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AUSTIN INDEPENDENT SCHOOL DISTRICT TEACHER RETENTION REPORT II: JOB SATISFACTION, ATTACHMENT, AND TURNOVER

This report is the second in a Department of Program Evaluation (DPE) *E-Team* series examining factors that contribute to teacher retention in Austin Independent School District (AISD). In Spring 2007, a sample of 1,167 AISD teachers reported their satisfaction with various aspects of their work and indicated their attachment to the teaching profession and to their campus. One year later, these responses were combined with retention data to determine which factors best predicted teacher attrition. Results indicate that of all factors examined, teachers in this sample were most dissatisfied with their salaries, the amount of planning and preparation time they have, and policies and practices related to assigning student to classes or sections. However, the factors that best differentiated among teachers who left the district, transferred to another school within the district, or remained on the same campus were psychological attachment to teaching and attachment to school and satisfaction with the work environment.

BACKGROUND

A 2005 National Center for Education Statistics (NCES) report examined teacher mobility data across various studies to identify movement patterns and to explore some underlying causes of mobility, including sources of job dissatisfaction among leavers and transfers. Results from the national sample indicated that teachers were most dissatisfied with the amount of time they had for planning and preparation, their teaching workload, and their salary. However, the report did not identify which of these factors, if any, differentiated among teachers who stayed, transferred, or left their district. In an effort to extend this research and to inform policy decisions within AISD, the Department of Program Evaluation (DPE) conducted a study in Spring 2008. In addition to replicating the items included in the NCES report, the study was extended to incorporate several additional variables (i.e., additional potential sources of job satisfaction/dissatisfaction, demographic variables, and attachment to school and the teaching profession).

A sample of 1,836 teachers was invited by e-mail to participate in a survey as part of the annual Employee Coordinated Survey, facilitated by the DPE and 1,167 responded, for a response rate of 64%. The final sample was representative of the AISD teaching population, as indicated by district-level comparison data from AEIS for 2006–2007. Approximately half of the

teachers in the sample were elementary school teachers (n = 557), one quarter were middle school teachers (n = 258), and one quarter were high school teachers (n = 259). Teachers in the sample had slightly more years of teaching experience (13 years, on average) than did other teachers in the district (11.2 years, on average), and had been with the district for slightly longer than had other teachers in the district (11 years on average for the sample, compared with 8.1 on average for other teachers in the district). Approximately 77% of the sample was female, compared with a district figure of 78%. As shown in Table 1, consistent with the district's reported turnover rates, 17% of teachers in the sample had left AISD by Spring 2007, and another 8% had transferred to a different campus.

Table 1. Attrition Rates for Surveyed Teachers After One Year

	Sample		District
	Frequency	Percentage	Percentage
Same campus	879	75%	79%
Different campus	96	8%	8%
Left district	192	17%	13%
Total	1,167	100%	100%

Source: Employee Coordinated Survey, 2006 and AISD Human Resources.

RESULTS

Comparative data are presented for teachers in the sample who remained on their campus, transferred to another AISD campus, or left the district. In the first section, top sources of teacher dissatisfaction are compared across all three groups within AISD and for teachers in the NCES national sample. In the second section, in an effort to better understand how these sources of dissatisfaction could influence retention, the data are examined to differentiate among teachers who remained at their campus, transferred to a different campus, or left the district. The final section summarizes the implications of these findings for district retention efforts.

COMPARISON OF SOURCES OF DISSATISFACTION

Teachers were asked to rate their satisfaction with 25 teaching-related factors (see Appendix Table A.2). The majority of these items were drawn from a 2005 NCES study, and additional job satisfaction items were adapted from the Job Descriptive Index (JDI)[1] (Smith, Kendall, & Hulin (1969)). A comparison of top sources of job dissatisfaction among teachers who stayed and left can be found in Table 2. The results obtained in the NCES study are provided along with the Austin ISD result, where applicable.

