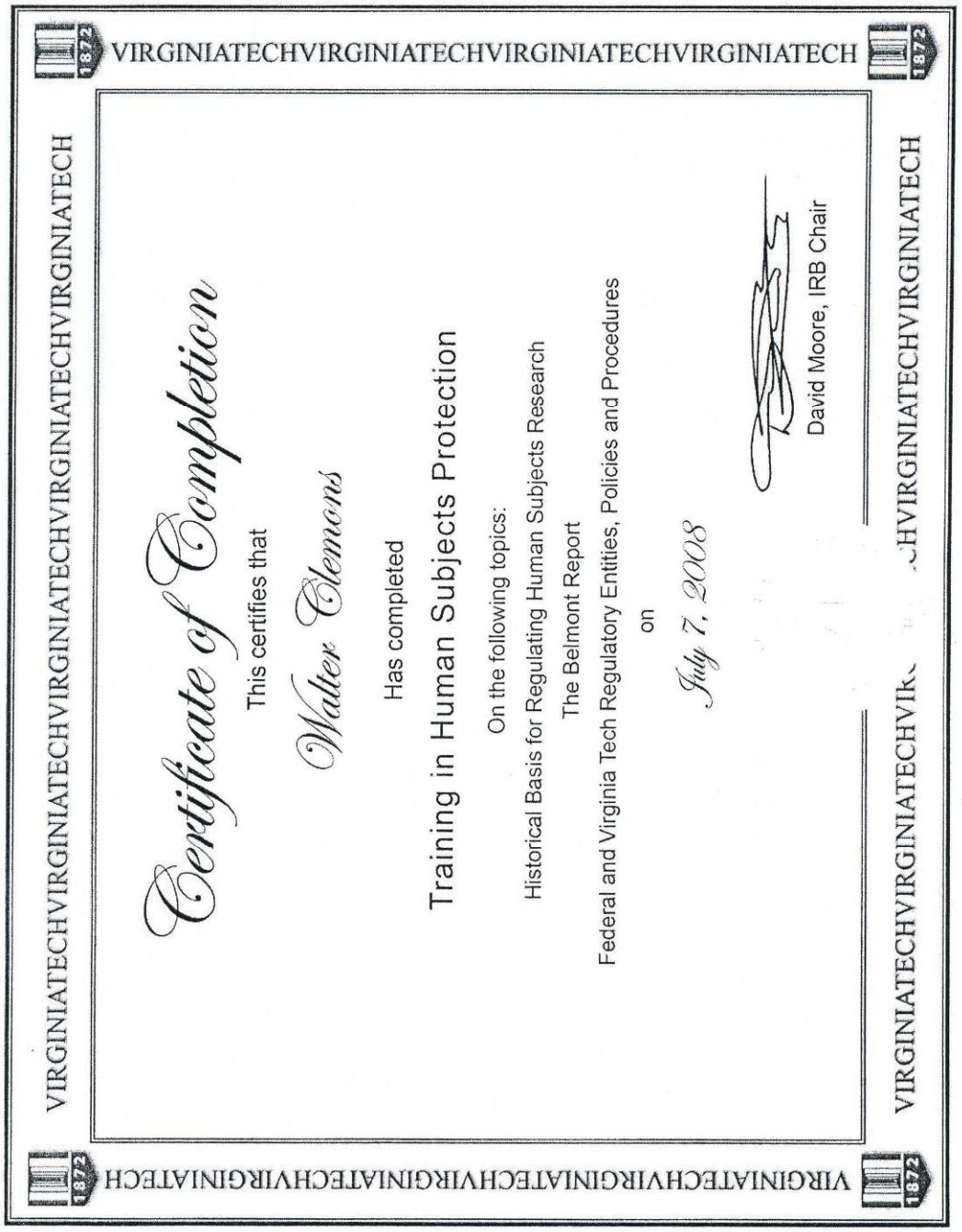
As an investigator of human subjects, your responsibilities include the following:

1. Report promptly proposed changes in the research protocol. The proposed changes must not be initiated without IRB review and approval, except where necessary to eliminate apparent immediate hazards to the subjects.

