



Austin Independent School District

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AUSTIN INDEPENDENT SCHOOL DISTRICT TEACHER RETENTION REPORT I: RESULTS OF THE 2007–2008 TEACHER SURVEY

This report is the first in a Department of Program Evaluation (DPE) E-Team series examining factors that contribute to teacher retention in Austin Independent School District (AISD). In Fall 2007, the DPE conducted a teacher survey organized around four general topics: attachment to teaching, compensation, mentoring for new teachers, and professional development opportunities. Results indicate that teachers in AISD had strong feelings of attachment to the teaching profession and felt only slightly less strongly attached to their current campus than to the teaching profession. Further evidence of this strong attachment was found in results related to compensation. Dissatisfaction with compensation was widespread among teachers; however, most teachers reported they would not consider leaving the teaching profession for a pay raise of less than \$10,000 per year. Additionally, most teachers disagreed with student-performance-based stipends for teachers, but were supportive of stipends for teachers working in a hard-to-staff school. Regarding professional development needs, teachers across the district reported their top area of need was integrating technology with instruction, followed by motivating students. Novice teachers reported they spent an adequate amount of time working with their district mentors in key areas. Finally, responses to the survey varied according to the respondents' years of teaching experience.

SURVEY RESPONDENTS

Surveys were received from 4,931 teachers, or approximately 85% of teachers in the district. This percentage (actual denominator = 5,835) was derived from the Public Education Information Management System (PEIMS) data collected in Fall 2007. Surveyed teachers included all campus-based classroom teachers (i.e., self-identified during the administration of the campus staff climate survey). Most respondents had more than 10 years of teaching experience, and the greatest percentage (26%) reported they completed the University of Texas at Austin teacher preparation program. Approximately half of the respondents were married, approximately one third had children or other dependents living at home, and most reported their commute to school was approximately 30 minutes (Table 1). Results from the preliminary analyses suggested that the greatest variability in responses was in terms of teachers' years of experience; therefore, the results presented in this report include a comparison based on years of experience.

Table 1. AISD Teacher Survey Respondents, 2007–2008

	Years of teaching experience				
	Less than 1	1 to 5	6 to 10	11 to 20	More than 20
Elementary	194	798	616	660	624
Middle	77	258	209	245	166
High	85	307	195	246	234
Total	356	1,363	1,020	1,151	1,024
Classroom type					
General education	61%	56%	63%	67%	70%
Bilingual/English as a second language	30%	30%	22%	19%	18%
Special education	9%	13%	14%	12%	11%
Bilingual special education	<1%	<1%	<1%	<1%	<1%
Teacher preparation program *					
UT, Austin	20%	19%	23%	31%	35%
Region XIII ESC	13%	14%	15%	7%	0%
Texas State University	10%	19%	17%	15%	13%
ITEACH	8%	5%	<1%	<1%	0%
Austin Community College	2%	3%	<1%	<1%	0%
St. Edwards	2%	2%	2%	3%	4%
Additional demographic information					
Married	35%	45%	57%	63%	64%
Children or other dependents at home	21%	25%	40%	46%	36%
Good friends are also teachers	65%	64%	68%	69%	73%
Family members are/were teachers	45%	45%	43%	44%	50%
On average, how long does it take you to get to/from work (in minutes)?					
Less than 10	19%	20%	19%	23%	20%
10 to 20	40%	40%	38%	33%	38%
21 to 30	21%	24%	24%	23%	22%
More than 30	19%	16%	20%	20%	20%
My school is a safe working environment.	3.38	3.36	3.36	3.44	3.50

Note. Safety item was measured on a 4-point scale, ranging from “strongly disagree” to “strongly agree.”

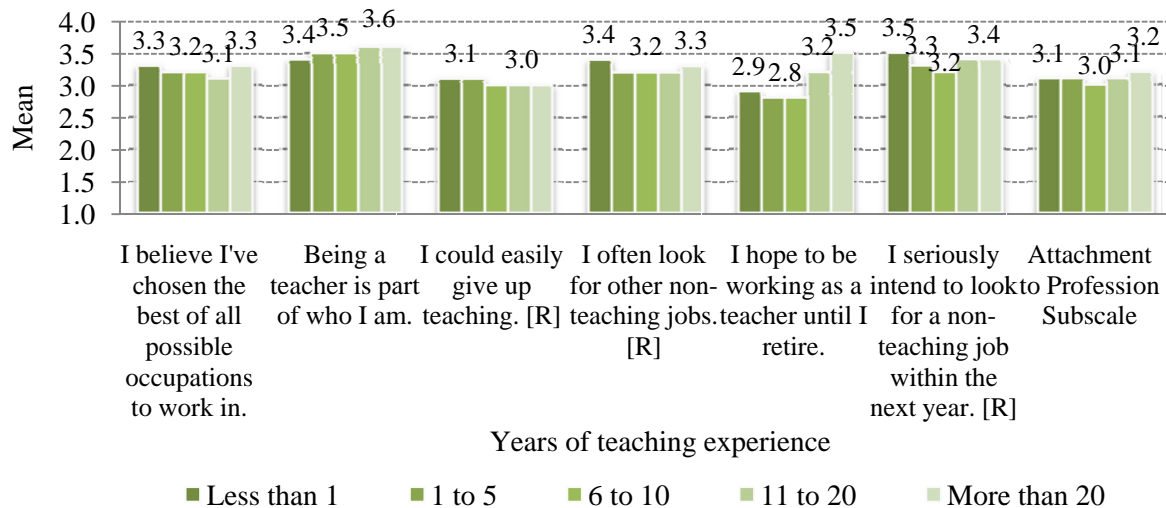
* Thirty-nine percent of teachers chose “other.” Less than 1% of respondents chose Austin Community College, Concordia University, Le Tourneau University, Region IV ESC, or TeachQuest.

RESULTS FOR ATTACHMENT TO TEACHING

Organizational attachment, or the extent to which individuals feel psychologically connected to and a sense of identification with an organization, is one important predictor of retention. In fact, Koch and Steers (1978) suggested that attachment may be an even stronger predictor of turnover for teachers than is job satisfaction. Organizational attachment often is conceptualized as multi-targeted; teachers may feel identified with factors including the teaching profession, their school, their grade level team, and other teachers in their subject area. The 2007–2008 teacher survey addressed two components of attachment to teaching: (a) the extent to which teachers identified with and were committed to teaching as a profession, and (b) their identification with and commitment to their current school. Items were measured on a 4-point scale, ranging from “strongly disagree” to “strongly agree.” Negatively worded items (indicated with an *R*) were reverse scored.