[1] The JDI is a scale used in organizational psychology to measure factors associated with job satisfaction, including satisfaction with the nature of the work itself, compensation, supervisors, co-workers, and opportunities for advancement. For recent meta-analysis, please see Kinicki, McKee-Ryan, Schriesheim, & Carson (2002).

Table 2. Top Sources of Job Dissatisfaction for Teachers, Austin Independent School District and National Center for Education Statistics

Item	Ranking and percentage who indicated dissatisfaction					
	All	Left district		Different campus		Same campus
	AISD	AISD	NCES	AISD	NCES	AISD
Salary	**1 (62%)**	**1 (56%)**	4 (48%)	**1 (60%)**	**3 (54%)**	**1 (63%)**
The amount of time for planning and preparation during a typical week at the school	**2 (51%)**	**2 (52%)**	**1 (60%)**	**2 (56%)**	**1 (65%)**	**2 (50%)**
Policies and practices for assigning students to classes or sections for instruction	**3 (41%)**	5 (45%)	**	4 (50%)	**	4 (39%)
My other compensation/benefits (e.g., heath insurance, leave time)	4 (41%)	9 (40%)	**	8 (40%)	**	**3 (41%)**
Student behavior at this school	5 (39%)	**3 (51%)**	5 (44%)	9 (39%)	4 (53%)	5 (37%)
Support I receive from parents at this school	6 (39%)	4 (49%)	**	**3 (50%)**	9 (41%)	7 (36%)
My school's system for rewarding and recognizing outstanding teachers	7 (37%)	7 (42%)	**	7 (41%)	**	6 (36%)
Computers and other technology for my classroom(s)	8 (37%)	6 (45%)	7 (41%)	5 (46%)	8 (44%)	8 (35%)
Opportunities for collaboration with other teachers in the school	9 (33%)	14 (34%)	**	14 (33%)	**	9 (33%)
Resources and materials/equipment for my classroom(s)	10 (32%)	11 (37%)	**	16 (28%)	**	10 (32%)

** Not in the top 10 sources of dissatisfaction in the NCES study.

Note. NCES data were not available for stayers. For each group, responses ranking in the top 3 are denoted in bold.

Results indicate that the top sources of job dissatisfaction among all AISD teachers were salary; the amount of planning and preparation time during a typical week; the policies for assigning students to sections; student behavior; other benefits (e.g., health insurance); and parent support for the school (Table 2).

Although some consistencies were found between the percentages of NCES study participants and AISD teachers indicating dissatisfaction with particular items, quite a few items that were ranked in the top 10 by AISD teachers were unranked by NCES study participants (e.g., policies for assigning students to classes and other compensation/benefits). The item "my school's system for rewarding and recognizing outstanding teachers" was adapted from the JDI (and not a part of the NCES study), but proved to be an important addition; this item ranked 7th among the 25 potential sources of job dissatisfaction. Some other interesting ranking differences were noted among the groups. For example, dissatisfaction with student behavior was ranked higher by teachers who left the district than by those who stayed. Likewise, dissatisfaction with parent support was ranked higher by those who left the district or left their campus than by those who stayed.

Item rankings provided a valuable preliminary look at the sources of dissatisfaction that can influence teachers' decisions to stay, leave, or transfer, but it also is critical to examine how meaningful differences were among the groups.

COMPARISON OF TEACHERS WHO REMAINED ON THEIR CAMPUS, WHO TRANSFERRED TO ANOTHER CAMPUS, AND WHO LEFT THE DISTRICT

It is widely accepted that job satisfaction and job commitment (often measured as one part of the broader construct of "attachment") make important and unique contributions to the explanation of employee turnover (see Tett & Meyer, 1993 for meta-analysis). Although previous research on teacher attrition has underscored the influence of job satisfaction, very little consideration was given to teacher attachment. In order to extend previous research and to better inform district policy, the scope of the present study was broadened to include measures of both job satisfaction and attachment. Also included was an examination of two additional characteristics: teacher years of experience and school poverty. The following variables were included in the analysis.

