



# Principal Retention, Attrition, and Mobility Survey

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**Analysis of Data**  
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In today's educational reality, the role of the principal is multifaceted and includes a sizable workload for numerous instructional and accountability initiatives. The Virginia Foundation for Educational Leadership (VFEL), founded in 1995, addresses current research and best practices in leadership, examines and assimilates strategies that further school improvement, and seeks to improve articulation among school leaders from preschool through higher education.



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### Purpose of the Survey

On June 19, 2020, the Virginia Foundation for Educational Leadership (VFEL) and the Virginia Department of Education released a survey through a Virginia Department of Education Superintendent's Memo to all principals in the Commonwealth. The survey asked specific questions related to retention, attrition, and mobility regarding those individuals who served in principal roles, not assistant principal roles, in 2019-2020 in any of the Commonwealth public schools. It also included those individuals who may have been interim principals. The data from this survey are analyzed in this white paper and will be used to inform discussions and decisions among school district personnel, policymakers, and professional principal associations.

### Review of Literature

[Appendix A](#) provides a review of the research regarding principal turnover. This document dated June 5, 2019 by the National Association of Secondary School Principals and the Learning Policy Institute provides an in-depth analysis of “understanding and addressing principal turnover.”

### Methodology

#### Survey Design

The survey consisted of twenty-seven (27) questions and was published through *Survey Monkey*. The Virginia Association of Secondary School Principals (VASSP), the Virginia Association of Elementary School Principals (VAESP) and the State Superintendent of Public Instruction sent the survey to their constituents beginning on June 27, 2020 with a deadline for return of July 15, 2020. The survey was anonymous and confidential.

The survey was designed using the report entitled “*Principal Attrition and Mobility: Results from the 2016 - 2107 Principal Follow-up Survey – First Look*” by the

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Institute of Educational Sciences, [Appendix B](#). Before sending, the survey was vetted by various board members of the Virginia Foundation for Educational Leadership in advance of administering to principals (participants). The items were selected and modified from [Appendix B](#) based on the pertinence to principal retention, attrition, and mobility in Virginia. The questions are indicated in Table 1: Survey Questions for the Principal Retention, Attrition, and Mobility Survey. Four hundred and sixty-seven (467) principals responded. Table 1 indicates responses by percentage and number responding for each question.

Descriptive statistics were provided through the survey platform and SPSS. Data analysis consisted of descriptive statistics including the Pearson Chi-Square test of independence. Using the data analysis derived from SPSS, twelve evaluation questions were developed and categorized as principal retention, attrition, or mobility. Responses to each of the twelve evaluation questions are provided in the *Findings* section of this white paper.

*Table 1: Survey Questions for the "Principal Retention, Attrition, and Mobility Survey."*

Question Number	Question	Percentage for each Response	Number of Responses N=467
1	What is your school type? Enter only one response.		
A	High school high grade 10, 11, or 12	21%	97
B	Middle school high grade of 7, 8, or 9	23%	106
C	Elementary school high grade of K, 1, 2, 3, 4, 5, or 6	49%	229
D	Regional school (more than one district)	2%	7
E	Regional technical center (more than one district)	0%	2
F	Technical center (within one district)	2%	11
G	Special purpose school (regional or within one district - for students with disabilities, not magnet schools)	3%	15
2	Your student population? Enter only one response.		
A	Serves at least half rural students	45%	211
B	Serves at least half city Students	19%	87

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Question Number	Question	Percentage for each Response	Number of Responses N=467
C	Serves at least half suburban students	30%	139
D	None of the above describes my student population	6%	27
3	What is your student enrollment? Enter only one response.		
A	Less than 200	9%	42
B	200 - 499	31%	144
C	500 - 999	44%	204
D	1000+	16%	77
4	What percentage of students are on free and reduced lunch? Enter only one response.		
A	0 - 20%	12%	55
B	21 - 40%	19%	91
C	41 - 60%	30%	139
D	61 - 100%	37%	175
E	My school does not participate in free and reduced lunch program (regional center, technical center, other).	2%	7
5	What is your school's graduation rate (state not federal)? Enter only one response.		
A	Graduate rate in 18 - 19 85% or above	34%	159
B	Graduate rate in 18 - 19 70 - 84%	2%	9
C	Graduate rate in 18 - 19 69% and below	0%	1
D	Does not apply	64%	296
	<i>Did not include due to incorrect data. See <a href="#">here</a> for explanation of Type 0 question.</i>		
6	How many comprehensive high schools in your district? Do not include regional schools, middle schools, technical centers, or special purpose schools. Enter only one response.		
A	1 - 2 high schools	45%	204

