

Educator Working Conditions

Investigating Why Educators Leave the Profession



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September 16th, 2022

TABLE OF CONTENTS

Table of Contents.....	2
Key Findings.....	3
Executive Summary	4
Methodology	6
Findings for All Educators	11
Comparison of All Leavers to All Stayers.....	15
Comparison of Educators who Would Return to Would Not Return.....	19
Comparing Positions.....	24
Differences Based on Race or Ethnicity.....	26
Differences Based on Experience	28
Demographics of Respondents.....	30
Geographics Distribution of Respondents.....	33
Appendix	34
References	85

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EDUCATOR WORKING CONDITIONS

Investigating Why Educators Leave the Profession

KEY FINDINGS

85%

of surveyed educators agreed that their work as an educator had a positive impact on the world.

52%

of surveyed educators agreed that the workload as an educator was reasonable.

47%

of surveyed educators who left the profession agreed they had a positive relationship with leadership.

40%

of surveyed educators agreed their salary was appropriate.

3,478 Current and former educators from 93 counties and 500 out of 863 districts responded to the survey.

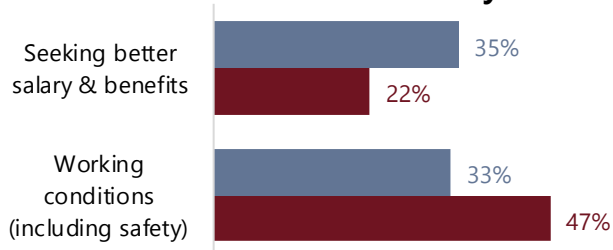
"As a society, we must stop putting everything on the backs of educators. Educators and schools cannot continue to be expected to provide every service society deems appropriate or necessary. What is expected is too much and many are rapidly leaving the field for less stress, more money, and much more respect."

Elementary Teacher in Southeast IL, March 2022

36% of educators who left the profession would like to return.

14% of current educators plan to leave their position. Of which, 63% plan to leave the profession.

Percent of Movers and Leavers by Reason for Leaving their Educator Position



More educators **moved districts** to find better salary & benefits than **left the profession**.

More educators **left the profession** over working conditions than **moved districts**.



EXECUTIVE SUMMARY

In the 2020-21 school year, school districts across Illinois retained approximately 87% of their teacher workforce, on average.¹ Although this figure has remained stable for the past 5 years, recent reports have revealed that educator shortages disproportionately exist in certain *content areas*, such as special education and bilingual/English as a Second Language; *educator demographics*, such as race; and *geographic regions*, including large urban counties (e.g., Cook County) and rural areas.^{2,3,4} In addition, since the COVID-19 pandemic abruptly began in 2020, educators have found themselves in high-stress roles due to fluctuating school conditions—the prolonged toll of which has been predicted to worsen educator shortages further.^{5, 6}

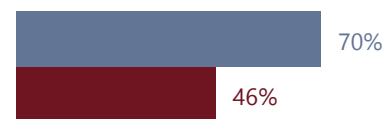
To understand the factors that contribute to educator attrition and mobility, the Illinois Association of Regional Superintendents of Schools (IARSS) emailed the Educator Working Conditions Survey in Spring 2022 to over 26,000 current and former educators across the state of Illinois. The goal of the survey was to assess the personal and school-related reasons why educators decide to leave their positions. Valid responses were received from 3,478 current and former educators, a 13% response rate.

"After teaching in many public schools and at a state school, I realize there is never enough support from administration. We need more college level courses on how to support teachers."
Special Education Teacher at Statewide Public School, March 2022

Across all educators who responded to the survey, less than two-thirds (61%) of responders were satisfied in their most recent position. Nevertheless, an overwhelming majority (89%) of educators agreed that they had positive relationships with their teaching peers. Many educators (85%) also agreed that their work as an educator had a positive impact on the world. Conversely, only 40% of responders agreed that their salary as an educator was appropriate, and only 52% of responders agreed that their workload as an educator was reasonable.

Based on responses to survey questions, 2,984 educators were categorized as *stayers* (i.e., still a teacher or administrator) and 494 as *leavers* (i.e., no longer a teacher or administrator). The most notable significant differences between leavers and stayers were within the Teacher-School Connection factor. For this factor (see Figure 1), most stayers (70%) agreed with the survey items about

Figure 1: Percent of Stayers vs. Leavers Who Agreed on Teacher-School Connection Factor.



positive teacher-school connection, compared to less than half of leavers (46%). This factor included acceptance in the school or district, support from school leadership, autonomy for planning, involvement in decision making, and relationships with leadership. Conversely, there was little to no difference between leavers and stayers within the Educator Efficacy factor. This factor included concerns about quality of teaching, impact of educators, personal growth, and appreciation from parents and students. For example, the majority of both stayers (74%) and leavers (73%) agreed on items such as "Students appreciated my efforts as an educator."

Executive Summary

A deeper analysis highlighted commonalities across stayers and leavers based on their *intentions* to remain in—or return to—the education profession. Responders were categorized into two groups: (1) **Would Return** educators, which included stayers who were planning to remain educators and leavers who would like to return to education and (2) **Would Not Return** educators, which included stayers who were considering leaving the profession or moving schools/districts and leavers who would not like to return to education. Less than one-third (29%) of educators who Would Not Return were satisfied in their most recent educator position, compared to a majority (69%) of educators who Would Return (see Figure 2). Significant differences between educators who Would Return and Would Not Return were observed for all prompts on the survey. Most notable, only 30% of educators who Would Not Return agreed that they felt support from school leadership, compared to 67% educators who Would Return (see Figure 3).

Figure 2: Percent of Would Return vs. Would Not Return Educators Who Were Satisfied in Their Recent Position.

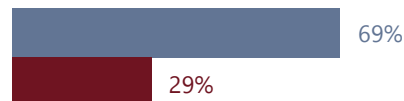
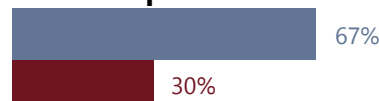


Figure 3: Percent of Would Return vs. Would Not Return Educators Who Felt Support From School Leadership.



Factors that affect teacher retention vary for educators representing historically marginalized groups.^a To illustrate, within the subgroup of educators who Would Not Return to the profession, responders from historically marginalized groups reported lower levels of agreement with the prompt, "School policies aligned with my personal beliefs," compared to responders from non-historically marginalized groups. In addition, within this same subgroup of educators who Would Not Return, responders from historically marginalized groups reported higher levels of agreement with the prompt, "I had appropriate resources for teaching," compared to responders from non-historically marginalized groups.

Early career educators had different reasons for leaving the profession than late career educators. Fewer early career educators who left the profession agreed with the prompt, "I felt accepted in my school/district," than late career educators who left the profession. Whereas, the prompt, "There was good access to child or senior care in the surrounding area," was a smaller concern for early career educators to leave the profession than for late career educators.

This report provides an overview of the entire Educator Working Conditions Survey. More in-depth reports on specific topics will be released throughout fall 2022.

"Community expectation of schools has grown. Local boards place great pressure on administrators. Administrators' demands to facilitate growth are ever reaching. Teachers are expected to work harder and in tougher conditions than in past decades. Overall, administrators in my district do not and cannot pay teachers fairly for the demands they place on them. Teachers face fatigue and whether they can leave the profession or not, their hearts have gone out of the job." - Elementary Administrator in Cook County, March 2022

^a Non-historically marginalized groups included White. Historically marginalized groups included all other indicated racial or ethnic groups.

METHODOLOGY

Survey Design

The study team collaborated from October 2021 through March 2022 to design a 38-item survey, using a 5-point Likert scale, that rated respondents' levels of agreement around three themes: educators' perceptions of their individual self-efficacy and meaningful work^{7, 8}; school working conditions^{9, 10, 11}; and sense of belonging in and support from the local community atmosphere (e.g., parents/guardians, civic leaders, residents¹²).

Initially, the team's intent was to develop a survey that would capture the opinions of educators who have left the profession. To gain a deeper understanding, the team then determined that the survey should be administered to both current educators as well as those who have moved schools/districts. The survey was designed to capture as much information about the past and current employment of these educators to properly compare the opinions of the many educators.

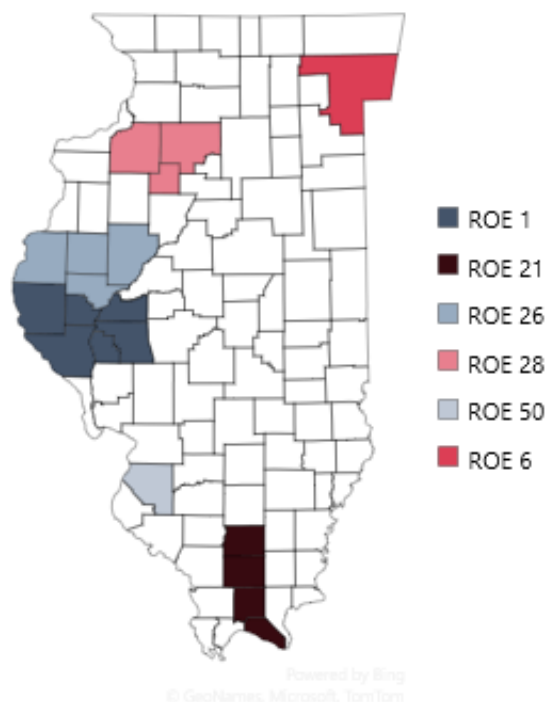
To protect the rights and privacy of educators, this study has undergone internal review through the University of Illinois Internal Review Board. The Internal Review Board reviewed this study and determined it was exempt.

Survey Distribution

Through collaboration with IARSS, six regional superintendents provided employment information about the educators in their region between the 2018-19 and 2021-22 school years (see Figure 4). Although the survey was sent to a limited number of ROEs, the composition of respondents' sociodemographic variables roughly mirrors that of the Illinois teacher workforce.¹ For more information on respondents' sociodemographic variables and geographic distribution please see pages 30-33. Employment information for 35,801 educators was downloaded through Educator License Information System (ELIS) and shared with the study team. The paraprofessionals, support staff and ROE employees were removed, reducing the data set to 26,426 administrators and teachers.

In March, the survey was sent to the 26,426 administrators and teachers via their personal email provided in ELIS. The survey was open between March 7th and April 11th, 2022. In total, 3,478 educators responded to the survey, a 13% response rate.

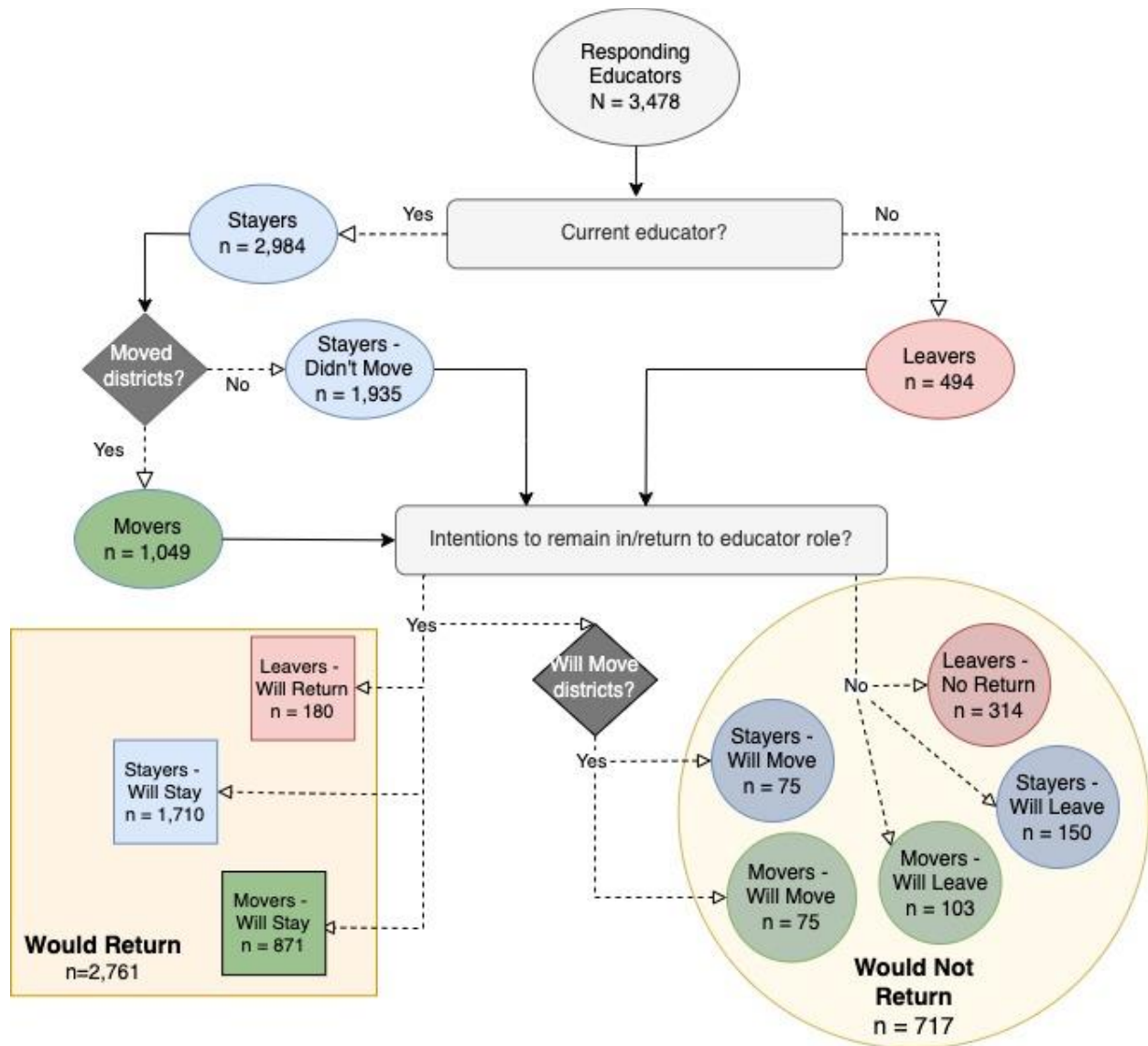
Figure 4: Participating Regional Offices of Education.



Categorizing Educators

Based on their responses to multiple survey questions, educators were classified as either **stayers** (those who are still teachers or administrators) or **leavers** (those who are no longer teachers or administrators). Figure 5 details the layers of categorizing educators. Within the stayers, the subset of movers was identified as those educators who have moved districts within the past five years. Further disaggregation of both stayers and movers was based on their future intentions for employment, which included those who are likely to (1) stay teachers or administrators, (2) move districts, or (3) leave the profession.

Figure 5: Flowchart for Classifying Educators.



Methodology

Within the leavers, there were two subsets of former teachers and administrators: those who (1) are no longer in education and (2) are in some other education-related profession (e.g., substitutes, paraprofessionals, support staff, higher education faculty, etc.). Further disaggregation of both subsets of leavers was also based on their future intentions for employment, which included those who (1) would like to return to the profession and (2) would not like to return to the profession.

During the analysis, similarities among responses of the subgroups led to a regrouping of educators. Leavers who would return to the profession, stayers and movers who intend to stay in their current position and/or district were grouped as educators who **Would Return**. Leavers who would not return to the profession, stayers and movers who intend to leave the profession, and stayers and movers who intend to move positions and/or districts were regrouped as educators who **Would Not Return**.

Factor Analysis

The survey contained 38 key prompts for all respondents regarding their current (or most recent educator position), and an additional 11 prompts for leavers and movers comparing their current position to their most recent educator position. Since many of the individual prompts seemed related to each other, a factor analysis^a was conducted using the Jamovi^{13, 14, 15} software. The factor analysis of the 38 key prompts revealed 11 underlying factors that were further grouped into the three overarching categories of Community, Efficacy and Working Conditions (see Table 1; see Appendix A for further information about the factor analysis). A factor analysis of the 11 additional prompts for leavers and movers revealed four more underlying factors under the category of Comparing Positions (see Appendix B for further information about the factor analysis). The survey also contained a summative, prompt for all respondents about overall job satisfaction that was not included in the factor analysis. See Table 1 below for the alignment of the categories and factors for all of the prompts, including those about educators' current positions and those asking educators who left or moved to compare their current and past positions.

Response Coding

Responses to Likert-style prompts were numerically coded (see Appendix D). Most prompts used a 5-point Likert scale of strongly disagree = 1 to strongly agree = 5. Throughout the report, "Agreed" refers to responses of both agree and strongly agree. Two prompts deviate from the typical scale. The "How long was your commute?" prompt used a 4-point Likert scale of time increments (e.g., 0-20 minutes, 21-40 minutes, 41-60 minutes, and over 1 hour). The "I was often worried my work as an educator was not going well" prompt was reverse coded with strongly disagree = 5 to strongly agree = 1.

^a A factor analysis is a statistical procedure to determine the number of distinct, underlying "factors" that contribute to the correlations and intercorrelations among several questions or prompts.

Table 1: Category, Factor and Prompt Groupings.

The three categories of Community, Efficacy, and Working Conditions pertain to educators' responses about their current or most recent positions, and all responders received these 38 prompts. The category of Comparing Positions pertains to 11 additional prompts movers and leavers received, which asked them to compare their current and past positions.

Category	Factor	Prompt
Community	<i>Commute</i>	The commute to work was easy.
		The commute to work was short.
		How long was your commute to work?
	<i>Community Supports District</i>	The local community supported the district curriculum.
		The local community supported district policy (non-COVID-19 related).
		The local community supported district policy (COVID-19 related).
	<i>Community Acceptance</i>	I felt accepted in the local community.
		My cultural heritage, race and/or ethnicity were accepted in the local community.
		The community of the surrounding area was accepting of me and/or my family.
		There was an alignment between my beliefs and beliefs within the surrounding area.
	<i>Access in Community</i>	I had good access to services and amenities in the surrounding area.
		There was good access to child or senior care in the surrounding area.
	<i>Community Alignment</i>	The local community was in sync with my perspectives on how to teach my classes.
		The local community was in sync with my perceptions of teaching as a profession.
Efficacy	<i>Educator Efficacy</i>	I was often worried my work as an educator was not going well.
		My work as an educator had a positive impact on the world.
		My work as an educator contributed to my personal growth.
		Students appreciated my efforts as an educator.
		Parents appreciated my efforts as an educator.
Working Conditions	<i>Teacher-School Connection</i>	I felt accepted in my school/district.
		School policies aligned with my personal beliefs.
		I felt support from school leadership.
		I had autonomy/control for class planning.
		I was involved with decision-making.
		I had positive relationships with leadership.
	<i>Staff Relations</i>	I received support from my colleagues (induction, mentoring and/or community of practice).
		I had positive relationships with my teaching peers.
		There was staff collegiality.
		The workload was reasonable.

Methodology

Category	Factor	Prompt
	<i>Compensation</i>	My salary was appropriate.
		My retirement/pension plan was appropriate.
	<i>Safety</i>	My class sizes were appropriate.
		Student behavior was manageable.
		I felt safe from harm (non-COVID-19 related).
		I felt safe from harm related to COVID-19.
	<i>Professional Growth</i>	I had access to professional development.
		I had appropriate resources for teaching.
		I had time for collaboration with other educators.
Comparing Positions	<i>Better Geographically</i>	...is closer to my hometown or where I graduated from high school.
		...is closer to where I went to college for my teaching degree.
		...is closer to my spouse's/partner's hometown or where they graduated from high school.
		...has a shorter commute.
	<i>Better Community</i>	...is in a community that better fits my personal values.
		...is in a community where I want to work long term.
		...better fits my perspective on COVID-19 mitigation efforts.
	<i>Better Compensation</i>	...has a better compensation package (salary, benefits, retirement/pension).
		...provides more opportunities for professional growth (i.e., promotions or professional development).
		...better fits my long-term planned career path.
	<i>Better Personally</i>	...better fits my personal values.

Statistical Analysis

Descriptive and inferential statistics were performed in Microsoft Excel around the categories, factors and prompts to compare leavers and stayers as well as educators who Would Return and Would Not Return. Throughout this report, an * indicates statistically significant differences (with $p < 0.00075^a$) on the average of the responses underlying the reported percentages. Cohen's D calculations were used to determine the size of the difference between the two groups.^b Throughout the report, items with medium differences were denoted with +, items with large differences were denoted with ++, and items with very large differences were denoted with +++.

Generally, the discussion in this report revolves around statistically significant items with medium or large differences.