Job satisfaction: The ranking discrepancies among the groups (Table 2) indicate that teachers who remained in their schools were dissatisfied with different job characteristics than were their counterparts who left. The next important step was to determine which of these items were statistically, and meaningfully, different by group. To avoid analysis complications[2], we reduced the 25 individual job satisfaction items to four factors: Salary and Benefits, Work Environment, Work Assignment, and Classroom Resources. A list of the items contained in each factor, and the mean response for each item by group, can be found in the Appendix (Table A.2.)

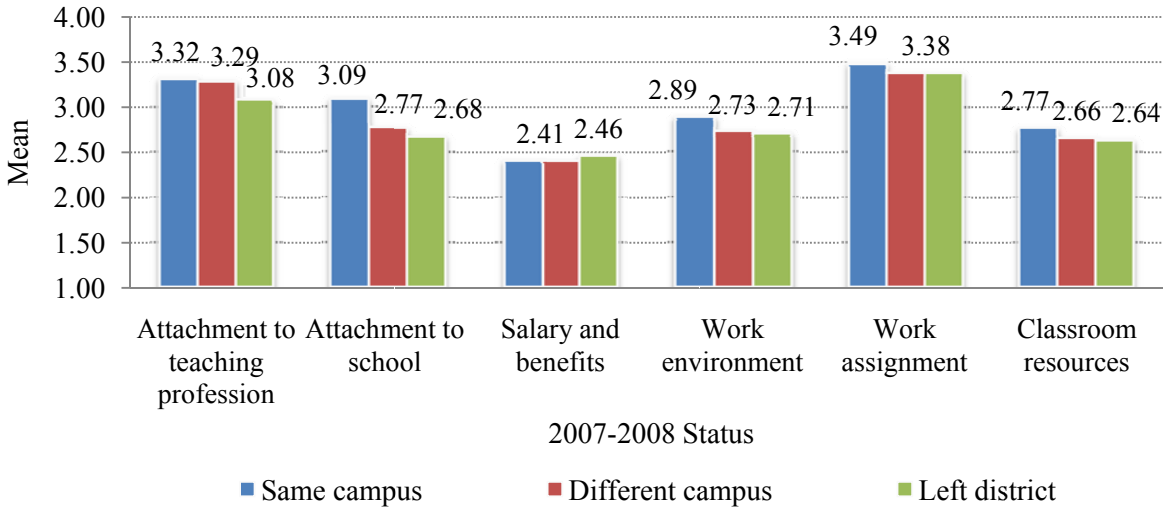
[2] Factor analysis is a statistical procedure that is used to reduce data from a list of individual items to subsets of items that are mathematically and conceptually similar. Reducing data in this way prevents against analytic errors that may result from excessive intercorrelation among a large number of items (i.e., multicolinearity).

Attachment: Organizational attachment encompasses a variety of related constructs, including loyalty, involvement/engagement, citizenship, commitment, and identification. It is a key variable in studies of attrition. Past research has linked strong attachment with decreased turnover, increased job satisfaction, lower absenteeism, and increased job performance (Jablin, 2000). Broadly speaking, attachment is a sense of connection or belongingness. Attachment often is conceptualized as multi-targeted; in other words, individuals may feel a sense of connection with their grade level, with their subject area team, with their school as a whole, with the district, with the teaching profession, and so on. For the purpose of linking attachment to teacher attrition, this study included both attachment to the employing school and with the teaching profession. We believe a strong connection with one's school may help to buffer against some otherwise dissatisfying job characteristics. Likewise, strong feelings of connection with the teaching profession should lessen the consequences of otherwise undesirable circumstances. Items measuring psychological attachment to the teaching profession (e.g., "I believe I've chosen the best of all possible occupations to work in." and "Being a teacher is part of who I am.") and one's campus (e.g., "I find my values and the values of my school are very similar." and "I would like to remain at this school for as long as possible.") were adapted from the Organizational Identification Questionnaire (Cheney, 1983).