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Question Number	Question	Percentage for each Response	Number of Responses N=467
B	3 - 4 high schools	25%	116
C	5+ high schools	31%	146
7	How many superintendents have been assigned in your district in the past five years? Enter only one response.		
A	1 Superintendent	41%	190
B	2 Superintendents	45%	209
C	3 Superintendents	13%	61
D	4 Superintendents	1%	5
E	5 or more Superintendents	0%	1
8	Which of these statements apply to your district's support to you and/or your school? Check all that apply.		
A	High turnover of central office staff and support	23%	106
B	Not enough central office staff	28%	133
C	Not enough adequate student services personnel (e.g., nurses and counselors) to support students' well-being in my building	51%	236
D	District does not have effective strategies to retain strong principal leaders	20%	94
E	The size of my administrative team (e.g., assistant principals) is not adequate to provide support to staff and students in my building	32%	148
F	There are not enough adequate resources (e.g., teaching materials) to support student learning	10%	46
G	None of the above	24%	113
9	What is your age? Enter only one response.		
A	Less than 45 years	37%	171
B	46 - 55 years	45%	210
C	56 – 60 years	10%	48
D	61+ years	8%	35

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Question Number	Question	Percentage for each Response	Number of Responses N=467
10	What is your sex? Enter only one response.		
A	Males	41%	188
B	Females	59%	276
11	What is your race/ethnicity? Enter only one response.		
A	Hispanic	2%	7
B	White	76%	353
C	Black	21%	97
D	American Indian/Alaska Native	0%	1
E	Asian	0%	2
F	Hawaiian or Pacific Islander	0%	1
G	Two or more races	1%	3
H	Other	0%	2
12	What is your current salary per year? Enter only one response.		
A	Less than 60,000	0%	2
B	60,000 - 79,000	15%	70
C	80,000 - 99,000	42%	196
D	100,000 or more	42%	198
13	What your highest degree earned? Enter only one response.		
A	Master's	65%	303
B	Educational Specialist	14%	63
C	Doctorate	21%	100
14	How many years did you serve as an assistant principal at any School or school district? Enter only one response.		
A	Less than 3 years	25%	116
B	3 - 5 years	44%	205
C	6 - 9 years	23%	109
D	10+ years	8%	37

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Question Number	Question	Percentage for each Response	Number of Responses N=467
15	How many School districts have you served as a principal? Enter only one response.		
A	1 school district	81%	377
B	2 or 3 school districts	16%	76
C	More than 3 school districts	3%	13
16	How many years have you served as a principal at any School located at any School district? Enter only one response.		
A	Less than 3 years	20%	93
B	3 - 5 years	29%	135
C	6 - 9 years	27%	125
D	10+ years	24%	114
17	If you have changed principal positions in any of the last 5 years, why? Check all that apply.		
A	More money	8%	34
B	Heavy workload	4%	16
C	Unresponsiveness from the district or other support teams	7%	31
D	Time and effort needed for compliance requirements	1%	6
E	State accountability measures	1%	6
F	No autonomy in hiring staff	1%	6
G	Limited funding for needed initiatives	4%	17
H	Access to professional development	2%	9
I	Transfer requested within the district	7%	33
J	Transfer assigned by the district	10%	43
K	I have not changed in the last five years	67%	299
L	None of the above	11%	48

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Question Number	Question	Percentage for each Response	Number of Responses N=467
18	How long have you been a principal at your current school? Enter only one response.		
A	First year	17%	79
B	2 - 3 years	29%	135
C	4 - 5 years	23%	108
D	6 - 10 years	24%	114
E	11+ years	6%	30
19	Which of these statements apply to your current principalship? Check all that apply.		
A	The stress and disappointments involved in being a principal at this school aren't really worth it	14%	63
B	I am generally satisfied with being principal at this school	70%	327
C	If I could get a higher paying job, I'd leave this job as soon as possible	17%	80
D	I think about transferring to another school	14%	67
E	I don't seem to have as much enthusiasm now as I did when I began job	26%	119
F	I think about staying home from school because I'm just too tired to go	11%	53
G	None of the above	6%	26
20	I plan to remain a principal at this school ... (check only one response)		
A	As long as I am able	32%	149
B	Until I am eligible for retirement benefits from this job, but before age 65	15%	71
C	Until I am eligible for retirement and Social Security benefits after I reach age 65	5%	23
D	Until a more desirable job opportunity comes along	29%	134
E	Definitely plan to leave as soon as I can	2%	8

