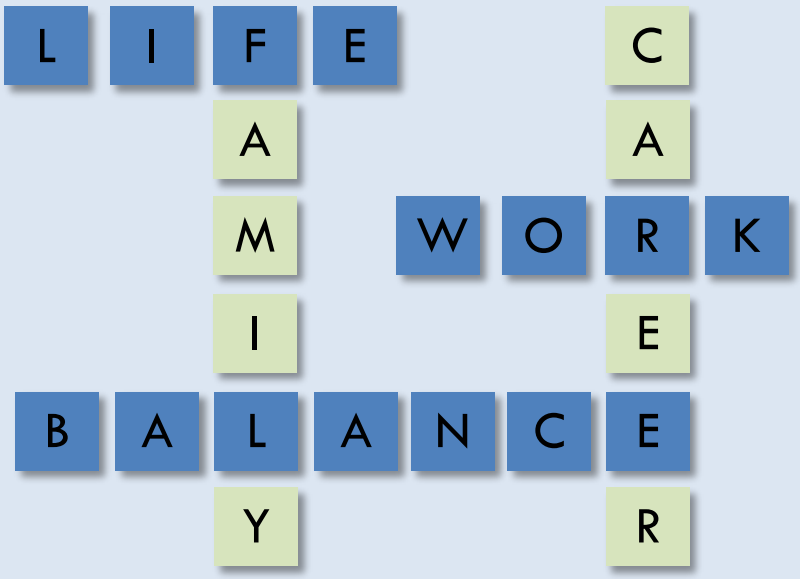
Department of Research and Evaluation
AUSTIN INDEPENDENT SCHOOL DISTRICT

Austin Independent School District Human Resources Exit Survey:
Summary of Results, 2014



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Executive Summary

In 2013, the Austin Independent School District (AISD) began administering a voluntary online exit survey to all professional and administrative employees leaving the district. Employees leaving the district were given the opportunity to complete the survey regardless of their terms of leaving (e.g., retirement, termination, moving). The Human Resources (HR) Exit Survey had 20 items, including questions about demographics (e.g., gender, ethnicity, most recent assignment, and experience); reasons for leaving; training received; work environment; and overall AISD experience. The purpose of the current report is to describe the response characteristics of the leavers completing the online exit survey.

Approximately 350 leavers completed the HR Exit Survey between early 2013 and mid 2014.

- The most frequently identified reason for leaving the district was regular retirement (22%), although 19% left to work for another district.
- The majority (77%) of respondents did not participate in an alternative certification program.
- Most respondents responded positively about the working environment in AISD, the training received, and their AISD experience.
- Review of open ended responses largely reflected the positive ratings about the working environment in AISD, the training received, and the AISD experience. However, some notable open ended responses were not consistent with the overall positive ratings. Some teachers reported leaving because of an unsafe work environment, and others reported their training was inadequate for the classroom management skills needed to deal with students' behavior issues.

The sample of survey respondents was similar to the population of district-wide leavers with regard to gender, ethnicity, level, areas of specialization, and experience. Survey respondents and non-respondent district leavers also were comparable for outcomes such as student performance, teacher appraisal, and school climate data. The comparisons support the generalizability of the HR Exit Survey. The HR Exit Survey sample may have a higher percentage of retirees than would be representative of district leavers, but further analysis is required to determine the number of teachers retiring during the time range covered by survey administration.

Future analyses will shift the emphasis from descriptive statistics of all leavers to rates and distinguishing characteristics of teacher leavers. Emphasis on rates will be achieved through comparisons at the district level between teacher leavers and teacher stayers to assess what groups leave at the greatest rates, and whether differences vary according to important variables of interest (e.g., campus, teacher effectiveness, and area of specialization).

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Overview

In 2013, the Austin Independent School District (AISD) began administering a voluntary online exit survey to all professional and administrative employees leaving the district. Employees leaving the district, referred to as *leavers*, were given the opportunity to complete the survey regardless of their terms of leaving (e.g., retirement, termination, or moving). The Human Resources (HR) Exit survey had 20 items, including questions about demographics (e.g., gender, ethnicity, most recent assignment, and experience); reasons for leaving; training received; work environment; and the overall AISD experience.

Analysis

Responses to the each item as of October 22, 2014 ($n = 356$[2]) are summarized in Table 32 (see Appendix D). Responses were not required to any items, and many items allowed respondents to *select all that apply*. Consequently, surveys varied in the number of total items responded to, the specific items responded to, and the number of responses per item. All responses were included in the analysis; missing responses were individually excluded. All reported percentages were based on the distribution of responses, excluding missing data for each individual item. It is important to note that these self-reported data did not align exactly with official district records for factors such as years of experience and area of specialization (AoS). Comparisons of self-reported and district database values for some items are described in another section of this report.

Characteristics of Exit Survey Respondents Versus All District Leavers

To assess how closely the respondents completing the HR Exit Survey matched the population of leavers from the district, demographic comparisons were made between the HR Exit Survey respondents and the district-wide leavers (Table 1). A close match was desirable to make valid generalizations from the approximately 350-person HR Exit Survey sample to all similar employees in the district. For comparison, district-wide records were limited to those employees with a last day of employment within the same range of dates reported in the HR Exit Survey (i.e., January 1, 2013 to October 1, 2014). For the purpose of comparison with all district teacher leavers, the HR Exit Survey was limited to teacher respondents, although the full survey also included non-teaching professional and administrative respondents. The delimitations for this comparison restricted comparisons to (a) leavers versus leavers, rather than leavers and stayers versus leavers; (b) leavers versus leavers from the same time period in attempt to control for relevant issues of the time that may have contributed to staying or leaving; and (c) teacher

[2] The number of survey respondents is qualified by a date of October 22, 2014 because the data base is live. Consequently, the count of both survey respondents and individual item responses updates whenever a new leaver completes the survey. Reporting is continuous over time; this report represents a snapshot in time.

leavers versus teacher leavers, rather than teacher leavers versus the combination of teacher, non-teaching professional, and administrative leavers. A sample of 1,709 district teacher leavers during the relevant time span and 274 teacher leavers from the HR Exit Survey was identified. The variables compared included gender, ethnicity, school level, experience, and AoS.

Table 1. Demographic Comparisons Between Human Resources (HR) Exit Survey Respondents and District-wide Leavers

Items compared	District leavers *n* = 1,709			Survey leavers *n* = 274		
Gender						
Female	76%			75%		
Male	24%			25%		
Ethnicity						
White	64%			65%		
Hispanic	25%			23%		
African American	8%			9%		
Asian	2%			2%		
Other	1%			1%		
Level						
Elementary	45%			48%		
Middle	20%			18%		
High	23%			31%		
Special/other	12%			3%		
Experience[2]	In AISD:	Outside AISD:	Total:	In AISD:	Outside AISD:	Total:
Less than 1 yr	15%	52%	7%	14%	42%	3%
1 to 5 yrs	40%	24%	32%	44%	27%	34%
6 to 10 yrs	20%	13%	22%	17%	16%	18%
11 to 20 yrs	13%	9%	18%	11%	11%	21%
More than 20 yrs	13%	2%	21%	14%	4%	23%
Area of specialization (AoS)[3]						
Bilingual	20%			15%		
English as a second language	17%			21%		
Special education	14%			15%		
Teacher other	49%			50%		

Source. AISD employee records and the HR Exit Survey
Note. Percentages may not add up to 100% due to rounding.

[2] District experience was calculated from PEIMS data representing official experience on record. HR Exit Survey experience was calculated from the self-report data provided by leavers completing the respective years of experience inside/outside AISD exit survey items. Self-reported experience did not match district records for many survey respondents. Consequently, survey leaver experience was adjusted to reflect district records for the purpose of comparison in Table 1. Appendix A provides detailed analysis of experience differences between the data sets.
[3] The distribution of self-reported area of specialization differed from district records due to coding of missing data. Further analysis of survey response patterns and district job codes revealed close alignment between leavers in the two data sets. Consequently, survey leaver AoS was adjusted to reflect district records for the purpose of comparison in Table 1. See Appendix B for detailed analysis of AoS differences between the data sets.

The HR Exit Survey leaver respondents and district teacher leavers from the same time period aligned closely in gender, ethnicity, level, AoS, and experience band distributions. Demographically, the HR Exit Survey sample of teacher leavers appeared representative of the district's population of teacher leavers.

To further assess how closely the respondents completing the HR Exit Survey matched the population of leavers from the district, additional comparisons were made between the HR Exit Survey respondents and the district-wide leavers not completing the HR survey, using data for student performance, teacher appraisal, and school climate ratings. These particular types of measures were examined because they were being studied in parallel research efforts comparing teachers who leave the district with teachers who stay in the district; therefore, in addition to demographic variables, it was also important that respondents and non-respondents be similar in outcome measures of interest.

Across all Education Value-Added Assessment System (EVAAS) and appraisal data, no differences between HR Exit Survey respondents and non-respondent district leavers were apparent. Although a few within-year differences were suggested between HR Exit Survey respondents and non-respondent district leavers in school climate data, the miscellaneous differences were neither consistent across all years of available data nor revealing of consistent patterns that would suggest one group of leavers was markedly different from the other (see Appendix C for detailed results).

HR Exit Survey Responses

A comprehensive descriptive analysis of all survey responses is provided in Appendix D. Exit survey respondents' profiles, reasons for leaving, and open-ended responses are summarized in this section. Affective response ratings (i.e., very positive, positive, neutral, negative, very negative) to items regarding the working environment in AISD, the training received, and the AISD experience were consistently positive to very positive (see Appendix D for details).

Survey Respondents' Profiles

Individual item response proportions are available in Appendix D; however, Table 2 presents the most frequent demographic profiles of teacher respondents. The most frequent profiles were determined by counting the instances of respondents with shared demographic characteristics (i.e., ethnicity, gender, level, AoS, and alternative certification program [ACP] status). Then, the frequency of each demographic profile was ranked in descending order of occurrence. Next, within each demographic profile, the average number of years of experience in AISD, outside AISD, and total were computed to complete the profile.

Although the majority of teacher profiles were later career teachers with no ACP, the three early career teacher profiles (i.e., total average years of experience less than 10) all shared the characteristics of being white, secondary (i.e., middle or high school), general education teachers, with an ACP. Together, the frequency of occurrence of the early career, white, secondary, general education teacher, with an ACP (n = 24) would rank second among all HR Exit Survey respondents. The only distinguishing demographic characteristic among this group is gender.

Table 2. Top Ten Most Frequent Demographic Profiles of Respondents Completing the Human Resources Exit Survey

		Demographic profile					Average years of experience		
Rank	Count	Ethnicity	Gender	School level	AoS	ACP	In AISD	Outside AISD	Total
1	38	White	F	E	ESL	No	11	4	15
2	18	White	M	H	Gen Ed	No	6	7	13
3	16	White	F	H	Gen Ed	No	11	3	16
5	14	Hispanic	F	E	BIL	No	8	9	17
5	14	White	F	M	Gen Ed	No	10	6	17
6	11	White	F	H	Gen Ed	Yes	3	2	5
7	10	White	F	E	Gen Ed	No	13	5	19
8	7	White	M	H	Gen Ed	Yes	2	5	7
10	6	Hispanic	M	H	Gen Ed	No	3	20	24
10	6	Hispanic	F	E	BIL	Yes	4	6	10
10	6	White	F	M	Gen Ed	Yes	2	2	3

Note. E is elementary, M is middle, H is high; ESL is English as a second language; AoS is area of specialization; ACP is alternative certification program

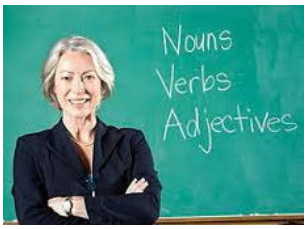
Future analyses of teacher leaver profiles should be driven by both the most common characteristics of leavers and the district's interest in learning about leavers with specific characteristics. Here, data were analyzed for the most frequently occurring demographic profile among teacher leavers who completed the HR Exit Survey (i.e., White, Female, Elementary, ESL teachers, certified through a traditional Ed Prep Program).