Additional characteristics: Other factors may have helped differentiate among teachers who stayed and those who did not. Previous research has suggested that about a quarter of all teachers leave in their first 2 years, and that attrition rates are highest for teachers in their first 5 years (Guarino, Santibañez, & Daley, 2006). Therefore, years of teaching experience may be an important predictor of who will leave and who will stay. Likewise, research has suggested that teachers leave high-poverty campuses at a much higher rate than they leave low-poverty campuses (Provasnik & Dorfman, 2005). Therefore, the percentage of economically disadvantaged students on campus also was an important factor to consider in this study.

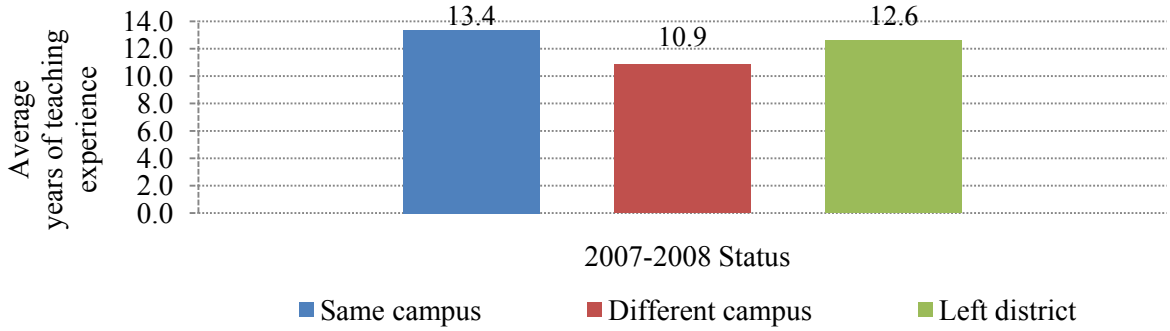
Results for teachers by 2007-2008 status (i.e. same campus, different campus, left district) can be found in Figures 1-3. Analysis of Variance (ANOVA) was used to determine which teacher groups were significantly different within each factor. Significant differences existed among the teacher groups for all satisfaction, attachment, and demographic factors except Salary and Benefits. Interestingly, Salary was ranked as the job factor with which most teachers were dissatisfied, regardless of their leave status. However, dissatisfaction appeared equal across groups and thus was not a good predictor of who was likely to leave. (ANOVA table can be found in Appendix Table A.3.)

Figure 1. Satisfaction and Attachment for Teachers Who Remained on Their Campus, Transferred, and Left the District From 2006–2007 to 2007–2008



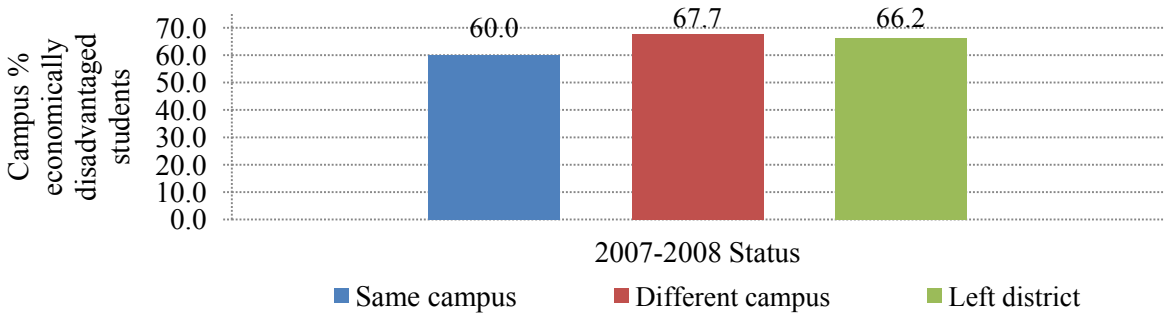
Note: Differences are statistically meaningful for all dimensions except salary and benefits. ANOVA results can be found in Appendix Table A.3.