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Question Number	Question	Percentage for each Response	Number of Responses N=467
F	Undecided at this time	16%	73
G	Resigned my position at the end of 2019-2020	2%	9
21	How many hours per week do you spend on all school-related activities? Enter only one response.		
A	Less than 45	2%	7
B	45 - 54	21%	98
C	55 - 59	29%	134
D	60 or more	49%	228
22	Which of the following problems occurred at least once a month or more often in your school? Check all that apply		
A	Physical conflicts among students	53%	214
B	Robbery or theft	7%	30
C	Vandalism	11%	44
D	Student use of alcohol	3%	12
E	Student use of illegal drugs	10%	41
F	Student possession of weapons	2%	7
G	Physical abuse of teachers	11%	43
H	Student racial tensions	11%	44
I	Student bullying	56%	224
J	Student verbal abuse of teachers	32%	128
K	Widespread disorder in classrooms	6%	25
L	Student acts of disrespect for teachers	81%	324
M	Gang activities	3%	14
23	As the school's leader, select the areas below that best describe the kind of activities in which you have major influence over as a principal in your school. Check all that apply.		
A	Setting performance standards for students at this school	52%	244



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Question Number	Question	Percentage for each Response	Number of Responses N=467
B	Establishing curriculum at this school	24%	110
C	Determining the content of in-service professional development programs for teachers at this school	79%	370
D	Evaluating teachers at this school	97%	453
E	Hiring new full-time teachers at this school	94%	441
F	Setting discipline policy at this school	58%	272
G	Deciding how your school budget will be spent	83%	387
H	None of the activities above	0%	2
24	Select four areas below that best describe where most of your daily time is spent as a principal in your school. Check only four areas.		
A	Talking with parents and/or students about disciplinary problems or teacher conflicts (grading practices, etc.)	48%	225
B	Talking with parents and/or students about academic and/or vocational goals	6%	29
C	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	49%	231
D	Problem solving immediate problems (late bus, teacher complaints about physical plant)	67%	315
E	Attending required meetings for the district	31%	143
F	Attending special education IEP meetings	25%	116
G	Completing paperwork – outside of teacher evaluations	28%	131
H	Completing teacher evaluations or monitoring teachers through walk-throughs, informally or formally	49%	230
I	(delivery of instruction)	26%	122
J	Collecting data about teaching and learning (walk-throughs, teacher evaluation, student engagement)	17%	78
	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)		

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Question Number	Question	Percentage for each Response	Number of Responses N=467
K	Providing recognition to students for good performance in any area (sports, instruction)	5%	21
L	Supervising students during class changes, bus duty, lunch, sports activities, and other areas outside of the classroom instruction	49%	229
M	Other, not listed above	6%	29
25	Select two areas below that best describe areas you most wish that you could spend more time doing as a principal. Check only two areas.		
A	Fostering community and family engagement	42%	197
B	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	58%	268
C	Problem solving long-term problems (instruction, attendance, graduation rate)	32%	161
D	Attending to the school's improvement plan or strategic plan	14%	65
E	Collecting, analyzing and sharing data about teaching and learning	27%	124
F	Providing professional development	11%	49
G	Attending professional development for me as a principal	18%	82
H	Other	3%	15
26	Select the statement below that best describes the instructional resources provided to your school. Enter only one response.		
A	We receive most of the instructional resources we request to ensure high student achievement outcomes	50%	233
B	We receive some of the instructional resources we request to ensure high student achievement outcomes	45%	211

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Question Number	Question	Percentage for each Response	Number of Responses N=467
C	We receive very few instructional resources we request to ensure high student achievement outcomes	5%	22
27	Which of these statements apply to your own professional development? Check all that apply.		
A	I attend professional development activities on a regular basis	57%	266
B	I am offered coaching and mentoring	25%	114
C	My district does not pay for professional development that I need	8%	38
D	I spend too much time on district or state mandatory professional development	13%	62
E	I have no time for professional development even when it is offered	14%	67
F	I have insufficient coverage for leaving the building	22%	100
G	Travel outside of the district is not permissible	5%	21
H	Available professional development is not relevant	7%	34
I	My district pays dues for professional organizations to support my role as a principal	32%	147
J	None of the above	6%	27