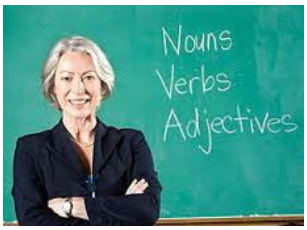
Most frequently occurring demographic profile among teacher leavers who completed the survey

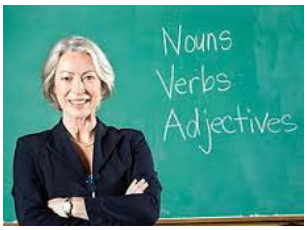
I am a White, Female, Elementary, ESL teacher, certified through a traditional Educator Preparation Program (EPP) (i.e., I never held an ACP). I typically left the district because of retirement (38%), but leaving for either professional (22%) or family (19%) reasons are other common reasons for leaving among my demographic. Professional reasons for leaving included a career change; working for another district; or seeking higher salary, stipend, or benefits elsewhere. Family reasons for leaving included a spouse transferring and other family

responsibilities. The personas in Table 3 describe the average characteristics of teachers like me who left for retirement, professional, or family reasons.

Table 3. Three Personas of the Most Frequent Profile of Teacher Leaver, grouped on Top Reasons for Leaving the District among the Demographic Profile.

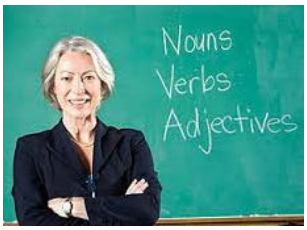
	I am a White, Female, Elementary, ESL teacher, certified through a traditional Educator Preparation Program (EPP) (*n* = 38)		
	If I left for retirement, then… (38%)	If I left for professional reasons, then… (22%)	If I left for family reasons, then… (19%)
			
…I am on average…	60 years old	34 years old	34 years old
…my average total years of experience were…	30 years	4 years	5 years
…out of my total experience, my average number of years in AISD was…	23 years	2 years	2.5 years
…in my career, the number of other districts I've worked for was…	between 1 and 2 other districts (mean = 1.3)	about 1 other district	usually less than 1 other district
…in my last year of employment with AISD I earned on average…	about $55k	about $44k	about $44k
On the HR Exit Survey Items, with a five point scale (1-5) of…			
Very Negative $1-1.4\overline{4}$ / Generally Negative $1.45-2.4\overline{4}$ / Neutral $2.45-3.4\overline{4}$ / Generally Positive $3.45-4.4\overline{4}$ / Very Positive $4.45-5$			
1.0.....1.5.....2.0.....2.5.....3.0.....3.5.....4.0.....4.5.....5.0			
…regarding the AISD work environment (average of items 8, 9, 11, & 12), I tended to respond…	…generally positive (grand mean = 3.8, 61% responded generally positive to very positive)	…generally positive (grand mean = 3.5, 56% responded generally positive to very positive)	…neutrally (grand mean = 3.3, 36% responded generally positive to very positive)

	If I left for retirement, then…	If I left for professional reasons, then…	If I left for family reasons, then…
			
…regarding my last assignment (item 14), I tended to respond…	…generally positive (mean = 4.4, 79% responded generally positive to very positive)	…neutrally (mean = 2.9, 38% responded generally positive to very positive)	…generally positive (mean = 4.1, 71% responded generally positive to very positive)
…regarding my profession (item 17), I tended to respond…	…generally positive (mean = 4.1, 79% responded generally positive to very positive)	…neutrally (grand mean = 3.1, 50% responded generally positive to very positive)	…generally positive (grand mean = 3.9, 71% responded generally positive to very positive)
…regarding my overall AISD experience (item 15), I tended to respond…	…generally positive (mean = 4.4, 86% responded generally positive to very positive)	…generally positive (mean = 3.6, 63% responded generally positive to very positive)	…generally positive (mean = 3.9, 71% responded generally positive to very positive)
…if given the chance, would I go back and do it all again (item 18)	…it's very likely (86% yes)	…it's unlikely (38% yes)	…it's very likely (86% yes)
…regarding the AISD provided training I received (items 10 & 13), I tended to respond…	…generally positive (item 13 mean = 3.9, on item 10 71% responded generally positive to very positive, 71% responded "yes" to whether AISD prepared the teacher to work with students in the classroom)	…generally positive (item 13 mean = 3.9, on item 10 63% responded generally positive to very positive, 88% responded "yes" to whether AISD prepared the teacher to work with students in the classroom)	…neutrally (item 13 mean = 3.3, on item 10 43% responded generally positive to very positive, 71% responded "yes" to whether AISD prepared the teacher to work with students in the classroom)
…I typically felt prepared to work in an urban school district (item 16) …	93% responded "yes"	88% responded "yes"	86% responded "yes"

	If I left for retirement, then…	If I left for professional reasons, then…	If I left for family reasons, then…
			

On my last Teaching, Empowering, Leading and Learning (*TELL*) survey, with a four point scale (1-4) of…

Strongly Disagree $1 - 1.4\overline{4}$	Disagree $1.45 - 2.2\overline{4}$	Neutral $2.25 - 2.7\overline{4}$	Agree $2.75 - 3.4\overline{4}$	Strongly Agree $3.45 - 4$
1.0	1.5	2.25	2.75	3.5 ..... 4.0
…regarding questions about Collaborative Leadership, I tended to respond …	…favorably (mean = 3.2)	…neutrally (mean = 2.6)	…very favorably (mean = 3.5)	
…regarding questions about Community Support and Engagement, I tended to respond…	…favorably (mean = 3.2)	…neutrally (mean = 2.4)	…favorably (mean = 3.1)	
…regarding questions about District Vision, I tended to respond…	…favorably (mean = 3.3)	…favorably (mean = 3.4)	…favorably (mean = 2.8)	
…regarding questions about Facilities and Resources, I tended to respond…	…favorably (mean = 3.3)	…favorably (mean = 2.9)	…favorably (mean = 2.8)	
…regarding questions about General Climate, I tended to respond…	…very favorably (mean = 3.5)	…favorably (mean = 3.1)	…favorably (mean = 2.8)	
…regarding questions about Teacher Autonomy, I tended to respond…	…favorably (mean = 2.9)	…unfavorably (mean = 2.0)	…favorably (mean = 2.8)	
…regarding questions about Instructional Practice and Support, I tended to respond…	…favorably (mean = 3.4)	…favorably (mean = 3.1)	…favorably (mean = 3.1)	
…regarding questions about Managing Student Conduct, I tended to respond…	…very favorably (mean = 3.7)	…favorably (mean = 2.7)	…favorably (mean = 3.4)	

	If I left for retirement, then…	If I left for professional reasons, then…	If I left for family reasons, then…
			
…regarding questions about Professional Development (PD) Opportunities, I tended to respond…	…favorably (mean = 3.1)	…favorably (mean = 2.8)	…favorably (mean = 3.2)
…regarding questions about my school being a good place to work and learn, I tended to respond…	…very favorably (mean = 3.9)	…neutrally (mean = 2.6)	…very favorably (mean = 4.0)

On other relevant survey items from my last year, with a four point scale (1-4) of…

Strongly Disagree $1-1.4\overline{4}$	Disagree $1.45-2.2\overline{4}$	Neutral $2.25-2.7\overline{4}$	Agree $2.75-3.4\overline{4}$	Strongly Agree $3.45-4$

1.0.....1.5.....2.25.....2.75.....3.5.....4.0

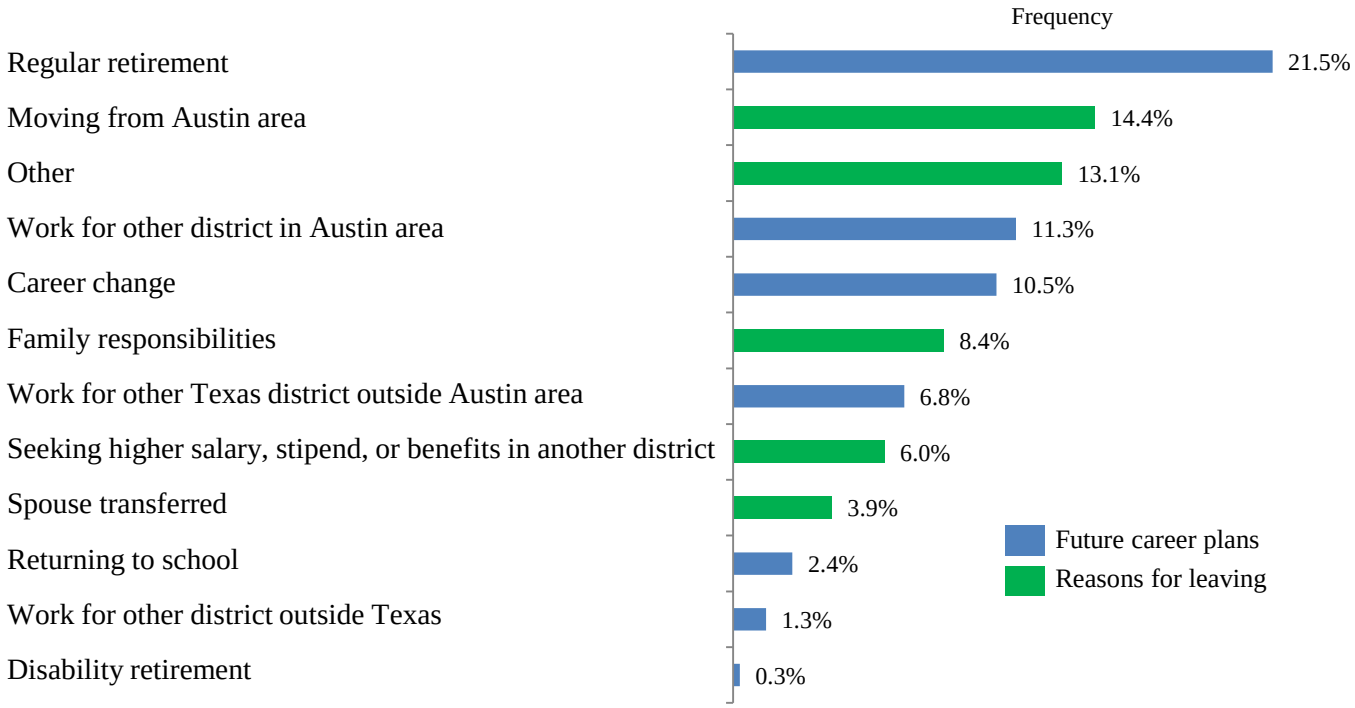
…regarding questions about attachment to the teaching profession, I tended to respond…	…favorably (mean = 3.0)	…neutrally (mean = 2.5)	…favorably (mean = 3.0)
…regarding questions about attachment to my school, I tended to respond…	…favorably (mean = 2.7)	…neutrally (mean = 2.5)	…favorably (mean = 2.7)
…regarding questions about my self-efficacy, I tended to respond…	…favorably (mean = 2.7)	…neutrally (mean = 2.6)	…favorably (mean = 3.1)
…regarding questions about my job satisfaction, I tended to respond…	…favorably (mean = 3.0)	…neutrally (mean = 2.4)	…favorably (mean = 2.8)

Source. District personnel records, HR Exit Survey, and TELL Survey.
Note. Interpretations of response tendency for subgroups of leavers were based on rounding to the nearest point on the rating scale used.