Figure 2. Average Years of Teaching Experience for Teachers Who Remained on Their Campus, Transferred, and Left the District from 2006-2007 to 2007-2008



Note: Differences are statistically meaningful for teachers who remained at the same campus and teachers who left the district. ANOVA results can be found in Appendix Table A.3.

Figure 3. Campus Percent of Economically Disadvantaged Students for Teachers Who Remained on Their Campus, Transferred, and Left the District from 2006-2007 to 2007-2008



Note: Differences are statistically meaningful between teachers who remained at their campus and teachers who left the district. ANOVA results can be found in Appendix Table A.3.

In sum:

- Teachers who remained at their campus were more attached to the teaching profession and to their school, were less dissatisfied with the work environment, and were less dissatisfied with their classroom resources than were teachers who left the district.
- Teachers who transferred within AISD were less attached to their schools than were teachers who remained, and were more attached to the teaching profession than were those who left the district.
- Teachers who transferred within AISD had fewer years of experience than did those who remained on the same campus.
- Teachers who remained at their campuses were more likely to be at schools with lower percentage of economically disadvantaged students than were teachers who left the district.

In the final step of the analysis, logistic regression was used to examine how well this group of variables predicted the status (i.e., same campus, different campus, left district) of the study participants in 2007-2008. Logistic regression is a method of analysis that produces a model that represents the best mathematical combination for predicting an outcome. In this case, the satisfaction, attachment, teaching experience, and economic disadvantage factors were entered into the model to predict status for teachers in 2007-08. The model detailed in Table 3 contains a coefficient for each factor (B) that reflects the magnitude of the contribution for that predictor variable (e.g., "attachment to school") on the odds of being in the given category (e.g., Left District). The table also includes an indicator of the statistical significance of each coefficient in the model (*p*). The p-value is interpreted as the probability that the result could have been produced by chance, such that a p-value of 0.05 indicates a 95% level of certainty that the results did not occur by chance. It is generally accepted that results are statistically meaningful when the p-value is less than or equal to .05.

The results indicated that in combination, these factors can be used to differentiate leave status, but that some are more useful than others. When examining the factors that distinguished those who remained on campus from those who transferred to another campus, weaker attachment to the school was associated with transfers. However, none of the other variables were significant in the model. In the model comparing those on the same campus with those who left the district, leavers had weaker attachment to the teaching profession and weaker attachment to their school. Furthermore, the relationship between teaching experience and leaving the district was curvilinear, such that teachers with the least, and the most, experience were most likely to leave the district[3].

Table 3. Multinomial Logistic Regression Parameter Estimates

Status	Attachment/Job factor	B	SE	p<
Different campus	**Intercept**	-1.45	1.30	*ns*
	Attachment to teaching	0.43	0.27	*ns*
	Attachment to school	-1.15	0.27	0.00
	Work environment	0.15	0.38	*ns*
	Work assignment	0.11	0.24	*ns*
	Classroom resources	-0.07	0.19	*ns*
	Salary	-0.24	0.20	*ns*
	Years professional experience	0.08	0.06	*ns*
	Years professional experience^2	0.00	0.00	*ns*
	Economic disadvantage	0.01	0.01	*ns*
Left district	**Intercept**	1.88	0.87	0.03
	Attachment to teaching	-0.34	0.18	0.05
	Attachment to school	-0.82	0.19	0.00
	Work environment	-0.25	0.26	*ns*
	Work assignment	0.19	0.17	*ns*
	Classroom resources	0.02	0.13	*ns*
	Salary	0.20	0.13	*ns*
	Years professional experience	-0.13	0.03	0.00
	Years professional experience^2	0.00	0.00	0.00
	Economic disadvantage	0.00	0.00	*ns*

Note. The reference category is Same campus. χ^2=111.93, p <.01.