* indicates statistically significant differences
 + indicates medium differences
 ++ indicates large differences
 +++ indicates very large differences

^a This p -value is the Bonferroni corrected value based on an $\alpha = 0.05$ and 67 different t-tests per comparison group. Two-tailed, two-sample of unequal variance t-tests were used throughout this analysis.

^b Cohen's D is typically used to determine the size of an effect for a treatment or intervention. For this analysis, Cohen's D was used to gauge the size of the difference between two groups. Cohen's D determines the number of standard deviations between two groups (i.e., a Cohen's D of 1 indicates the means of the two groups are 1 standard deviation apart). The size of the differences can range from negligible (0-0.20), small (0.21-0.50), medium (0.51-0.80), large (0.81-1.40) to very large (greater than 1.40).

FINDINGS FOR ALL EDUCATORS

Overall Satisfaction

All educators surveyed were asked to rate their overall satisfaction at their most recent position as an educator (teacher or administrator). **Less than two-thirds (61%, 2,017 out of 3,320) of all educators surveyed were satisfied in their most recent position as an educator (see Figure 6).**

Characteristics of Responders

Based on their employment status and indicated intention toward future employment as an educator, responders were placed into groups of stayers, movers, and leavers with subgroups of will stay, will move, would return, or would not return (see Figure 7). Responses to overall satisfaction indicate that more movers who intend to stay in their current position (78%, 588 out of 757) were satisfied. Conversely, stayers who intend to leave education had the least percentage who were satisfied (11%, 17 out of 148). Neither of these findings are surprising, but instead reaffirm the validity of the subcategories. Leavers who would return had the third highest percent (54%, 114 out of 210) of responders who were satisfied with their most recent position as an educator. This also confirms grouping leavers who would return with movers who will stay and stayers who will stay into one larger group of educators who Would Return.

Figure 6: Percent of Educators Who Were Satisfied or Dissatisfied in Their Most Recent Position as an Educator.

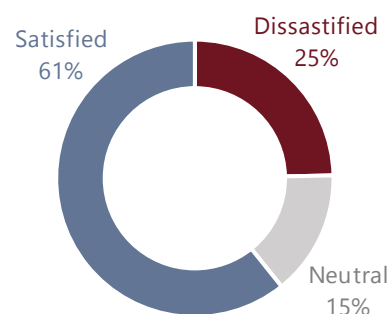
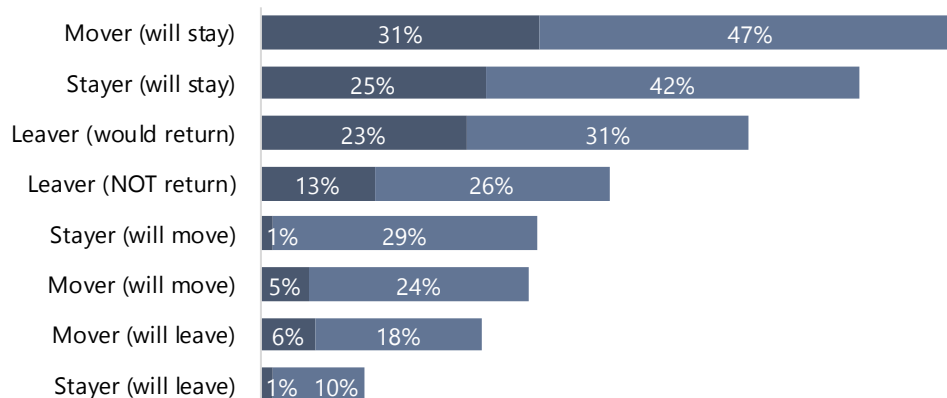


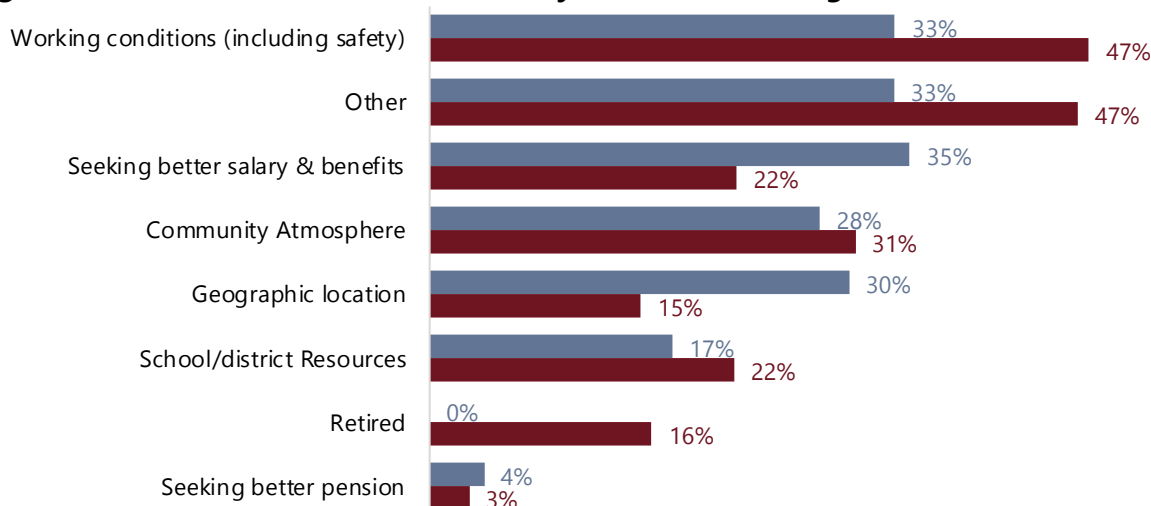
Figure 7: Percent of Educators Who Were Satisfied or Very Satisfied in Their Most Recent Position as an Educator by Current and Future Intentions for Employment.



Both movers and leavers identified the reason(s) they left their most recent position as an educator (see Figure 8). Working conditions (including safety) was identified by 47% (234 out of 494) of leavers as their reason for leaving. Seeking better salary & benefits was identified by 35% (362 out of 1,049)

Findings for All Educators

Figure 8: Percent of Movers and Leavers by Reason for Leaving their Educator Position.



of movers as their reason for changing districts. Neither movers nor leavers identified seeking better pension as their reason for leaving. **The “Other” reasons did not fall under any of these factors, but instead included comments around emotional support, family, medical concerns or further education.**

The leavers were asked about their current employment status. Of the 493 leavers, 65% were currently employed, 28% part-time and 37% full-time (see Figure 9). For those currently employed leavers, almost two-thirds (62%) were employed in education related fields, such as substitutes or assistant professors but not as teachers or administrators, and over one-third (38%) were employed outside of education, such as accountants or customer service.

Current educators, all stayers including movers, were asked how likely they were to leave their position before the start of the next school year (see Figure 10). **Of the current educators who responded to the survey, 14% (403 out of 2,984) were likely to leave their current position.**

Figure 9: Percent of Leavers Who Were Full-Time, Part-Time or Not Employed.

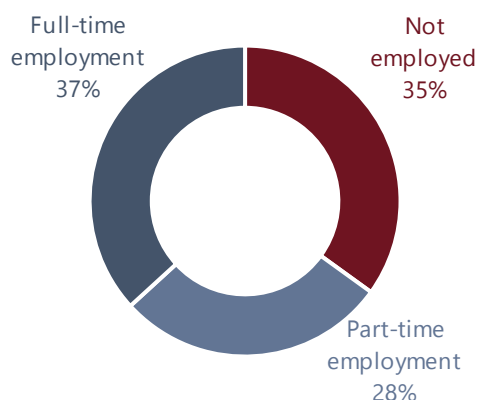
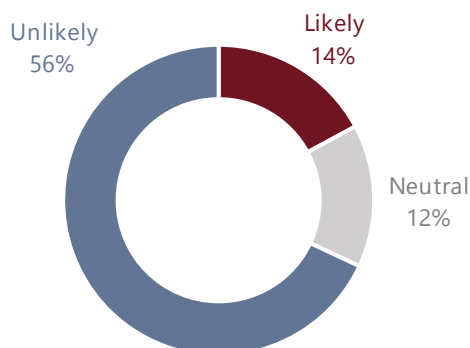


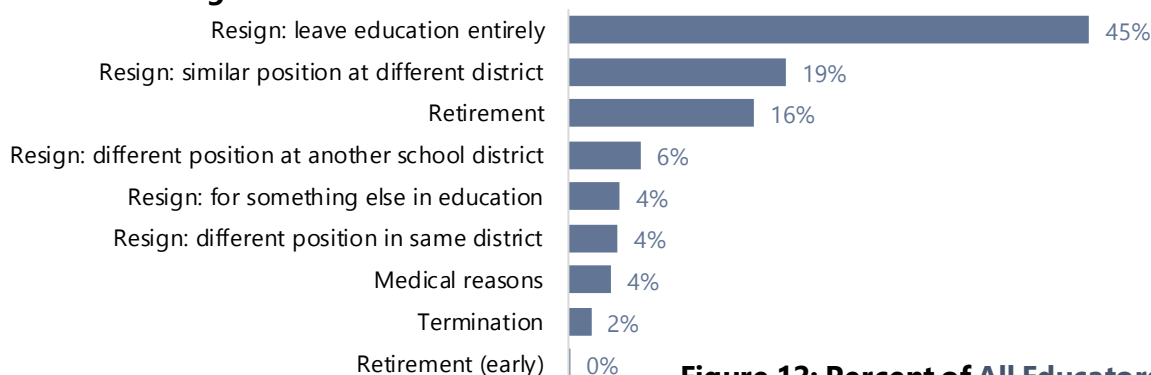
Figure 10: Percent of Stayers Who Were Unlikely or Likely to Leave Their Current Position.



Findings for All Educators

These educators make up the subgroups of will move or will leave. **Among the 403 educators likely to leave their current position, 63% (253 out of 403) planned to resign and leave education entirely (see Figure 11).** Less than 1% (1 out of 515) planned to retire early.

Figure 11: Percent of Stayers Who Were Likely to Leave Their Current Position by Reason for Leaving.



Key Prompts for All Educators

The key prompts of the survey were grouped into three overarching categories (See Table 1 or Appendix C for groupings of all prompts into factors and categories). Educator Efficacy included prompts such as "My work as an educator had a positive impact on the world." Community included prompts such as "I felt accepted in the local community." Working Conditions included prompts such as "I had positive relationships with leadership."

CATEGORIES

Broadly, educators agreed their profession was important. Specifically, 74% of educators agreed on prompts within the Educator Efficacy category (see Figure 12). Across all educators responding to the survey, 66% agreed on the prompts within the Community category and 66% agreed on prompts within the Working Conditions category. See Appendix E for statistics across all categories, factors, and prompts.

COMMUNITY FACTORS

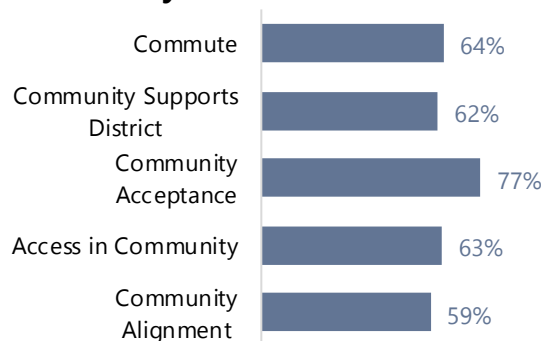
Within the Community category, the Community Alignment factor had the least percent of responders who agreed (59%) across the two prompts (see Figure

Figure 12: Percent of All Educators Who Agreed on Prompts within Overarching Categories.



Three out of every four educators agreed their profession was important.

Figure 13: Percent of All Educators Who Agreed on Prompts within Community Factors.



Findings for All Educators

13). The Community Acceptance factor had the highest percent of responders who agreed (77%) with the four prompts.

COMMUNITY PROMPTS

For the specific prompts within the Community category, only 54% of educators agreed that “There was good access to child or senior care in the surrounding area.” However, **84% of educators agreed that “My cultural heritage, race and/or ethnicity were accepted in the local community.”^a**

WORKING CONDITIONS FACTORS

Within the Working Conditions category, the Compensation factor had the least percent of responders who agreed across the three prompts (see Figure 14). The Staff Relations factor had the highest percent (79%) of responders who agreed with the three prompts.

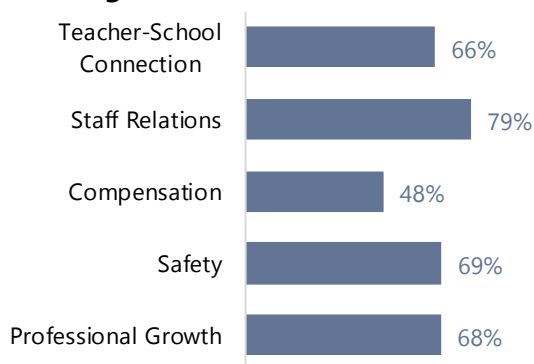
WORKING CONDITIONS PROMPTS

Among the specific prompts for the Working Conditions category, **89% of educators agreed that they had positive relationships with their teaching peers**, the highest percent of agreement across any of the key prompts on the survey. Conversely, **only 40% of educators agreed that their salary was appropriate**, the lowest percent of educators who agreed across any of the key prompts on the survey.

EDUCATOR EFFICACY PROMPTS

The Educator Efficacy category did not have any further factors within the category. All five prompts coded to the same factor. Among the specific prompts for the Educator Efficacy category, most educators (85%) agreed that their work as an educator had a positive impact on the world. However, only half (53%) of educators disagreed that they were often worried their work was not going well.

Figure 14: Percent of All Educators Who Agreed on Prompts within Working Conditions Factors.



Less than half of educators agreed their compensation was appropriate.

“I love my school and the age group. We are, however, one of the lowest paying districts in Lake County. I would feel better about staying if the pay was higher but having a near hour commute doesn't help. My team has been together for 17 years, and we are more like family than coworkers.”

Elementary Teacher in Lake County, March 2022

^a Differences between educators who represent historically marginalized racial or ethnic groups compared to non-historically marginalized groups are explored more in depth on page 26.

COMPARISON OF ALL LEAVERS TO ALL STAYERS

Responding educators indicated whether they were currently teachers or administrators. Responding educators who were still teachers or administrators were classified as **stayers**, which included educators who have moved districts, or movers. Educators who were no longer teachers or administrators were classified as **leavers**. This section compares responses on the 38 key prompts and the overall summative prompt. See Figure 5 in the Methodology section for details on how educators were classified. See Appendix F for detailed comparison statistics between stayers and leavers for all categories, factors, and prompts.

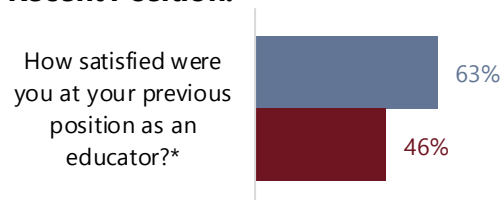
Overall Satisfaction

Educators were asked the summative question, "How satisfied were you at your position as an educator?"^a Significantly fewer leavers (46%) were satisfied than stayers (63%; see Figure 15).

Categories

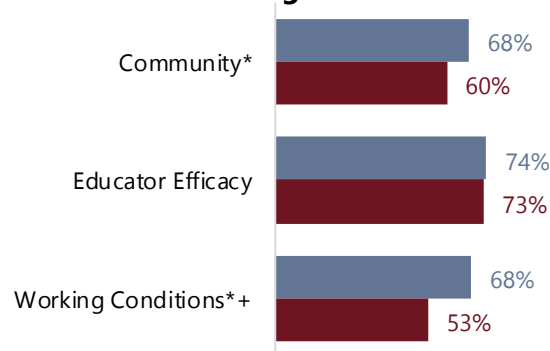
Among the three overarching categories, there were significant differences between leavers and stayers within the Community and Working Conditions categories (see Figure 16). **Significant differences within the Working Conditions category were medium sized.** Within the Working Conditions category, 68% of stayers agreed on prompts within the category while only 53% of leavers agreed. Differences within the Community category were small. Within the Community category, 68% of stayers agreed on prompts within the category while 60% of leavers agreed. There was little to no difference between leavers and stayers in the Educator Efficacy category.

Figure 15: Percent of Stayers vs. Leavers Who Were Satisfied in Their Recent Position.



* indicates statistically significant differences

Figure 16: Percent of Stayers vs. Leavers Who Agreed on Prompts within Broad Categories.



* indicates statistically significant differences

+ indicates medium differences

^a Leavers and movers were asked about their previous position, stayers were asked about their current position.

Comparison of All Leavers to All Stayers

Community Factors

SUMMARY

Across the Community category, there were a few factors and prompts that had significant differences between stayers and leavers (see Figure 17). However, the size of differences were small or negligible.

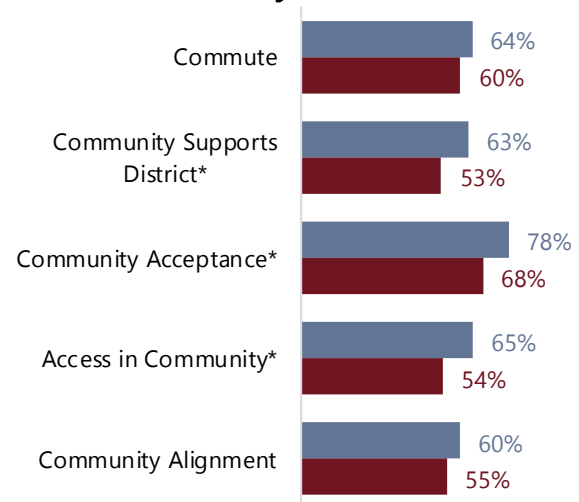
FACTORS

The Community category contained five factors (see Figure 17). The Community Supports District factor had the fewest leavers who agreed on prompts within that factor. The Community Acceptance factor had the most stayers who agreed on prompts within that factor. Significant differences were found between leavers and stayers across three factors: Community Supports District, Community Acceptance and Access in Community. For these three factors, the differences were small.

PROMPTS

Among the 14 prompts that make up the Community factors, nine prompts revealed significant differences between leavers and stayers, including six prompts with small differences. There was little to no difference between leavers and stayers on the remaining five prompts. See Appendix F for detailed comparison statistics between stayers and leavers for all categories, factors, and prompts.

Figure 17: Percent of Stayers vs. Leavers Who Agreed on Prompts within Community Factors.



* indicates statistically significant differences

"I spoke a second language Spanish, and I studied in Spanish-speaking countries, so I think that helped me connect with students and faculty from other cultures. I appreciated the diversity of perspectives and experiences that you don't find in other settings, and that needs to be valued more. There needs to be more partnerships between schools and local cultural and educational institutions."

High School Teacher in Cook County, March 2022

Comparison of All Leavers to All Stayers

Working Conditions Factors

SUMMARY

Educator relationships with school leadership appear to play a critical role in educator retention. Only 36% of leavers agreed they “felt support from school leadership” compared to 63% of stayers. Only 47% of leavers agreed they “had positive relationships with leadership” compared to 77% of stayers (see Figure 19).

FACTORS

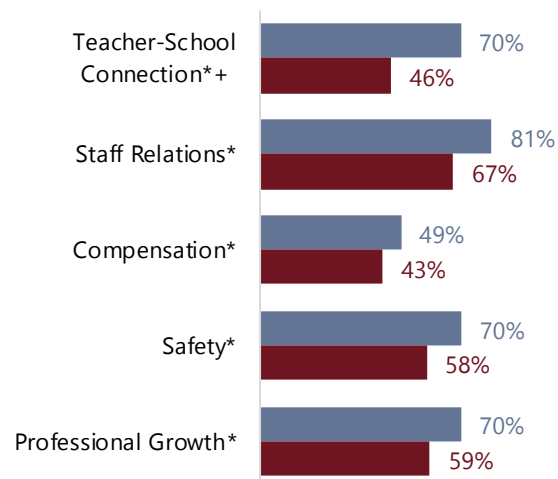
In the overarching category of Working Conditions, significantly fewer leavers agreed on the prompts within all five factors: Teacher-School Connection, Staff Relations, Compensation, Safety^a, and Professional Growth (see Figure 18). There were medium sized differences between leavers and stayers for Teacher-School Connection. The differences for the other factors were small or negligible.

However, **both leavers and stayers rated Compensation poorly** with less than 50% of educators agreeing on prompts in Compensation for both groups. The Compensation factor included the following prompts: “The workload was reasonable”; “My salary was appropriate”; and “My retirement/pension plan was appropriate.”