Means for attachment to profession were at or above 3.0 for most items, indicating that teachers identified strongly with teaching as a profession, although lower means for the item “I hope to be working as a teacher until I retire” may indicate their potential instability over the long term (Figure 1). Means varied by years of experience, although the trend was not linear. In fact, for several items, the trend appeared to be curvilinear: teachers at the earliest and latest stages of their careers appeared to be more committed to the profession than were teachers in the middle stages (see Appendix Table A. 1 for indicators of statistically meaningful differences among the means).

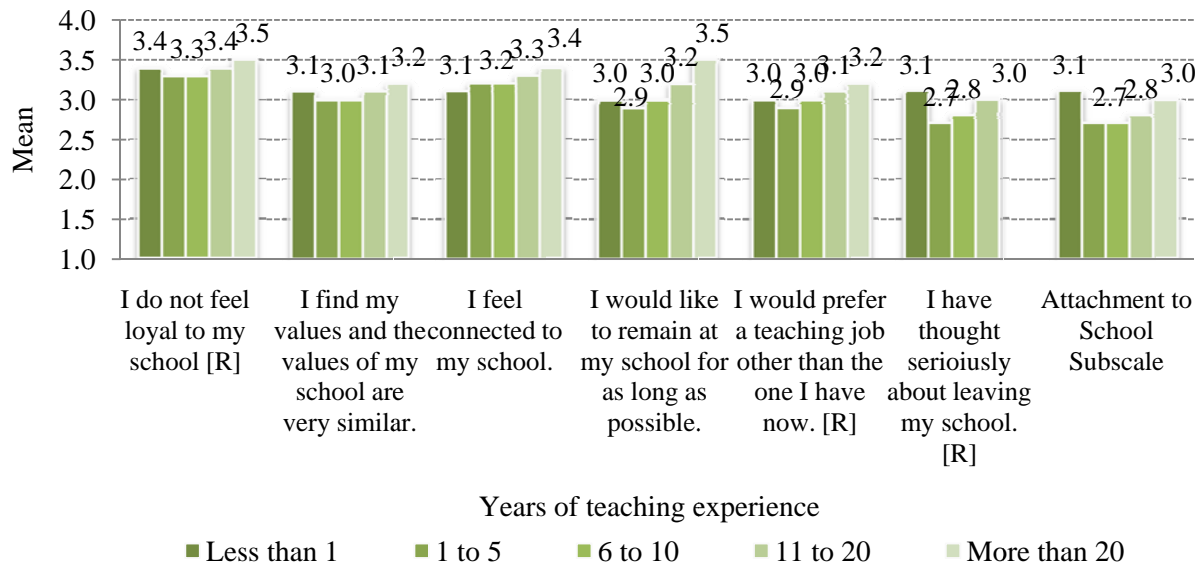
Figure 1. Mean Ratings for Attachment to Profession Items



Mean ratings for attachment to school items also varied by years of experience, and did so even more substantially than did the commitment to profession items (Figure 2). In particular, compared with teachers in the mid range of experience, teachers with less than 1 year of experience and teachers with more than 20 years of experience were less likely to indicate they

had seriously considered leaving their school. In addition, teachers with more than 20 years of experience were more likely than were teachers with fewer years of experience to say that they felt their values were in alignment with the values of their school and that they felt connected to their school (see Appendix Table A.1 for indicators of statistically meaningful differences among the categories).

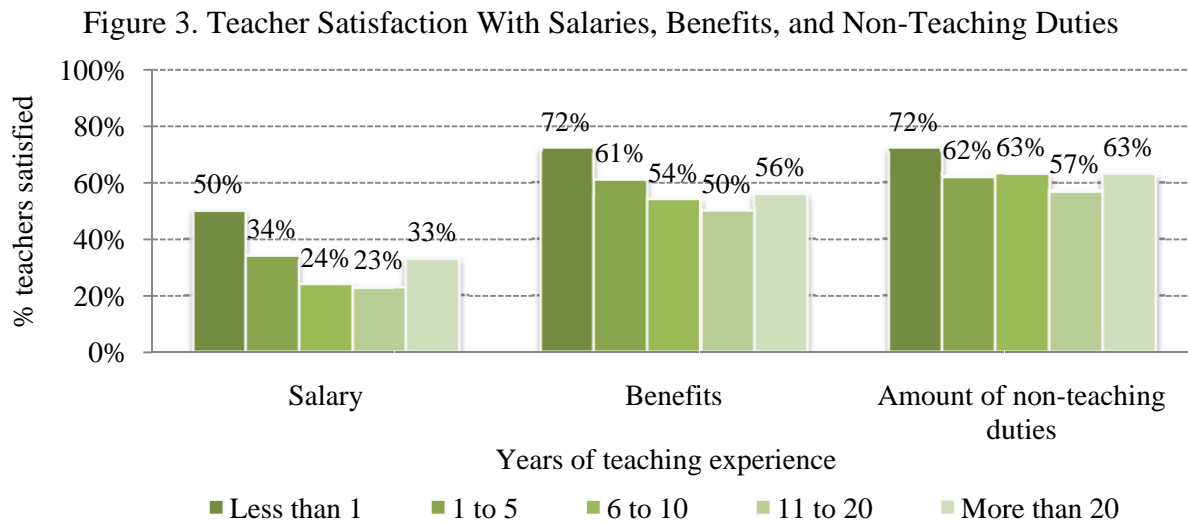
Figure 2. Mean Ratings for Attachment to School Items



Taken together, the results suggest that teachers in AISD generally felt strongly connected with the teaching profession, even though teachers at different stages in their careers had varying degrees of attachment to the teaching profession and to the schools in which they worked. On most items, and for both subscales, teachers in the “1 to 5” and “6 to 10” years of experience groups had the lowest attachment scores, and teachers in the “less than 1” and “more than 20” groups had the highest attachment scores.