CONCLUSIONS AND IMPLICATIONS

Overall, AISD teachers shared some of the same dissatisfaction with their jobs that other teachers in the U.S. express, particularly dissatisfaction with their salaries and with the amount of time they have for planning and preparation. Teachers in AISD also were particularly dissatisfied with the policies and practices used to assign students to classes, and with other forms of compensation/benefits (e.g., health insurance and leave time). However, these sources of dissatisfaction only tell part of the story. The results of our analyses suggest that although

[3]It is likely that those leavers at the highest end of the experience continuum are retirees, although the data available lacks enough specificity to be certain.

salary was the greatest source of dissatisfaction, it did not predict which teachers would leave and which would stay; rather, stayers and leavers appeared to be equally dissatisfied. Other factors (e.g., attachment to one's school and to the teaching profession) did differentiate among teachers who stayed and teachers who left their school or the district. The results of this study have several important implications for district policy and procedures.

First, in order to increase teacher retention, it is critically important to promote strong feelings of attachment to the teaching profession, and in particular, to one's school. Most research has suggested that attachment often occurs as a result of socialization processes. Indeed, most socialization efforts are designed to promote members' attachment to the organization by promoting feelings of connectedness, identification, and good will. Efforts that address newcomer induction are especially valuable for increasing retention of less experienced teachers, who in this sample were among those most likely to leave.

Socialization processes are both formal (planned) and informal (unintentional); when both processes are utilized effectively, increases in attachment and improved job performance can result. Suggestions for socialization activities that can contribute to short- and long-term retention efforts include the following:

1. ***Formal, campus-based orientation programs***. Formal orientation programs often focus on early behaviors (e.g., when to arrive, how to access resources, and how to learn about the formal rules associated with one's role) and can result in feelings of attachment to the organization. However, Philips (1998) found that newcomers often have positive illusions about the organization they are entering, as a result of the psychological tendency to emphasize the positive aspects of the job and of working there. Unfortunately, if the reality of the position does not match well with the expectations set in advance, newcomers can feel uncertain, confused, and disappointed, which can undermine the good that comes from an orientation program. Therefore, an investment in a formal orientation that includes a realistic job preview —including elements such as informational materials, videos, site visits, and peer Q&A sessions—may help to decrease early attrition rates (Philips, 1998).
2. ***Informal induction activities***. Perhaps the most valuable socialization occurs informally through interaction with people who provide information (e.g., peers, mentors, department heads, and administrators). Newcomers in particular rely on others not only for basic information (e.g., "How should I dress on the first day of school?") but also for information about the organizational culture that will shape their job expectations, for better or worse. When information sources are effective and socialization includes individualized interaction with members of the organization, newcomers are more likely to exhibit role innovation and superior job performance than they would be if these conditions were not present (Ashforth & Saks, 1998). For this reason, it is critical that newcomers are given the time to observe and interact with organizational members who are positive examples of success and who will reliably provide honest accounts about the culture of the organization, while providing any necessary contextual information.

3. ***Mentoring***. Effective newcomer mentoring is perhaps the single most valuable resource for an organization to include in the formal orientation processes and to recognize in informal induction through interaction. Formal mentoring programs offer the benefit of a newcomer "curriculum" that ensures new members receive all of the relevant information and receive support for their work. At the same time, mentor-mentee relationships are a very important resource for informal socialization and induction into the school culture.
4. ***Community outreach***. Attachment to one's profession often begins well before entering an organization. In fact, the first stage of socialization, *anticipatory socialization*, can have long-standing effects on identification with one's profession (Jablin, 2000). Feelings of attachment to a particular profession come from many sources, including parents and family; educational institutions (e.g., major recruitment efforts, internships); and media representations of what the work will be like. Successful long-term recruitment efforts acknowledge the important roles others play in shaping attachment processes, and should utilize resources that can have a positive influence on attitudes about the teaching profession.