### Validation of the Sample to Actual Demographics

Survey data was compared to data retrieved from the VDOE *National School Lunch Program Free and Reduced - Price Eligibility Report for 2019-2020* at this [site](#). Findings are indicated in *Table 2. Validation Data Related to School Type, Student Enrollment, and Number of Students on Free and Reduced Lunch*. First, these indicators were selected for validation as data came from only *the Price Eligibility Report for 2019-2020*. Second, the number of students on free and reduced lunch was selected as it is linked to many factors related to job satisfaction, student

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achievement, and other challenges as a principal. The sample from the survey demonstrated a likeness to actual demographics, making the findings reliable.

*Table 2. Validation Data Related to School Type, Student Enrollment, and Number of Students on Free and Reduced Lunch.*

Question	Percentage reported on the VDOE National School Lunch Program Free and Reduced - Price Eligibility Report for 2019-2020 N = 1985	Percentage reported on the Principal Retention, Attrition, and Mobility Survey N = 467
What is your school type?		
Elementary	57%	49%
Middle	20%	23%
High School, Regional, Technical Center and Special Purpose	23%	28%
What is your student enrollment?		
Less than 200	10%	9%
200 - 499	30%	31%
500 - 999	44%	44%
1000+	15%	16%
What percentage of students are on free and reduced lunch?		
0 - 20%	15%	12%
21 - 40%	21%	20%
41 - 60%	25%	30%
61 - 100%	39%	38%

### Type 0, Type 1, and Type 2 Questions - Use of Pearson Chi-Square Test of Independence

Questions were labeled and identified as one of three types. Question 5, the school's graduation rate, was not considered reliable and was labeled as Type 0.

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Question 1 indicated there were 97 schools with a high grade of 12; however, on Question 5, 169 principals responded that the school had a graduation rate. This could not be possible. For this reason, Question 5, was not considered in the analysis.

Type 1 questions were considered independent variables and allowed only one response for each question. All Type 1 questions were cross tabulated with each other to determine if the variables were “independent of” or “dependent on” each other using the Pearson Chi-Square test of independence. For example, was salary dependent on school type. This analysis was referred to as Type 1 x Type 1.

Type 2 questions referred to those questions that allowed multiple responses for each question and were considered, in most cases, dependent variables. For example, were the reasons that principals changed positions dependent on the type of school (independent variable)? Type 2 questions were cross tabulated with each Type 1 Question applying the Pearson Chi-Square test of independence. This analysis was referred to as Type 1 x Type 2.

Both “Type 1 x Type 1” and “Type 1 x Type 2” findings are indicated in [Appendix C: Public Data Set](#). This data set includes the Pearson Chi-Square, number responding, and percentage responding for each crosstabulation. Variables for Type 1 Questions were provided an identification type and labelled as such in SPSS as follows: (Type 2 questions remained as written in the survey)

Table 3. Evaluation Questions - Variable Identification

Question Number	Type 1 Questions	Variable Identification
1	What is your school type?	School type
2	Your student population?	School Demographics
3	What is your student enrollment?	Student Enrollment
4	What percentage of students are on free and reduced lunch?	Economic Indicator

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Question Number	Type 1 Questions	Variable Identification
6	How many comprehensive high schools in your district? Do not include regional schools, middle schools, technical centers or special purpose schools	Size of the School District
7	How many superintendents have been assigned in your district in the past five years?	Superintendent Turnover
9	What is your age?	Age
10	What is your sex?	Sex
11	What is your race/ethnicity?	Race
12	What is your current salary per year?	Current Salary
13	What your highest degree earned?	Principal Preparation - Degree Earned
14	How many years did you serve as an assistant principal at any School or school district?	Principal Preparation – Years as Asst. Principal
15	How mat any School districts have you served as a principal?	Principal Turnover - # of School Districts Served
16	How many years have you served as a principal at any School located at any School district?	Longevity - Years as a Principal at Any School
18	How long have you been a principal at your current school?	Longevity - Years as a Principal at Current School
20	I plan to remain a principal at this school ...	Principal Turnover – Plans to Remain in Current Position
21	How many hours per week do you spend on all school-related activities?	Workload
26	Select the statement below that best describes the instructional resources provided to your school.	Resources Provided by the District