Reasons for Leaving

Survey respondents most frequently indicated leaving for regular retirement (Figure 1). See Appendix E for a detailed review of reasons for leaving. Combining the three response options of "work for other district in Austin area," "work for other Texas district outside Austin area," and "work for other district outside Texas" suggests that 19% of teacher leavers move on to work for another district. The two most frequent write-in reasons for leaving (i.e., "Other") were to pursue another opportunity and dissatisfaction with working in AISD (see Figure 8 in Appendix E).

Figure 1. Reason for Leaving Response Frequency for Each Item Option



Further review of the response options provided in the survey for the reason for leaving question suggested that the item may have asked two subtly overlapping questions: (a) what are your future career plans and (b) why did you leave the district? To explore the potential overlap, the response options were split out into two groups, and the reasons for leaving were examined for each type of future plan indicated. The disaggregated responses are shown in Appendix E, Table 34. The majority of respondents who indicated a future career plan provided no additional

information. Small sample size notwithstanding, the respondents who indicated they were leaving the Austin area to teach in another district tended to also suggest that moving from the area was the reason for leaving AISD. However, the respondents who indicated they were staying in the Austin area to teach tended to also suggest that seeking higher compensation was the reason for leaving AISD. The vast majority of respondents who indicated they were leaving the Austin area to teach and of respondents who indicated they were staying in the Austin area to teach did not provide further reasons (79% and 71%, respectively).

Adequacy of AISD Training for Working With Students in the Classroom

When asked whether the training received from AISD prepared them to work with students in the classroom, 69% of respondents answered yes. See Appendix F for a detailed review of responses. Comments provided by these respondents suggest that they appreciated the training and/or found it helpful to their practice; however, some respondents further indicated that additional resources were needed to transition training to the classroom environment or to keep training relevant for experienced teachers. Among the respondents answering no (31%), many commented that training was insufficient due to being repetitive, weak relative to what was offered elsewhere, lacking relevance to the classroom, too infrequently offered, or only applicable to new teachers. Some respondents emphasized concerns that the training failed to prepare teachers for students' behaviors and the classroom environment. These comments stood out due to the safety implications and consistency with open-ended responses to the survey item regarding preparation to work in an urban school district (see also Appendix G).

I was prepared due to my previous assignments outside of AISD.

However...

I would have loved to be more prepared, or seen more responses in the case of severe behaviors, which not only affect the learning environment, but the safety of a student and their peers.

Preparation to Work in an Urban School District

When asked whether they felt well prepared to work in an urban school district, 89% of respondents answered yes. See Appendix G for a detailed review of responses. Almost half of these respondents commented that their feelings of preparedness were due to experiences gained prior to AISD, not the training offered by AISD. In response to what additionally would have helped prepare them for working in an urban school district, respondents suggested the following types of resources/skills:

- More training in classroom management skill for handling students' behavior
- More support staff and school resources
- More mentoring
- More social and emotional learning (SEL) training
- Learning Spanish as a second language
- Better understanding for how to work in low socioeconomic status (SES) schools
- Better understanding about how to teach and manage large class sizes
- Additional student teaching experience
- Better understanding about how to instruct students from multiple levels in a single classroom

I feel the professional development is some of the best I have attended.

However...

I was never trained how to deal with students would would hit, push, and would threaten me. I was never trained for drug use by students. I was never trained for situations when students became angry and aggressive in a class and security did not come.

Conclusions

The HR Exit Survey respondents and district-wide leavers were very similar in gender, ethnicity, level, AoS, and experience. Furthermore, the two groups of leavers aligned well in outcomes of interest, such as student performance, teacher appraisal, and school climate ratings. The agreement of both comparisons supports generalizability of the HR Exit Survey.

The most frequent demographic profile of survey respondent was the White, female, elementary, ESL specialization teacher, with no ACP, 11 years average experience in AISD, 4 years average experience outside AISD, and 15 years average total experience. This common profile closely aligned with individual demographic item response characteristics (Appendix D). However, what may not stand out from the individual item response characteristics is the prevalence of the early career, White, secondary, general education teacher, with an ACP among the top 10 demographic profiles.

Ratings indicated that most exit survey respondents felt positively toward the AISD working environment, the training received inside and outside AISD, and their overall AISD experience. Notable comments by the few HR Exit Survey respondents who left the district on unfavorable terms and/or were unsatisfied with the training received included leaving because of an unsafe work environment and feeling the training provided was inadequate preparation for the classroom management skills needed to deal with students' behavior issues. Further exploration is needed for this subset of respondents to determine trends related to specializations, campuses, school climate, attachment, self-efficacy, and so on.

Future evaluation of exit survey respondent data (and district leaver data in general) should be further linked with other district data, including information about district stayers, in order to assess what groups leave at the greatest rates, and whether differences vary according to important variables of interest (e.g., campus, teacher effectiveness, and AoS). The need to explore district-level data for both leavers and stayers should further be emphasized. Many interesting questions about teacher leavers require understanding teacher characteristics of both leavers and stayers. For example, characteristics of leavers should be understood in the context of how many total teachers of each type (e.g., specialization, level) are desired by the district; how many of these teachers the district starts each year with; how many teachers stay; and what characterizes the stayers. Although knowing the frequency or percentage of each teacher type who leaves the district is important, ultimately, understanding leavers and stayers is a relative question that highlights the importance of understanding *rates of loss* and the characteristics that distinguish groups of teachers with different rates of loss (see Appendix H for an example case).

Recommended Survey Improvements

During the process of working with the exported exit survey data and compiling results, a number of potential improvements to survey administration were noted that may help make future analyses more efficient and future results more informative. Several improvements are suggested.

- Focus the exit survey on questions of *why*, rather than questions of *who*. As long as the employee ID is known, questions of who dilute the purpose and make the survey longer than needed.
- Do not collect data redundant with district records. Demographic data only introduces potential errors for data such as ethnicity, specialization, and years of experience.
- If any numerical information is collected, suggest or require a format (e.g., MM/DD/YYYY for dates); otherwise, analysis must accommodate different write-in formats and also text and numeric responses (e.g., Oct 1st, October first, 10/1, 1 OCT, 10.1).
- Standardize data collection so a response is recorded for every answer field for survey items, including non-responses.
- Clarify whether the free text field after a multiple choice item is specific to any of the response options or to a specific option. Furthermore, force an answer to multiple choice items in order to enter free text. A response option may be “other.”
- Pair “other” (or similar) and its associated free text field as related options. As is, respondents can select “other” but not specify, leave “other” blank yet still write in a free text response, or select “other” and include a free text response. Without a consistent

response characteristic, aggregating the data across respondents is difficult (i.e., the number of "other" responses is not a one-to-one match with the number of free text responses for the same item). In general, all write-in responses should be paired with a previously selected response option (e.g., "move to a district in the Austin area" should be paired with a specific corresponding open-ended response for "district__").

- Revise the "reasons for leaving" survey item (i.e., item #7) into one question about future plans after AISD and one question about why the employee left AISD.
- Storing data in a person level data file format rather than a person period data file format would facilitate analysis (see supplemental technical report #14.28 RBb for more details).

Appendix A: Experience Band Analysis

The self-reported years of experience of survey respondents was, in general, greater than the experience of leavers in the district. If the difference was real, then the HR Exit Survey was sampling from a different set of teacher leavers than would have been representative of the population of district teacher leavers. To examine whether self-reported data were consistent with district records for survey respondents, two analyses were conducted to compare years of experience reported with years of experience on record. The first analysis compared results for commonly used experience bands; however, because rounding up or down at experience band thresholds may have contributed to discrepancies between self-reported and district data, a second analysis compared the numerically reported years of experience. Both analyses used the subset of teachers (n = 246[4]) with data in both files. That is, data were examined for survey respondents who completed the exit survey, held a teaching position, and had official data in the district-wide records.

The discrepancy between district data and self-report data regarding experience was the greatest in the 1-to-5 year band; six cases were more than one band over the district records. Analysis of alignment between self-reported experience bands and district data for experience bands disaggregates as follows:

- eight cases in which the district record was <u>less than 1 year</u> (see Figure 2), and of those,
    - one self-reported case matched,
    - six self-reported cases (75% of all district records for the experience band) indicated 1 to 5 years, and
    - one self-reported case indicated 11 to 20 years.
- 85 cases in which the district record was <u>1 to 5 years</u> (see Figure 3), and of those,
    - 53 self-reported cased matched (62% of all district records for the experience band),
    - 26 self-reported cases indicated 6 to 10 years (31% of all district records for the experience band),
    - three self-reported cases indicated 11 to 20 years, and
    - three self-reported cases indicated more than 20 years.
- 45 cases in which the district record was <u>6 to 10 years</u> (see Figure 4), and of those,
    - 30 self-reported cased matched (67% of all district records for the experience band) and
    - 15 self-reported cases indicated 11 to 20 years.

[4] The most common reason that a one-to-one match of HR employee records with district leaver data would not exist in the data sets examined would be that a teacher left the district and filled out the survey, but then returned to the district, and the updated district records did not show the teacher as a "leaver."

- 49 cases in which the district record was 11 to 20 years (one of the 49 underreported at 6 to 11 years, see Figure 5), and of those,
  - 37 self-reported cased matched (76% of all district records for the experience band) and
  - 11 self-reported cases indicated more than 20 years.
- 59 cases in which the district record was more than 20 years (see Figure 6), and of those, 58 matched and one case underreported at 11 to 20 years.