PROMPTS

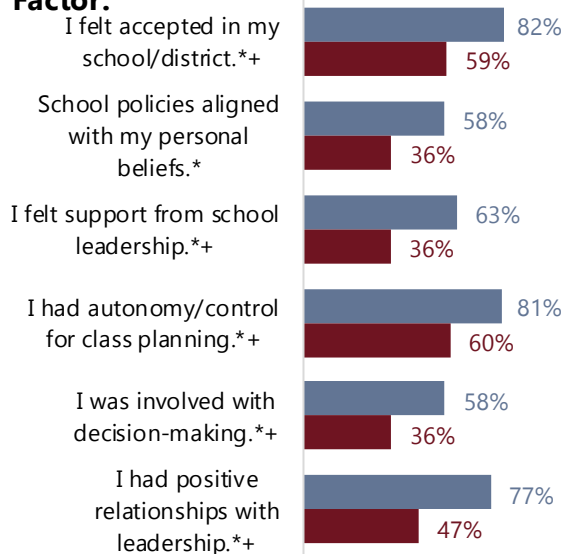
Across all prompts in the survey, **the largest difference between leavers and stayers was on the prompt, “I had positive relationships with leadership”**: 77% of stayers agreed while only 47% of leavers agreed (see Figure 19).

Figure 18: Percent of Stayers vs. Leavers Who Agreed on Prompts within Working Conditions Factors.



* indicates statistically significant differences
+ indicates medium differences

Figure 19: Percent of Stayers vs. Leavers Who Agreed on Prompts within Teacher-School Connection Factor.



* indicates statistically significant differences
+ indicates medium differences

^a There is some ambiguity about what kind of safety. This factor is related to four prompts connected to teacher feelings of safety about class size, student behavior, harm COVID related and harm non-COVID related.

Comparison of All Leavers to All Stayers

Educator Efficacy Factors

SUMMARY

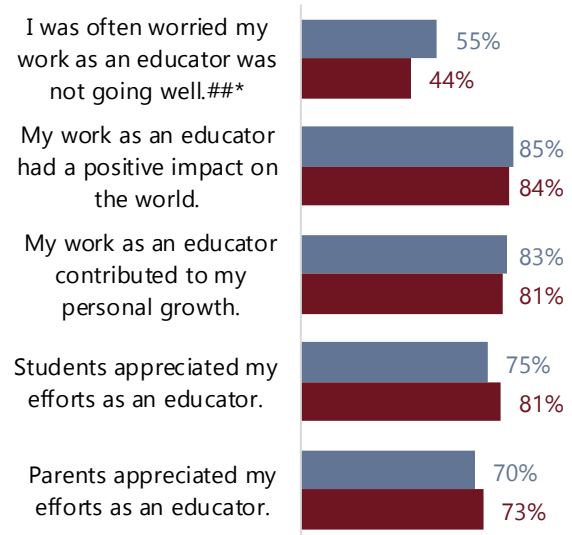
The majority of all educators, both leavers and stayers, reported feelings of high efficacy toward the profession (see Figure 20). For example, 85% of stayers and 84% of leavers agreed that “My work as an educator had a positive impact on the world.”

PROMPTS

The prompt, “I was often worried my work as an educator was not going well,” had small a but significant difference between leavers and stayers (see Figure 20).

The prompts, “Students appreciated my efforts as an educator” and “Parents appreciated my efforts as an educator,” had significant differences between leavers and stayers though negligible in size. These were the only two prompts of the 38 key prompts where more leavers agreed than stayers. This appears to be an indicator that educators did not leave the profession because they were not appreciated by the communities they served.

Figure 20: Percent of Stayers vs. Leavers Who Agreed on Prompts within Educator Efficacy Factor.



##This prompt was negatively worded. The figure displays the percent who disagreed for this prompt.

* indicates statistically significant differences

“I enjoy working with students and know that it is impossible to see change right away. I get the most joy when students return years later to tell me how I had a positive impact on their future. Currently, it is a struggle being an educator, some days are better than others. However, this year has me really questioning my career as an educator.”

Middle School Teacher in Cook County, March 2022

COMPARISON OF EDUCATORS WHO WOULD RETURN TO WOULD NOT RETURN

Within the broad categories of leavers, movers, and stayers, educators' employment data and responses to survey prompts revealed eight important, mutually exclusive subcategories related to their future intentions to stay in—or return to—the profession. A detailed comparison of these eight subgroups (See Appendix G) revealed that, based on similarity of responses, the eight subcategories could be classified into two new overarching groups: educators who **Would Return** and educators who **Would Not Return**. Would Return included stayers and movers who are likely to stay, and leavers who would return. Would Not Return included stayers and movers who are likely to leave, stayers and movers who are likely to move, and leavers who would not return. See Figure 5 in Methodology for details on how educators were classified.

Generally, **differences between educators who Would Return and Would Not Return were more pronounced than differences between stayers and leavers**. However, differences between educators who Would Return and Would Not Return were slightly smaller for the prompts, "I had autonomy/control for class planning" and "The local community supported district policy (COVID-19 related)." See Appendix H for detailed statistics comparing educators who Would Return and Would Not Return for all categories, factors, and prompts.

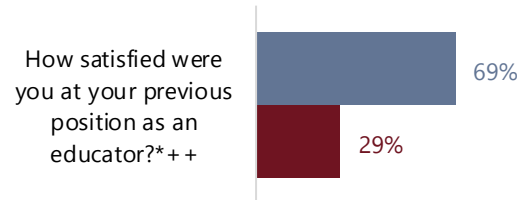
Overall Satisfaction

Less than one-third (29%) of educators who Would Not Return were satisfied in their most recent educator position. Educators who Would Not Return were significantly less satisfied than those who Would Return with a large difference (see Figure 21).

Categories

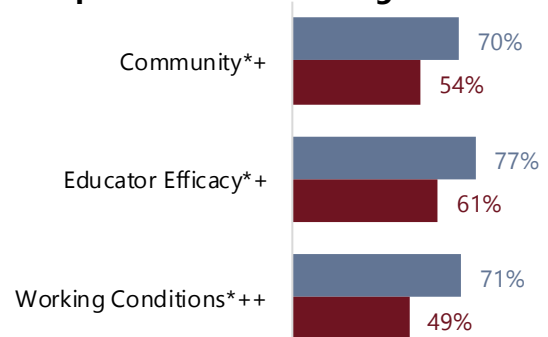
Across all three overarching categories, significantly fewer educators who Would Not Return agreed on prompts within the categories compared to those who Would Return (see Figure 22). For the Working Conditions category, 71% of educators who Would Return agreed on prompts compared to only 49% of those who Would Not Return, a large difference.

Figure 21: Percent of Would Return vs. Would Not Return Who Were Satisfied in Their Recent Position.



* indicates statistically significant differences
++ indicates large differences

Figure 22: Percent of Would Return vs. Would Not Return Who Agreed on Prompts within Broad Categories.



* indicates statistically significant differences
+ indicates medium differences
++ indicates large differences

Comparison of Educators who Would Return to Would Not Return

Community Factors

SUMMARY

Less than half (43%) of educators who Would Not Return felt the local community was aligned with their perspectives on education (i.e., the Community Alignment factor) compared to 63% of educators who Would Return (see Figure 23). The majority (81%) of educators who Would Return felt accepted in the local community (i.e., the Community Acceptance factor) compared to 61% of educators who Would Not Return.

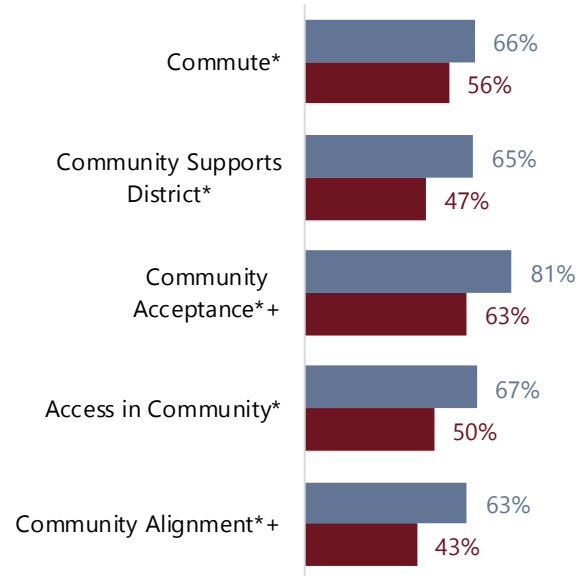
FACTORS

Within the Community factors, differences between educators who Would Return and those who Would Not Return were significant for all factors (see Figure 23). For the Community Acceptance and Community Alignment factors, there were medium sized differences.

PROMPTS

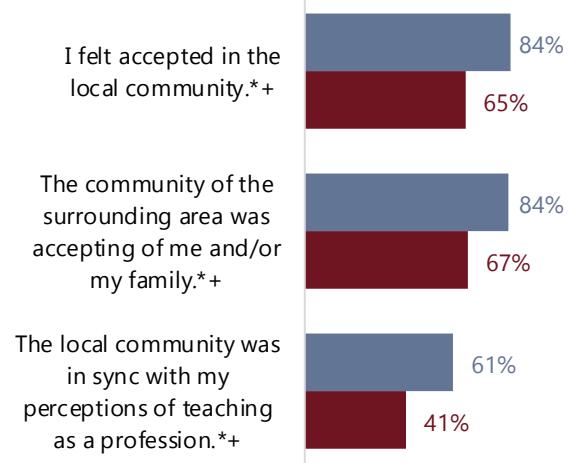
Three prompts within the Community Acceptance and Community Alignment factors had medium differences (see Figure 24). More educators who Would Return (84%) agreed that they “felt accepted in the local community” than educators who Would Not Return (65%). More educators who Would Return (84%) agreed that “The community of the surrounding area was accepting of me and/or my family” than educators who Would Not Return (67%). More educators who Would Return (61%) agreed that “The local community was in sync with my perceptions of teaching as a profession” than educators who Would Not Return (41%). For the rest of the individual prompts, the differences were significant but small.

Figure 23: Percent of Would Return vs. Would Not Return Who Agreed on Prompts within Community Factors.



* indicates statistically significant differences
+ indicates medium differences

Figure 24: Percent of Would Return vs. Would Not Return Who Agreed on Specific Community Prompts.



* indicates statistically significant differences
+ indicates medium differences

Comparison of Educators who Would Return to Would Not Return

Working Conditions Factors

SUMMARY

Only 30% of educators who Would Not Return agreed that they “felt support from school leadership” compared to 67% of educators who Would Return (see Figure 26). Aside from overall satisfaction, this was the largest difference between educators who Would Return and Would Not Return.

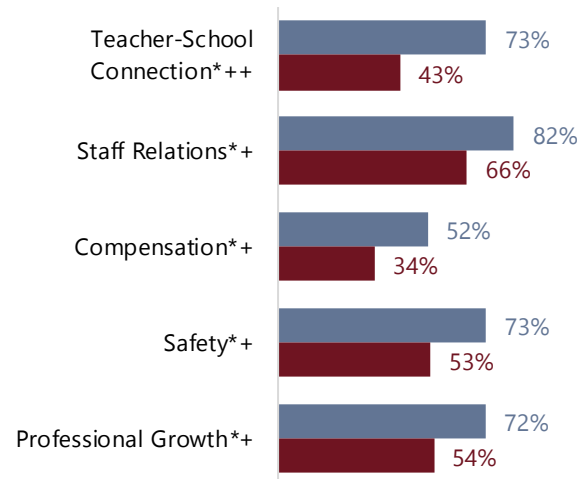
FACTORS

Within the Working Conditions factors, differences between educators who Would Return and Would Not Return were significant for all factors (see Figure 25). The size of differences for the Teacher-School Connection factor were large. There were medium sized differences for the Staff Relations, Compensation, Safety and Professional Growth factors.

PROMPTS

There were significant differences between educators who Would Return and Would Not Return across all prompts within the Working Conditions category. The prompt, “I felt support from school leadership,” had a large difference between educators who Would Not Return (30% agreed) compared to educators who Would Return (67% agreed). There were medium sized differences between educators who Would Return and Would Not Return on 10 other prompts within the Working Conditions category (see Figure 26). The remaining eight prompts had significant but small differences.

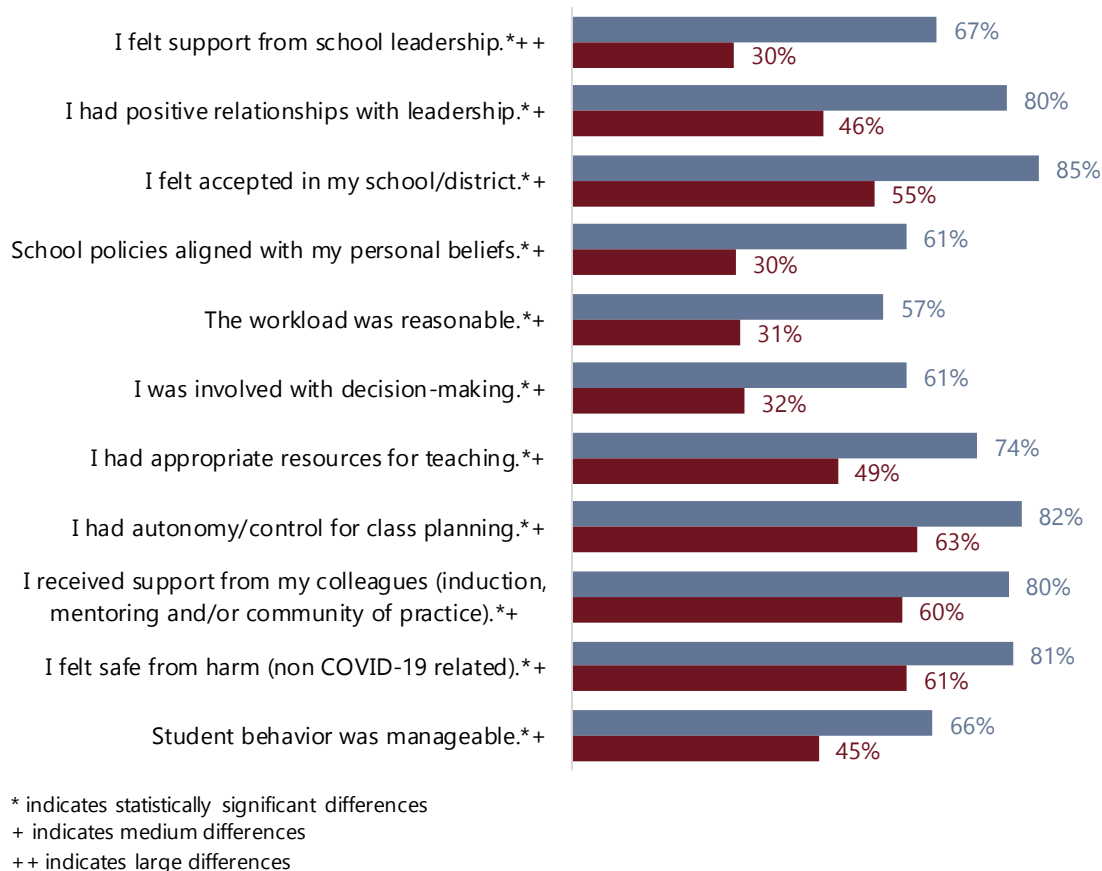
Figure 25: Percent of Would Return vs. Would Not Return Who Agreed on Prompts within Working Conditions Factors.



* indicates statistically significant differences
+ indicates medium differences
++ indicates large differences

Comparison of Educators who Would Return to Would Not Return

Figure 26: Percent of Would Return vs. Would Not Return Who Agreed on Specific Prompts within Working Conditions Factor.



"I do love the work that I do, but don't feel appreciated by upper-level administration. I feel that when it comes to salary and benefits, they give the minimum. It is difficult to hire additional support staff throughout the year. I don't feel that certified support staff are supported either in that when caseloads increase there is no further additional help for them."

Special Education Teacher in Chicago Suburbs, March 2022

Comparison of Educators who Would Return to Would Not Return

Educator Efficacy Factor

SUMMARY

Compared to educators who Would Return, more educators who Would Not Return reported that they were worried their work was not going well (see Figure 27).

PROMPTS

There were significant differences between educators who Would Return and Would Not Return on all five prompts within the Educator Efficacy factor. "I was often worried my work as an educator was not going well" had a medium sized difference. The rest of the prompts had small sized differences.

As special note, for the two prompts, "Students appreciated my efforts as an educator" and "Parents appreciated my efforts as an educator," the differences flipped when compared to the stayers- vs.- leavers analysis. More leavers than stayers agreed with the prompts, however, more educators who Would Return agreed with the prompts than Would Not Return. A close examination of the breakdown of these two prompts within the educator classifications (see Appendix G) reveals that **a high percent of leavers who Would Not Return agreed on these two prompts** unlike stayers and movers who Would Not Return. This is an interesting difference that warrants further investigation. Do current educators who are likely to leave feel unappreciated and later, after they have left, lose those feelings? Or is there some current trend in the field that current educators are experiencing that past educators did not?

Figure 27: Percent of Would Return vs. Would Not Return Who Agreed on Prompts within Educator Efficacy Factor.

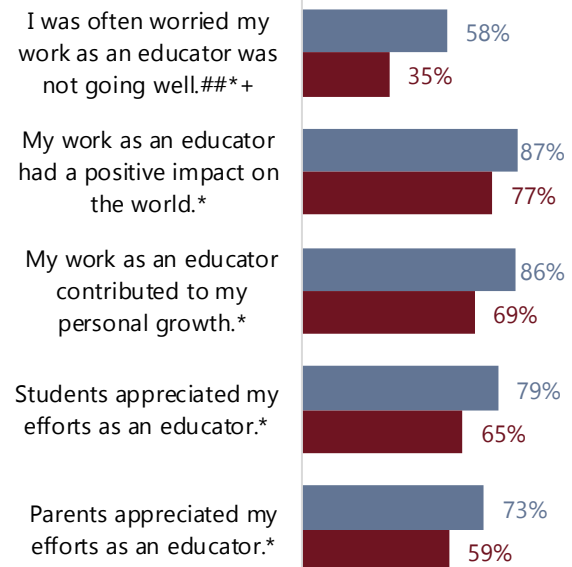


figure displays the percent who Disagreed for this prompt.

* indicates statistically significant differences
+ indicates medium differences

"I feel like I am doing what I was called to do again."

Special Education Teacher in Northwest IL, March 2022

COMPARING POSITIONS

In addition to the 38 key prompts all educators received, those who identified themselves as leavers or movers received an additional 11 prompts asking them to compare their current position to their previous position. Leavers were asked to compare their current employment to their last position as an educator. Movers were asked to compare their current school/district to their previous school/district. The 11 prompts were grouped into four factors: Better Geographically, Better Community, Better Compensation, Better Personally (see Appendix I).

All Leavers and Movers

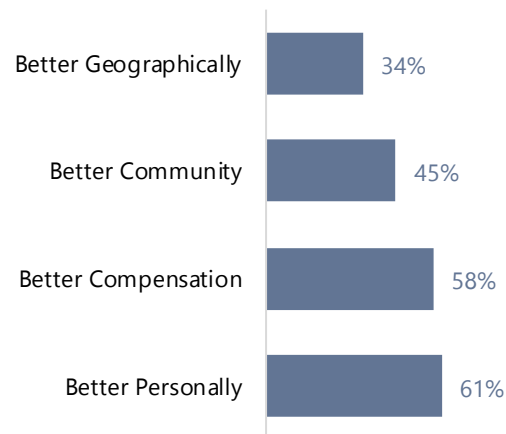
FACTORS

Overall, the Better Geographically factor had the least percent agreement among leavers and movers (see Figure 28). The Better Personally factor had the highest percent agreement among leavers and movers.

PROMPTS

Almost two-thirds (63%) of leavers and movers agreed that their new position better fits their long-term planned career path. A majority (61%) of leavers and movers agreed that their new position better fits their personal values. Only 19% of leavers and movers agreed that their current position is closer to where they went to college for their teaching degree.

Figure 28: Percent of Educators Who Agreed on Prompts within Comparing Positions Factors.