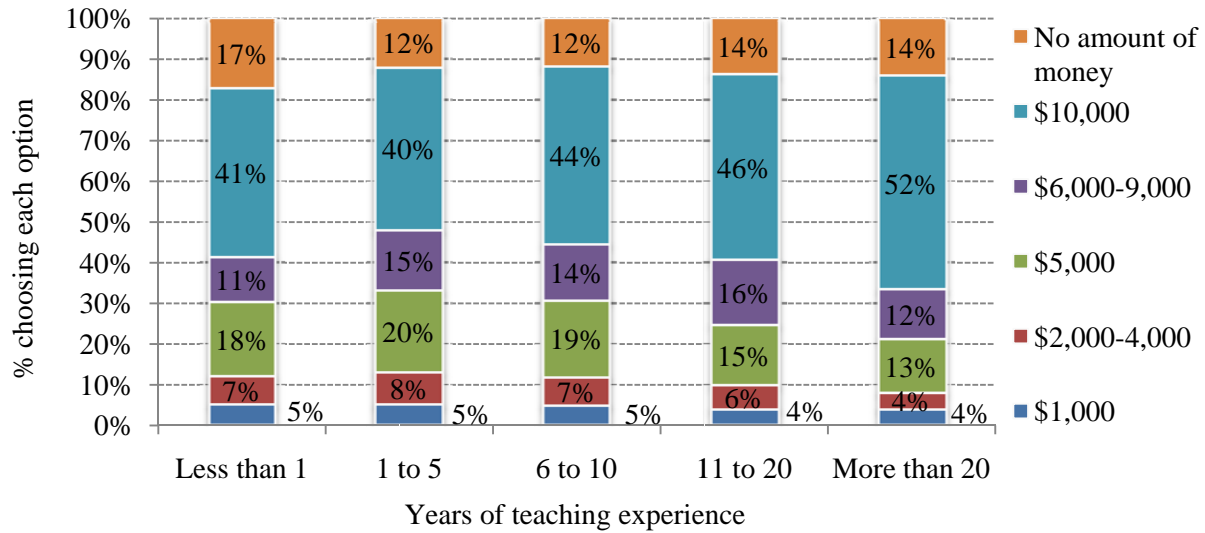
RESULTS FOR COMPENSATION

Results for survey items that addressed the extent to which teachers were satisfied with their compensation and their assigned non-teaching duties are displayed in Figure 3. In general, teachers were much less satisfied with their salary than with their benefits and non-teaching assignments. Depending on how many years of experience they had, between 23% and 50% of teachers reported they were satisfied with their current salary. Teachers with between 6 and 20 years of experience reported the lowest satisfaction rates.



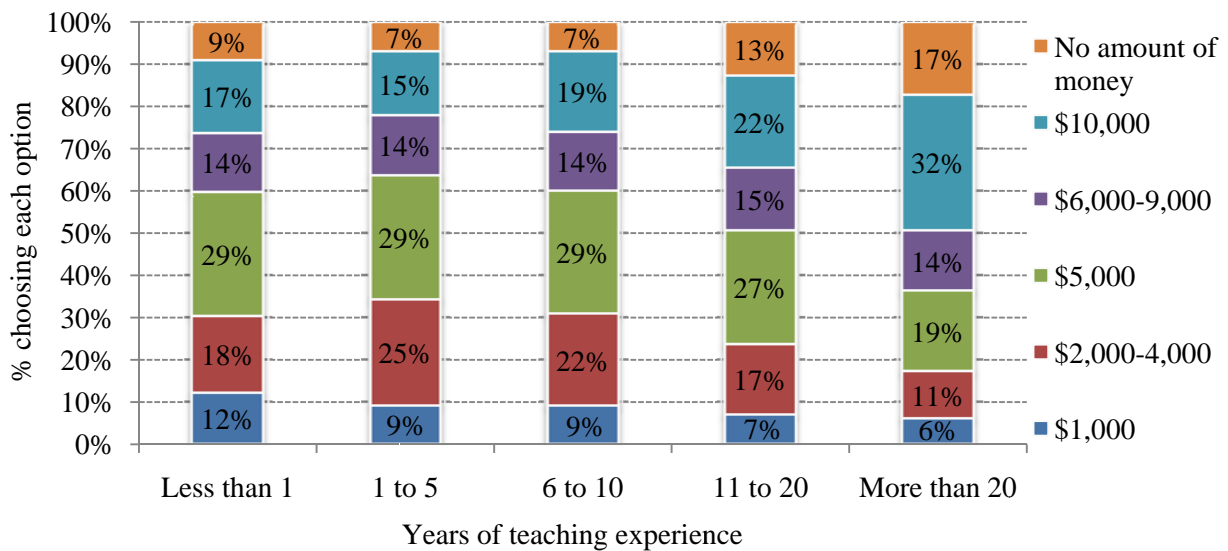
A separate set of questions asked teachers about the amount of money it would take for them to consider leaving the field of teaching or transferring to another district. The scale ranged from \$1,000 to “no amount of money.” Overall, the largest percentage of teachers indicated they would consider leaving the teaching profession for \$10,000 (i.e., the highest dollar amount on the list), and the second overall highest percentage would consider leaving for \$5,000. Approximately 40% of teachers indicated they would not consider leaving the teaching profession for less than \$9,000 (Figure 4).

Figure 4. How Much Money Would It Take for You to Accept a Position Outside of the Field of Teaching?



The next question asked teachers how much money it would take for them to consider accepting a position in a nearby district. Teachers reported they were willing to consider leaving the district for less money than they would accept for leaving the profession. Overall, the largest percentage of teachers indicated they would consider leaving AISD for \$5,000 (Figure 5). Approximately 60% of teachers in their first 5 years of teaching would consider leaving AISD for \$5,000 or less, compared with approximately 30% of teachers in their first 5 years of teaching who would consider doing so.

Figure 5. How Much Money Would It Take for You to Accept a Position in a Nearby District?



TEACHER SALARIES IN AISD AND AREA DISTRICTS

The majority of teachers surveyed reported they would not consider leaving AISD for less than \$5,000. To explore the implications of these data, we examined teacher salaries in 14 nearby districts: Bastrop, Burnet, Dripping Springs, Eanes, Georgetown, Hays, Lago Vista, Lake Travis, Leander, Manor, Marble Falls, Pflugerville, Round Rock, and San Marcos. A summary of salary information for each district is displayed in Table 2. Note that salary data are for the 2006–2007 school year even though, at the time of the survey, teachers just had been notified they would be receiving a 3% salary increase for 2007-2008.