Figure 2. Comparison of Self-Reported and District Experience in Which the District Record Was Less Than 1 Year

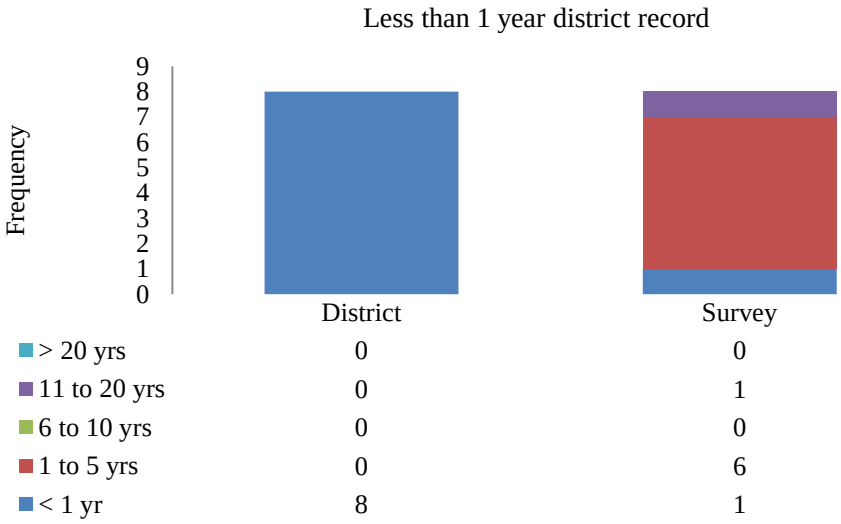


Figure 3. Comparison of Self-Reported and District Experience in Which the District Record Was 1 to 5 Years

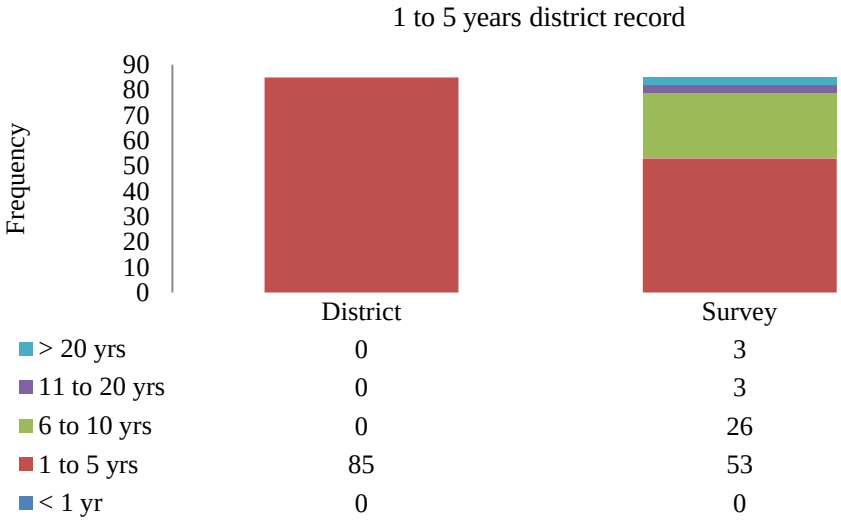


Figure 4. Comparison of Self-Reported and District Experience in Which the District Record Was 6 to 10 Years

Figure 5. Comparison of Self-Reported and District Experience in Which the District Record Was 11 to 20 Years

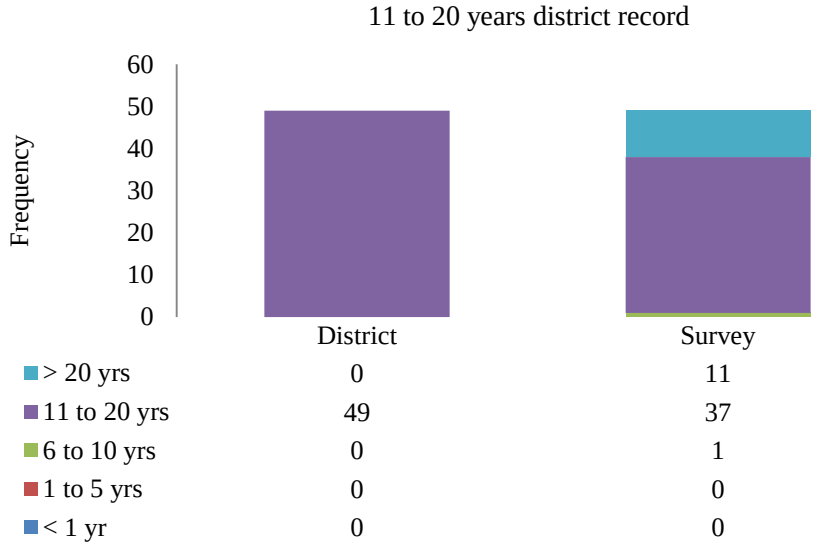


Figure 6. Comparison of Self-Reported and District Experience in Which the District Record Was More Than 20 Years

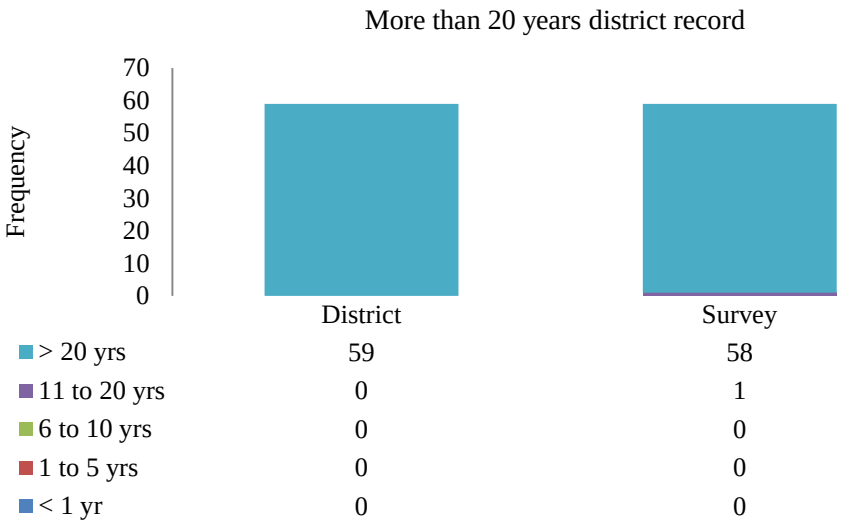


Figure 7 shows a plot of the total years of experience, with self-reported years on the horizontal axis and district records of experience on the vertical axis. The black dashed line on the diagonal represents perfect agreement between district records and self-report data (e.g., an employee reporting 25 years of experience has exactly 25 years of experience on record). The blue diamonds represent self- reported versus official records for individual employees. The black solid line represents the trend of over-reporting years of experience in the self-report data (e.g., on average, an employee reporting 40 years of experience only had about 35 years on record with the district).

Any blue diamonds falling below the black dashed line represent an over-reporting of experience in the self-report data from the HR Exit Survey. Even when rounding was not a factor (no rounding was imposed on numerically reported years of experience, yet rounding up or down at experience band thresholds may have occurred), exit survey respondents had a tendency to report more years of experience than their district records indicated. Thus, the slight overrepresentation of later career teachers in the survey data seems to reflect over-reporting of experience rather than a true difference between the experience of survey respondents and that of the population of teacher leavers.

To correct for error in the self-report experience data, experience was recomputed using the district's experience records for the Human Resources Exit Survey respondents. District leaver experience, HR respondent self-report experience, and corrected HR respondent experience are shown in Table 4.

Figure 7. Plot of Total Experience on Record, by Experience Reported in the Human Resources Exit Survey

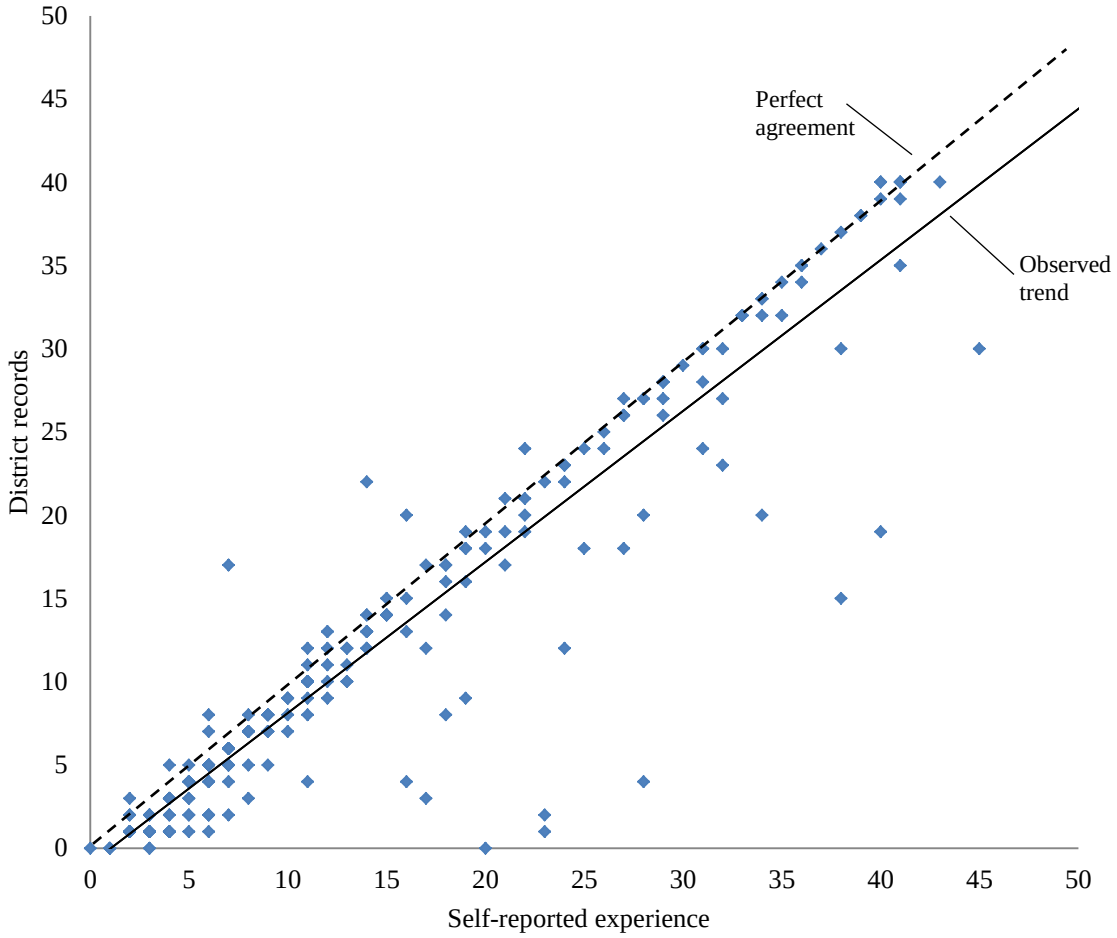


Table 4. District Leaver's Experience, Human Resource (HR) Respondents' Self-Reported Experience, and Corrected HR Respondents' Experience

	District			HR self-report			HR corrected		
	In AISD:	Outside AISD:	Total:	In AISD:	Outside AISD:	Total:	In AISD:	Outside AISD:	Total:
Less than 1 yr	15%	52%	7%	4%	23%	1%	14%	42%	3%
1 to 5 yrs	40%	24%	32%	50%	38%	24%	44%	27%	34%
6 to 10 yrs	20%	13%	22%	19%	16%	23%	17%	16%	18%
11 to 20 yrs	13%	9%	18%	11%	16%	22%	11%	11%	21%
More than 20 yrs	13%	2%	21%	16%	7%	30%	14%	4%	23%

Source. AISD employee records and the Human Resources Exit Survey
Note. Percentages may not add up to 100% due to rounding.

Appendix B: Area of Specialization (AoS) Coding Analysis

On first comparison of the AoS responses from the HR Exit Survey, it appeared that the percentage of bilingual specialization among leavers closely aligned between district records and the exit survey results (20% and 18% respectively). Yet, the distribution of leavers with ESL, special education, or other specializations lacked close alignment between district leavers and exit survey respondents. The percentage of district leavers with the "other" specialization classification was almost twice that of the exit survey respondents (49% and 28% respectively, see Table 5). The "other" classification for AoS broadly included most traditional classroom teachers (e.g., elementary teachers, high school math).

Table 5. Area of Specialization (AoS) Job Titles and Survey Responses

	District data with district job titles	Self-report data
AoS		
Bilingual	20%	18%
English as a second language	17%	29%
Special education	14%	24%
Teacher other	49%	28%

Source. AISD employee records and the Human Resources Exit Survey
Note. Percentages may not add up to 100% due to rounding.