Leavers vs. Movers on Comparing Positions

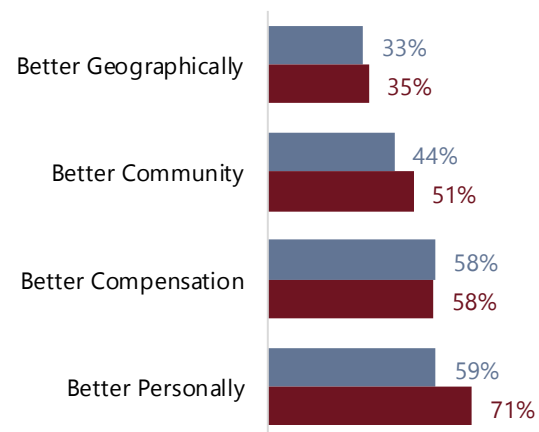
SUMMARY

Both leavers and movers generally did not agree that their current employment was better geographically. Generally, more leavers agreed that their current employment better fit them personally compared to their last position as an educator than movers. See Appendix I for statistics comparing leavers and movers across these category, factors, and prompts.

FACTORS

Between leavers and movers there were not many instances of differences (see Figure 29). Differences between leavers and movers were not significant across the four factors for comparing positions.

Figure 29: Percent of Movers and Leavers Who Agreed on Prompts within Comparing Positions Factors.



Comparing Positions

PROMPTS

Among the specific prompts, both leavers and movers agreed (62% and 63%) that their current employment better fits their long-term planned career path. Both leavers and movers did not agree (17% and 19% agreed) that their current employment was closer to where they went to college for their teaching degree.

Significantly more leavers (48%) agreed that their current employment better fits their perspective on COVID-19 mitigation efforts than movers (32%), though it was a small difference.

Would Return vs. Would Not Return on Comparing Positions

SUMMARY

Just as with the 38 key prompts, analysis of the Comparing Positions prompts by educators who Would Return compared to Would Not Return reveals deeper insight (see Appendix J). There were more instances of small but significant differences between educators who Would Return and Would Not Return than between leavers and movers. See Appendix J for statistics comparing educators who Would Return and Would Not Return across these category, factors, and prompts.

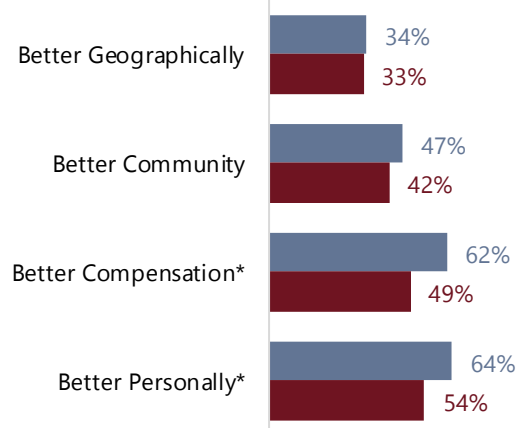
FACTORS

Less than half of educators who Would Not Return (49%) agreed on prompts within the Better Compensation factor (see Figure 30). There were also small but significant differences for the Better Personally factor.

PROMPTS

Both educators who Would Return and Would Not Return did not agree that their current position is better geographically. Significantly more educators who Would Return agreed that their current position better fits their long-term planned career path than educators who Would Not Return, though the difference was small. There were also small but significant differences between educators who Would Return and Would Not Return for the following prompts: "is in a community that better fits my personal values"; "is in a community where I want to work long term"; "provides more opportunities for professional growth"; "better fits my personal values"; and "has a better compensation package (salary, benefits, retirement/pension).

Figure 30: Percent of Would Return and Would Not Return Who Agreed on Prompts within Comparing Positions Factors.

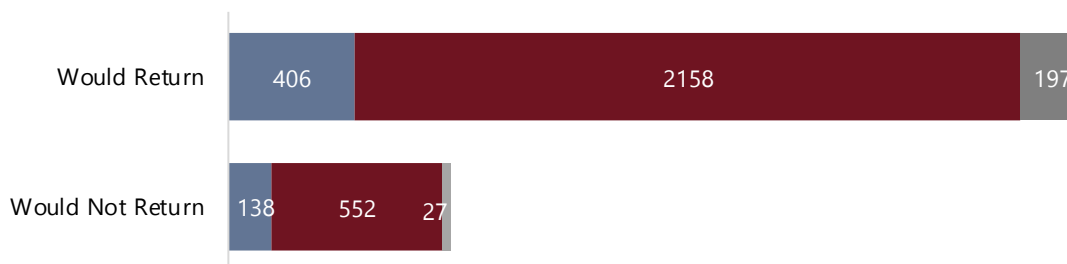


* indicates statistically significant differences

DIFFERENCES BASED ON RACE OR ETHNICITY

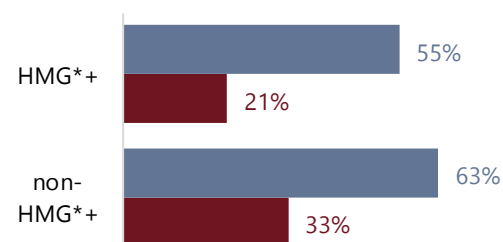
Educators who responded to the survey shared their race/ethnicity information. Race/ethnicity selections were grouped into historically marginalized groups (HMG) or non-historically marginalized groups (non-HMG; see Figure 31). HMG included Alaska Native, Native Hawaiian or Other Pacific Islander, American Indian or Native American, Asian, Black or African American, Hispanic/Latinx/Spanish, Middle Eastern or North African, and Multiracial. Non-HMG included White. The "unknown" selection was kept separate and was not included in the analysis presented in this section. See Appendix K for detailed comparison statistics between educators who Would Return and Would Not Return by HMG and non-HMG for categories, factors and prompts.

Figure 31: Breakdown of Historically Marginalized, Non-Historically Marginalized and Unknown Race/Ethnicity of Responders within Would Return and Would Not Return Subgroups.



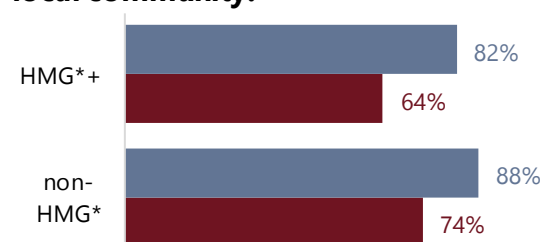
As was presented earlier, comparisons between educators who Would Return and Would Not Return revealed interesting differences. For nine of the prompts, differences between educators who Would Return and Would Not Return **increased for HMG compared to non-HMG**. For example, for the prompt, "School policies aligned with my personal beliefs," educators from HMG communities reported larger concerns compared to their non-HMG colleagues (see Figure 32). The three prompts with the largest differences for HMG are shown in Figures 32-34. For 30 of the prompts, differences between educators who Would Return and Would Not Return were smaller for HMG than for non-HMG. As an example, the prompt, "I had appropriate resources for teaching," elicited greater concern

Figure 32: Percent of Would Return and Would Not Return Educators who Agreed "School policies aligned with my personal beliefs."



* indicates statistically significant differences
+ indicates medium differences

Figure 33: Percent of Would Return and Would Not Return Educators who Agreed "My cultural heritage, race and/or ethnicity were accepted in the local community."

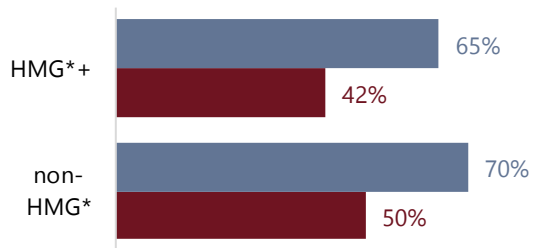


* indicates statistically significant differences
+ indicates medium differences

Differences Based on Race or Ethnicity

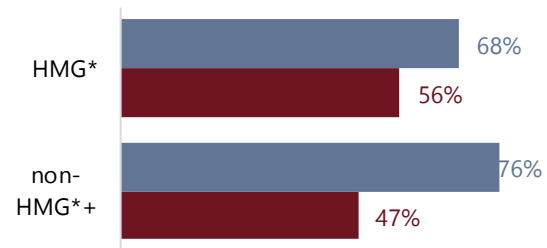
from educators from non-HMG communities than their HMG colleagues (see Figure 35). The three prompts with the largest differences for non-HMG are shown in Figures 35-37.

Figure 34: Percent of **Would Return and **Would Not Return** Educators who Agreed "The local community supported the district curriculum."**



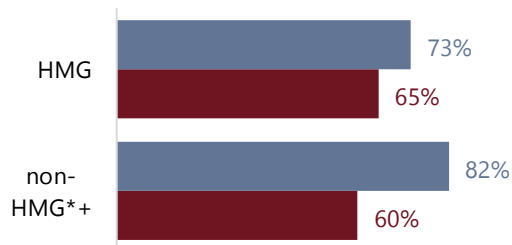
* indicates statistically significant differences
+ indicates medium differences

Figure 35: Percent of **Would Return and **Would Not Return** Educators who Agreed "I had appropriate resources for teaching."**



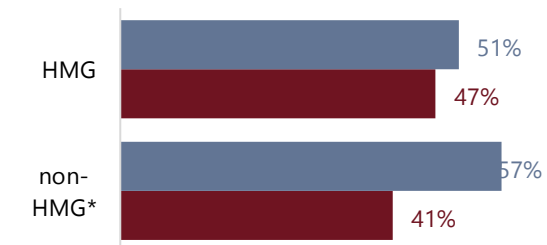
* indicates statistically significant differences
+ indicates medium differences

Figure 36: Percent of **Would Return and **Would Not Return** Educators who Agreed "I felt safe from harm (non COVID-19 related)."**



* indicates statistically significant differences
+ indicates medium differences

Figure 37: Percent of **Would Return and **Would Not Return** Educators who Agreed "My retirement/pension plan was appropriate."**

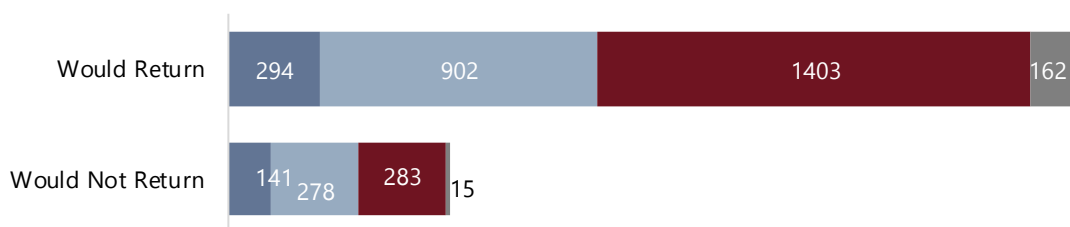


* indicates statistically significant differences
+ indicates medium differences

DIFFERENCES BASED ON EXPERIENCE

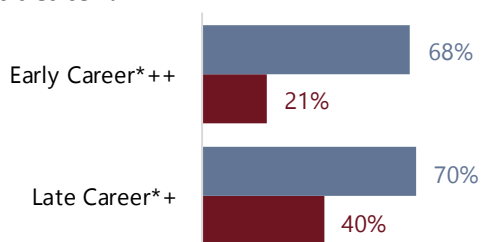
Educators who responded to the survey shared their career experience information. Responders indicated how many years of experience they had as an educator. Responders with one to five years of experience were grouped as Early Career, six to 15 years of experience were grouped as Mid-Career, and 16 or more years of experience were grouped as Late Career (see Figure 38). The Unknown selection was kept separate and was not included in the analysis presented in this section. This section compares differences between educators who Would Return and Would Not Return among Early Career and Later Career responders.^{a, 16} See Appendix L for detailed comparison statistics between educators who Would Return and Would Not Return by Early and Late Career for categories, factors and prompts.

Figure 38: Breakdown of Early, Mid, Late and Unknown Career Responders within Would Return and Would Not Return Subgroups.



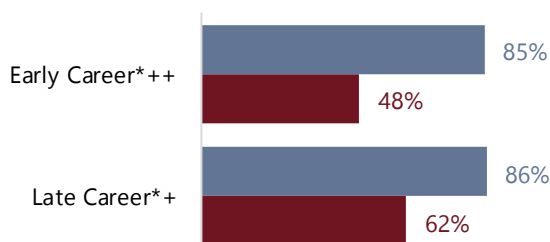
As was presented earlier, comparisons between educators who Would Return and Would Not Return revealed interesting differences. For 35 prompts, differences between educators who Would Return and Would Not Return increased for Early Career compared to Late Career. For example, the

Figure 39: Percent of Would Return and Would Not Return Educators who Agreed "How satisfied were you at your previous position as an educator?"



* indicates statistically significant differences
+ indicates medium differences
++ indicates large differences

Figure 40: Percent of Would Return and Would Not Return Educators who Agreed "I felt accepted in my school/district."



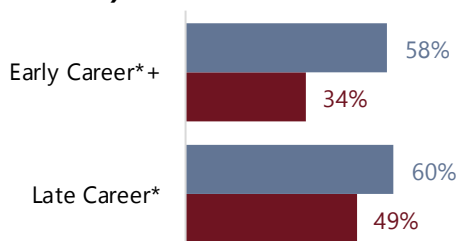
* indicates statistically significant differences
+ indicates medium differences
++ indicates large differences

^a This report compares Early to Late Career educators. There were little to no differences between Early and Mid-Career educators. Differences between Mid- and Late Career educators were similar to differences between Early and Late Career educators. Furthermore, factors that impact recruitment and retention of Early Career educators were of particular interest as almost half of teachers leave the profession within the first 5 years of their career.¹⁶

Differences Based on Experience

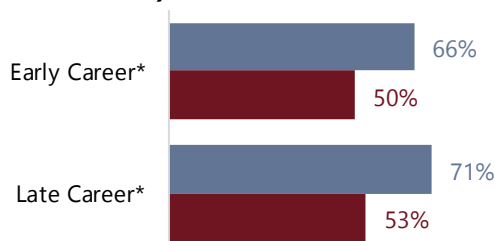
difference in overall satisfaction between educators who Would Return and Would Not Return was larger for early career than later career educators (see Figure 39). The three prompts with the largest differences for Early Career educators are shown in Figures 39-41. For four of the prompts, differences between educators who Would Return and Would Not Return were smaller for Early Career educators than for Late Career educators. For example, the prompt, "There was good access to child or senior care in the surrounding area," was a larger concern for Late Career educators who would Not Return than for Early Career educators who Would Not Return (see Figure 44). The three prompts with largest differences for Late Career educators are shown in Figures 42-44.

Figure 41: Percent of Would Return and Would Not Return Educators who Agreed "The local community supported district policy (COVID-19 related)."



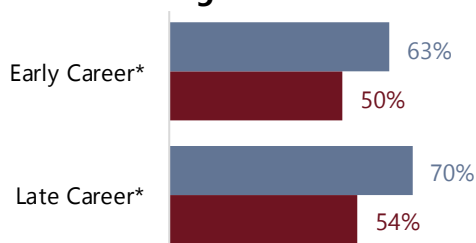
* indicates statistically significant differences
+ indicates medium differences

Figure 42: Percent of Would Return and Would Not Return Educators who Agreed "The local community supported district policy (non-COVID-19 related)."



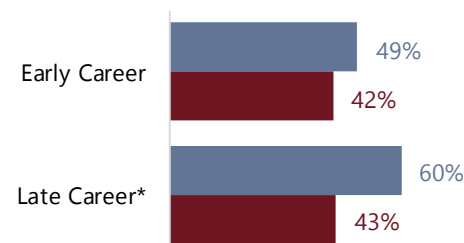
* indicates statistically significant differences

Figure 43: Percent of Would Return and Would Not Return Educators who Agreed "There was an alignment between my beliefs and beliefs within the surrounding area."



* indicates statistically significant differences

Figure 44: Percent of Would Return and Would Not Return Educators who Agreed "There was good access to child or senior care in the surrounding area."



* indicates statistically significant differences

DEMOGRAPHICS OF RESPONDENTS

The survey was sent out to 26,426 educators who were employed in the six participating Regional Offices of Education (ROEs) any time between the 2018-19 to 2021-22 school years. Responses from 3,478 educators were received. The demographics of the responding educators are displayed in Figures 45 through 50.^a

The employment data from the ROEs did not contain demographic data to do a comparison between the responding educators and the overall population. However, information on positions from the employment data coincides with data from survey responses. Specifically, 10% of surveys were sent to administrators and 91% were sent to teachers. Within the responses, 12% were from administrators, 87% were from teachers and 1% were from support staff. From employment data, an estimated^b 22% of surveys were sent to leavers, 13% to movers, and 65% to stayers. This matches well with the responses which were 14% leavers, 30% movers and 56% stayers.

The demographics of responders also matches the overall demographics of the Illinois teacher workforce.¹ Among the survey responders, 70.9% were women. This matches closely with 76.9% women in the teacher workforce reported by ISBE.¹ Among the survey responders, 6.4% were Black or African American. This matches well closely with 6.0% educators who were Black or African American as reported by ISBE.¹

Figure 45: Educator Status.

79% of responders were from current educators in IL public schools. 14% were from educators no longer in education.

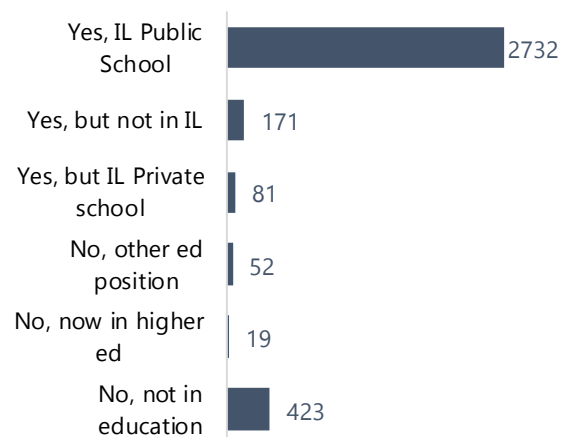
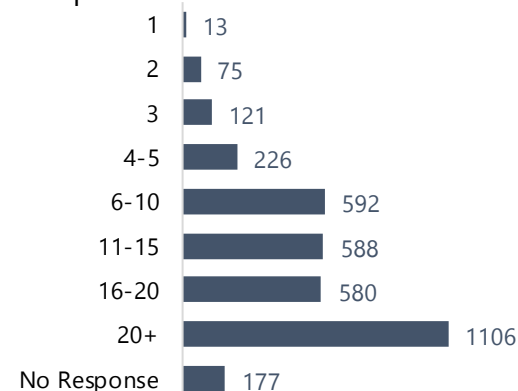


Figure 46: Years of Experience.

32% of responders had 20 or more years of experience. 13% had 5 or fewer years of experience.



^a For definitions of educator positions see <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

^b Given the time frame that the data supplied by the ROEs covered, determining whether an educator was still employed or not was estimated on the available data.

Demographics of Respondents

Figure 47: Gender Identity.

70.9% of survey responders were women which is comparable to **76.9% of the IL teacher workforce** who were women.