### Variable identification and significant differences in response groups

The IBM SPSS Statistics (SPSS) program was used to calculate the Pearson Chi-Square test of independence for all cross tabulated data using the “crosstab” function. This test determines whether two variables are independent of each other. A Pearson Chi-Square that is not significant indicates that there is no significant dependence on one variable or the other. For example, if  $p > .05$  for the Pearson Chi-Square results for the cross tabulation of salary and school type, then salary is not dependent on school type and visa-versa. When  $p < .05$  for the Pearson Chi-Square results, a significant interaction exists between the two variables. In the example above, if  $p < .05$ , then salary is dependent on school type and visa-versa.

Since the SPSS calculation used degrees of freedom to determine independence, no small “n” was used in these calculations. There are no assumptions about the shape of the distribution. The frequency had to have at least an “n” of one, and, no more than 20% of the categories had expected frequencies of less than five (5). Tables 4 - 13 below provide the data for all *significant* findings. The degrees of freedom and asymptotic significance (2 - sided)  $p < .05$  are provided.

Table 4: Significant Pearson Chi-Square Test of Independence for Type 1 Questions

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Age	Current Salary	170.355	16	0.000
Age	Longevity - Years as a Principal at Any School	98.168	12	0.000
Age	Longevity - Years as a Principal at Current School	78.164	20	0.000
Age	Principal Preparation Degree Earned	180.081	12	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Age	Principal Turnover – Plans to Remain in Current Position	138.226	24	0.000
Age	Race	170.36	32	0.000
Age	Resources Provided by the District	168.892	12	0.000
Age	Sex	213.84	8	0.000
Current Salary	Age	170.355	16	0.000
Current Salary	Economic Indicator	75.886	16	0.000
Current Salary	Longevity - Years as a Principal at Any School	52.77	12	0.000
Current Salary	Longevity - Years as a principal at current school	36.182	20	0.015
Current Salary	Principal Preparation – Years as Asst. Principal	33.807	12	0.001
Current Salary	Principal Preparation - Degree Earned	477.493	12	0.000
Current Salary	Race	474.759	32	0.000
Current Salary	Resources Provided by the District	27.517	12	0.007
Current Salary	School Demographics	150.323	16	0.000
Current Salary	Sex	156.679	8	0.000
Current Salary	Size of the District	113.106	12	0.000
Current Salary	Student Enrollment	90.553	12	0.000
Economic Indicator	Current Salary	75.886	16	0.000



## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Economic Indicator	Principal Preparation – Years as Asst. Principal	21.348	12	0.046
Economic Indicator	Race	45.96	32	0.052
Economic Indicator	School Demographics	116.958	16	0.000
Economic Indicator	School Type	167.002	24	0.000
Economic Indicator	Size of District	57.759	12	0.000
Economic Indicator	Student Enrollment	70.582	12	0.000
Economic Indicator	Workload	22.010	12	.037
Longevity - Years as a Principal at Any School	Age	98.168	12	0.000
Longevity - Years as a Principal at Any School	Current Salary	52.77	12	0.000
Longevity - Years as a Principal at Any School	Longevity - Years as a Principal at Current School	423.59	15	0.000
Longevity - Years as a Principal at Any School	Principal Preparation – Years as Asst. Principal	24.459	9	0.004
Longevity - Years as a Principal at Any School	Principal Turnover - # of School Districts Served	38.612	9	0.000
Longevity - Years as a Principal at Any School	Principal Turnover – Plans to Remain in Current Position	49.115	18	0.000
Longevity - Years as a Principal at Current School	Age	78.164	20	0.000
Longevity - Years as a principal at current school	Current Salary	36.182	20	0.015