A closer examination of "other" and missing AoS responses revealed that in the exit survey, traditional classroom teachers without a bilingual, ESL, or special education specialization often left the question blank (25%; $n = 89$). Many of the missing HR Exit Survey responses were from traditional classroom teachers who fell into the "Teacher other" classification in the district-wide records, resulting in the appearance of different specialization distributions in the two data sets. When examining district job titles from the subset of 222 leavers who both completed the HR Exit Survey and indicated "Teaching" as the last position held, the distribution of specialization areas aligned more closely (Table 6).

Table 6. Job Title Analysis for District-wide Records and Exit Survey "Teacher" Respondents

	District data with district job titles	Survey data with district job titles
Area of specialization		
Bilingual	20%	15%
English as a second language	17%	21%
Special education	14%	15%
Teacher other	49%	50%

Source. AISD employee records and the Human Resources Exit Survey
Note. Percentages may not add up to 100% due to rounding.

Appendix C: Student Performance, Teacher Appraisal, and School Climate Comparisons

Both independent samples *t*-tests and their nonparametric equivalent Wilcoxon-Mann-Whitney (WMW) tests were conducted to evaluate differences between HR Exit Survey respondents and other district leavers who did not complete the exit survey. Analyses were conducted for student growth, teacher appraisal, school climate, and teacher salary measures. The parametric and nonparametric counterparts were used due to non-normal data distributions for numerous measures. Customary procedures would suggest first testing for distribution assumptions and then either running the parametric tests if assumptions were met or the nonparametric tests if not met. However, customary procedures are less clear cut when samples sizes are large and unbalanced. Consequently, both tests were conducted for each measure to provide maximum information about differences between HR Exit Survey respondents and other district leavers.

Tables 7 through 32 show the results of numerous tests for differences between HR Exit Survey respondents and other district leavers who did not complete the exit survey. Across all EVAAS and appraisal data, no differences between HR Exit Survey respondents and non-respondent district leavers were apparent. A few within-year differences were suggested between HR Exit Survey respondents and non-respondent district leavers for climate data. However, the miscellaneous differences were not consistent across all years of data nor did they reveal patterns of overall differences in any consistent direction that would suggest one group of leavers was markedly different from the other.

Student Performance Data: Education Value-Added Assessment System (EVAAS)

Table 7. Comparison of Math Education Value-Added Assessment System (EVAAS) Scores From 2010 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW Test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	p value	Z	*p* value
2010	0.65 (5)	0.32 (190)	0.37 (193)	0.72	0.02	0.98
2011	-0.01 (8)	0.19 (291)	-0.28 (297)	0.78	-0.31	0.76
2012	-.49 (15)	0.61 (241)	-1.6 (254)	0.11	-1.59	0.11
2013	-0.22 (21)	-0.65 (181)	0.66 (200)	0.51	0.37	0.71
2014	-0.23 (22)	-0.87 (187)	1.13 (207)	0.26	0.73	0.47

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 8. Comparison of Reading Education Value-Added Assessment System (EVAAS) Scores From 2010 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2010	-0.72 (8)	0.16 (183)	-1.63 (189)	0.1	-1.74	0.08
2011	0.37 (13)	0.06 (283)	0.8 (294)	0.42	0.17	0.87
2012	0.81 (19)	0.68 (262)	0.34 (261)	0.74	0.1	0.92
2013	0.3 (32)	0.01 (213)	0.84 (35.9)	0.41	0.41	0.68
2014	-0.15 (24)	-0.24 (192)	0.49 (38.5)	0.63	0.19	0.85

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 9. Comparison of Science Education Value-Added Assessment System (EVAAS) Scores From 2012 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2012	0.64 (3)	-0.07 (110)	0.48 (111)	0.63	-0.13	0.89
2013	0.35 (11)	-0.07 (85)	0.51 (94)	0.61	0.68	0.5
2014	0.18 (11)	-0.09 (80)	0.32 (89)	0.75	0.52	0.60

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 10. Comparison of Social Studies Education Value-Added Assessment System (EVAAS) Scores From 2012 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2012	1.52 (4)	-0.44 (43)	1.21 (45)	0.23	0.48	0.63
2013	1.23 (9)	-0.5 (46)	1.78 (53)	0.08	1.92	0.05*
2014	1.09 (2)	-1.6 (17)	1.02 (17)	0.32	0.46	0.64

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Teacher Appraisal Data: Professional Development and Appraisal System (PDAS)

Table 11. Comparison of Professional Development Appraisal System (PDAS) Percentage of Points Earned From 2009 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (df)	*p* value	*Z*	*p* value
2009	78.61 (58)	78.67 (1786)	-0.03 (1842)	0.97	-0.08	0.94
2010	80.01 (63)	77.94 (1534)	1.18 (1595)	0.24	1.02	0.31
2011	80.4 (68)	77.5 (1360)	2.03 (79.12)	0.05*	1.35	0.18
2012	79.15 (124)	79.1 (1661)	0.04 (1783)	0.97	0.04	0.97
2013	79.42 (141)	78 (996)	1.39 (203)	0.17	1.04	0.3
2014	77.17 (95)	78.97 (280)	-1.15 (373)	0.25	-1.35	0.18

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Pts is points.
* Significant using alpha of .05

Climate data: Job Satisfaction

Table 12. Comparison of General Job Satisfaction From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent Samples t-Test				WMW Test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	t value (df)	p value	Z	p value
2008	2.85 (6)	2.72 (243)	0.58 (242)	0.576	0.62	0.53
2009	2.86 (1)	2.77 (143)	0.15 (142)	0.88	0.3	0.76
2010	2.91 (5)	2.5 (38)	1.59 (41)	0.12	1.54	0.12
2011	2.94 (25)	2.69 (295)	2 (318)	0.05*	1.86	0.06
2012	2.82 (21)	2.5 (165)	2.16 (184)	0.03*	2.26	0.02*
2013	2.67 (80)	2.63 (418)	0.45 (469)	0.65	0.55	0.58
2014	2.56 (45)	2.75 (115)	-2.27 (158)	0.02*	-2.28	0.02*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 13. Comparison of Satisfaction With Salary From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples t-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2008	2.33 (6)	2.17 (241)	0.58 (245)	0.57	0.51	0.61
2009	2.0 (1)	2.34 (140)	-0.5 (139)	0.62	-0.57	0.57
2010	2.2 (5)	2.42 (38)	-0.56 (41)	0.58	-0.29	0.78
2011	2.6 (25)	2.57 (289)	0.19 (312)	0.85	0.21	0.83
2012	2.43 (21)	2.26 (160)	0.94 (179)	0.35	0.78	0.44
2013	2.14 (80)	2.24 (408)	-1.04 (486)	0.3	-1.05	0.29
2014	2.2 (41)	2.35 (110)	-0.88 (149)	0.38	-0.92	0.36

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Table 14. Comparison of Satisfaction With Ability to Influence the School's Policies and Practices From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples *t*-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2008	2.9 (5)	2.67 (233)	0.61 (236)	0.55	0.39	0.7
2009	3.0 (1)	2.47 (136)	0.72 (135)	0.47	0.82	0.42
2010	2.8 (5)	2.1 (34)	1.72 (37)	0.09	1.64	0.1
2011	2.73 (22)	2.37 (276)	1.89 (269)	0.06	1.79	0.07
2012	2.67 (21)	2.32 (158)	1.66 (177)	0.1	1.67	0.1
2013	2.5 (78)	2.52 (395)	-0.15 (471)	0.88	0.01	0.99
2014	2.32 (41)	2.67 (109)	-2.82 (148)	0.01*	-3.02	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Table 15. Comparison of Satisfaction With Autonomy and Control Over the Classroom From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2008	3.5 (6)	3.13 (234)	1.1 (238)	0.27	1.06	0.29
2009	3.0 (1)	3.02 (142)	-0.02 (141)	0.98	-0.13	0.9
2010	2.75 (4)	2.75 (36)	0.0 (38)	1.0	-0.1	0.92
2011	3.1 (22)	2.87 (266)	1.17 (286)	0.24	0.99	0.32
2012	2.95 (21)	2.71 (162)	1.14 (181)	0.26	1.2	0.23
2013	3.03 (77)	2.77 (348)	2.29 (423)	0.02*	2.43	0.02*
2014	2.75 (44)	2.81 (113)	-0.43 (155)	0.67	-0.36	.72

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Table 16. Comparison of Satisfaction With the School's System for Rewarding and Recognizing Outstanding Teachers From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2008	2.4 (5)	2.52 (230)	-0.34 (233)	0.74	-0.49	0.62
2009	3.0 (1)	2.56 (124)	0.5 (123)	0.62	0.6	0.55
2010	2.8 (5)	2.0 (35)	2.07 (38)	0.05*	2.08	0.04*
2011	2.86 (22)	2.42 (253)	2.26 (273)	0.02*	2.16	0.03*
2012	2.67 (21)	2.2 (150)	2.26 (169)	0.03*	2.28	0.03*
2013	2.51 (76)	2.43 (379)	0.71 (453)	0.48	0.78	0.22
2014	2.41 (41)	2.77 (102)	-2.69 (141)	0.01*	-2.48	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Table 17. Comparison of Satisfaction With Opportunities for Collaboration With Other Teachers From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (df)	*p* value	*Z*	*p* value
2008	3.17 (6)	3.2 (238)	-0.12 (242)	0.91	-0.48	0.63
2009	3.0 (1)	3.09 (141)	-0.12 (140)	0.9	-0.21	0.83
2010	3.2 (5)	2.84 (38)	1.14 (41)	0.26	1.14	0.25
2011	3.26 (23)	2.99 (284)	1.71 (305)	0.09	1.7	0.09
2012	3.24 (21)	2.75 (162)	2.62 (181)	0.01*	2.57	0.01*
2013	2.9 (78)	2.88 (391)	0.2 (467)	0.84	0.05	0.96
2014	2.81 (43)	2.95 (111)	-1.1 (152)	0.27	-1.08	0.28

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Table 18. Comparison of Satisfaction With Opportunities for Professional Advancement (Promotion) Offered to Teachers at the School From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2008	2.67 (6)	2.69 (236)	-0.07 (240)	0.94	-0.18	0.85
2009	3.0 (1)	2.77 (120)	0.28 (119)	0.78	0.29	0.77
2010	3.25 (4)	2.52 (31)	1.75 (33)	0.09	1.76	0.08
2011	2.83 (23)	2.66 (232)	0.94 (253)	0.35	0.78	0.45
2012	2.78 (18)	2.51 (146)	1.33 (162)	0.19	1.18	0.24
2013	2.65 (68)	2.65 (327)	-0.01 (393)	0.99	0.09	0.93
2014	2.54 (37)	2.88 (90)	-2.33 (50.8)	0.02*	-2.26	0.02*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Table 19. Comparison of Satisfaction With Opportunities to Make a Difference and Contribute to the Overall Success of the School From 2008 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples *t*-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2008	2.8 (5)	2.68 (219)	0.35 (222)	0.73	0.28	0.78
2009	3.0 (1)	3.12 (133)	-0.16 (132)	0.87	-0.29	0.77
2010	3.4 (5)	2.78 (37)	1.62 (40)	0.11	1.63	0.1
2011	3.22 (23)	2.96 (280)	1.51 (301)	0.13	1.5	0.13
2012	3.05 (21)	2.61 (161)	2.22 (180)	0.03*	2.1	0.04*
2013	2.97 (78)	2.93 (401)	0.42 (4770	0.67	0.5	0.62
2014	2.82 (45)	2.92 (109)	-0.8 (67.50	0.43	-0.8	0.42

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other. Sat is salary.
* Significant using alpha of .05