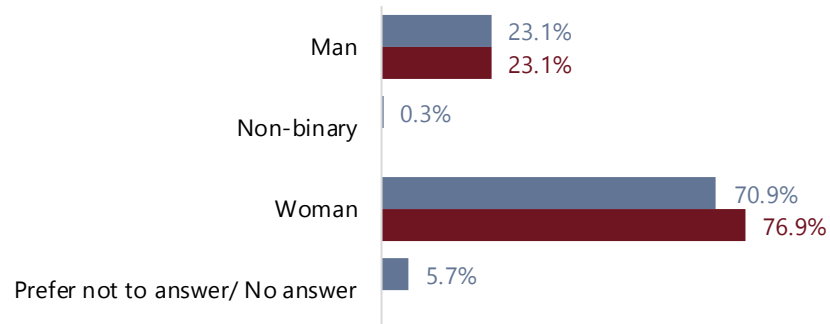
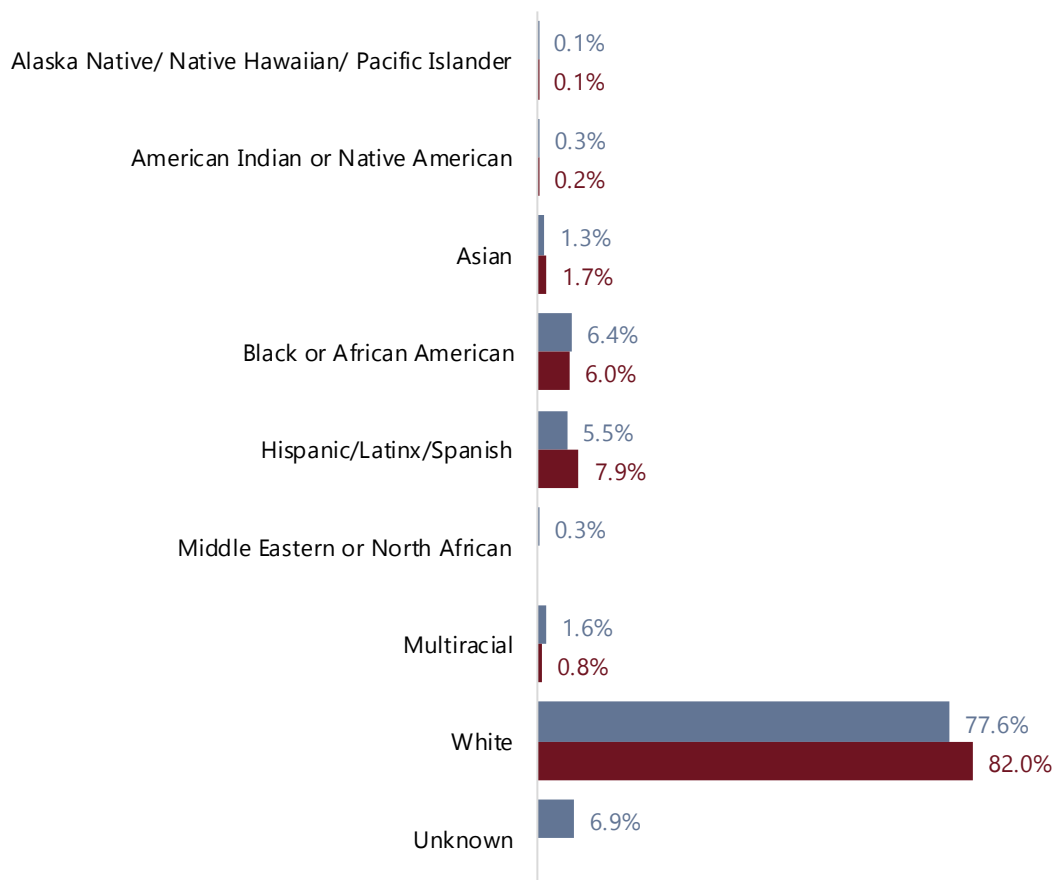


Figure 48: Race/Ethnicity.

6.4% of survey responders were Black or African American which is comparable to **6.0% of the IL teacher workforce** who were Black or African American.



Demographics of Respondents

Figure 49: Educator Position.

21% of responders were elementary self-contained teachers, 12% were administrators.^a

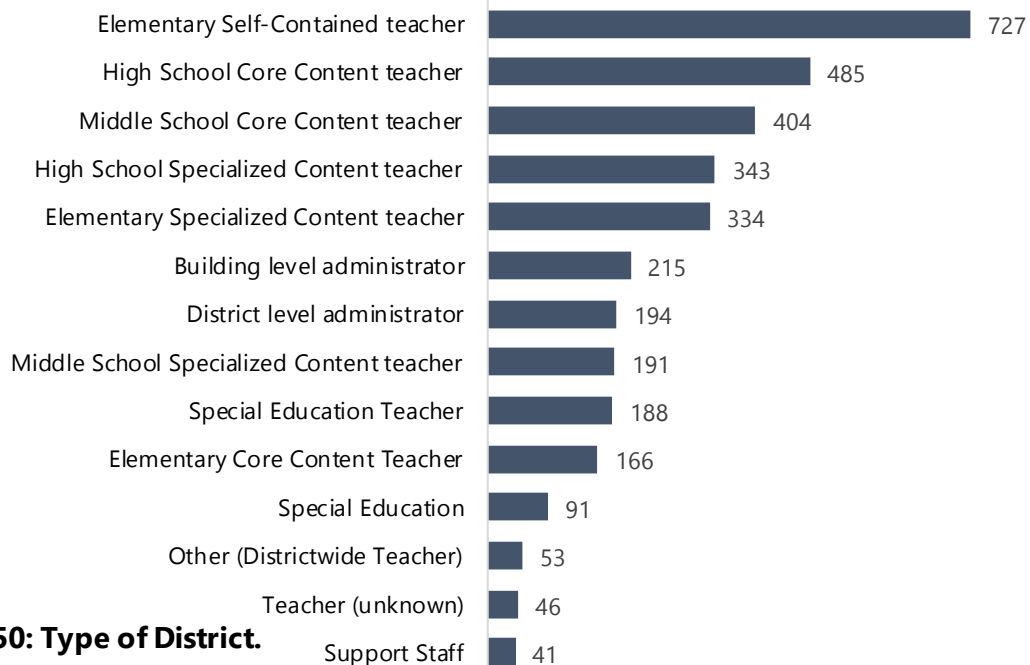
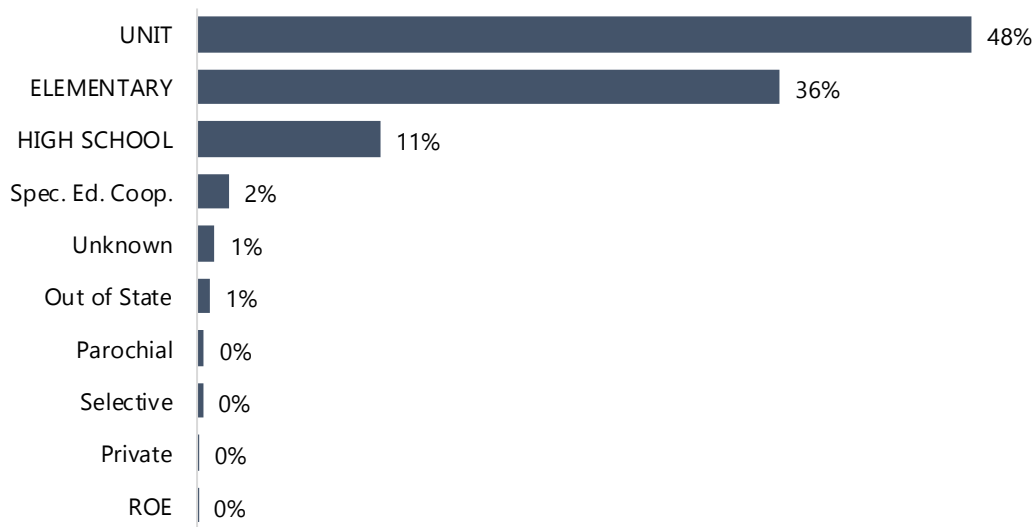


Figure 50: Type of District.

48% of responders were educators whose most recent position in education was at a Unit District in a Public School in Illinois.

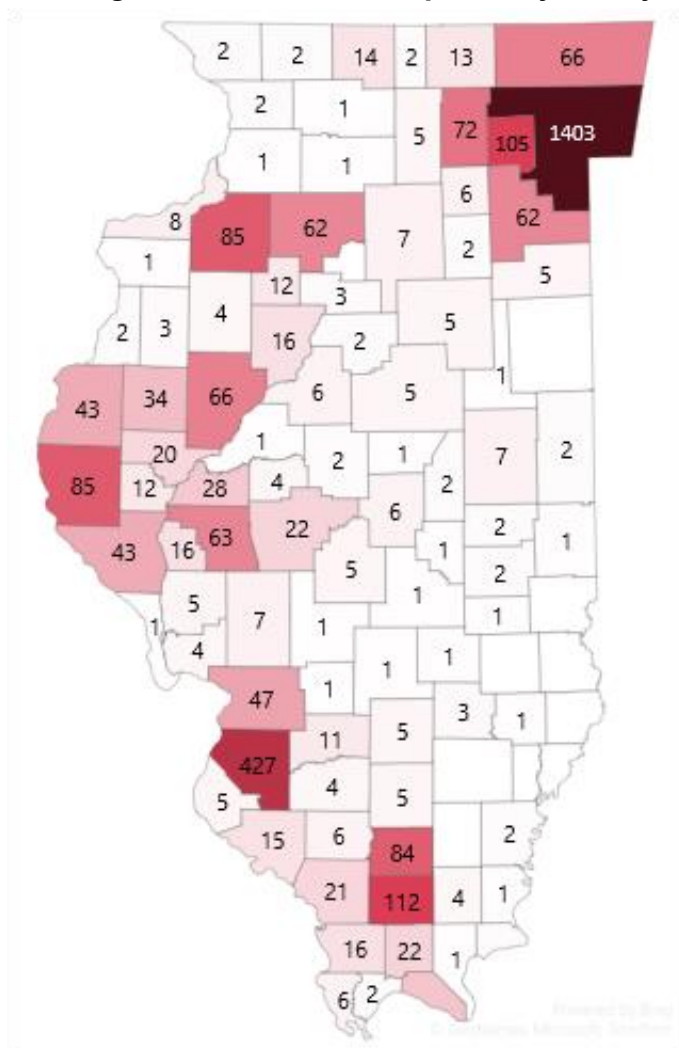


^a For more information about teacher positions and endorsement requirements, please see <https://www.isbe.net/Pages/Subsequent-Teaching-Endorsements.aspx>.

GEOGRAPHICS DISTRIBUTION OF RESPONDENTS

Figure 51 shows the distribution of responses by county. In total, responses came from educators in 573 districts across the state (out of 863 total districts in IL). While responses per district vary widely, there were 43 districts with 15 or more responses.

Figure 51: Number of Responses by County.



Appendix A: Factor Analysis for Key Prompts

APPENDIX

Appendix A: Factor Analysis for Key Prompts

From the factor analysis, prompts were grouped into factors. Those factors were then grouped into overarching categories (see Appendix C). Several prompts could have been assigned to different factors (such as “My class sizes were appropriate could have been assigned to Professional Growth instead of Safety). In all cases, prompts were assigned to factors based on their highest factor loading.

Table 2: Factor Loadings for 38 Key Prompts.

Prompt	Factor Loadings											Uniqueness
	1	2	3	4	5	6	7	8	9	10	11	
I felt support from school leadership.	0.916											0.1588
I had positive relationships with leadership.	0.744											0.3237
I was involved with decision-making.	0.540									0.233		0.4047
School policies aligned with my personal beliefs.	0.509											0.4587
I had autonomy/control for class planning.	0.434									0.207		0.6073
I felt accepted in my school/district.	0.411				0.240	0.288						0.3926
The commute to work was short.		0.962										0.0802
How long was your commute to work?#		0.850										0.2995
The commute to work was easy.		0.834										0.2828
My work as an educator had a positive impact on the world.			0.768									0.3936
Students appreciated my efforts as an educator.			0.720									0.3478
My work as an educator contributed to my personal growth.			0.717									0.4345
Parents appreciated my efforts as an educator.			0.551							0.290		0.3892
I was often worried my work as an educator was not going well.##			0.258									0.7067
The local community supported district policy (non-COVID-19 related).				0.763								0.2519
The local community supported district policy (COVID-19 related).				0.700								0.4496
The local community supported the district curriculum.				0.528								0.3650
I had positive relationships with my teaching peers.					0.765							0.3924
There was staff collegiality.					0.712							0.4012

Appendix A: Factor Analysis for Key Prompts

Prompt	Factor Loadings				Uniqueness
I received support from my colleagues (induction, mentoring and/or community of practice).		0.572		0.283	0.3801
I felt accepted in the local community.		0.655			0.2713
The community of the surrounding area was accepting of me and/or my family.		0.643			0.3170
My cultural heritage, race and/or ethnicity were accepted in the local community.		0.544			0.4939
There was an alignment between my beliefs and beliefs within the surrounding area.		0.417	0.283		0.4619
My salary was appropriate.			0.885		0.2697
My retirement/pension plan was appropriate.			0.729		0.4512
The workload was reasonable.	0.243		0.286	0.228	0.5426
I had good access to services and amenities in the surrounding area.			0.908		0.1950
There was good access to child or senior care in the surrounding area.			0.708		0.4708
I felt safe from harm (non COVID-19 related).			0.659		0.3172
Student behavior was manageable.			0.512		0.4537
I felt safe from harm related to COVID-19.	0.230		0.411		0.5712
My class sizes were appropriate.			0.347	0.325	0.6077
I had appropriate resources for teaching.				0.485	0.4547
I had time for collaboration with other educators.		0.202		0.302	0.6256
I had access to professional development.				0.292	0.6467
The local community was in sync with my perceptions of teaching as a profession.		0.257			0.516 0.2784
The local community was in sync with my perspectives on how to teach my classes.		0.304	0.244		0.449 0.2980

This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

+ Factors loadings that are struck out indicate those prompts were not assigned to that factor.

Note: 'Minimum residual' extraction was used in combination with a 'oblimin' rotation.

Note: All factor loadings greater than 0.2 are displayed in the table.

Appendix A: Factor Analysis for Key Prompts

Table 3: Factor Statistics for 11 Factors of Key Prompts.

Factor	SS Loadings	% of Variance	Cumulative %
1	3.35	8.81	8.81
2	2.44	6.43	15.24
3	2.43	6.39	21.63
4	2.32	6.09	27.72
5	2.08	5.48	33.20
6	2.29	6.02	39.22
7	1.88	4.94	44.16
8	1.84	4.85	49.02
9	1.70	4.49	53.50
10	1.28	3.37	56.87
11	1.14	3.01	59.88

Appendix B: Factor Analysis for Additional Prompts

Appendix B: Factor Analysis for Additional Prompts

Table 4: Factor Loadings for 11 Additional Prompts.

Prompt	Factor Loadings				Uniqueness
	1	2	3	4	
...is closer to my hometown or where I graduated from high school.	0.782				0.37105
...is closer to where I went to college for my teaching degree.	0.668				0.58116
...is closer to my spouse's/partner's hometown or where they graduated from high school.	0.642				0.59355
...has a shorter commute.	0.430	0.275			0.69351
...is in a community that better fits my personal values.		0.837			0.21974
...is in a community where I want to work long term.		0.619	0.419		0.30356
...better fits my perspective on COVID-19 mitigation efforts.		0.296		0.242	0.77849
...has a better compensation package (salary, benefits, retirement/pension).			0.587	0.234	0.49581
...provides more opportunities for professional growth (i.e., promotions or professional development).			0.572		0.71482
...better fits my long-term planned career path.			0.552	0.281	0.36708
...better fits my personal values.				0.953	0.00330

+ Factors loadings that are struck out indicate those prompts were not assigned to that factor.

Note: 'Minimum residual' extraction was used in combination with a 'oblimin' rotation.

Note: All factor loadings greater than 0.2 are displayed in the table.

Table 5: Factor Statistics for Additional Prompts.

Factor	SS Loadings	% of Variance	Cumulative %
1	1.70	15.4	15.4
2	1.46	13.3	28.7
3	1.36	12.4	41.1
4	1.37	12.4	53.5

Appendix C: Category, Factor and Prompt Groupings

Appendix C: Category, Factor and Prompt Groupings

Table 6: Category, Factor and Prompt Groupings.

Category	Factor	Prompt
Community	Commute	The commute to work was easy.
		The commute to work was short.
		How long was your commute to work?#
	Community Supports District	The local community supported the district curriculum.
		The local community supported district policy (non-COVID-19 related).
		The local community supported district policy (COVID-19 related).
	Community Acceptance	I felt accepted in the local community.
		My cultural heritage, race and/or ethnicity were accepted in the local community.
		The community of the surrounding area was accepting of me and/or my family.
		There was an alignment between my beliefs and beliefs within the surrounding area.
	Access in Community	I had good access to services and amenities in the surrounding area.
		There was good access to child or senior care in the surrounding area.
	Community Alignment	The local community was in sync with my perspectives on how to teach my classes.
		The local community was in sync with my perceptions of teaching as a profession.
Efficacy	Educator Efficacy	I was often worried my work as an educator was not going well.##
		My work as an educator had a positive impact on the world.
		My work as an educator contributed to my personal growth.
		Students appreciated my efforts as an educator.
		Parents appreciated my efforts as an educator.
Working Conditions	Teacher-School Connection	I felt accepted in my school/district.
		School policies aligned with my personal beliefs.
		I felt support from school leadership.
		I had autonomy/control for class planning.
		I was involved with decision-making.
	Staff Relations	I had positive relationships with leadership.
		I received support from my colleagues (induction, mentoring and/or community of practice).
		I had positive relationships with my teaching peers.
		There was staff collegiality.
	Compensation	The workload was reasonable.
		My salary was appropriate.
		My retirement/pension plan was appropriate.
	Safety	My class sizes were appropriate.
		Student behavior was manageable.
		I felt safe from harm (non-COVID-19 related).
		I felt safe from harm related to COVID-19.
	Professional Growth	I had access to professional development.
		I had appropriate resources for teaching.
		I had time for collaboration with other educators.
Comparing Positions	Better Geographically	...is closer to my hometown or where I graduated from high school.
		...is closer to where I went to college for my teaching degree.
		...is closer to my spouse's/partner's hometown or where they graduated from high school.
		...has a shorter commute.
	Better Community	...is in a community that better fits my personal values.
		...is in a community where I want to work long term.
		...better fits my perspective on COVID-19 mitigation efforts.

Appendix C: Category, Factor and Prompt Groupings

	Better Compensation	...has a better compensation package (salary, benefits, retirement/pension).
		...provides more opportunities for professional growth (i.e., promotions or professional development).
		...better fits my long-term planned career path.
	Better Personally	...better fits my personal values.

This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

Appendix D: Likert Question Response Coding

Appendix D: Likert Question Response Coding

Table 7: Numerical Values for Coding Likert Questions.

Question Type	Answer Options	Numerical Value	Reverse Coded
Likert1	Strongly Agree	5	1
	Agree	4	2
	Neutral	3	3
	Disagree	2	4
	Strongly Disagree	1	5
	Not Applicable	0	0
	Prefer Not to Answer	0	0
Likert2#	Very dissatisfied	1	
	Dissatisfied	2	
	Neutral	3	
	Satisfied	4	
	Very satisfied	5	
	I prefer not to answer	0	
Likert3#	0 - 20 min	4	
	21 - 40 min	3	
	41 - 60 min	2	
	Over an hour	1	
Likert4#	Very unlikely	5	
	Unlikely	4	
	Neutral	3	
	Likely	2	
	Very likely	1	

#These answers options were only used for one prompt each. Likert 2 was for the overall satisfaction prompt. Likert 3 was for the length of commute prompt. Likert 4 was for the likely to stay prompt.

Appendix E: Statistics for All Educators for All Categories, Factors and Prompts

Appendix E: Statistics for All Educators for All Categories, Factors and Prompts

Table 8: Statistics for All Educators for All Categories, Factors and Prompts.

Category, Factor, Prompt	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?	61%	3.5	1.22	3320
Community	66%	3.7	0.64	3369
<i>Commute</i>	64%	3.7	1.03	3369
The commute to work was easy.	77%	4.1	1.16	3349
The commute to work was short.	61%	3.6	1.38	3345
How long was your commute to work?*	54%	3.4	0.78	3364
<i>Community Supports District</i>	62%	3.6	0.82	3296
The local community supported the district curriculum.	65%	3.7	0.90	3257
The local community supported district policy (non-COVID-19 related).	65%	3.7	0.89	3233
The local community supported district policy (COVID-19 related).	55%	3.5	1.00	3132
<i>Community Acceptance</i>	77%	4.1	0.76	3362
I felt accepted in the local community.	80%	4.0	0.86	3299
My cultural heritage, race and/or ethnicity were accepted in the local community.	84%	4.1	0.85	3243
The community of the surrounding area was accepting of me and/or my family.	80%	4.2	0.92	3286
There was an alignment between my beliefs and beliefs within the surrounding area.	63%	3.7	1.07	3285
<i>Access in Community</i>	63%	3.7	1.00	3295
I had good access to services and amenities in the surrounding area.	71%	3.9	1.08	3275
There was good access to child or senior care in the surrounding area.	54%	3.5	1.10	2724
<i>Community Alignment</i>	59%	3.6	0.92	3197
The local community was in sync with my perspectives on how to teach my classes.	62%	3.6	0.92	3003
The local community was in sync with my perceptions of teaching as a profession.	57%	3.5	1.03	3162
Educator Efficacy	74%	3.8	0.72	3355
I was often worried my work as an educator was not going well.**	53%	3.3	1.20	3335
My work as an educator had a positive impact on the world.	85%	4.1	0.77	3337
My work as an educator contributed to my personal growth.	83%	4.1	0.90	3338
Students appreciated my efforts as an educator.	76%	3.9	0.96	3312
Parents appreciated my efforts as an educator.	70%	3.8	0.96	3324
Working Conditions	66%	3.7	0.72	3365
<i>Teacher-School Connection</i>	66%	3.7	0.94	3364
I felt accepted in my school/district.	79%	4.1	1.09	3350
School policies aligned with my personal beliefs.	55%	3.4	1.12	3334
I felt support from school leadership.	59%	3.4	1.36	3332
I had autonomy/control for class planning.	78%	4.0	1.09	3166
I was involved with decision-making.	55%	3.4	1.25	3343
I had positive relationships with leadership.	72%	3.9	1.13	3331
<i>Staff Relations</i>	79%	4.0	0.80	3353
I received support from my colleagues (induction, mentoring and/or community of practice).	76%	3.9	1.05	3318
I had positive relationships with my teaching peers.	89%	4.3	0.79	3205
There was staff collegiality.	72%	3.8	1.00	3326
<i>Compensation</i>	48%	3.2	1.00	3362
The workload was reasonable.	52%	3.2	1.32	3354
My salary was appropriate.	40%	2.9	1.29	3351

Appendix E: Statistics for All Educators for All Categories, Factors and Prompts

My retirement/pension plan was appropriate.	53%	3.4	1.11	3280
<i>Safety</i>	69%	3.7	0.89	3358
My class sizes were appropriate.	67%	3.6	1.19	3103
Student behavior was manageable.	62%	3.5	1.19	3301
I felt safe from harm (non COVID-19 related).	77%	4.0	1.05	3301
I felt safe from harm related to COVID-19.	69%	3.8	1.12	3169
<i>Professional Growth</i>	68%	3.7	0.88	3360
I had access to professional development.	81%	4.1	0.95	3340
I had appropriate resources for teaching.	69%	3.7	1.13	3174
I had time for collaboration with other educators.	55%	3.3	1.25	3302

Note: Percentages highlighted in green are 80% or above, those highlighted in red are 50% or below.