In 2006-2007, AISD had the second-highest average salary for novice teachers in the area. Novice teachers in AISD earned, on average, about \$2,000 more than their counterparts in other districts. Only Lake Travis offered novice teachers more than AISD; on average their novice teachers earned about \$2,700 more than AISD’s novice teachers.

Salaries in AISD remained competitive for teachers with 1 to 5 years of experience. In 2006-07, there were only five area districts that offered average salaries higher than AISD to teachers with 1 to 5 years of experience: Lake Travis, Round Rock, Eanes, Leander, and Bastrop. Differences in salary ranged from approximately \$200 (Bastrop) to more than \$1,400 (Lake Travis). The fact that approximately 16% of teachers with 1 to 5 years of experience would consider leaving AISD for less than \$2,000 and approximately 10% would consider leaving for \$1,000 (Figure 3) suggests that several nearby districts offered salaries that might entice a small percentage of AISD teachers with 1 to 5 years of experience to leave the district.

Table 2. Difference in Salary for Teachers, AISD and Area Districts

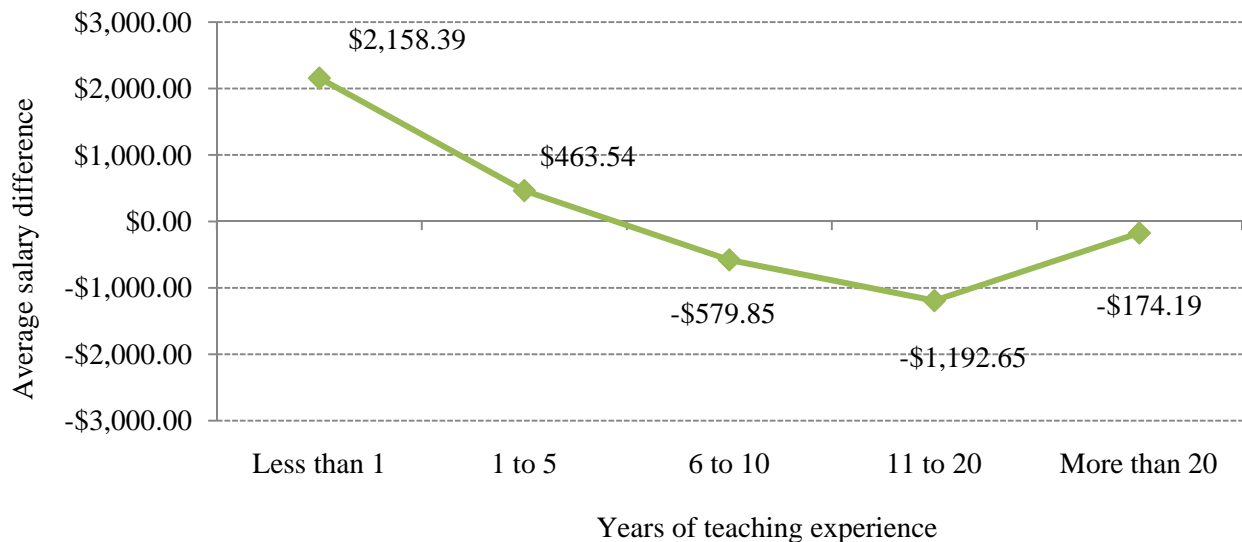
District	Years of teaching experience				
	Less than 1	1 to 5	6 to 10	11 to 20	More than 20
Austin Average Salaries	39,382.16	38,910.97	40,541.49	44,715.26	52,871.00
Bastrop	-\$1,266.73	\$240.73	\$1,731.28	\$2,492.36	\$1,553.32
Burnet	-\$3,313.94	-\$3,410.91	-\$627.61	\$400.51	-\$2,603.63
Dripping Springs	-\$1,739.35	-\$209.52	\$1,097.36	\$1,349.40	-\$1,066.35
Eanes	-\$885.97	\$1,165.49	\$2,497.79	\$2,172.20	\$1,110.59
Georgetown	-\$2,678.19	-\$168.38	-\$225.05	-\$401.97	-\$1,464.35
Hays	-\$3,232.29	-\$1,408.25	-\$1,700.50	-\$130.21	-\$210.47
Lago Vista	-\$5,877.98	-\$3,258.32	-\$26.52	-\$901.23	-\$4,246.47
Lake Travis	\$2,723.69	\$1,403.30	\$2,097.28	\$2,121.19	\$2,078.66
Leander	-\$1,820.35	\$1,055.91	\$1,343.34	\$2,110.41	\$2,308.05
Manor	-\$2,315.79	-\$131.79	\$640.40	\$2,093.83	\$1,513.59
Marble Falls	-\$4,866.06	-\$3,077.45	-\$766.30	\$369.11	-\$1,178.44
Pflugerville	-\$1,713.80	-\$58.79	\$692.03	\$1,854.52	\$87.82
Round Rock	-\$1,245.12	\$1,379.23	\$1,650.59	\$2,588.79	\$3,770.17
San Marcos	-\$1,985.67	-\$10.81	-\$286.23	\$578.21	\$786.23
Average Salary Difference	\$2,158.39	\$463.54	-\$579.85	-\$1,192.65	-\$174.19

Source. Academic Excellence Indicator System (AEIS) 2006-2007.

Note. Shaded cells represent salaries that exceed those of AISD.

AISD salaries were less competitive for teachers with more experience. The line graph in Figure 6 displays the average difference between AISD salaries and local districts. Although AISD teacher salaries began over \$2,000 ahead of other districts for novice teachers, that advantage dissipated quickly and by the 11 to 20 year range, teachers in AISD earn, on average, over \$1,000 less per year than their counterparts in other districts.

Figure 6. Average Difference Between AISD Teacher Salaries and Local District Teachers Salaries by Years of Teaching Experience



Source. Academic Excellence Indicator System (AEIS) 2006-2007.

Salaries become less competitive starting with teachers in the range of 6 to 10 years of experience. In 2006-2007, eight area districts offered average salaries higher than those of AISD for teachers with 6 to 10 years of experience: Eanes, Lake Travis, Bastrop, Round Rock, Leander, Dripping Springs, Pflugerville, and Manor. Differences ranged from approximately \$650 (Manor) to nearly \$2,500 (Eanes). As discussed earlier, AISD teachers with 6 to 10 years of experience were less satisfied with their current salary than were most other groups, and approximately 26% percent of teachers in this experience range indicated they would consider leaving AISD for less than \$3,000. Approximately 15% reported they would consider leaving AISD for less than \$2,000. In short, a few districts (i.e., Eanes, Lake Travis, and Bastrop) paid salaries for this level of experience that might have attracted between about 15% and 25% of teachers in this experience range to leave AISD.