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Longevity - Years as a Principal at Current School	Enrollment	37.089	15	0.001
Longevity - Years as a Principal at Current School	Longevity – Years as a Principal at Any School	423.59	15	0.000
Longevity - Years as a Principal at Current School	Principal Turnover – Plans to Remain in Current Position	73.92	30	0.000
Longevity - Years as a Principal at Current School	Type of School	49.731	30	0.013
Principal Preparation – Years as Asst. Principal	Current Salary	33.807	12	0.001
Principal Preparation – Years as Asst. Principal	Economic Indicator	21.348	12	0.046
Principal Preparation – Years as Asst. Principal	Enrollment	53.148	9	0.000
Principal Preparation – Years as Asst. Principal	Longevity - Years as a Principal at Any School	24.459	9	0.004
Principal Preparation – Years as Asst. Principal	School demographics	22.772	12	0.030
Principal Preparation – Years as Asst. Principal	School Type	59.706	18	0.000
Principal Preparation Degree Earned	Age	180.081	12	0.000
Principal Preparation Degree Earned	Current Salary	477.493	12	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Principal Preparation Degree Earned	Principal Turnover - # of School Districts Served	26.689	9	0.002
Principal Preparation Degree Earned	Race	472.419	24	0.000
Principal Preparation Degree Earned	Resources Provided by the District	28.098	9	0.001
Principal Preparation Degree Earned	Sex	168.57	6	0.000
Principal Preparation Degree Earned	Student Enrollment	16.791	9	0.052
Principal Turnover - # of School Districts Served	Longevity - Years as a Principal at Any School	38.612	9	0.000
Principal Turnover - # of School Districts Served	Longevity - Years as a Principal at Any School	38.612	9	0.000
Principal Turnover - # of School Districts Served	Principal Preparation - Degree Earned	26.689	9	0.002
Principal Turnover - # of School Districts Served	Principal Preparation - Degree Earned	26.689	9	0.002
Principal Turnover - # of School Districts Served	Sex	17.421	6	0.008
Principal Turnover - # of School Districts Served	Sex	17.421	6	0.008
Principal Turnover – Plans to Remain in Current Position	Age	138.226	24	0.000
Principal Turnover – Plans to Remain in Current Position	Longevity - Years as a principal at any School	49.115	18	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Principal Turnover – Plans to Remain in Current Position	Longevity - Years as a Principal at Current School	73.92	30	0.000
Principal Turnover – Plans to Remain in Current Position	Resources Provided by the District	63.386	18	0.000
Principal Turnover – Plans to Remain in Current Position	School demographics	43.709	24	0.000
Principal Turnover – Plans to Remain in Current Position	Sex	27.244	12	0.007
Race	Age	170.36	32	0.000
Race	Current Salary	474.759	32	0.000
Race	Economic Indicator	45.96	32	0.052
Race	Principal Preparation Degree Earned	472.419	24	0.000
Race	Resources Provided by the District	36.076	24	0.054
Race	Sex	165.535	16	0.000
Resources Provided by the District	Age	168.892	12	0.000
Resources Provided by the District	Current Salary	27.517	12	0.007
Resources Provided by the District	Principal Preparation Degree Earned	28.098	9	0.001
Resources Provided by the District	Principal Turnover – Plans to Remain in Current Position	63.386	18	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Resources Provided by the District	Race	36.076	24	0.054
Resources Provided by the District	Sex	162.64	6	0.000
School Demographics	Current Salary	150.323	16	0.000
School Demographics	Economic Indicator	116.958	16	0.000
School Demographics	Principal Preparation – Years as Asst. Principal	22.772	12	0.030
School Demographics	Principal Turnover – Plans to Remain in Current Position	43.709	24	0.008
School Demographics	Size of the School District	175.904	12	0.000
School Demographics	Student Enrollment	89.565	12	0.000
School Type	Economic Indicator	167.002	24	0.000
School Type	Longevity - Years as a Principal at Current School	49.731	30	0.000
School Type	Principal Preparation – Years as Asst. Principal	59.706	18	0.000
School Type	Sex	68.861	12	0.000
School Type	Size of District	51.01	18	0.000
School Type	Student Enrollment	292.955	18	0.000
School Type	Superintendent Turnover	76.288	24	0.000
School Type	Workload	60.371	18	0.000
Sex	Age	213.84	8	0.000
Sex	Current Salary	156.679	8	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Sex	Principal Preparation - Degree Earned	168.57	6	0.000
Sex	Principal Turnover - # of School Districts Served	17.421	6	0.008
Sex	Principal Turnover – Plans to Remain in Current Position	27.244	12	0.007
Sex	Race	165.535	16	0.000
Sex	Resources Provided by the District	162.64	6	0.000
Sex	Size of District	12.498	6	0.052
Sex	Superintendent Turnover	156.541	8	0.000
Sex	Type of School	68.861	12	0.000
Size of District	Current Salary	113.106	12	0.000
Size of District	Economic Indicator	57.759	12	0.000
Size of District	School Demographics	175.904	12	0.000
Size of District	School Type	51.01	18	0.000
Size of District	Sex	12.498	6	0.052
Size of District	Student Enrollment	61.48	9	0.000
Size of District	Superintendent Turnover	25.795	12	0.011
Student Enrollment	Current Salary	90.553	12	0.000
Student Enrollment	Economic Indicator	70.582	12	0.000
Student Enrollment	Longevity - Years as a Principal in Current School	37.089	15	0.001
Student Enrollment	Principal Preparation – Years as Asst. Principal	53.148	9	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Student Enrollment	Principal Preparation - Degree Earned	16.791	9	0.052
Student Enrollment	School Demographics	89.565	12	0.000
Student Enrollment	School Type	292.955	18	0.000
Student Enrollment	Size of the School District	61.48	9	0.000
Student Enrollment	Workload	52.202	9	0.000
Superintendent Turnover	School Type	76.288	24	0.000
Superintendent Turnover	Sex	156.541	8	0.000
Superintendent Turnover	Size of District	25.795	12	0.011
Workload	Economic Indicator	22.010	12	0.037
Workload	Enrollment	52.202	9	0.000
Workload	School Type	60.371	18	0.000