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Table 9: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts.

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Stayers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?*	<0.0001	Significant!	0.44	Small	63%	3.6	1.18	2841	46%	3.0	1.38	479
Community*	<0.0001	Significant!	0.27	Small	68%	3.8	0.62	2880	60%	3.6	0.72	489
Commute	0.0289	Not Significant	0.11	Negligible	64%	3.7	1.02	2880	60%	3.6	1.04	489
The commute to work was easy.	0.0137	Not Significant	0.12	Negligible	77%	4.1	1.15	2864	72%	3.9	1.22	485
The commute to work was short.	0.1350	Not Significant	0.07	Negligible	61%	3.7	1.38	2863	59%	3.5	1.36	482
How long was your commute to work?#	0.0157	Not Significant	0.12	Negligible	55%	3.4	0.77	2875	50%	3.3	0.84	489
Community Supports District*	<0.0001	Significant!	0.23	Small	63%	3.6	0.80	2842	53%	3.5	0.88	454
The local community supported the district curriculum.*	0.0005	Significant!	0.19	Negligible	66%	3.7	0.89	2816	59%	3.6	0.98	441
The local community supported district policy (non-COVID-19 related).	0.0017	Not Significant	0.17	Negligible	67%	3.7	0.89	2824	57%	3.6	0.90	409
The local community supported district	<0.0001	Significant!	0.32	Small	57%	3.5	0.99	2825	40%	3.2	1.06	307

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	All Stayers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
policy (COVID-19 related).*												
<i>Community Acceptance*</i>	<0.0001	Significant!	0.29	Small	78%	4.1	0.72	2875	68%	3.9	0.90	487
I felt accepted in the local community.*	<0.0001	Significant!	0.21	Small	81%	4.1	0.83	2834	73%	3.9	1.00	465
My cultural heritage, race and/or ethnicity were accepted in the local community.*	0.0003	Significant!	0.20	Negligible	85%	4.1	0.82	2795	77%	4.0	1.00	448
The community of the surrounding area was accepting of me and/or my family.*	<0.0001	Significant!	0.31	Small	82%	4.2	0.88	2812	70%	3.9	1.08	474
There was an alignment between my beliefs and beliefs within the surrounding area.*	<0.0001	Significant!	0.24	Small	65%	3.7	1.04	2811	53%	3.5	1.18	474
<i>Access in Community*</i>	<0.0001	Significant!	0.21	Small	65%	3.7	0.99	2822	54%	3.5	1.06	473
I had good access to services and amenities in the surrounding area.*	0.0001	Significant!	0.19	Negligible	73%	3.9	1.07	2805	62%	3.7	1.11	470
There was good access to child or senior care in the surrounding area.*	<0.0001	Significant!	0.23	Small	56%	3.5	1.09	2383	41%	3.3	1.14	341

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Stayers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Community Alignment</i>	0.0125	Not Significant	0.14	Negligible	60%	3.6	0.90	2762	55%	3.4	1.02	435
The local community was in sync with my perspectives on how to teach my classes.*	0.0002	Significant!	0.21	Small	63%	3.7	0.90	2600	54%	3.5	1.04	403
The local community was in sync with my perceptions of teaching as a profession.	0.2066	Not Significant	0.07	Negligible	57%	3.5	1.02	2740	56%	3.4	1.11	422
Educator Efficacy	0.2534	Not Significant	0.06	Negligible	74%	3.8	0.71	2868	73%	3.8	0.80	487
I was often worried my work as an educator was not going well.##*	<0.0001	Significant!	0.28	Small	55%	3.3	1.16	2857	44%	3.0	1.37	478
My work as an educator had a positive impact on the world.	0.1541	Not Significant	0.07	Negligible	85%	4.1	0.76	2857	84%	4.1	0.85	480
My work as an educator contributed to my personal growth.	0.3714	Not Significant	0.05	Negligible	83%	4.1	0.88	2856	81%	4.0	1.03	482
Students appreciated my efforts as an educator.	0.0065	Not Significant	0.14	Negligible	75%	3.9	0.95	2833	81%	4.0	0.99	479

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Stayers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Parents appreciated my efforts as an educator.	0.0343	Not Significant	0.11	Negligible	70%	3.8	0.96	2845	73%	3.9	1.00	479
Working Conditions* +	<0.0001	Significant!	0.55	Medium	68%	3.7	0.68	2877	53%	3.3	0.81	488
<i>Teacher-School Connection* +</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.72</i>	<i>Medium</i>	70%	3.8	0.88	2876	46%	3.1	1.09	488
I felt accepted in my school/district.* +	<0.0001	Significant!	0.58	Medium	82%	4.2	1.00	2866	59%	3.5	1.36	484
School policies aligned with my personal beliefs.*	<0.0001	Significant!	0.50	Small	58%	3.5	1.09	2854	36%	2.9	1.20	480
I felt support from school leadership.* +	<0.0001	Significant!	0.67	Medium	63%	3.6	1.30	2849	36%	2.6	1.47	483
I had autonomy/control for class planning.* +	<0.0001	Significant!	0.54	Medium	81%	4.1	1.02	2713	60%	3.5	1.31	453
I was involved with decision-making.* +	<0.0001	Significant!	0.50	Medium	58%	3.5	1.21	2863	36%	2.9	1.31	480
I had positive relationships with leadership.* +	<0.0001	Significant!	0.69	Medium	77%	4.0	1.03	2845	47%	3.1	1.39	486
Staff Relations*	<0.0001	Significant!	0.44	Small	81%	4.1	0.75	2869	67%	3.7	1.00	484
I received support from my colleagues (induction, mentoring and/or community of practice).*	<0.0001	Significant!	0.45	Small	78%	4.0	0.98	2841	62%	3.5	1.30	477

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	All Stayers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
I had positive relationships with my teaching peers.*	<0.0001	Significant!	0.29	Small	90%	4.3	0.74	2744	81%	4.1	1.02	461
There was staff collegiality.*	<0.0001	Significant!	0.36	Small	74%	3.9	0.96	2846	60%	3.5	1.17	480
Compensation*	0.0006	Significant!	0.17	Negligible	49%	3.2	0.99	2875	43%	3.0	1.02	487
The workload was reasonable.*	<0.0001	Significant!	0.38	Small	54%	3.3	1.29	2869	38%	2.8	1.39	485
My salary was appropriate.	0.6148	Not Significant	0.02	Negligible	40%	2.9	1.28	2864	39%	2.9	1.31	487
My retirement/pension plan was appropriate.	0.6392	Not Significant	0.02	Negligible	53%	3.4	1.12	2825	52%	3.4	1.09	455
Safety*	<0.0001	Significant!	0.39	Small	70%	3.8	0.85	2873	58%	3.4	1.03	485
My class sizes were appropriate.*	<0.0001	Significant!	0.31	Small	69%	3.7	1.17	2665	55%	3.3	1.25	438
Student behavior was manageable.	0.0029	Not Significant	0.15	Negligible	63%	3.5	1.17	2828	56%	3.3	1.32	473
I felt safe from harm (non COVID-19 related).*	<0.0001	Significant!	0.33	Small	78%	4.0	1.01	2854	67%	3.6	1.24	447
I felt safe from harm related to COVID-19.*	<0.0001	Significant!	0.42	Small	71%	3.8	1.10	2845	52%	3.3	1.25	324
Professional Growth*	<0.0001	Significant!	0.34	Small	70%	3.8	0.85	2874	59%	3.4	0.96	486
I had access to professional development.*	<0.0001	Significant!	0.26	Small	83%	4.1	0.93	2864	73%	3.8	1.05	476

Appendix F: Statistics Comparing All Stayers vs All Leavers for All Categories, Factors and Prompts

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Stayers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
I had appropriate resources for teaching.*	<0.0001	Significant!	0.46	Small	72%	3.8	1.08	2719	52%	3.2	1.31	455
I had time for collaboration with other educators.	0.0213	Not Significant	0.11	Negligible	55%	3.4	1.25	2829	52%	3.2	1.25	473

This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

Appendix G: Breakdown of Percent Agreed by Leavers, Movers, and Stayers Subgroups

Appendix G: Breakdown of Percent Agreed by Leavers, Movers, and Stayers Subgroups

The table below shows the percent agreed for each Category, Factor and Prompt for each of the eight subgroups of educators. The table is color coded as a heat map where darker red indicates lower percent agreed and darker blue indicates higher percent agreed.

Table 10: Percent Agreed by Leavers, Movers, and Stayers Subgroups.

Category, Factor, Prompt	Leaver (NOT return)	Mover (will leave)	Stayer (will leave)	Mover (will move)	Stayer (will move)	Leaver (would return)	Mover (will stay)	Stayer (will stay)
Please reflect on your previous responses. How satisfied were you at your previous position as an educator (teacher or administrator)?	39%	24%	11%	30%	31%	57%	78%	63%
Community	57%	53%	50%	47%	57%	65%	70%	69%
<i>Commute</i>	60%	54%	50%	56%	53%	61%	60%	66%
The commute to work was easy.	72%	64%	63%	64%	64%	73%	77%	77%
The commute to work was short.	58%	55%	45%	55%	51%	60%	54%	62%
How long was your commute to work? #	50%	45%	41%	49%	44%	50%	49%	58%
<i>Community Supports District</i>	48%	49%	44%	44%	52%	62%	70%	62%
The local community supported the district curriculum.	53%	47%	43%	36%	51%	68%	76%	67%
The local community supported district policy (non-COVID-19 related).	53%	51%	45%	49%	53%	65%	73%	67%
The local community supported district policy (COVID-19 related).	34%	49%	43%	46%	52%	50%	61%	53%
<i>Community Acceptance</i>	65%	62%	61%	52%	70%	75%	80%	80%
I felt accepted in the local community.	69%	60%	64%	58%	67%	79%	85%	83%
My cultural heritage, race and/or ethnicity were accepted in the local community.	75%	72%	68%	58%	82%	82%	88%	88%
The community of the surrounding area was accepting of me and/or my family.	67%	67%	64%	59%	75%	76%	81%	83%
There was an alignment between my beliefs and beliefs within the surrounding area.	48%	50%	48%	31%	57%	62%	67%	67%
<i>Access in Community</i>	53%	45%	53%	37%	54%	54%	65%	69%
I had good access to services and amenities in the surrounding area.	61%	50%	59%	42%	60%	64%	73%	76%
There was good access to child or senior care in the surrounding area.	42%	40%	45%	32%	48%	40%	53%	60%
<i>Community Alignment</i>	49%	43%	35%	39%	44%	64%	70%	60%
The local community was in sync with my perspectives on how to teach my classes.	48%	46%	41%	43%	49%	63%	70%	62%
The local community was in sync with my perceptions of teaching as a profession.	51%	40%	29%	34%	38%	65%	70%	59%
Educator Efficacy	69%	55%	49%	57%	66%	80%	80%	75%
I was often worried my work as an educator was not going well. ##	40%	34%	29%	27%	37%	52%	63%	58%

Appendix G: Breakdown of Percent Agreed by Leavers, Movers, and Stayers Subgroups

Category, Factor, Prompt	Leaver (NOT return)	Mover (will leave)	Stayer (will leave)	Mover (will move)	Stayer (will move)	Leaver (would return)	Mover (will stay)	Stayer (will stay)
My work as an educator had a positive impact on the world.	81%	72%	69%	76%	84%	89%	86%	84%
My work as an educator contributed to my personal growth.	76%	59%	54%	72%	84%	90%	91%	84%
Students appreciated my efforts as an educator.	77%	58%	50%	53%	66%	87%	84%	74%
Parents appreciated my efforts as an educator.	70%	53%	43%	58%	59%	79%	79%	72%
Working Conditions	51%	50%	45%	44%	51%	57%	77%	69%
<i>Teacher-School Connection</i>	43%	45%	40%	34%	48%	49%	81%	70%
I felt accepted in my school/district.	57%	58%	57%	36%	61%	62%	90%	83%
School policies aligned with my personal beliefs.	33%	30%	24%	27%	32%	42%	71%	57%
I felt support from school leadership.	34%	36%	21%	20%	32%	39%	79%	65%
I had autonomy/control for class planning.	59%	68%	66%	62%	70%	62%	90%	82%
I was involved with decision-making.	34%	35%	23%	29%	40%	41%	70%	60%
I had positive relationships with leadership.	45%	44%	50%	35%	53%	51%	87%	77%
<i>Staff Relations</i>	66%	65%	68%	55%	72%	70%	85%	82%
I received support from my colleagues (induction, mentoring and/or community of practice).	60%	58%	64%	49%	69%	64%	83%	79%
I had positive relationships with my teaching peers.	81%	80%	86%	67%	85%	82%	92%	90%
There was staff collegiality.	58%	58%	56%	51%	62%	64%	80%	77%
<i>Compensation</i>	40%	36%	22%	33%	30%	48%	60%	49%
The workload was reasonable.	32%	42%	22%	35%	27%	48%	69%	53%
My salary was appropriate.	36%	26%	16%	27%	20%	43%	51%	41%
My retirement/pension plan was appropriate.	52%	39%	28%	39%	45%	53%	60%	51%
<i>Safety</i>	52%	52%	46%	58%	60%	60%	79%	68%
My class sizes were appropriate.	52%	52%	46%	58%	60%	60%	79%	68%
Student behavior was manageable.	52%	46%	33%	49%	38%	64%	73%	64%
I felt safe from harm (non COVID-19 related).	64%	57%	58%	61%	64%	71%	81%	80%
I felt safe from harm related to COVID-19.	50%	57%	53%	62%	55%	56%	75%	68%
<i>Professional Growth</i>	57%	53%	53%	46%	54%	62%	77%	71%
I had access to professional development.	73%	69%	72%	61%	74%	73%	85%	85%
I had appropriate resources for teaching.	50%	50%	49%	36%	54%	56%	79%	73%
I had time for collaboration with other educators.	49%	40%	38%	39%	35%	58%	68%	54%

This prompt used a different Likert scale. 0-20 min = 4, 21 - 40 min = 3, 41 - 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

50 Educator Working Conditions



Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts

Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts

Table 11: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts.

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?* ++	<0.0001	Significant!	1.04	Large	69%	3.8	1.07	2620	29%	2.5	1.28	700
Community* ++	<0.0001	Significant!	0.66	Medium	70%	3.8	0.60	2657	54%	3.4	0.66	712
Commute*	<0.0001	Significant!	0.27	Small	66%	3.7	0.99	2657	56%	3.5	1.12	712
The commute to work was easy.*	<0.0001	Significant!	0.32	Small	79%	4.1	1.11	2642	67%	3.8	1.31	707
The commute to work was short.*	<0.0001	Significant!	0.22	Small	63%	3.7	1.36	2640	54%	3.4	1.41	705
How long was your commute to work?#*	<0.0001	Significant!	0.23	Small	56%	3.4	0.76	2652	47%	3.2	0.86	712
Community Supports District*	<0.0001	Significant!	0.48	Small	65%	3.7	0.79	2615	47%	3.3	0.85	681
The local community supported the district curriculum.*	<0.0001	Significant!	0.49	Small	69%	3.8	0.87	2587	48%	3.3	0.96	670
The local community supported district policy (non-COVID-19 related).*	<0.0001	Significant!	0.44	Small	69%	3.8	0.86	2586	50%	3.4	0.94	647

Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
The local community supported district policy (COVID-19 related).*	<0.0001	Significant!	0.37	Small	58%	3.5	0.98	2541	43%	3.2	1.04	591
<i>Community Acceptance*+</i>	<0.0001	Significant!	0.59	Medium	81%	4.2	0.68	2653	63%	3.7	0.90	709
I felt accepted in the local community.*+	<0.0001	Significant!	0.54	Medium	84%	4.1	0.78	2616	65%	3.7	1.02	683
My cultural heritage, race and/or ethnicity were accepted in the local community.*	<0.0001	Significant!	0.44	Small	87%	4.2	0.78	2569	72%	3.8	1.03	674
The community of the surrounding area was accepting of me and/or my family.*+	<0.0001	Significant!	0.53	Medium	84%	4.3	0.84	2593	67%	3.8	1.07	693
There was an alignment between my beliefs and beliefs within the surrounding area.*	<0.0001	Significant!	0.47	Small	67%	3.8	1.02	2586	48%	3.3	1.15	699
<i>Access in Community*</i>	<0.0001	Significant!	0.40	Small	67%	3.8	0.97	2604	50%	3.4	1.05	691
I had good access to services and amenities in the surrounding area.*	<0.0001	Significant!	0.42	Small	75%	4.0	1.04	2586	57%	3.5	1.13	689
There was good access to child or	<0.0001	Significant!	0.34	Small	57%	3.6	1.08	2177	42%	3.2	1.13	547

Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
senior care in the surrounding area.*												
<i>Community Alignment*+</i>	<0.0001	Significant!	0.52	Medium	63%	3.7	0.88	2546	43%	3.2	0.97	651
The local community was in sync with my perspectives on how to teach my classes.*	<0.0001	Significant!	0.49	Small	66%	3.7	0.87	2389	46%	3.3	1.00	614
The local community was in sync with my perceptions of teaching as a profession.*+	<0.0001	Significant!	0.50	Medium	61%	3.6	0.98	2518	41%	3.1	1.11	644
Educator Efficacy* +	<0.0001	Significant!	0.52	Medium	77%	3.9	0.67	2645	61%	3.5	0.83	710
I was often worried my work as an educator was not going well.##*+	<0.0001	Significant!	0.56	Medium	58%	3.4	1.14	2630	35%	2.7	1.27	705
My work as an educator had a positive impact on the world.*	<0.0001	Significant!	0.27	Small	87%	4.2	0.73	2629	77%	4.0	0.89	708
My work as an educator contributed to my personal growth.*	<0.0001	Significant!	0.43	Small	86%	4.2	0.81	2630	69%	3.7	1.12	708
Students appreciated my efforts as an educator.*	<0.0001	Significant!	0.32	Small	79%	4.0	0.88	2614	65%	3.6	1.18	698

Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Parents appreciated my efforts as an educator.*	<0.0001	Significant!	0.30	Small	73%	3.8	0.90	2625	59%	3.5	1.14	699
Working Conditions*++	<0.0001	Significant!	0.90	Large	71%	3.8	0.66	2654	49%	3.2	0.73	711
<i>Teacher-School Connection*++</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.93</i>	<i>Large</i>	73%	3.9	0.84	2653	43%	3.0	1.01	711
I felt accepted in my school/district.*+	<0.0001	Significant!	0.75	Medium	85%	4.2	0.94	2642	55%	3.4	1.31	708
School policies aligned with my personal beliefs.*+	<0.0001	Significant!	0.74	Medium	61%	3.6	1.05	2632	30%	2.8	1.16	702
I felt support from school leadership.*++	<0.0001	Significant!	0.90	Large	67%	3.7	1.25	2627	30%	2.5	1.38	705
I had autonomy/control for class planning.*+	<0.0001	Significant!	0.53	Medium	82%	4.1	1.00	2498	63%	3.5	1.26	668
I was involved with decision-making.*+	<0.0001	Significant!	0.67	Medium	61%	3.6	1.17	2639	32%	2.7	1.30	704
I had positive relationships with leadership.*+	<0.0001	Significant!	0.78	Medium	80%	4.0	1.00	2626	46%	3.1	1.30	705
<i>Staff Relations*+</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.54</i>	<i>Medium</i>	82%	4.1	0.73	2647	66%	3.7	0.95	706
I received support from my colleagues (induction, mentoring	<0.0001	Significant!	0.53	Medium	80%	4.1	0.95	2618	60%	3.5	1.24	700

Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
and/or community of practice).*+												
I had positive relationships with my teaching peers.*	<0.0001	Significant!	0.35	Small	91%	4.4	0.72	2529	81%	4.1	0.97	676
There was staff collegiality.*	<0.0001	Significant!	0.45	Small	76%	3.9	0.93	2624	57%	3.5	1.15	702
Compensation*+.	<0.0001	Significant!	0.61	Medium	52%	3.3	0.96	2652	34%	2.7	0.99	710
The workload was reasonable.*+	<0.0001	Significant!	0.68	Medium	57%	3.4	1.25	2645	31%	2.5	1.31	709
My salary was appropriate.*	<0.0001	Significant!	0.41	Small	44%	3.0	1.27	2641	28%	2.5	1.27	710
My retirement/pension plan was appropriate.*	<0.0001	Significant!	0.34	Small	56%	3.4	1.09	2589	42%	3.1	1.15	691
Safety*+.	<0.0001	Significant!	0.64	Medium	73%	3.8	0.82	2650	53%	3.3	0.98	708
My class sizes were appropriate.*	<0.0001	Significant!	0.47	Small	71%	3.7	1.12	2453	52%	3.2	1.30	650
Student behavior was manageable.*+	<0.0001	Significant!	0.52	Medium	66%	3.6	1.11	2608	45%	2.9	1.34	693
I felt safe from harm (non COVID-19 related).*+	<0.0001	Significant!	0.52	Medium	81%	4.1	0.96	2619	61%	3.5	1.24	682
I felt safe from harm related to COVID-19.*	<0.0001	Significant!	0.46	Small	72%	3.9	1.06	2562	54%	3.3	1.26	607

Appendix H: Statistics Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Professional Growth*+</i>	<0.0001	Significant!	0.59	Medium	72%	3.8	0.83	2651	54%	3.3	0.92	709
I had access to professional development.*	<0.0001	Significant!	0.40	Small	84%	4.1	0.90	2640	71%	3.8	1.05	700
I had appropriate resources for teaching.*+	<0.0001	Significant!	0.61	Medium	74%	3.8	1.04	2502	49%	3.1	1.26	672
I had time for collaboration with other educators.*	<0.0001	Significant!	0.39	Small	58%	3.4	1.23	2607	42%	2.9	1.28	695

#This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

Appendix I: Statistics for Movers and Leavers Comparing Positions

Appendix I: Statistics for Movers and Leavers Comparing Positions

Table 12: Statistics for Movers and Leavers Comparing Positions.

Category, Factor, Prompt	p - value	Significance	Cohen's D	Size of Difference	All Movers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Comparing Positions	0.0034	Not Significant	0.22	Small	46%	3.3	0.73	970	49%	3.5	0.83	237
<i>Better Geographically</i>	0.0509	Not Significant	0.15	Negligible	33%	2.8	1.12	957	35%	3.0	1.18	224
...is closer to my hometown or where I graduated from high school.	0.9047	Not Significant	0.01	Negligible	37%	2.8	1.53	921	36%	2.8	1.57	199
...is closer to where I went to college for my teaching degree.	0.3496	Not Significant	0.08	Negligible	19%	2.3	1.26	889	18%	2.2	1.32	191
...is closer to my spouse's/partner's hometown or where they graduated from high school.	0.6921	Not Significant	0.03	Negligible	25%	2.4	1.38	810	21%	2.4	1.34	168
...has a shorter commute.	0.0010	Not Significant	0.25	Small	50%	3.3	1.46	945	60%	3.6	1.39	214
<i>Better Community</i>	0.0019	Not Significant	0.23	Small	44%	3.4	0.96	961	51%	3.6	0.98	222
...is in a community that better fits my personal values.	0.2297	Not Significant	0.09	Negligible	54%	3.5	1.15	946	53%	3.6	1.20	210
...is in a community where I want to work long term.	0.1530	Not Significant	0.11	Negligible	45%	3.4	1.20	945	50%	3.5	1.22	205
...better fits my perspective on COVID-19 mitigation efforts.*	<0.0001	Significant!	0.42	Small	32%	3.1	1.13	855	48%	3.6	1.12	164
<i>Better Compensation</i>	0.6377	Not Significant	0.04	Negligible	58%	3.6	0.99	967	58%	3.6	1.08	229

Appendix I: Statistics for Movers and Leavers Comparing Positions

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Movers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
...has a better compensation package (salary, benefits, retirement/pension).	0.0897	Not Significant	0.13	Negligible	58%	3.5	1.39	951	49%	3.3	1.44	214
...provides more opportunities for professional growth (i.e., promotions or professional development).	0.0177	Not Significant	0.18	Negligible	54%	3.5	1.25	952	62%	3.7	1.28	213
...better fits my long-term planned career path.	0.3711	Not Significant	0.07	Negligible	63%	3.7	1.19	959	63%	3.8	1.19	219
<i>Better Personally</i>	<i>0.0022</i>	<i>Not Significant</i>	<i>0.23</i>	<i>Small</i>	<i>59%</i>	<i>3.7</i>	<i>1.18</i>	<i>959</i>	<i>71%</i>	<i>4.0</i>	<i>1.17</i>	<i>225</i>

Appendix J: Statistics for Educators who Would Return and Would Not Return Comparing Positions

Appendix J: Statistics for Educators who Would Return and Would Not Return Comparing Positions

Table 13: Statistics for Would Return and Would Not Return Comparing Positions.

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Movers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Comparing Positions*	<0.0001	Significant!	0.26	Small	48%	3.4	0.70	844	42%	3.2	0.84	363
Better Geographically	0.5250	Not Significant	0.04	Negligible	34%	2.8	1.13	832	33%	2.8	1.15	349
...is closer to my hometown or where I graduated from high school.	0.4073	Not Significant	0.05	Negligible	38%	2.8	1.53	796	36%	2.8	1.55	324
...is closer to where I went to college for my teaching degree.	0.0314	Not Significant	0.14	Negligible	20%	2.4	1.27	765	18%	2.2	1.29	315
...is closer to my spouse's/partner's hometown or where they graduated from high school.	0.0080	Not Significant	0.19	Negligible	26%	2.5	1.39	696	19%	2.3	1.31	282
...has a shorter commute.	0.2261	Not Significant	0.08	Negligible	50%	3.3	1.46	822	55%	3.4	1.45	337
Better Community	0.0013	Not Significant	0.21	Small	47%	3.5	0.91	835	42%	3.3	1.08	348
...is in a community that better fits my personal values.*	<0.0001	Significant!	0.31	Small	56%	3.7	1.08	820	46%	3.3	1.29	336
...is in a community where I want to work long term.	0.0009	Not Significant	0.22	Small	48%	3.5	1.15	820	42%	3.2	1.31	330
...better fits my perspective on COVID-19 mitigation efforts.	0.7967	Not Significant	0.02	Negligible	34%	3.2	1.11	726	37%	3.2	1.20	293
Better Compensation*	<0.0001	Significant!	0.35	Small	62%	3.7	0.95	840	49%	3.3	1.08	356

Appendix J: Statistics for Educators who Would Return and Would Not Return Comparing Positions

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	All Movers				All Leavers			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
...has a better compensation package (salary, benefits, retirement/pension).	0.0008	Not Significant	0.22	Small	59%	3.6	1.38	823	49%	3.3	1.42	342
...provides more opportunities for professional growth (i.e., promotions or professional development).*	0.0003	Significant!	0.24	Small	58%	3.6	1.20	822	49%	3.3	1.35	343
...better fits my long-term planned career path.*	<0.0001	Significant!	0.41	Small	69%	3.9	1.09	833	50%	3.4	1.33	345
<i>Better Personally*</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.30</i>	<i>Small</i>	<i>64%</i>	<i>3.9</i>	<i>1.10</i>	<i>832</i>	<i>54%</i>	<i>3.5</i>	<i>1.31</i>	<i>352</i>

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Table 14: Statistics for Historically Marginalized Groups Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts.

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?* +	<0.0001	Significant!	0.89	Large	68%	3.7	1.14	402	32%	2.6	1.36	133
Community* +	<0.0001	Significant!	0.59	Medium	66%	3.8	0.59	406	53%	3.4	0.71	138
Commute	0.0877	Not Significant	0.18	Negligible	62%	3.6	0.98	406	57%	3.4	1.19	138
The commute to work was easy.	0.0258	Not Significant	0.23	Small	77%	4.0	1.15	402	69%	3.7	1.44	137
The commute to work was short.	0.1639	Not Significant	0.14	Negligible	60%	3.6	1.38	403	54%	3.4	1.47	136
How long was your commute to work?#	0.2492	Not Significant	0.12	Negligible	49%	3.3	0.78	406	46%	3.2	0.88	138
Community Supports District*	<0.0001	Significant!	0.47	Small	63%	3.7	0.85	399	45%	3.3	0.90	132
The local community supported the district curriculum.* +	<0.0001	Significant!	0.54	Medium	65%	3.7	0.94	392	42%	3.2	0.98	129
The local community supported district policy (non-COVID-19 related).	0.0005	Significant!	0.37	Small	65%	3.7	0.95	390	50%	3.3	1.00	126
The local community supported district	0.0010	Not Significant	0.35	Small	61%	3.6	1.00	384	43%	3.2	1.03	122

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
policy (COVID-19 related).												
<i>Community Acceptance*</i>	<0.0001	Significant!	0.51	Medium	76%	4.1	0.74	406	62%	3.6	1.03	138
I felt accepted in the local community.*	<0.0001	Significant!	0.47	Small	80%	4.1	0.83	398	65%	3.6	1.06	131
My cultural heritage, race and/or ethnicity were accepted in the local community.*+	<0.0001	Significant!	0.51	Medium	82%	4.2	0.91	399	64%	3.6	1.24	134
The community of the surrounding area was accepting of me and/or my family.	0.0012	Not Significant	0.34	Small	79%	4.1	0.94	390	69%	3.8	1.07	135
There was an alignment between my beliefs and beliefs within the surrounding area.*	0.0005	Significant!	0.36	Small	61%	3.7	1.06	390	48%	3.3	1.20	133
<i>Access in Community</i>	0.0068	Not Significant	0.28	Small	63%	3.7	1.00	398	53%	3.4	1.10	134
I had good access to services and amenities in the surrounding area.	0.0091	Not Significant	0.27	Small	72%	3.8	1.09	394	61%	3.5	1.13	133
There was good access to child or senior care in the surrounding area.	0.0971	Not Significant	0.19	Negligible	52%	3.4	1.07	320	44%	3.2	1.18	113

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Community Alignment*+</i>	<0.0001	Significant!	0.52	Medium	61%	3.6	0.93	378	43%	3.1	1.03	126
The local community was in sync with my perspectives on how to teach my classes.*+	<0.0001	Significant!	0.50	Medium	60%	3.6	0.96	353	41%	3.1	1.08	118
The local community was in sync with my perceptions of teaching as a profession.*	<0.0001	Significant!	0.47	Small	62%	3.6	0.99	375	46%	3.1	1.13	125
<i>Educator Efficacy*</i>	<0.0001	Significant!	0.43	Small	81%	4.1	0.69	406	69%	3.8	0.82	138
I was often worried my work as an educator was not going well.##*	<0.0001	Significant!	0.53	Medium	62%	3.5	1.15	402	38%	2.9	1.24	136
My work as an educator had a positive impact on the world.	0.0440	Not Significant	0.21	Small	89%	4.3	0.78	401	83%	4.1	0.95	138
My work as an educator contributed to my personal growth.	0.0015	Not Significant	0.34	Small	90%	4.3	0.83	403	78%	4.0	1.12	137
Students appreciated my efforts as an educator.	0.0131	Not Significant	0.26	Small	85%	4.2	0.89	400	76%	3.9	1.12	135

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Parents appreciated my efforts as an educator.	0.0380	Not Significant	0.22	Small	79%	4.0	0.93	402	69%	3.8	1.14	135
Working Conditions* +	<0.0001	Significant!	0.74	Medium	66%	3.7	0.73	406	48%	3.2	0.68	138
<i>Teacher-School Connection*++</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.82</i>	<i>Large</i>	<i>66%</i>	<i>3.7</i>	<i>0.96</i>	<i>406</i>	<i>37%</i>	<i>2.9</i>	<i>1.00</i>	<i>138</i>
I felt accepted in my school/district.*+	<0.0001	Significant!	0.64	Medium	77%	4.0	1.13	406	50%	3.2	1.34	137
School policies aligned with my personal beliefs.*+	<0.0001	Significant!	0.71	Medium	55%	3.4	1.13	400	21%	2.6	1.08	134
I felt support from school leadership.*++	<0.0001	Significant!	0.88	Large	64%	3.6	1.33	405	26%	2.4	1.35	134
I had autonomy/control for class planning.*	<0.0001	Significant!	0.47	Small	72%	3.8	1.15	376	57%	3.3	1.23	127
I was involved with decision-making.*+	<0.0001	Significant!	0.57	Medium	54%	3.4	1.23	405	28%	2.7	1.31	137
I had positive relationships with leadership.*+	<0.0001	Significant!	0.73	Medium	75%	3.9	1.16	402	41%	3.0	1.29	138
<i>Staff Relations*</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.46</i>	<i>Small</i>	<i>78%</i>	<i>4.0</i>	<i>0.78</i>	<i>406</i>	<i>64%</i>	<i>3.6</i>	<i>0.90</i>	<i>137</i>
I received support from my colleagues (induction, mentoring)	<0.0001	Significant!	0.53	Medium	76%	3.9	1.08	400	55%	3.3	1.22	137

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p - value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
and/or community of practice).*+												
I had positive relationships with my teaching peers.	0.0165	Not Significant	0.26	Small	89%	4.3	0.75	381	81%	4.1	0.96	129
There was staff collegiality.	0.0147	Not Significant	0.25	Small	70%	3.8	1.00	400	58%	3.5	1.09	136
Compensation	<0.0001	Significant!	0.40	Small	48%	3.2	1.01	405	37%	2.8	0.98	138
The workload was reasonable.*+	<0.0001	Significant!	0.59	Medium	53%	3.3	1.29	403	30%	2.5	1.26	138
My salary was appropriate.	0.0258	Not Significant	0.22	Small	41%	2.9	1.33	403	33%	2.7	1.29	138
My retirement/pension plan was appropriate.	0.2450	Not Significant	0.12	Negligible	51%	3.3	1.17	394	47%	3.2	1.15	135
Safety*	<0.0001	Significant!	0.44	Small	67%	3.7	0.93	406	54%	3.3	1.00	137
My class sizes were appropriate.	0.0011	Not Significant	0.34	Small	67%	3.7	1.22	366	52%	3.2	1.25	125
Student behavior was manageable.	0.0014	Not Significant	0.34	Small	65%	3.5	1.18	398	50%	3.1	1.37	133
I felt safe from harm (non COVID-19 related).	0.0053	Not Significant	0.29	Small	73%	3.9	1.12	399	65%	3.5	1.24	131
I felt safe from harm related to COVID-19.	0.0007	Significant!	0.36	Small	64%	3.7	1.20	389	51%	3.2	1.34	126
Professional Growth*+	<0.0001	Significant!	0.51	Medium	71%	3.8	0.91	406	58%	3.3	0.90	138

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
I had access to professional development.*	0.0003	Significant!	0.36	Small	83%	4.1	0.99	404	74%	3.8	0.99	137
I had appropriate resources for teaching.*	0.0003	Significant!	0.40	Small	68%	3.7	1.13	374	56%	3.2	1.33	127
I had time for collaboration with other educators.*	<0.0001	Significant!	0.43	Small	61%	3.5	1.24	399	43%	3.0	1.28	136

#This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Table 15: Statistics for Non-Historically Marginalized Groups Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts.

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?* ++	<0.0001	Significant!	1.08	Large	70%	3.8	1.05	2137	29%	2.5	1.25	546
Community* +	<0.0001	Significant!	0.67	Medium	71%	3.9	0.60	2158	54%	3.4	0.65	552
Commute*	<0.0001	Significant!	0.30	Small	67%	3.8	0.98	2158	56%	3.5	1.11	552
The commute to work was easy.*	<0.0001	Significant!	0.34	Small	80%	4.2	1.08	2147	67%	3.8	1.28	548
The commute to work was short.*	<0.0001	Significant!	0.25	Small	64%	3.7	1.35	2145	54%	3.4	1.40	547
How long was your commute to work?#*	<0.0001	Significant!	0.26	Small	58%	3.4	0.75	2156	47%	3.2	0.86	552
Community Supports District*	<0.0001	Significant!	0.48	Small	66%	3.7	0.77	2133	48%	3.3	0.84	528
The local community supported the district curriculum.*	<0.0001	Significant!	0.49	Small	70%	3.8	0.85	2115	50%	3.4	0.95	520
The local community supported district policy (non-COVID-19 related).*	<0.0001	Significant!	0.46	Small	70%	3.8	0.84	2116	51%	3.4	0.93	500
The local community supported district policy (COVID-19 related).*	<0.0001	Significant!	0.38	Small	58%	3.5	0.98	2077	43%	3.2	1.04	451

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Community Acceptance*+</i>	<0.0001	Significant!	0.61	Medium	82%	4.2	0.67	2157	64%	3.8	0.86	549
I felt accepted in the local community.*+	<0.0001	Significant!	0.56	Medium	85%	4.2	0.78	2137	66%	3.7	1.01	533
My cultural heritage, race and/or ethnicity were accepted in the local community.*	<0.0001	Significant!	0.42	Small	88%	4.2	0.74	2090	74%	3.9	0.96	522
The community of the surrounding area was accepting of me and/or my family.*+	<0.0001	Significant!	0.57	Medium	85%	4.3	0.81	2117	66%	3.8	1.06	537
There was an alignment between my beliefs and beliefs within the surrounding area.*	<0.0001	Significant!	0.47	Small	69%	3.8	1.01	2113	49%	3.3	1.13	545
<i>Access in Community*</i>	<0.0001	Significant!	0.41	Small	68%	3.8	0.96	2125	50%	3.4	1.04	535
I had good access to services and amenities in the surrounding area.*	<0.0001	Significant!	0.44	Small	76%	4.0	1.03	2112	57%	3.5	1.13	534
There was good access to child or senior care in the surrounding area.*	<0.0001	Significant!	0.36	Small	58%	3.6	1.08	1787	42%	3.2	1.11	417
<i>Community Alignment*+</i>	<0.0001	Significant!	0.52	Medium	64%	3.7	0.87	2089	44%	3.2	0.96	506

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
The local community was in sync with my perspectives on how to teach my classes.*	<0.0001	Significant!	0.48	Small	67%	3.8	0.86	1961	47%	3.3	0.97	477
The local community was in sync with my perceptions of teaching as a profession.*	<0.0001	Significant!	0.50	Medium	60%	3.6	0.98	2065	41%	3.1	1.10	500
Educator Efficacy* +	<0.0001	Significant!	0.54	Medium	76%	3.9	0.66	2156	60%	3.5	0.81	551
I was often worried my work as an educator was not going well.##*+	<0.0001	Significant!	0.57	Medium	58%	3.4	1.14	2145	35%	2.7	1.29	548
My work as an educator had a positive impact on the world.*	<0.0001	Significant!	0.28	Small	87%	4.1	0.71	2146	76%	3.9	0.86	549
My work as an educator contributed to my personal growth.*	<0.0001	Significant!	0.45	Small	86%	4.1	0.80	2145	68%	3.7	1.10	550
Students appreciated my efforts as an educator.*	<0.0001	Significant!	0.34	Small	78%	3.9	0.87	2133	62%	3.6	1.17	543
Parents appreciated my efforts as an educator.*	<0.0001	Significant!	0.32	Small	72%	3.8	0.89	2140	57%	3.5	1.12	544