Likewise, 11 districts offered teachers with 11 to 20 years of experience higher salaries than did AISD: Eanes, Lake Travis, Bastrop, Round Rock, Leander, Dripping Springs, Pflugerville, San Marcos, Marble Falls, Manor, and Burnet. Differences ranged from approximately \$400

(Burnet) to more than \$2,500 (Round Rock). As discussed above, among their peers, teachers in this range were the least satisfied with their current salary.

In 2006–2007, eight districts offered teachers with more than 20 years of experience higher salaries than did AISD: Pflugerville, San Marcos, Eanes, Manor, Bastrop, Leander, Lake Travis, and Round Rock. Differences ranged from less than \$90 (Pflugerville) to more than \$3,700 (Round Rock). Approximately 33% of teachers in this category reported they were satisfied with their current salary, a greater percentage than teachers with 6 to 20 years of experience, but a lower percentage than for teachers with 1 to 5 years. Approximately 20% of teachers in this category indicated they would consider leaving AISD for \$4,000 or less. Teachers in this category would be most enticed to leave AISD for Round Rock, but about 10% might be enticed to leave for Leander, Lake Travis, Manor, or Bastrop.

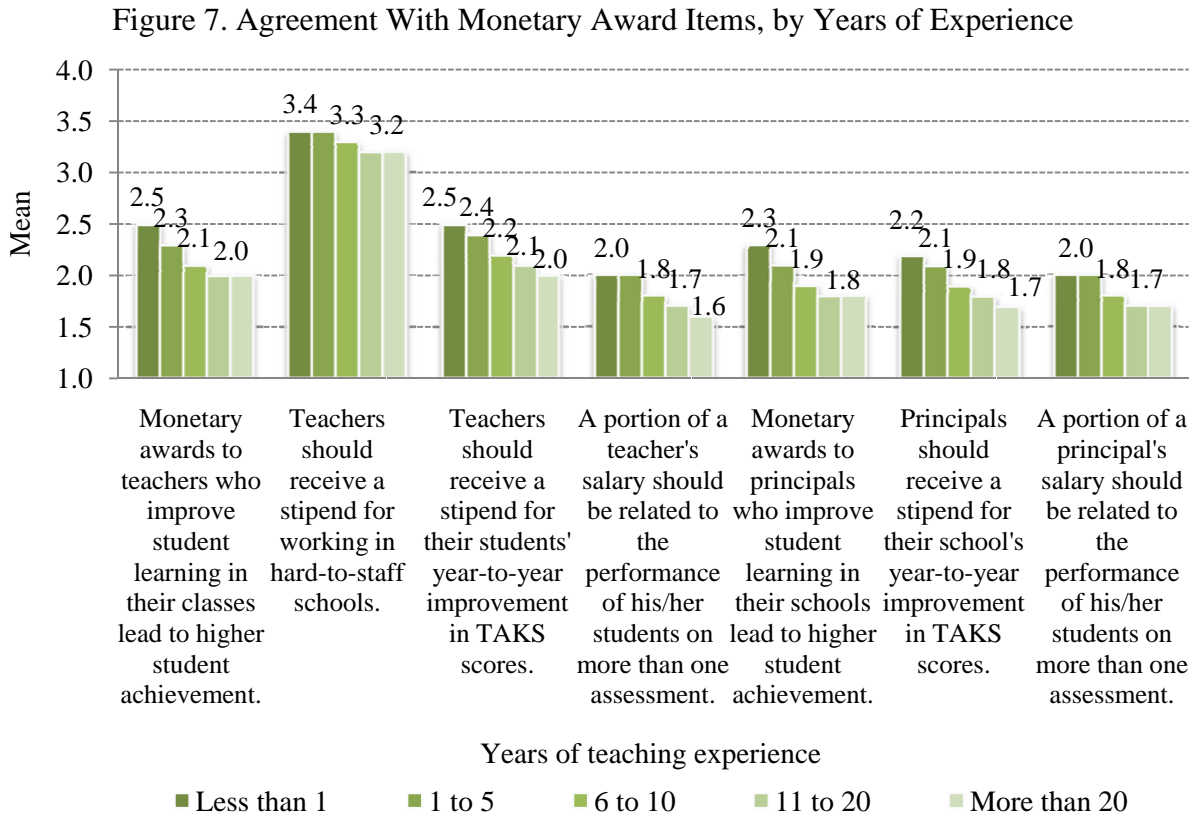
SUPPLEMENTAL ANALYSES FOR TEACHER SALARY AND RETENTION

In order to explore some of the relationships among these key variables and teacher retention, we ran a series of multiple regressions with intent to leave one's school and intent to leave the teaching profession as the dependent variables. Multiple regression is used to learn more about the relationship between several independent, or predictor, variables and a single dependent, or criterion, variable. Results indicated that teachers were more likely to say they had thought seriously about leaving their schools if they had longer commutes, viewed their schools as less safe, were less satisfied with their salaries and non-teaching duties, and had weaker attachment to the teaching profession ($R^2 = .30$). Interestingly, years of teaching experience had a curvilinear relationship with thoughts about leaving the school. Specifically, teachers with 5 to 15 years of experience were more likely to say they had thought seriously about leaving their schools than were teachers with fewer or with more years of experience (see Appendix Table A. 2 for more information about the results of these analyses).

Likewise, teachers who reported their school was less safe were less satisfied with their salaries and the amount of non-teaching duties to which they are assigned, and were less attached to their schools were more likely to say they had seriously considered leaving the teaching profession ($R^2 = .29$). As in the earlier analysis, years of teaching experience had a curvilinear relationship with intent to leave the teaching profession.

ATTITUDES TOWARD DIFFERENT TYPES OF TEACHER AND PRINCIPAL COMPENSATION

The final set of compensation items asked teachers to reflect on various types of teacher and principal compensation. Figure 7 displays mean responses to items that asked teachers about their attitudes toward financial incentives for teachers and principals, and about incentives that were tied to student performance and to working in hard-to-staff schools.