Teaching, Empowering, Leading and Learning (TELL) Subscales 2011–2014

Table 20. Comparison of Collaborative Leadership Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples *t*-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	2.98 (125)	2.88 (2534)	2.06 (142.5)	0.04*	1.36	0.17
2012	2.91 (128)	2.8 (1824)	1.68 (1950)	0.09	1.59	0.11
2013	2.99 (177)	2.99 (1527)	0.07 (1702)	0.94	0.31	0.76
2014	2.86 (194)	3.11 (839)	-4.74 (1031)	0.01*	-4.17	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 21. Comparison of Community Support and Engagement Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	2.9 (125)	2.81 (2502)	1.62 (2625)	0.11	1.79	0.07
2012	2.88 (129)	2.79 (1818)	1.4 (1945)	0.16	1.27	0.21
2013	2.91 (175)	2.87 (1502)	0.61 (1675)	0.54	1.21	0.23
2014	2.78 (193)	2.99 (838)	-4.13 (1029)	0.01*	-3.47	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 22. Comparison of District Vision Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.07 (124)	2.98 (2452)	1.54 (2574)	0.12	1.43	0.15
2012	2.97 (128)	2.93 (1781)	0.79 (160.7)	0.43	0.31	0.76
2013	3.03 (169)	3.03 (1470)	-0.08 (1637)	0.94	-0.18	0.86
2014	3.05 (192)	3.13 (828)	-1.6 (1018)	0.11	-1.33	0.18

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 23. Comparison of Facilities and Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.04 (124)	2.96 (2539)	1.6 (2661)	0.11	1.37	0.17
2012	2.93 (128)	2.98 (1835)	-1.0 (1961)	0.32	-0.78	0.44
2013	2.98 (174)	2.99 (1492)	-0.27 (1664)	0.79	-0.24	0.81
2014	2.94 (194)	3.09 (794)	-3.42 (986)	0.01*	-3.3	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 24. Comparison of General Climate Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

		Independent samples *t*-test			WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.08 (125)	3.0 (2504)	1.47 (2627)	0.14	1.62	0.1
2012	3.03 (129)	2.97 (1813)	1.05 (1940)	0.29	0.91	0.36
2013	3.16 (174)	3.05 (1505)	2.1 (1677)	0.04*	2.16	0.03*
2014	2.97 (193)	3.12 (834)	-2.88 (1025)	0.01*	-2.6	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 25. Comparison of Ratings for, "Teachers have autonomy to make decisions about instructional delivery," From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

		Independent samples *t*-test			WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	2.95 (119)	2.78 (2428)	2.34 (2545)	0.02*	2.1	0.04*
2012	2.75 (124)	2.68 (1710)	0.81 (1832)	0.42	0.68	0.5
2013	2.69 (163)	2.75 (1407)	-0.78 (1568)	0.44	-0.71	0.48
2014	2.68 (190)	2.83 (758)	-2.08 (946)	0.04*	-2.29	0.02

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 26. Comparison of Instructional Practice Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

		Independent samples *t*-test			WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.18 (125)	3.15 (2490)	0.59 (2613)	0.56	0.71	0.48
2012	3.27 (126)	3.17 (1766)	2.08 (1890)	0.04*	1.97	0.05*
2013	3.21 (170)	3.18 (1446)	0.83 (1614)	0.41	0.73	0.46
2014	3.15 (194)	3.26 (784)	-2.81 (976)	.01*	-2.52	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 27. Comparison of Managing Student Conduct Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.02 (125)	2.95 (2505)	1.28 (2628)	0.2	0.86	0.39
2012	2.98 (129)	2.88 (1815)	1.64 (1942)	0.1	1.48	0.14
2013	3.02 (173)	3.0 (1500)	0.39 (1671)	0.7	0.59	0.55
2014	2.92 (194)	3.11 (840)	-3.91 (1032)	0.01*	-3.57	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 28. Comparison of Professional Development (PD) Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	2.83 (125)	2.77 (2510)	1.39 (141.8)	0.17	0.93	0.35
2012	2.82 (126)	2.79 (1796)	0.73 (153.1)	0.47	0.17	0.85
2013	2.89 (170)	2.89 (1468)	-0.08 (1636)	0.94	-0.33	0.74
2014	2.83 (194)	3.01 (796)	-3.77 (988)	0.01*	-2.95	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 29. Comparison of Attachment to Profession Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

	Independent samples *t*-test				WMW test	
Year	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.48 (28)	3.36 (470)	1.05 (496)	0.3	0.98	0.33
2012	3.34 (125)	3.25 (1651)	1.79 (1774)	0.07	1.59	0.11
2013	3.29 (154)	3.16 (1082)	2.35 (1234)	0.02*	2.1	0.04*
2014	2.5 (194)	1.41 (841)	15.7 (539.2)	0.01*	9.92	.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 30. Comparison of Attachment to School Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples *t*-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.3 (28)	3.06 (470)	1.89 (496)	0.06	2.08	0.04*
2012	3.16 (124)	2.99 (1648)	2.77 (1770)	0.01*	2.85	0.01*
2013	3.07 (154)	2.86 (1078)	3.63 (1230)	0.01*	3.69	0.01*
2014	2.23 (194)	1.28 (841)	14.9 (534.6)	0.01*	9.16	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 31. Comparison of Self-efficacy Subscale Ratings From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples *t*-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.29 (32)	3.09 (469)	2.32 (499)	0.02*	2.45	0.01*
2012	3.17 (124)	3.12 (1648)	1.26 (1770)	0.21	0.95	0.34
2013	3.1 (154)	3.02 (1080)	2.09 (1232)	0.04*	2.17	0.03*
2014	2.62 (194)	1.47 (841)	16.2 (555.8)	0.01*	9.93	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Table 32. Comparison of Ratings for, "Overall, my school is a good place to work and learn," From 2011 to 2014 for Respondent Leavers and Non-respondent Leavers

Year	Independent samples *t*-test				WMW test	
	Mean for survey respondent leavers (*n*)	Mean for survey non-respondent leavers (*n*)	*t* value (*df*)	*p* value	*Z*	*p* value
2011	3.4 (125)	3.27 (2489)	1.93 (2612)	0.05*	1.78	0.08
2012	3.29 (128)	3.09 (1811)	2.82 (152.0)	0.01*	2.33	0.02*
2013	3.35 (173)	3.23 (1494)	1.98 (1665)	0.05*	2.03	0.04*
2014	3.08 (193)	3.32 (836)	-3.61 (261.3)	0.01*	-3.57	0.01*

Note. Z is a normal approximation of W (the rank sum statistic) using a continuity correction. Reported *p* value for WMW is two sided for consistency with independent samples *t*-test. WMW H_o: the two distributions of leavers are the same. WMW H_a: one distribution of leavers has values that are systematically larger than the other.
* Significant using alpha of .05

Appendix D: HR Exit Survey Descriptive Statistics

Responses to all items in the HR Exit Survey (n = 356) are summarized in Table 33.

Table 33. Human Resources (HR) Exit Survey Descriptive Statistics Presented by Survey Item

Item	Response characteristics
Gender	
Female	75%
Male	25%
Ethnicity	
White	64%
Hispanic	23%
African American	10%
Asian	~2%
Other	~2%
What was your last day of employment?	
Most common date	77% at the end of the 2013–2014 school year
In how many districts have you worked in addition to Austin?	
None	32%
One other district	28%
Two other districts	20%
Three or more other districts	20%
At what level in AISD did you work most recently?	
Elementary	45%
Middle	18%
High	27%
Special/other	10%
Area of specialization*	
Bilingual	18%
English as a second language	29%
Special education	24%
Other[5]	28%
What was your most recent assignment?	
Teaching	78%
Non-teaching professional	15%
Administrative positions	7%

[5] Among respondents who indicated "Other," 26% wrote in a form of specialized service professional (e.g., counselor, psychologist, speech language pathologist, occupational therapist). Each of English language arts, science technology engineering math (STEM), career and technical education (CTE), and fine arts were written in between 5% and 10% of the free text responses. Areas of specialization in elementary education, library sciences, physical education, music, social studies, gifted and talented, social and emotional learning, and other electives were each indicated in less than 5% of remaining free text responses.

Item	Response characteristics		
Did you participate in an alternative certification program?			
No		77%	
Yes[6]		23%	
How much work experience do you have?*			
	In AISD:	Outside AISD:	Total:
Less than 1 yr	4%	20%	1%
1 to 5 yrs	49%	34%	20%
6 to 10 yrs	17%	19%	23%
11 to 20 yrs	12%	18%	23%
More than 20 yrs	18%	9%	34%
Reasons for leaving AISD			
Regular retirement		22%	
Moving from the area		14%	
Other[7]		13%	
Work for another local area district		11%	
Career change		11%	
Family responsibilities		9%	
Work for another Texas district outside the Austin area		7%	
Seeking higher salary/benefits		6%	
Spouse transferred		4%	
Returning to school		2%	
Work for a district outside of Texas		1%	
Disability retirement		>1%	
How do you regard the working environment for AISD **teaching** employees?			
Positive to very positive		65%	
Neutral		19%	
Negative to very negative		16%	
How do you regard the working environment for AISD **teaching** employees in comparison with other districts about which you have some knowledge?			
Positive to very positive		54%	
Neutral		25%	
Negative to very negative		21%	

[6] Forty-three percent (e.g., A+ Texas Teachers, iteach Texas), and 14% certified at a University or College (e.g., Huston-Tillotson University)

[7] Among respondents who indicated "Other," 18% left for another opportunity (e.g., promotion); 15% were dissatisfied with the district or their campus; 12% left due to district or campus leadership; 11% left due to health/personal reasons; 10% were removed from their positions or their positions were cut; and each of workload, work closer to home, dissatisfied with the work environment, did not feel valued, financial reasons were indicated in less than 10% of the reasons. See Appendix E for detailed analyses of respondent reasons for leaving.

Item	Response characteristics
Did the training you received from AISD prepare you to work with the students in your classroom?	
No	31%
Yes	69%
Explain[8]	See Appendix F for detailed analysis of qualitative responses.
How do you regard the working environment for AISD **non-teaching** employees?	
Positive to very positive	56%
Neutral	33%
Negative to very negative	11%
How do you regard the working environment for AISD **non-teaching** employees in comparison with other districts about which you have some knowledge?	
Positive to very positive	47%
Neutral	41%
Negative to very negative	12%
How do you feel about the training you received in AISD?	
Positive to very positive	61%
Neutral	25%
Negative to very negative	14%
How do you feel about your last job assignment in AISD?	
Positive to very positive	68%
Neutral	11%
Negative to very negative	21%
In general, how do you feel about your overall experience in AISD?	
Positive to very positive	71%
Neutral	13%
Negative to very negative	15%
Were you prepared well to work in an urban school district?	
No	11%
Yes	89%
If not, what additional skills and/or training would have been helpful?[9]	See Appendix G for detailed analysis of qualitative responses.

[8] Comments varied significantly and often conflicted with yes/no responses (i.e., respondent indicated "Yes" yet commented only on insufficiencies in the professional development opportunities offered and vice versa. Positive explanations included indications that trainings were appreciated and helpful to classroom practice, were appropriate to specialized contents or special populations, and were part of good leadership at the campus. Negative explanations included indications that trainings were too infrequent, had to be paid for out of pocket by the employee, were not relevant to classroom practices, were not specific to special populations, lacked timeliness in delivery, were repetitive, didn't prepare employees for student behaviors, and were weak relative to other districts' professional development opportunities. See Appendix F for detailed analysis of qualitative responses.