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Working Conditions*++	<0.0001	Significant!	0.93	Large	72%	3.8	0.63	2158	49%	3.2	0.74	551
Teacher-School Connection*++	<0.0001	Significant!	0.94	Large	74%	3.9	0.80	2158	45%	3.1	1.02	551
I felt accepted in my school/district.*+	<0.0001	Significant!	0.77	Medium	88%	4.3	0.87	2150	58%	3.5	1.30	549
School policies aligned with my personal beliefs.*+	<0.0001	Significant!	0.73	Medium	63%	3.6	1.02	2147	33%	2.8	1.18	547
I felt support from school leadership.*++	<0.0001	Significant!	0.90	Large	68%	3.7	1.22	2136	31%	2.6	1.40	549
I had autonomy/control for class planning.*+	<0.0001	Significant!	0.54	Medium	84%	4.2	0.95	2040	65%	3.6	1.27	520
I was involved with decision-making.*+	<0.0001	Significant!	0.69	Medium	63%	3.6	1.15	2149	33%	2.8	1.30	545
I had positive relationships with leadership.*+	<0.0001	Significant!	0.77	Medium	81%	4.1	0.96	2141	48%	3.2	1.31	546
Staff Relations*++	<0.0001	Significant!	0.56	Medium	84%	4.2	0.71	2156	67%	3.7	0.97	547
I received support from my colleagues (induction, mentoring and/or community of practice).*+	<0.0001	Significant!	0.52	Medium	81%	4.1	0.92	2134	62%	3.5	1.24	542

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
I had positive relationships with my teaching peers.*	<0.0001	Significant!	0.37	Small	92%	4.4	0.71	2066	81%	4.1	0.99	526
There was staff collegiality.*	<0.0001	Significant!	0.51	Medium	78%	4.0	0.90	2139	58%	3.5	1.18	544
Compensation*+	<0.0001	Significant!	0.66	Medium	53%	3.3	0.95	2158	33%	2.7	0.99	550
The workload was reasonable.*+	<0.0001	Significant!	0.70	Medium	58%	3.4	1.24	2154	31%	2.5	1.32	549
My salary was appropriate.*	<0.0001	Significant!	0.45	Small	44%	3.0	1.26	2151	27%	2.5	1.27	550
My retirement/pension plan was appropriate.*	<0.0001	Significant!	0.40	Small	57%	3.5	1.07	2111	41%	3.0	1.15	534
Safety*+	<0.0001	Significant!	0.69	Medium	74%	3.9	0.79	2156	53%	3.3	0.98	549
My class sizes were appropriate.*+	<0.0001	Significant!	0.50	Small	72%	3.8	1.10	2006	52%	3.2	1.32	505
Student behavior was manageable.*+	<0.0001	Significant!	0.56	Medium	67%	3.6	1.10	2128	45%	2.9	1.34	539
I felt safe from harm (non COVID-19 related).*+	<0.0001	Significant!	0.57	Medium	82%	4.1	0.91	2134	60%	3.5	1.25	529
I felt safe from harm related to COVID-19.*+	<0.0001	Significant!	0.48	Small	74%	3.9	1.03	2089	55%	3.4	1.24	462
Professional Growth*+	<0.0001	Significant!	0.63	Medium	73%	3.8	0.81	2158	53%	3.3	0.93	549

Appendix K: Statistics for Historically Marginalized and Non-Historically Marginalized Groups

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
I had access to professional development.*	<0.0001	Significant!	0.42	Small	85%	4.1	0.88	2151	70%	3.7	1.07	541
I had appropriate resources for teaching.*+	<0.0001	Significant!	0.66	Medium	76%	3.9	1.02	2044	47%	3.1	1.25	525
I had time for collaboration with other educators.*	<0.0001	Significant!	0.39	Small	58%	3.4	1.22	2124	43%	2.9	1.29	537

#This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

Appendix L: Statistics for Early and Late Career Educators

Appendix L: Statistics for Early and Late Career Educators

Table 16: Statistics for Early Career Educators Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts.

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?*++	<0.0001	Significant!	1.28	Large	68%	3.7	1.00	292	21%	2.4	1.15	141
Community*++	<0.0001	Significant!	0.69	Medium	68%	3.8	0.61	294	52%	3.3	0.68	141
Commute	0.0438	Not Significant	0.21	Small	60%	3.6	0.98	294	54%	3.4	1.07	141
The commute to work was easy.	0.0050	Not Significant	0.30	Small	76%	4.1	1.07	293	65%	3.7	1.27	141
The commute to work was short.	0.0776	Not Significant	0.18	Negligible	55%	3.5	1.35	293	51%	3.3	1.37	138
How long was your commute to work?#	0.3705	Not Significant	0.09	Negligible	50%	3.3	0.78	294	47%	3.2	0.83	141
Community Supports District*++	<0.0001	Significant!	0.61	Medium	65%	3.7	0.80	284	45%	3.2	0.81	133
The local community supported the district curriculum.*++	<0.0001	Significant!	0.60	Medium	72%	3.8	0.85	280	49%	3.3	0.91	131
The local community supported district policy (non-COVID-19 related).*	0.0002	Significant!	0.42	Small	66%	3.8	0.87	283	50%	3.4	0.90	123
The local community supported district	<0.0001	Significant!	0.53	Medium	58%	3.5	1.03	274	34%	3.0	1.04	111

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
policy (COVID-19 related).*+												
<i>Community Acceptance</i> *+	<0.0001	Significant!	0.74	Medium	80%	4.2	0.67	294	61%	3.6	0.88	141
I felt accepted in the local community.*+	<0.0001	Significant!	0.75	Medium	84%	4.2	0.78	289	58%	3.5	1.04	135
My cultural heritage, race and/or ethnicity were accepted in the local community.*+	<0.0001	Significant!	0.52	Medium	90%	4.3	0.72	288	72%	3.8	1.01	133
The community of the surrounding area was accepting of me and/or my family.*+	<0.0001	Significant!	0.64	Medium	83%	4.2	0.84	290	66%	3.6	1.03	137
There was an alignment between my beliefs and beliefs within the surrounding area.*	<0.0001	Significant!	0.43	Small	63%	3.7	1.04	290	50%	3.3	1.13	140
<i>Access in Community</i>	0.0011	Not Significant	0.35	Small	61%	3.7	1.03	288	48%	3.3	1.12	136
I had good access to services and amenities in the surrounding area.*	0.0002	Significant!	0.41	Small	72%	3.8	1.13	286	53%	3.3	1.22	135
There was good access to child or senior care in the surrounding area.	0.0802	Not Significant	0.21	Small	49%	3.4	1.13	235	42%	3.1	1.15	99

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Community Alignment**</i>	<0.0001	Significant!	0.56	Medium	64%	3.7	0.86	282	42%	3.2	0.95	127
The local community was in sync with my perspectives on how to teach my classes.*+	<0.0001	Significant!	0.57	Medium	67%	3.8	0.85	281	43%	3.3	0.97	125
The local community was in sync with my perceptions of teaching as a profession.*	<0.0001	Significant!	0.48	Small	61%	3.6	0.99	280	41%	3.1	1.04	124
<i>Educator Efficacy* +</i>	<0.0001	Significant!	0.73	Medium	74%	3.9	0.64	294	54%	3.3	0.80	141
I was often worried my work as an educator was not going well.##*+	<0.0001	Significant!	0.69	Medium	45%	3.1	1.16	293	22%	2.3	1.18	141
My work as an educator had a positive impact on the world.*	<0.0001	Significant!	0.44	Small	87%	4.2	0.69	291	72%	3.8	0.89	141
My work as an educator contributed to my personal growth.*+	<0.0001	Significant!	0.52	Medium	90%	4.2	0.79	292	71%	3.7	1.11	140
Students appreciated my efforts as an educator.*	<0.0001	Significant!	0.48	Small	78%	4.0	0.90	293	58%	3.5	1.18	141

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Parents appreciated my efforts as an educator.*	<0.0001	Significant!	0.46	Small	71%	3.8	0.88	294	50%	3.4	1.09	141
Working Conditions*++	<0.0001	Significant!	1.10	Large	70%	3.8	0.65	294	45%	3.0	0.69	141
<i>Teacher-School Connection*++</i>	<i><0.0001</i>	<i>Significant!</i>	<i>1.07</i>	<i>Large</i>	<i>74%</i>	<i>3.9</i>	<i>0.80</i>	<i>294</i>	<i>41%</i>	<i>2.9</i>	<i>0.98</i>	<i>141</i>
I felt accepted in my school/district.*++	<0.0001	Significant!	0.88	Large	85%	4.2	0.95	294	48%	3.2	1.30	140
School policies aligned with my personal beliefs.*++	<0.0001	Significant!	0.85	Large	65%	3.7	0.99	294	32%	2.8	1.10	139
I felt support from school leadership.*++	<0.0001	Significant!	0.98	Large	70%	3.8	1.23	293	29%	2.5	1.36	141
I had autonomy/control for class planning.*+	<0.0001	Significant!	0.57	Medium	86%	4.2	0.92	290	66%	3.6	1.28	141
I was involved with decision-making.*+	<0.0001	Significant!	0.74	Medium	59%	3.5	1.13	293	26%	2.6	1.24	140
I had positive relationships with leadership.*++	<0.0001	Significant!	0.92	Large	80%	4.0	0.99	294	43%	3.0	1.27	141
<i>Staff Relations*+</i>	<i><0.0001</i>	<i>Significant!</i>	<i>0.64</i>	<i>Medium</i>	<i>83%</i>	<i>4.1</i>	<i>0.76</i>	<i>294</i>	<i>62%</i>	<i>3.6</i>	<i>0.98</i>	<i>141</i>
I received support from my colleagues (induction, mentoring	<0.0001	Significant!	0.56	Medium	82%	4.1	0.97	290	62%	3.5	1.29	140

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
and/or community of practice).*+												
I had positive relationships with my teaching peers.*	<0.0001	Significant!	0.43	Small	92%	4.3	0.80	294	75%	3.9	1.04	140
There was staff collegiality.*+	<0.0001	Significant!	0.66	Medium	76%	3.9	0.90	292	50%	3.3	1.10	140
Compensation*++	<0.0001	Significant!	0.73	Medium	47%	3.2	0.96	294	25%	2.5	0.92	141
The workload was reasonable.*++	<0.0001	Significant!	0.83	Large	58%	3.4	1.25	293	26%	2.4	1.24	141
My salary was appropriate.*	<0.0001	Significant!	0.46	Small	34%	2.8	1.27	294	17%	2.2	1.11	141
My retirement/pension plan was appropriate.*	0.0002	Significant!	0.40	Small	49%	3.3	1.07	286	33%	2.9	1.10	133
Safety*++	<0.0001	Significant!	0.90	Large	71%	3.8	0.77	293	46%	3.0	0.94	141
My class sizes were appropriate.*+	<0.0001	Significant!	0.60	Medium	75%	3.8	1.08	289	50%	3.1	1.28	139
Student behavior was manageable.*+	<0.0001	Significant!	0.72	Medium	59%	3.5	1.11	291	33%	2.6	1.32	141
I felt safe from harm (non COVID-19 related).*+	<0.0001	Significant!	0.66	Medium	79%	4.1	0.92	289	56%	3.3	1.29	136
I felt safe from harm related to COVID- 19.*+	<0.0001	Significant!	0.59	Medium	72%	3.8	1.08	277	46%	3.2	1.20	115

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Professional Growth*+</i>	<0.0001	Significant!	0.68	Medium	71%	3.8	0.83	294	52%	3.2	0.89	141
I had access to professional development.*	0.0003	Significant!	0.39	Small	87%	4.2	0.86	293	75%	3.8	1.01	141
I had appropriate resources for teaching.*+	<0.0001	Significant!	0.60	Medium	71%	3.8	1.05	292	46%	3.1	1.29	140
I had time for collaboration with other educators.*+	<0.0001	Significant!	0.55	Medium	57%	3.4	1.23	292	35%	2.8	1.22	141

#This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

Appendix L: Statistics for Early and Late Career Educators

Table 17: Statistics for Late Career Educators Comparing Educators Who Would Return to those Who Would Not Return for All Categories, Factors and Prompts.

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
How satisfied were you at your previous position as an educator?* +	<0.0001	Significant!	0.78	Medium	70%	3.8	1.08	1385	40%	2.8	1.39	280
Community* +	<0.0001	Significant!	0.51	Medium	71%	3.9	0.60	1403	59%	3.6	0.66	283
Commute	0.0334	Not Significant	0.15	Negligible	67%	3.8	0.99	1403	64%	3.6	1.14	283
The commute to work was easy.	0.0016	Not Significant	0.22	Small	80%	4.2	1.10	1395	73%	3.9	1.32	281
The commute to work was short.	0.3904	Not Significant	0.06	Negligible	65%	3.8	1.37	1393	63%	3.7	1.41	281
How long was your commute to work?#	0.0346	Not Significant	0.15	Negligible	57%	3.4	0.76	1401	55%	3.3	0.90	283
Community Supports District*	<0.0001	Significant!	0.40	Small	67%	3.7	0.77	1393	52%	3.4	0.90	275
The local community supported the district curriculum.*	<0.0001	Significant!	0.42	Small	71%	3.8	0.84	1379	52%	3.5	0.99	270
The local community supported district policy (non-COVID-19 related).*	<0.0001	Significant!	0.42	Small	71%	3.8	0.84	1376	53%	3.4	0.99	262
The local community supported district policy (COVID-19 related).*	0.0001	Significant!	0.28	Small	60%	3.6	0.97	1352	49%	3.3	1.05	242

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p-value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
<i>Community Acceptance*</i>	<0.0001	Significant!	0.49	Small	82%	4.2	0.68	1403	68%	3.9	0.89	283
I felt accepted in the local community.*	<0.0001	Significant!	0.43	Small	85%	4.2	0.78	1386	70%	3.8	1.01	273
My cultural heritage, race and/or ethnicity were accepted in the local community.*	<0.0001	Significant!	0.36	Small	87%	4.2	0.80	1356	76%	3.9	1.04	269
The community of the surrounding area was accepting of me and/or my family.*	<0.0001	Significant!	0.45	Small	85%	4.3	0.83	1365	70%	3.9	1.05	275
There was an alignment between my beliefs and beliefs within the surrounding area.*	<0.0001	Significant!	0.38	Small	70%	3.9	1.02	1363	54%	3.4	1.15	278
<i>Access in Community*</i>	<0.0001	Significant!	0.33	Small	69%	3.9	0.97	1379	55%	3.5	1.03	275
I had good access to services and amenities in the surrounding area.*	<0.0001	Significant!	0.30	Small	76%	4.0	1.04	1369	64%	3.7	1.10	274
There was good access to child or senior care in the surrounding area.*	<0.0001	Significant!	0.31	Small	60%	3.7	1.07	1154	43%	3.3	1.10	224
<i>Community Alignment*</i>	<0.0001	Significant!	0.41	Small	64%	3.7	0.90	1337	48%	3.3	1.00	257

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
The local community was in sync with my perspectives on how to teach my classes.*	<0.0001	Significant!	0.40	Small	67%	3.8	0.89	1219	51%	3.4	1.05	231
The local community was in sync with my perceptions of teaching as a profession.*	<0.0001	Significant!	0.41	Small	62%	3.6	0.99	1320	46%	3.2	1.12	255
Educator Efficacy*	<0.0001	Significant!	0.37	Small	78%	4.0	0.68	1401	66%	3.7	0.84	283
I was often worried my work as an educator was not going well.###*	<0.0001	Significant!	0.44	Small	64%	3.6	1.13	1394	44%	3.0	1.32	281
My work as an educator had a positive impact on the world.	0.0166	Not Significant	0.17	Negligible	87%	4.2	0.75	1396	80%	4.0	0.91	281
My work as an educator contributed to my personal growth.*	<0.0001	Significant!	0.31	Small	85%	4.1	0.84	1394	73%	3.8	1.10	283
Students appreciated my efforts as an educator.*	0.0007	Significant!	0.25	Small	79%	4.0	0.86	1381	67%	3.7	1.13	276
Parents appreciated my efforts as an educator.	0.0061	Not Significant	0.20	Negligible	75%	3.9	0.91	1385	65%	3.7	1.14	275

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
Working Conditions*++	<0.0001	Significant!	0.73	Medium	72%	3.8	0.66	1403	53%	3.3	0.79	282
Teacher-School Connection*++	<0.0001	Significant!	0.76	Medium	73%	3.9	0.86	1403	47%	3.2	1.07	282
I felt accepted in my school/district.*++	<0.0001	Significant!	0.62	Medium	86%	4.3	0.94	1397	62%	3.6	1.28	281
School policies aligned with my personal beliefs.*++	<0.0001	Significant!	0.60	Medium	61%	3.6	1.07	1391	35%	2.9	1.24	279
I felt support from school leadership.*++	<0.0001	Significant!	0.75	Medium	68%	3.7	1.26	1384	35%	2.7	1.43	279
I had autonomy/control for class planning.*++	<0.0001	Significant!	0.51	Medium	81%	4.1	1.04	1291	63%	3.5	1.32	250
I was involved with decision-making.*++	<0.0001	Significant!	0.52	Medium	63%	3.6	1.19	1394	39%	2.9	1.40	279
I had positive relationships with leadership.*++	<0.0001	Significant!	0.67	Medium	80%	4.1	1.01	1385	50%	3.3	1.30	280
Staff Relations*++	<0.0001	Significant!	0.53	Medium	83%	4.2	0.73	1401	68%	3.7	0.94	278
I received support from my colleagues (induction, mentoring and/or community of practice).*++	<0.0001	Significant!	0.52	Medium	81%	4.1	0.96	1382	61%	3.5	1.23	274
I had positive relationships with my teaching peers.*	<0.0001	Significant!	0.34	Small	92%	4.4	0.71	1303	82%	4.1	0.92	258

82 Educator Working Conditions



Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
There was staff collegiality.*	<0.0001	Significant!	0.42	Small	78%	4.0	0.92	1385	61%	3.6	1.15	278
Compensation*+.	<0.0001	Significant!	0.51	Medium	57%	3.4	0.96	1402	39%	2.9	1.06	282
The workload was reasonable.*+.	<0.0001	Significant!	0.54	Medium	58%	3.4	1.27	1398	36%	2.7	1.36	281
My salary was appropriate.*	<0.0001	Significant!	0.36	Small	50%	3.2	1.26	1396	35%	2.7	1.34	282
My retirement/pension plan was appropriate.*	<0.0001	Significant!	0.35	Small	62%	3.6	1.09	1365	47%	3.2	1.23	273
Safety*.	<0.0001	Significant!	0.47	Small	74%	3.9	0.83	1402	58%	3.4	1.02	280
My class sizes were appropriate.*	<0.0001	Significant!	0.33	Small	72%	3.8	1.14	1255	58%	3.4	1.32	242
Student behavior was manageable.*	<0.0001	Significant!	0.39	Small	68%	3.6	1.13	1376	50%	3.2	1.33	268
I felt safe from harm (non COVID-19 related).*	<0.0001	Significant!	0.43	Small	82%	4.1	0.95	1384	64%	3.7	1.21	266
I felt safe from harm related to COVID-19.*	<0.0001	Significant!	0.39	Small	74%	4.0	1.05	1360	60%	3.5	1.26	241
Professional Growth*+.	<0.0001	Significant!	0.51	Medium	73%	3.9	0.84	1403	58%	3.4	0.93	281
I had access to professional development.*	<0.0001	Significant!	0.38	Small	83%	4.2	0.92	1395	71%	3.8	1.07	273

Appendix L: Statistics for Early and Late Career Educators

Category, Factor, Prompt	p- value	Significance	Cohen's D	Size of Difference	Would Return				Would Not Return			
					%Agreed	Avg	StDev	Count	%Agreed	Avg	StDev	Count
I had appropriate resources for teaching.*+	<0.0001	Significant!	0.53	Medium	76%	3.9	1.04	1286	54%	3.3	1.28	255
I had time for collaboration with other educators.*	<0.0001	Significant!	0.29	Small	60%	3.5	1.25	1372	47%	3.1	1.28	271

#This prompt used a different Likert scale. 0-20 min = 4, 21 – 40 min = 3, 41 – 60 min = 2 and Over an hour = 1.

This prompt was reverse coded since it was negatively worded. 1 = Strongly Agree and 5 = Strongly Disagree.

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