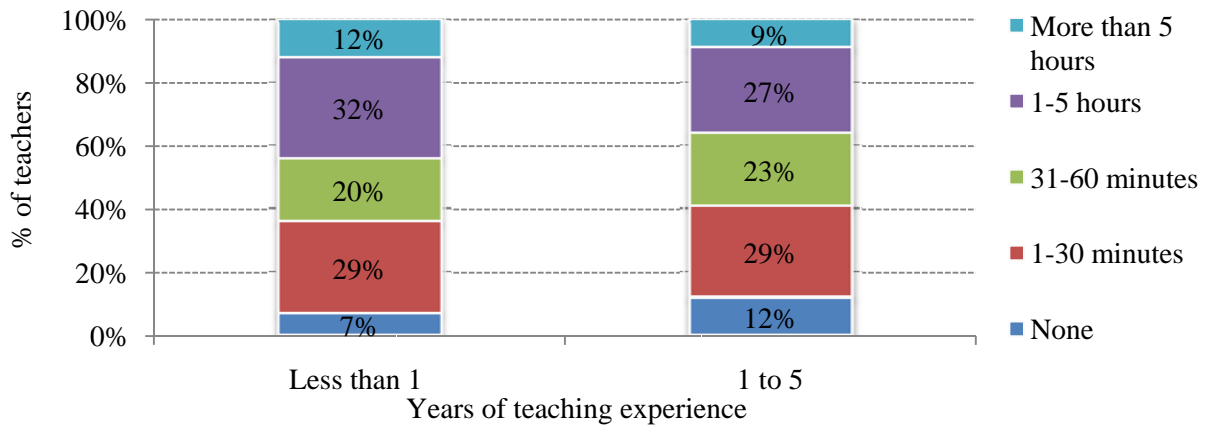


Respondents felt very strongly that teachers should receive stipends for working in hard-to-staff schools. However, attitudes were not as positive toward incentives that were tied to student performance. A clear linear relationship existed between years of experience and attitude toward these performance incentives: teachers with fewer years of experience responded more favorably toward items related to performance-based incentives than did teachers with more years of experience. This finding is consistent with existing research findings (Farkas, Johnson, & Duffett, 2003, as cited in Koppich, 2008). This relationship was less pronounced for attitudes toward stipends for working in a hard-to-staff school. Indicators of statistically significant differences can be found in Appendix Table A. 3.

RESULTS FOR MENTORING

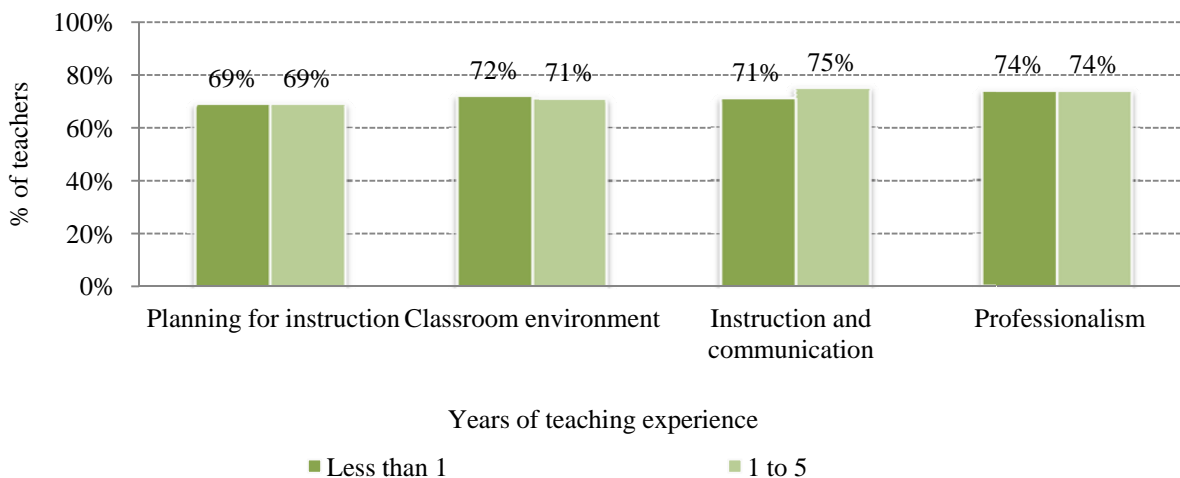
The next section of the survey asked novice teachers (1 to 5 years of experience) to respond to several questions about the type of support they received from their campus mentor. First, teachers were asked to estimate the amount of time per week their mentor provided support (e.g., through one-on-one meetings, team meetings, staff development, e-mails, phone calls, modeling lessons). Results indicated that the majority of teachers spent one hour or less per week with their mentor engaged in these activities (Figure 8).

Figure 8. Time Spent With A Mentor, per Week, by Years of Experience



Next, teachers were asked to indicate whether they spent an adequate amount of time working on key areas of need, as identified in the Texas Beginning Educator Support System (TxBESS) Framework, the novice teacher mentoring program utilized by AISD. These clusters include planning for instruction (e.g., using instructional planning guides [IPGs], creating lesson plans); classroom environment (e.g., classroom management, organizing physical space); instruction and communication (e.g., question and discussion techniques, student engagement, implementation of assessment); and professionalism (e.g., reflecting on teaching, maintaining accurate records, communicating with families). Most novice teachers indicated they spent an adequate amount of time working on each cluster (Figure 9). This finding is particularly interesting given that most teachers reportedly spent less than an hour per week working with their mentor. However, more than one quarter of new teachers did not feel they had spent enough time working on each cluster.

Figure 9. Teachers Who Reported Spending an Adequate Time Working with a Mentor in Key Areas



RESULTS FOR PROFESSIONAL DEVELOPMENT

The final section of the survey asked teachers to identify areas of professional development opportunity in which they would like to receive more support and training. Results indicate that the top ten areas of need were similar across teacher years of experience, although the percentage of teachers choosing each item varied slightly (Table 3). Teachers across the board were especially interested in learning more about integrating technology, motivating students, differentiation, and learning more about resources and materials. Not surprisingly, fewer veteran teachers expressed the desire for more professional development opportunities; however, more than one third expressed interest in learning more about integrating technology into the classroom.