[9] Many commented that they felt prepared due to prior urban campus/district experience and/or their prior trainings (e.g., alternative certification program). Respondents commented that more preparation was needed in classroom management and dealing with student behaviors; working in economically disadvantaged schools; working in minority population schools; and dealing with family dynamics (e.g., demanding parents or challenging home environments). See Appendix G for detailed analysis of qualitative responses.

Item	Response characteristics
How do you feel about your profession at this time in your career?	
Positive to very positive	76%
Neutral	12%
Negative to very negative	12%
If you had it to do over again, would you accept the job(s) you held in AISD?	
No	14%
Yes	70%
Uncertain	16%

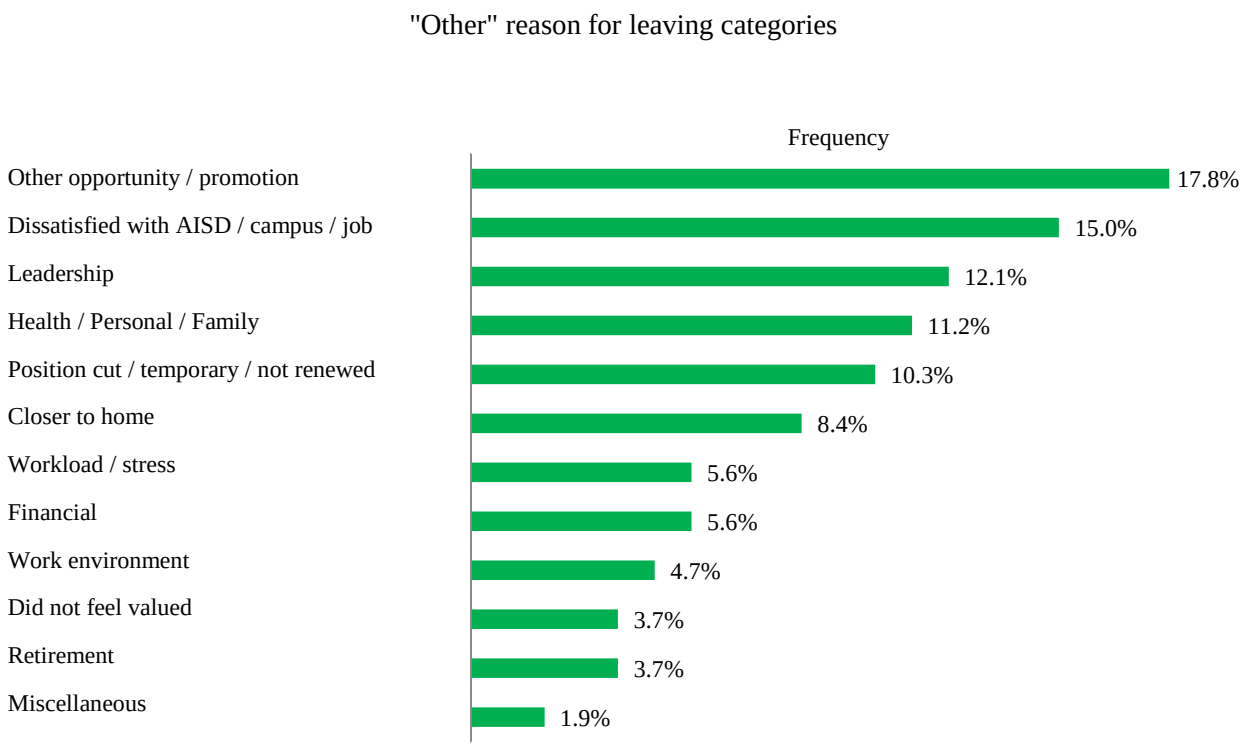
Source. AISD Human Resources Exit Survey
Note. Percentages may not add up to 100% due to rounding.
* Reported values for area of specialization and experience are uncorrected with district data in Table 32; that is, values reflect self-report data. Corrected values are shown in Table 1.

Appendix E: Reasons for Leaving

Responses to the "reasons for leaving" survey item allowed participants to skip the item, select all responses that applied, and/or write in a reason. Computing a frequency count per reason option required counting across non-mutually exclusive categories. That is, a single respondent could have selected multiple reasons, and each reason indicated could have contributed to a unique, but non-mutually exclusive, count for each reason selected. Consequently, the total count across reasons exceeded the total number of respondents. The unique count per reason category is shown in Figure 1. Regular retirement was the most frequent reason for leaving indicated by the survey respondents. Combining the three response options of "work for other district in Austin area," "work for other Texas district outside Austin area," and "work for other district outside Texas" reveals that about 19% of teacher leavers moved on to work for another district.

The "other" reason was the 3rd most frequent response to the "reasons for leaving" survey item. All "other" responses were grouped into like categories. The distribution of other categories is shown in Figure 8. The two most frequent write-in reasons for leaving were to pursue another opportunity and dissatisfaction with working in AISD.

Figure 8. Frequency of "Other" Response Categories



Response options were split out into two groups: future career plans and reason for leaving the district, and cross tabulated in Table 34.

Table 34. Frequency of Reason for Leaving, by Future Career Plan

Reason for leaving	Future career plan					
	Work for other district outside Austin area	Work for other district in Austin area	Retirement	Returning to school	Career change	No career plans Indicated
Spouse transferred						9% (*n* = 14)
Moving from Austin area	16% (*n* = 5)	2% (*n* = 1)		11% (*n* = 1)	5% (*n* = 2)	30% (*n* = 47)
Seeking higher salary, stipend, or benefits in another district	10% (*n* = 3)	16% (*n* = 7)				7% (*n* = 11)
Family responsibilities		2% (*n* = 1)	1% (*n* = 1)		3% (*n* = 1)	17% (*n* = 27)
Moving from Austin area / seeking higher salary, stipend, or benefits in another district	3% (*n* = 1)					>1% (*n* = 1)
Spouse transferred / moving from Austin area						>1% (*n* = 1)
Other						32% (*n* = 50)
No additional information provided	71% (*n* = 22)	79% (*n* = 34)	99% (*n* = 82)	89% (*n* = 8)	93% (*n* = 37)	3% (*n* = 4)
Count of reasons within career plan	100% (*N* = 31)	100% (*N* = 43)	100% (*N* = 83)	100% (*N* = 9)	100% (*N* = 40)	100% (*N* = 155)

Source. AISD Human Resources Exit Survey
Note. Percentages and frequencies only sum within column; percentages may not add up to 100% due to rounding.

Appendix F: Adequacy of AISD Training for Working With Students in the Classroom

For the survey item "Did the training you received from AISD prepare you to work with the students in your classroom?" respondents were additionally given the option to explain their yes or no answers.

Among the respondents answering yes (69%), the most frequent type of comment articulated how the training was appreciated and/or helpful to their practice. For example:

- "I feel the professional development is some of the best I have attended."
- "I had taught in two other districts before I came to Austin. I had a total of 12 years teaching experience when I moved to Austin. Continued training helps teachers help their students and keeps us current."
- "I was able to enrich my students' learning experiences using the training I received from AISD."

Some respondents who answered yes also provided further contextual information. Their open-ended responses tended to contrast what did work for them with what did not work for them. For example:

- "The trainings have helped. It's a common feeling amongst staff members that we don't have enough support or resources to implement the training effectively. There's really no use of having all these trainings if we don't have time to plan or a way to do them."
- "The earlier trainings I received were more applicable to everyday instruction in my first grade class. The last 10 years or so of PD [professional development] were too global or test driven and not specific to primary ed."
- "I was somewhat prepared. There is no training like actual experience in the classroom."

Among the respondents answering no (31%), the most frequent type of comment articulated how the training was insufficient for their professional needs. Insufficiencies included:

- A repetitive nature, for example:
    - "A lot of the training we received was repetitive and addressed methods already in place in most classrooms. It didn't seem like it was well thought out at all, and mostly it felt like a waste of valuable time."
    - "Much of my training was repetitive, and I often felt that I could be giving the training instead of sitting in the audience. I would have greatly appreciated the training to be more specific for my grade level and subject."
- Comparatively weak to other districts, for example:
    - "I thought the staff development was weak compared to what I received in [other districts] in Houston."

- Not useful for everyday work, for example:
  - "Most training was generic and not applicable to my teaching assignment."
  - "Most trainings address the 'ideal' classroom, which is the not the environment you face daily."
- Too infrequently offered, for example:
  - "The initial orientation went well, but once I was on my campus, I felt pretty isolated in terms of opportunities to further my experience as a teacher."
  - "The district has provided very little training during the past few years, or I needed to seek and pay for my own continuing education."
- Training did not teach anything new for experienced teachers, for example:
  - "I began the second half of my teaching career in AISD, so I really did not learn much new from that point on in my career."
  - "Most of my training came prior to AISD. Most of the training within AISD was repetitive from previous training."

 A number of additional critical comments are worth highlighting, due to both the safety implications and the consistency with open-ended responses to the survey item regarding preparation to work in an urban school district (see also Appendix C). These comments emphasized concerns that the training failed to prepare teachers for students' behaviors and the classroom environment. Specifically, the behavior-related comments to classroom preparation were:

- "I was never trained how to deal with students who would hit, push, and would threaten me. I was never trained for drug use by students. I was never trained for situations when students became angry and aggressive in a class and security did not come."
- "Differences in student environments and behaviors are not taken into account when trainings are given. In addition to that, trainings seem to be given without teacher input. Often they felt like a waste of time."
- "My first campus in AISD was a low-income, at-risk campus. At no time was I properly prepared to work with students with these behavioral issues."
- "No training is provided on how to work with defiant and low [socioeconomic class] students."
- "There was a colossal lack of training on how to handle extreme behaviors in the classroom independently. The 'training' there was would dictate that there would be support for teachers when students become verbally/physically violent or abusive; but sadly, teachers are left to fend for themselves with the behaviors...all whilst maintaining an academically enriching environment for the remainder of the students. I had to call

upon my years of previous work with children in non-academic settings, as well as my own good judgment. I can only hope I did right by the students."

- "When I started teaching in AISD 24 years ago, I was not prepared for the behaviors of students at my school. I don't think any training could have prepared me."

Appendix G: Prepared to Work in an Urban School District

Similar to the training question about classroom preparation, for the survey item "Were you prepared well to work in an urban school district (if not, what additional skills and/or training would have been helpful)?" respondents were additionally given the option to explain their yes or no answers.

Among the respondents answering yes (89%), almost half of the open-ended responses (45%) indicated that experiences gained prior to AISD were attributed to the teachers feeling prepared to work in an urban school district, but not the training received by AISD. For example,

- "I was prepared due to my previous assignments outside of AISD and other experiences. I feel teachers in general are not prepared or given the training to work in the urban setting."
- "I believe that my alternative certification program gave me a strong foundation for teaching in a large urban district. It taught me best practices, classroom management, and how to work with a team. I think that when I entered AISD as a new teacher, I was not prepared to work in a Title I school as my first assignment. I think that AISD often employs the least experienced teachers in their high-need areas."
- "I taught in urban school districts for 10 years prior to AISD, so yes, I was prepared."
- "All of my prior experience has been in schools with similar economic status."
- "I am extremely familiar with urban schools, I love what I do—teaching—and I love to teach those needy children. I have worked in [other districts] in Houston, TX, in the urban schools."