2. Report promptly to the IRB any injuries or other unanticipated or adverse events involving risks or harms to human research subjects or others.

cc: File

Appendix P (Human Subjects Training)



Appendix Q

(2007-2008 Recoded Electronic Teacher Data from Surry County and Franklin City)

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
1	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
2	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
3	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
4	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
5	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
6	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
7	*4*	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
8	*4*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
9	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
10	*4*	*2*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*1*
11	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
12	*4*	*2*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*1*
13	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
14	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
15	*4*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*1*
16	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
17	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
18	*4*	*1*	*4*	*1*	*1*	*2*	*2*	*1*	*1*	*1*
19	*4*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
20	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
21	*4*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
22	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
23	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
24	*4*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*1*
25	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
26	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
27	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
28	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
29	*4*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
30	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
31	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
32	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
33	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
34	*5*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
35	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
36	*1*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
37	*2*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
38	*5*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
39	*5*	*1*	*2*	*3*	*1*	*1*	*1*	*1*	*1*	*1*
40	*5*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
41	*1*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
42	*5*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
43	*2*	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*
44	*2*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
45	*5*	*1*	*2*	*1*	*1*	*2*	*1*	*1*	*2*	*1*
46	*5*	*1*	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
47	*5*	*1*	*3*	*2*	*2*	*1*	*1*	*1*	*1*	*1*
48	*2*	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*
49	*1*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
50	*2*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
51	*2*	*1*	*1*	*2*	*2*	*2*	*1*	*1*	*2*	*1*
52	*2*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
53	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
54	*5*	*1*	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
55	*1*	*1*	*2*	*2*	*2*	*2*	*1*	*1*	*2*	*1*
56	*1*	*1*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*
57	*2*	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*
58	*5*	*1*	*2*	*1*	*2*	*2*	*1*	*1*	*2*	*1*
59	*1*	*2*	*1*	*1*	*1*	*2*	*1*	*1*	*2*	*1*
60	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
61	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
62	*3*	*2*	*1*	*1*	*2*	*2*	*1*	*2*	*1*	*1*
63	*3*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
64	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
65	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
66	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
67	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
68	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
69	*3*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
70	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
71	*3*	*2*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*1*
72	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
73	*3*	*1*	*2*	*1*	*1*	*2*	*1*	*1*	*2*	*1*
74	*5*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
75	*5*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
76	*5*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
77	*5*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
78	*5*	*1*	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
79	*5*	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*
80	*5*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
81	*5*	*1*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
82	*5*	*1*	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
83	*5*	*1*	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
84	*5*	*1*	*2*	*3*	*1*	*2*	*1*	*1*	*2*	*1*
85	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
86	*2*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
87	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
88	*2*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
89	*2*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
90	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
91	*1*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
92	*5*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
93	*1*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
94	*2*	*1*	*2*	*2*	*2*	*1*	*1*	*1*	*1*	*1*
95	*2*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
96	*5*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
97	*1*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*1*
98	*1*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
99	*1*	*1*	*4*	*2*	*1*	*2*	*2*	*1*	*1*	*1*
100	*2*	*1*	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
101	*5*	*2*	*1*	*1*	*1*	*2*	*1*	*2*	*1*	*1*
102	*5*	*1*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
103	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
104	*2*	*1*	*2*	*2*	*2*	*2 **	*1*	*1*	*1*	*1*
105	*5*	*1*	*1*	*1*	*2*	*2*	*1*	*2*	*1*	*1*
106	*5*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
107	*5*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
108	*5*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*
109	*5*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
110	*5*	*1*	*4*	*1*	*1*	*2 **	*1*	*1*	*1*	*1*
111	*5*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*
112	*5*	*1*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*
1	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
2	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
3	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
4	*4*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
5	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
6	*4*	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
7	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
8	*3*	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
9	*3*	*2*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
10	*4*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
11	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
12	*4*	*1*	*4*	*2*	*1*	*2*	*2*	*1*	*1*	*2*
13	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
14	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
15	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
16	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
17	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
18	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
19	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
20	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
21	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
22	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
23	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
24	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
25	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
26	*4*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
27	*4*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
28	*4*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
29	*4*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
30	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
31	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
32	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
33	*3*	*1*	*1*	*1*	*1*	*2*	*1*	*1*	*2*	*2*
34	*4*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
35	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
36	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
37	*4*	*1*	*4*	*2*	*2*	*1*	*1*	*1*	*1*	*2*
38	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
39	*5*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
40	*3*	*2*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
41	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
42	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
43	*3*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
44	*3*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
45	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
46	*4*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
47	*3*	*2*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*2*
48	*4*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
49	*4*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
50	*4*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
51	*5*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
52	*3*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
53	*4*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*2*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
54	*4*	*1*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
55	*3*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
56	*5*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
57	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
58	*2*	*1*	*2*	*1*	*1*	*2*	*1*	*1*	*2*	*2*
59	*1*	*1*	*4*	*2*	*1*	*2*	*2*	*1*	*1*	*2*
60	*5*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
61	*5*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
62	*3*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
63	*1*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
64	*5*	*1*	*2*	*2*	*2*	*1*	*1*	*1*	*1*	*2*
65	*1*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
66	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
67	*2*	*1*	*2*	*1*	*1*	*2*	*1*	*1*	*2*	*2*
68	*2*	*1*	*2*	*2*	*2*	*2*	*1*	*2*	*1*	*2*
69	*5*	*1*	*4*	*2*	*2*	*1*	*1*	*1*	*1*	*2*
70	*2*	*1*	*2*	*3*	*2*	*2*	*1*	*1*	*2*	*2*
71	*1*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
72	*3*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
73	*1*	*1*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
74	*5*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
75	*3*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
76	*2*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
77	*3*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
78	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
79	*3*	*2*	*1*	*1*	*2*	*2*	*1*	*1*	*2*	*2*
80	*1*	*2*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
81	*3*	*2*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*2*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
82	*2*	*1*	*2*	*2*	*2*	*1*	*1*	*1*	*1*	*2*
83	*2*	*1*	*4*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
84	*5*	*2*	*1*	*2*	*2*	*2*	*1*	*1*	*2*	*2*
85	*5*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
86	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
87	*5*	*1*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
88	*5*	*1*	*1*	*2*	*2*	*2*	*1*	*1*	*2*	*2*
89	*5*	*2*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*2*
90	*2*	*1*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
91	*5*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
92	*3*	*1*	*2*	*2*	*2*	*2*	*1*	*2*	*1*	*2*
93	*1*	*1*	*2*	*3*	*1*	*1*	*1*	*1*	*1*	*2*
94	*1*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
95	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
96	*3*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
97	*2*	*2*	*1*	*1*	*1*	*2*	*1*	*1*	*2*	*2*
98	*2*	*1*	*1*	*1*	*2*	*2*	*1*	*2*	*1*	*2*
99	*2*	*1*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
100	*2*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
101	*1*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
102	*5*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
103	*1*	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*2*
104	*1*	*1*	*2*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
104	*5*	*1*	*2*	*3*	*1*	*1*	*1*	*1*	*1*	*2*
106	*5*	*1*	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*2*
107	*1*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
108	*5*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
109	*3*	*1*	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*2*