Table 3. Teachers Interested in Receiving More Support and Training in Key Areas

	All	Years of teaching experience				
		Less than 1	1 to 5	6 to 10	11 to 20	More than 20
Top ten areas of need						
1. Integrating the use of technology with instruction	33%	25%	32%	33%	36%	35%
2. Motivating students	24%	35%	31%	25%	19%	18%
3. Differentiation (activities, groups, lesson structure)	23%	37%	33%	23%	17%	14%
4. Designing classroom activities	22%	38%	31%	20%	15%	14%
5. Knowledge of resources and materials	22%	41%	31%	19%	15%	15%
6. Managing student behavior	19%	39%	27%	16%	14%	12%
7. Engaging students in learning	17%	25%	22%	16%	13%	11%
8. Using district software systems (e.g., AIMS) to enter and access student performance data	14%	25%	14%	12%	14%	14%
9. Using questions and discussion techniques	13%	15%	17%	15%	10%	8%
10. Assessment methods and criteria	12%	23%	17%	10%	9%	7%
Additional areas of need						
Creating a classroom environment of rapport and respect	12%	19%	15%	12%	10%	7%
Organizing classroom physical space	12%	17%	16%	12%	10%	8%
Using IPGs	12%	25%	15%	9%	7%	9%
Assessing student learning	11%	20%	14%	10%	8%	7%
Communicating with families/caregivers	10%	18%	13%	11%	9%	6%
Knowing my students (academically, culturally, developmentally)	10%	13%	12%	10%	9%	8%
Interpreting student performance data for instructional decision-making	10%	20%	12%	8%	7%	8%
Maintaining accurate records	9%	20%	14%	8%	6%	5%
Establishing a culture for learning	9%	16%	12%	9%	7%	6%
Serving as an advocate for students	8%	9%	11%	9%	6%	5%

Table 3., Continued.

Additional areas of need	All	Years of teaching experience				
		Less than 1	1 to 5	6 to 10	11 to 20	More than 20
Communicating clearly and accurately (directions and procedures)	7%	15%	9%	7%	5%	4%
Establishing classroom procedures	7%	18%	10%	5%	5%	3%
Contributing to school growth and developing professionally	7%	9%	8%	7%	5%	6%
Demonstrating flexibility and responsibility (lesson adjustment)	5%	8%	7%	6%	3%	4%
Principles of learning	4%	4%	4%	4%	4%	3%

Note. This table is sorted by the “all” column.

GENERAL DISCUSSION

The results of the 2007–2008 AISD Teacher Survey point to several interesting conclusions about teachers who currently work in the district. First, teachers in AISD felt a strong sense of personal connection with the teaching profession. This was evidenced not only by their responses to the attachment survey items, but by the unwillingness of many teachers to leave the teaching profession in spite of high levels of dissatisfaction with their compensation. The results of our supplemental analyses suggest that attachment to the teaching profession and to one’s school and are strong predictors of the thoughts and behavioral intentions that precede voluntary turnover (e.g., considering leaving one’s school or looking for a non-teaching job). Future research should explore the factors that contribute to feelings of attachment, both to the teaching profession and to one’s school, to determine the best way for the district to benefit from this important connection.

Second, the results of our analyses suggest that dissatisfaction with salary is not a significant predictor of intent to leave one’s school, but is a significant predictor of intent to leave the teaching profession. The fact that a strong link does not exist between salary satisfaction and intent to leave one’s school is not surprising given that salaries for teachers with comparable credentials do not tend to vary much from campus to campus within the district. In addition, as show in Figure 3, with the exception of first year teachers, most teachers were dissatisfied with their salary. This finding also supports the notion that the variable of satisfaction with salary does not differentiate between those who want to leave and those who do it. Therefore, addressing satisfaction with their salary is not a useful way to influence teachers who are thinking of leaving their school.

Some new performance-based initiatives in the district (e.g., AISD REACH Pilot, tactical compensation programs) were designed, in part, to improve teacher retention on campus by financially rewarding high-performing teachers who return. Initiatives that offer incentive pay to teachers may entice teachers who are highly dissatisfied with their salaries to move to campuses

where such incentives are being offered. In addition, the ability to participate in such programs may help to persuade teachers who are considering leaving the profession to stay. Moreover, the data presented here suggest that, in addition to pay-based incentives, some complementary program elements (e.g., those that focus on professional development opportunities or mentoring) may facilitate greater returns than some other programs given that they focus on processes that may underlie attachment (e.g., fostering connectedness to the profession and to the campus).

One notable challenge, however, is that some teachers, particularly those with more than 1 year of experience, will receive a salary increase if they move to another district. The discrepancy between salaries in AISD and in local districts increases as years of teaching experience increase. That is, teachers with more years of experience have the most to gain financially by accepting a position with a neighboring district. Compared with other groups of teachers, teachers with between 5 and 20 years of experience have the greatest potential to benefit from leaving the district because they can earn up to several thousand dollar more per year with another district. The results of this survey suggest that teachers in this range appear to be at the greatest risk for leaving the district. Teachers with 6 to 20 years of experience reported less attachment to their schools and to the teaching profession than did teachers in other experience groups. In addition, a significantly smaller proportion of teachers in this group reported they were satisfied with their salary, compared with teachers in other groups. Therefore, it would be beneficial to focus some concentrated effort on retaining and rewarding experienced teachers, in addition to efforts aimed at novice teachers. For example, teachers in this group are more likely to have dependents living at home than are other teachers. Perhaps policies that support working parents (e.g., onsite childcare and childcare stipends) would help to persuade experienced teachers who also are parents to remain in AISD.

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APPENDIX

Table A. 1. Significant Mean Differences for Teaching Satisfaction and Commitment, by Years of Experience