Among teachers indicating what additionally would have helped prepare them for working in an urban school district, the following were the most frequent categories of comments:

-  More training in classroom management skill for handling students' behavior; for example,
    - "I would have loved to be more prepared, or seen more responses in the case of severe behaviors, which not only affect the learning environment, but the safety of a student and their peers."
    - "More techniques about how to deal with conflicts and behavior would be greatly appreciated."
- More support staff and school resources; for example,
    - "Additional support staff would be helpful. If the standards keep getting raised, we need support in terms of staffing, resources, and funding."

    - "I feel well trained in cultural difference and social economic disparities. Disappointing to observe the differences in resources between East and West Austin schools."
- Emphasis on the importance of mentoring; for example,
    - "The REACH mentor program helped me to be prepared for the urban classroom. Without it, I don't think I would have felt prepared."
    - "The new high school teachers I mentored did very well and seemed to feel pretty darn prepared, at least from my mentoring, and over time from the other offerings for new teachers, including the beginning of year TIP [Teacher Induction Program] sessions and the match-up with other teachers of the same content areas."
- More SEL training; for example,
    - "Additional skills are to help students cope with social and emotional learning [SEL] and to help them apply it in an external environment. I believe that giving parents more knowledge on what is expected of them for attendance and supporting students at home."
    - "More training should center around diversity, SEL, positive classroom and behavior management, and working with students who are behind academically and socially, live in poverty, and may be in dysfunctional homes."
- A need to know a second language, specifically Spanish; for example,
    - "I believe the education I received in college prepared me, but there is always difficult circumstances and hard situations that cannot prepare you. I really wish I had some more experience speaking Spanish."
    - "The only extra skill would be more training in Spanish."

Among the respondents answering no (11%), a little more than a third (39%) of the open-ended responses indicated their lack of preparation was centered on classroom management skills for disruptive student behaviors. For example,

- "I don't think any training can prepare a person for what they will encounter.... For hard-core behavior problems, though, there is no training that could help except on-the-job training."
- "I could have used more classroom management training."
- "I worked briefly at a very difficult school, and I felt that all of us there needed more help with discipline. We all needed training and a clear vision of how to approach students at that school."
- "There needs to be more work done with teachers to deal with at-risk students and their parents, many who are dismissive of their kids' problem behavior in the classroom."

- "Better support for classroom management issues."
- "Drug, violence, and gang training."

Additional open-ended responses indicated that more preparation was needed in the following areas for working in an urban district:

- Instructing students of multiple levels in a single classroom; for example,
  - "We are not prepared for the amount of students passed through the grade levels before they are ready for the next level of curriculum. There are too many levels of children in all subjects to teach directly, as the district requires."
- Additional student teaching experience; for example,
  - "I would prefer student teaching to alternative certification."
- District and/or campus transparency about the job; for example,
  - "Be transparent and provide an outline of job duties and expectations."
- How to teach and manage large class sizes; for example,
  - "I was told that my classes would be small and only contain students who wanted to be there and were 'accepted' to the program. This was not the case. I would not have taken this job. Training on how to handle large numbers of defiant students would have been helpful."
- How to work in low SES [socioeconomic status] schools; for example,
  - "There needs to be more training specific to working with kids living in poverty. How to discipline kids whose lives are unstable and chaotic."

Appendix H: Bilingual Specialization Case

What do the responses to all items in the HR Exit Survey look like for teachers with a bilingual specialization?

The subset of bilingual respondents to the HR Exit Survey were examined (n = 50). Table 35 shows the response characteristics of the subset of bilingual survey responses.

Table 35. HR Exit Survey Descriptive Statistics Presented, by Survey Item

Item	Full sample response characteristics	Bilingual response characteristics
Gender		
Female	75%	72% (n = 36)
Male	25%	28% (n = 14)
Ethnicity		
White	64%	18% (n = 9)
Hispanic	23%	78% (n = 39)
African American	10%	2% (n = 1)
Asian	~2%	NA
Other	~2%	2% (n = 1)
What was your last day of employment?		
Most common date	77% at the end of the 2013–2014 school year	76% (n = 34) at the end of the 2013–2014 school year
In how many districts have you worked in addition to Austin?		
None	32%	33% (n = 17)
One other district	28%	22% (n = 11)
Two other districts	20%	20% (n = 10)
Three or more other districts	20%	25% (n = 13)
At what level in AISD did you work most recently?		
Elementary	45%	82% (n = 42)
Middle	18%	8% (n = 4)
High	27%	4% (n = 2)
Special/other	10%	6% (n = 3)
What was your most recent assignment?		
Teaching	78%	76% (n = 38)
Non-teaching professional	15%	18% (n = 9)
Administrative positions	7%	6% (n = 3)
Did you participate in an alternative certification program?		
No	77%	60% (n = 30)
Yes	23%	40% (n = 20)

Item	Full sample response characteristics			Bilingual response characteristics		
How much work experience do you have?						
	In AISD:	Outside AISD:	Total:	In AISD:	Outside AISD:	Total:
Less than 1 yr	4%	20%	1%	2% (*n* = 1)	13% (*n* = 6)	NA
1 to 5 yrs	49%	34%	20%	47% (*n* = 24)	35% (*n* = 16)	12% (*n* = 6)
6 to 10 yrs	17%	19%	23%	22% (*n* = 11)	26% (*n* = 12)	25% (*n* = 13)
11 to 20 yrs	12%	18%	23%	20% (*n* = 10)	13% (*n* = 6)	31% (*n* = 16)
More than 20 yrs	18%	9%	34%	10% (*n* = 5)	13% (*n* = 6)	31% (*n* = 16)
Reasons for leaving AISD						
Regular retirement		22%			11% (*n* = 6)	
Moving from the area		14%			26% (*n* = 14)	
Other		13%			9% (*n* = 5)	
Work for another local area district		11%			9% (*n* = 5)	
Career change		11%			15% (*n* = 8)	
Family responsibilities		9%			13% (*n* = 8)	
Work for another Texas district outside of the Austin area		7%			4% (*n* = 2)	
Seeking higher salary/benefits		6%			7% (*n* = 4)	
Spouse transferred		4%			4% (*n* = 2)	
Returning to school		2%			2% (*n* = 1)	
Work for a district outside of Texas		1%			NA	
Disability retirement		>1%			NA	
How do you regard the working environment for AISD **teaching** employees?						
Positive to very positive		65%			76% (*n* = 38)	
Neutral		19%			10% (*n* = 5)	
Negative to very negative		16%			14% (*n* = 7)	
How do you regard the working environment for AISD **teaching** employees in comparison with other districts about which you have some knowledge?						
Positive to very positive		54%			70% (*n* = 35)	
Neutral		25%			16% (*n* = 8)	
Negative to very negative		21%			14% (*n* = 7)	

Item	Full sample response characteristics	Bilingual response characteristics
Did the training you received from AISD prepare you to work with the students in your classroom?		
No	31%	24% (*n* = 12)
Yes	69%	76% (*n* = 38)
How do you regard the working environment for AISD **non-teaching** employees?		
Positive to very positive	56%	61% (*n* = 30)
Neutral	33%	31% (*n* = 15)
Negative to very negative	11%	8% (*n* = 4)
How do you regard the working environment for AISD **non-teaching** employees in comparison with other districts about which you have some knowledge?		
Positive to very positive	47%	49% (*n* = 23)
Neutral	41%	43% (*n* = 20)
Negative to very negative	12%	9% (*n* = 4)
How do you feel about the training you received in AISD?		
Positive to very positive	61%	74% (*n* = 37)
Neutral	25%	22% (*n* = 11)
Negative to very negative	14%	4% (*n* = 2)
How do you feel about your last job assignment in AISD?		
Positive to very positive	68%	71% (*n* = 36)
Neutral	11%	20% (*n* = 10)
Negative to very negative	21%	10% (*n* = 5)
In general, how do you feel about your overall experience in AISD?		
Positive to very positive	71%	78% (*n* = 39)
Neutral	13%	10% (*n* = 5)
Negative to very negative	15%	12% (*n* = 6)
Were you prepared well to work in an urban school district?		
No	11%	9% (*n* = 4)
Yes	89%	91% (*n* = 43)
How do you feel about your profession at this time in your career?		
Positive to very positive	76%	84% (*n* = 43)
Neutral	12%	6% (*n* = 3)
Negative to very negative	12%	10% (*n* = 5)

Item	Full sample response characteristics	Bilingual response characteristics
If you had it to do over again, would you accept the job(s) you held in AISD?		
No	14%	10% (*n* = 5)
Yes	70%	78% (*n* = 40)
Uncertain	*16%*	*12% (n = 6)*

Source. AISD HR Exit Survey
Note. Percentages may not add up to 100% due to rounding.

Key Considerations

Table 35 also compares the bilingual subset with the respondents of the overall set of survey respondents. The table further highlights the importance of understanding rates of loss, given relative cross sections of teachers who stayed in the district and teachers who left the district. That is, it is also important to drill down to numerous other teacher leaver groups of interest, but they should each be understood relative to their analogous group of teacher stayers.

An example case is offered to demonstrate the relative nature of leaver data (see Table 35). Eighteen percent of the teacher leavers responding to the HR Exit Survey reported a bilingual specialization (15% used district job titles for those respondents). Is 18% (or 15%) too high? The bilingual specialization is the smallest group of teachers represented in the exit survey. Does infrequent representation mean AISD retains most of its bilingual teachers?

To understand the latter question, a count (in the same comparative time range) of stayers is needed. Given a count of bilingual stayers during the same time period, the relative loss of bilingual teachers could be assessed, and thus the answer to degree of retention among bilingual teachers determined. Once the total stayers and leavers for a time period was determined, then the rate of loss could also be determined. Given the rate of loss of bilingual teachers, the answer (at least partially) to relative degree of loss among other specializations could be determined. Relative rate of loss is still only a partial answer because the rate of bilingual teacher loss and its magnitude relative to other specializations addresses neither the district's goal of growing, maintaining, or reducing the number of bilingual teachers nor the rate at which bilingual teachers were hired during the same time period.

The same relative context is required to further interpret the subset of bilingual descriptive statistics in Table 35. Only 23% of all leaver respondents were Hispanic (Appendix D), yet 78% of all bilingual leaver respondents were Hispanic. How many (and what percentage of) Hispanic bilingual teachers stayed in the district during the same time period? Similarly, only 13% of all leaver respondents participated in an ACP (Appendix D), yet 40% of all bilingual leaver respondents participated in an ACP (Table 35). Some characteristics of leavers may differ

between groups among leavers (this is expected unless it can be assumed that all teachers were exactly the same except for a group characteristic such as specialization), but within groups across stayers and leavers, distinguishing characteristics may be common to everyone; and therefore, are neither predictive of which teachers might leave nor indicative of what might be done to keep those teachers we do not want to lose.

About this report. The current report is part of a larger series of reports examining teacher retention in AISD. In general, the series is concerned with the rate of teacher loss in the district and identifying what characteristics meaningfully distinguish whether the rate of loss differs among teachers. The HR Exit Survey summary report describes the response characteristics of district leavers who completed the voluntary online exit survey. Beginning in 2013, the exit survey was administered to all professional and administrative employees leaving the district. More broadly, the series of reports seek to address the following research questions:

- What were the characteristics of teachers who left AISD schools since 2007?
- What were the most common, actionable reasons teachers gave for leaving their schools?
- To what extent did teachers who left AISD schools move to area districts?
- How did the effectiveness of teacher leavers compare with the effectiveness of teachers who stayed?
- What financial factors contributed to, or resulted from, teacher attrition?

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