Second, effort should be directed at improving compensation for teachers, as well as at improving attitudes about compensation. Teachers in this sample, whether they stayed or left their campus, were quite dissatisfied with their salaries. Although an across-the-board pay increase may seem a logical (if expensive) fix, experts caution against this strategy alone because it could decrease attrition, but not guarantee the retention of high-quality teachers. Indeed, some research has suggested that teachers who move are generally less effective than are those who stay (Hanushek & Rivkin, 2007). Therefore, compensation-based retention efforts that focus on student outcomes in combination with recruitment should prove to be more effective than simply raising salaries. Programs that emphasize the value of results as well as credentials (e.g., AISD REACH Pilot) may provide a more lasting impact on salary dissatisfaction than merely raising salaries, and may reduce the unwanted risk of enticing less effective teachers to stay. Also, evidence from the first report in this series suggests that when compared with other local districts, AISD salaries are highly competitive for novice teachers but are less competitive for teachers with more experience (Cornetto & Schmitt, 2009). Further, teachers whose salaries were less competitive tended to be less satisfied with their salaries. Addressing these inequities might provide an atmosphere in which more experienced teachers are less likely to consider leaving AISD for a position in another district.

In addition, efforts directed at improving satisfaction with current compensation might prove useful. One option would be to increase communication to teachers about additional benefits the district provides that are not as visible as salaries (e.g., the annual compensation statement). Additionally, nontraditional forms of compensation may prove cost-effective, such as flexible working hours (when appropriate) or subsidies for child care or housing.

Third, although satisfaction with the work environment was not a significant predictor in the final model, it did differentiate among teachers who stayed and those who transferred or left, and the mean differences were large. Past research has shown that school climate not only was

related to student achievement in AISD, but may have had particular consequences for retention on highest-need campuses (Schmitt & Carney, 2008). Perceptions of student behavior in particular have been shown to be related to retention, even when controlling for economic disadvantage.

Finally, it is important to recognize that these data were used to predict which job-related attitudes would be associated with turnover, but they did not explain why teachers left their schools. Conclusions about why teachers left must be limited to those involving the variables measured here. To highlight this point further, in 2000–2001, a national sample of leaver teachers (i.e., teachers who left their school) were asked to report on the factors that were "very important" in their decision to leave. Ranking among the most commonly identified were personal reasons, such as retirement, family reasons, pregnancy, and raising children (Luekens, Lyter, & Fox, 2004). On the one hand, it seems reasonable to dismiss personal reasons as not subject to influence, and to focus instead on policies designed to address sources of dissatisfaction among those who remain. However, considering policies that may limit exits for personal reasons could be a valuable strategy. For example, one survey of U.S. workers found that employees who had access to family-friendly policies (e.g., child care access information) showed greater organizational commitment and significantly lower intention to leave than those who did not (Grover & Crooker, 2006). Another study found that employers who offered flexible work schedules and child care assistance experienced clear reductions in turnover, and saw financial benefits as a result (Kossek & Nichol, 2006). Indeed, comparing the costs associated with increasing access to on-site child care centers, allowing flexible work schedules (when appropriate), and supporting alternative staffing methods (e.g., job sharing) with the high cost of teacher turnover may be valuable.

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Table A.1. Item Means for Attachment Subscales

Attachment to the teaching profession	Same campus	Different campus	Left district
I believe I've chosen the best of all possible occupations to work in.	3.30	3.26	3.03
Being a teacher is part of who I am.	3.59	3.49	3.55
I hope to be working as a teacher until I retire.	3.25	3.03	3.08
I could easily give up teaching. (R)	3.20	3.29	2.89
I often look for other non-teaching jobs.(R)	3.27	3.30	2.96
I seriously intend to look for a non-teaching job within the next year. (R)	3.43	3.35	2.99
Attachment to school			
I find my values and the values of my school are very similar	2.98	2.80	2.67
I would like to remain at this school for as long as possible	3.26	2.67	2.69
I have thought seriously about leaving the school (R)	2.94	2.45	2.32
I feel very little loyalty to my school (R)	3.28	3.17	3.05
I would prefer a teaching job other than the one I have now (R)	3.10	2.71	2.68

Note. Responses were given using a 4-point scale, ranging from "strongly agree" to "strongly disagree." Items indicated by (R) were reverse scored.