Profession items	Years of teaching experience				
	Less than 1 (a)	1 to 5 (b)	6 to 10 (c)	11 to 20 (d)	More than 20 (e)
8. I believe I've chosen the best of all possible occupations to work in.	3.25 _d	3.19 _e	3.16 _e	3.14 _{a,e}	3.30 _{b,c,d}
11. Being a teacher is part of who I am.	3.44 _{d,e}	3.50 _{d,e}	3.5 _{d,e}	3.58 _{a,b,c,e}	3.64 _{a,b,c,d}
13. I could easily give up teaching.*	3.10 _{c,d}	3.06 _{c,d}	2.98 _{a,b}	2.96 _{a,b}	3.01
14. I often look for other non-teaching jobs.*	3.40 _{b,c,d,e}	3.24 _a	3.16 _{a,b}	3.22 _a	3.27 _{a,c}
18. I hope to be working as a teacher until I retire.	2.93 _{d,e}	2.83 _{d,e}	2.82 _{d,e}	3.19 _{a,b,c,e}	3.51 _{a,b,c,d}
19. I seriously intend to look for a non-teaching job within the next year.*	3.54 _{d,e}	3.29 _{a,d}	3.25 _{a,d,e}	3.35 _{a,b,c,e}	3.44 _{a,b,c,d}
Attachment to Profession Subscale	3.08 _{b,c,e}	3.00 _{a,d,e}	2.98 _{a,d,e}	3.08 _{b,c,e}	3.19 _{a,b,c,d}
School Items					
9. I do not feel loyal to my school.*	3.36 _e	3.30 _{d,e}	3.31 _{d,e}	3.43 _{b,c}	3.50 _{a,b,c}
10. I find my values and the values of my school are very similar.	3.06 _{c,e}	3.01 _{d,e}	2.95 _a	3.11 _{b,c,e}	3.18 _{a,b,c,d}
12. I feel connected to my school.	3.14 _{d,e}	3.19 _{d,e}	3.18 _{d,e}	3.30 _{a,b,c,e}	3.4 _{a,b,c,d}
15. I would like to remain at my school for as long as possible.	3.03 _{b,d,e}	2.91 _{a,c,d,e}	3.00 _{b,d,e}	3.19 _{a,b,c,e}	3.30 _{a,b,c,d}
16. I would prefer a teaching job other than the one I have now.*	2.96 _e	2.89 _{c,d,e}	2.99 _{b,e}	3.07 _{b,e}	3.23 _{a,b,c,d}
17. I have thought seriously about leaving my school.*	3.12 _{b,c,d,e}	2.71 _{a,e}	2.73 _{a,e}	2.78 _{a,e}	3.02 _{a,b,c,d}
Attachment to school subscale	3.10 _{b,e}	2.99 _{a,d,e}	3.02 _{a,d,e}	3.14 _{b,c,e}	3.26 _{a,b,c,d}

Note. Items were measured on a 4-point scale, ranging from “strongly disagree” (1) to “strongly agree” (4), with an additional “don’t know/NA” option.

* This item was reverse scored. Item 9 was omitted from the subscale computation due to poor item-to-total correlation.

a-e. Subscript letters indicate statistically significant differences (ANOVA using LSD) among means such that a indicates mean is significantly different ($p < .045$) than less than 1 year, b indicates mean is significantly different than 1 to 5 years, c indicates mean is significantly different than 6 to 10, d indicates that mean is significantly different than 11 to 20 years, and e indicates that mean is significantly different than more than 20 years.

Table A. 2. Summary of Regression Analysis for Variables Predicting Intent to Leave

Variable	B	SE B	β
Intent to leave one's school			
Years experience	.234	.046	.375*
Years experience ²	-.031	.006	-.377*
Average commute time	.063	.011	.073*
Perception of school safety	-.307	.019	-.214*
Satisfaction with salary	.012	.019	.009
Satisfaction with other compensation/benefits (health insurance, leave time, etc.)?	-.021	.018	-.017
Satisfaction with amount of non-teaching duties you are assigned (e.g. bus duties, cafeteria monitoring, etc.)	-.166	.017	-.135*
Attachment to profession subscale	-.919	.033	-.380*
Intent to leave the teaching profession			
Years experience	.129	.038	.258*
Years experience ²	-.016	.005	-.239*
Average commute time	-.013	.009	-.018
Perception of school safety	.038	.071	.033*
Satisfaction with salary	-.100	.016	-.093*
Satisfaction with other compensation/benefits (health insurance, leave time, etc.)?	.015	.014	.015
Satisfaction with amount of non-teaching duties you are assigned (e.g. bus duties, cafeteria monitoring, etc.)	-.038	.014	-.038*
Attachment to school subscale	-.665	.019	-.523*

* $p < .05$

Table A. 3. Significant Mean Differences for Monetary Awards for Teachers and Principals, by Years of Experience

	Years of teaching experience				
	Less than 1 (a)	1 to 5 (b)	6 to 10 (c)	11 to 20 (d)	More than 20 (e)
Teacher monetary award items					
25. Monetary awards to teachers who improve student learning in their classes lead to higher student achievement.	2.48 _{b,c,d,e}	2.30 _{a,c,d,e}	2.10 _{a,b,d,e}	2.00 _{a,b,c}	1.99 _{a,b,c}
27. Teachers should receive a stipend (a one-time payment each year) for working in hard-to-staff schools).	3.36 _{d,e}	3.38 _{d,e}	3.34 _{d,e}	3.18 _{a,b,c}	3.19 _{a,b,c}
28. Teachers should receive a stipend for their students' year-to-year improvement in TAKS scores.	2.49 _{c,d,e}	2.41 _{c,d,e}	2.16 _{a,b,d,e}	2.05 _{a,b,c}	1.99 _{a,b,c}
29. A portion of a teacher's salary should be related to the performance of his/her students on more than one assessment.	1.99 _{c,d,e}	1.95 _{c,d,e}	1.81 _{a,b,d,e}	1.67 _{a,b,c}	1.65 _{a,b,c}
Principal monetary award items					
26. Monetary awards to principals who improve student learning in their schools lead to higher student achievement.	2.33 _{b,c,d,e}	2.07 _{a,c,d,e}	1.89 _{a,b,d}	1.81 _{a,b,c}	1.85 _{a,b}
30. Principals should receive a stipend for their school's year-to-year improvement in TAKS scores.	2.18 _{c,d,e}	2.08 _{c,d,e}	1.85 _{a,b,e}	1.79 _{a,b}	1.74 _{a,b,c}
31. A portion of a principal's salary should be related to the performance of his/her students on more than one assessment.	2.04 _{c,d,e}	1.98 _{c,d,e}	1.85 _{a,b,d,e}	1.71 _{a,b,c}	1.69 _{a,b,c}

Note. Items were measured on a 4-point scale, ranging from “strongly disagree” (1) to “strongly agree” (4), with an additional “don’t know/NA” option.

a-e. Subscript letters indicate statistically significant differences (ANOVA using LSD) among means such that *a* indicates mean is significantly different ($p < .045$) than less than 1 year, *b* indicates mean is significantly different than 1 to 5 years, *c* indicates mean is significantly different than 6 to 10, *d* indicates that mean is significantly different than 11 to 20 years, and *e* indicates that mean is significantly different than more than 20 years.

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