*Table 5: Significant Pearson Chi-Square Test of Independence for District Support Descriptors*

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05 Y/N
Current Salary	District Support - Inadequate size of my administrative team	20.114	4	0.000
Longevity - Years as a Principal at Any School	District Support - Inadequate size of my administrative team	7.781	3	0.051
Longevity - Years as a Principal at Any School	District Support - None of the above	8.445	3	0.038
Principal Preparation – Years as Asst. Principal	District Support - Inadequate size of my administrative team	16.428	3	0.001

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$ Y/N
Principal Preparation - Degree Earned	District Support - Not enough central office staff	7.670	3	0.053
Principal Turnover - # of School Districts Served	District Support - High turnover of central office staff and support	7.899	3	0.048
Principal Turnover - # of School Districts Served	District Support - No effective strategies to retain principal leaders	11.017	3	0.012
Principal Turnover – Plans to Remain in Current Position	District Support - Inadequate size of my administrative team	12.451	6	0.053
Principal Turnover – Plans to Remain in Current Position	District Support - No effective strategies to retain principal leaders	25.484	6	0.000
Resources Provided by the District	District Support - Inadequate resources to support student learning	33.990	3	0.000
Resources Provided by the District	District Support - No effective strategies to retain principal leaders	39.134	3	0.000
Resources Provided by the District	District Support - None of the above	20.135	3	0.000
Resources Provided by the District	District Support -High turnover of central office staff and support	8.569	3	0.036
School demographics	District Support - High turnover of central office staff and support	32.418	4	0.000



## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$ Y/N
School demographics	District Support - Inadequate size of my administrative team	20.781	4	0.000
School demographics	District Support - Not enough central office staff	10.149	4	0.038
Sex	District Support - None of the above	12.924	2	0.002
Sex	District Support - Not enough adequate student services personnel	7.916	2	0.019
Size of District	District Support - High turnover of central office staff and support	18.161	3	0.000
Size of District	District Support - Inadequate size of my administrative team	38.152	3	0.000
Student Enrollment	District Support - Inadequate size of my administrative team	20.692	3	0.000
Superintendent Turnover	District Support - High turnover of central office staff and support	56.578	4	0.000
Superintendent Turnover	District Support - No effective strategies to retain principal leaders	12.014	4	0.017
Workload	District Support - Inadequate size of my administrative team	7.744	3	0.052

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05 Y/N
Workload	District Support - No effective strategies to retain principal leaders	10.295	3	0.016
Workload	District Support - Not enough adequate student services personnel	9.789	3	0.02

*Table 6: Significant Pearson Chi-Square Test of Independence for Changed Principals Descriptors*