Teacher	*Subject/Grade*	*License*	*Years*	*Race*	*Gender*	*Retained*	*Retired*	*Non-renewed*	*Resigned*	*Div.*
110	*2*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
111	*5*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
112	*5*	*1*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
113	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
114	*5*	*1*	*3*	*1*	*2*	*1*	*1*	*1*	*1*	*2*
115	*1*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
116	*2*	*1*	*1*	*2*	*2*	*2*	*1*	*2*	*1*	*2*
117	*5*	*1*	*4*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
118	*3*	*2*	*1*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
119	*3*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*1*	*2*
120	*2*	*2*	*1*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
121	*5*	*1*	*2*	*1*	*1*	*2*	*1*	*1*	*2*	*2*
122	*5*	*1*	*4*	*2*	*2*	*2*	*2*	*1*	*1*	*2*
123	*5*	*1*	*3*	*1*	*1*	*2*	*1*	*1*	*2*	*2*
124	*5*	*1*	*3*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
125	*3*	*2*	*1*	*2*	*2*	*2*	*1*	*1*	*2*	*2*
126	*5*	*1*	*4*	*2*	*1*	*1*	*1*	*1*	*1*	*2*
127	*1*	*1*	*2*	*2*	*1*	*2*	*1*	*1*	*2*	*2*
128	*3*	*2*	*1*	*1*	*2*	*2*	*1*	*1*	*2*	*2*

Variables Number Coding: **Teacher** – Numbers (1, 2, etc.) = Names; **Subject** – 1 = English & History, 2 = Math & Science, 3 = Special Education, 4 = Elementary, 5 = Other; **Licensure** – 1 = Standard, 2 = Provisional; **Years Teaching** – 1 = 0-5 years, 2 = 6-15 years, 3 = 16-25 years, 4 = 26 years and up; **Race/Ethnicity** – 1 = Black, 2 = White, 3 = Other; **Gender** – 1 = Female, 2 = Male; **Retained** – 1 = yes, 2 = no; **Retired** – 1 = no, 2 = yes; **Non-renewed** – 1 = no, 2 = yes; **Resigned** – 1 = no, 2 = yes; and **Div. -** 1 = Surry County 2 = Franklin City and * = deceased.