Table A.2. Item Means for Job Satisfaction Subscales

For each item that follows, please indicate how *satisfied* you are with that aspect of your job.	Same campus	Different campus	Left district
Salary & benefits			
My salary	2.24	2.27	2.31
My other compensation/benefits (e.g., health insurance, leave time)	2.56	2.57	2.61
Work environment			
The school's security policy and practices	3.01	2.94	2.83
Student behavior at this school	2.72	2.64	2.40
Support I receive from parents at this school	2.81	2.59	2.50
Support my school receives from the community	2.93	2.68	2.70
The procedures for teacher performance evaluation	2.98	2.80	2.86
My opportunity to "make a difference" and to contribute to the overall success of my school	3.26	3.12	2.99
My school's system for rewarding and recognizing outstanding teachers	2.68	2.57	2.57
Policies and practices for assigning students to classes or sections for instruction	2.61	2.45	2.47
My ability to influence the school's policies and practices	2.82	2.57	2.60
The amount of autonomy and control I have over my own classroom	3.30	3.20	3.09
Opportunities for collaboration with other teachers in the school	2.74	2.64	2.75
Opportunities for professional advancement (promotion) offered to teachers at this school	2.81	2.60	2.67
Work assignment			
The subject(s) I am assigned to teach	3.48	3.38	3.34
The grade level(s) I am assigned to teach	3.50	3.38	3.40
Classroom resources			
Computers and other technology for my classroom(s)	2.75	2.54	2.53
Resources and materials/equipment for my classroom(s)	2.79	2.78	2.74

Note. Responses were given using a 4-point scale, ranging from "very dissatisfied" to "very satisfied."

Table A.3. Teachers Who Remained on Their Campus, Transferred, and Left the District From 2006–2007 to 2007–2008

Attachment/job factor	Status	Mean	*SD*	*F*	*p* <
Attachment to teaching profession	**Same campus (a)**	3.32_{c}	0.54	14.90	0.01
	Different campus (b)	3.29_{c}	0.51		
	Left district (c)	$3.08_{a,b}$	0.67		
Attachment to school	**Same campus (a)**	$3.09_{b,c}$	0.65	40.08	0.01
	Different campus (b)	2.77_{a}	0.62		
	Left district (c)	$2.68_{a,b}$	0.74		
Salary and benefits	**Same campus (a)**	2.41	0.60	0.54	*ns*
	Different campus (b)	2.41	0.67		
	Left district (c)	2.46	0.67		
Work environment	**Same campus (a)**	$2.89_{b,c}$	0.48	13.88	0.00
	Different campus (b)	2.73_{a}	0.46		
	Left district (c)	2.71_{a}	0.56		
Work assignment	**Same campus (a)**	3.49_{c}	0.54	4.39	0.01
	Different campus (b)	3.38	0.66		
	Left district (c)	3.38_{a}	0.66		
Classroom resources	**Same campus (a)**	2.77_{c}	0.78	2.72	0.05
	Different campus (b)	2.66	0.78		
	Left district (c)	2.64_{a}	0.83		
Years teaching experience	**Same campus (a)**	13.37_{b}	9.10	3.06	0.05
	Different campus (b)	10.88_{a}	7.91		
	Left district (c)	12.58	10.59		
Campus % economic disadvantaged	**Same campus (a)**	$60.00_{b,c}$	32.30	4.27	0.01
	Different campus (b)	$67.74_{a,c}$	31.42		
	Left district (c)	$66.18_{a,c}$	29.68		

Note. Scores ranged from 1 to 4 for attachment and job satisfaction factors. Individual item means can be found in the Appendix in Table 1.A. Subscripts indicate statistically meaningful differences among the groups. For example, for attachment to teaching profession, the mean for those who stayed on the same campus is statistically different than the mean for those who left the district (c).

AUSTIN INDEPENDENT SCHOOL DISTRICT

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