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Longevity - Years as a Principal at Any School	Changed Principals - No change in the last five years	11.861	3	0.008
Longevity - Years as a Principal at Any School	Changed Principals - Transfer requested within the district	13.259	3	0.004
Longevity - Years as a Principal at Current School	Changed Principals - No change in the last five years	62.680	5	0.000
Longevity - Years as a Principal at Current School	Changed Principals - Other	25.544	5	0.000
Longevity - Years as a Principal at Current School	Changed Principals - Access to professional development	11.094	5	0.050
Longevity - Years as a Principal at Current School	Changed Principals - More money	27.152	5	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Longevity - Years as a Principal at Current School	Changed Principalship - Transfer assigned by the District	13.889	5	0.016
Longevity - Years as a Principal at Current School	Changed Principalship - Transfer requested within the district	19.155	5	0.002
Longevity - Years as a Principal at Current School	Changed Principalship - Unresponsiveness from the district	22.484	5	0.000
Principal Preparation - Degree Earned	Changed Principalship - Limited funding for needed initiatives	10.647	3	0.014
Principal Preparation - Degree Earned	Changed Principalship - More money	26.011	3	0.000
Principal Preparation - Degree Earned	Changed Principalship - Unresponsiveness from the district or other support teams	8.722	3	0.033
Principal Preparation - Years as Assistant Principal	Changed Principalship - Heavy workload	8.961	3	0.030
Principal Turnover - # of School Districts Served	Changed Principalship - Access to professional development	13.560	3	0.004
Principal Turnover - # of School Districts Served	Changed Principalship - Heavy workload	26.085	3	0.000
Principal Turnover - # of School Districts Served	Changed Principalship - Limited funding for needed initiatives	34.369	3	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Principal Turnover - # of School Districts Served	Changed Principalship - More money	32.326	3	0.000
Principal Turnover - # of School Districts Served	Changed Principalship - No autonomy in hiring staff	20.067	3	0.000
Principal Turnover - # of School Districts Served	Changed Principalship - No change in the last five years	54.958	3	0.000
Principal Turnover - # of School Districts Served	Changed Principalship - Other	48.877	3	0.000
Principal Turnover - # of School Districts Served	Changed Principalship - Unresponsiveness from the district or other support teams	76.616	3	0.000
Principal Turnover – Plans to Remain in Current Position	Changed Principalship - Heavy workload	15.714	6	0.015
Principal Turnover – Plans to Remain in Current Position	Changed Principalship - Limited funding for needed initiatives	13.782	6	0.032
Principal Turnover – Plans to Remain in Current Position	Changed Principalship - More money	15.429	6	0.017
Principal Turnover – Plans to Remain in Current Position	Changed Principalship - No autonomy in hiring staff	14.272	6	0.027
Principal Turnover – Plans to Remain in Current Position	Changed Principalship - No change in the last five years	16.576	6	0.011
Resources Provided by the District	Changed Principalship - Other	8.810	3	0.032

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Resources Provided by the District	Changed Principalsip - Limited funding for needed initiatives	14.116	3	0.003
Sex	Changed Principalsip - Changed Principalsip - More money	7.150	2	0.028
Sex	Changed Principalsip - Other	6.433	2	0.040
Size of District	Changed Principalsip - Transfer assigned by the District	14.214	3	0.003
Superintendent Turnover	Changed Principalsip - Unresponsiveness from the district or other support teams	20.809	4	0.000
Workload	Changed Principalsip - No change in the last five years	10.098	3	0.018
Workload	Changed Principalsip - State accountability measures	8.978	3	0.030

*Table 7: Significant Pearson Chi-Square Test of Independence for Current Principalsip Descriptors*

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Age	Current Principalsip - None of the above	22.933	4	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Current Salary	Current Principalship - None of the above	17.765	4	0.001
Longevity - Years as a Principal in at any School	Current Principalship - I don't seem to have as much enthusiasm now as I did when I began job	15.299	3	0.002
Longevity - Years as a Principal in Current School	Current Principalship - I don't seem to have as much enthusiasm now as I did when I began job	17.078	5	0.004
Longevity - Years as a Principal in Current School	Current Principalship - I think about transferring to another school	11.620	5	0.040
Principal Preparation - Degree Earned	Current Principalship - I think about staying home from school because I'm just too tired to go	7.589	3	0.055
Principal Preparation - Degree Earned	Current Principalship - None of the above	18.976	3	0.000
Principal Turnover - Plans to Remain in Current School	Current Principalship - I am generally satisfied with being principal at this school	34.125	6	0.000
Principal Turnover - Plans to Remain in Current School	Current Principalship - I don't seem to have as much enthusiasm now	30.650	6	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
	as I did when I began job			
Principal Turnover - Plans to Remain in Current School	Current Principalship - I think about staying home from school because I'm just too tired to go	26.879	6	0.000
Principal Turnover - Plans to Remain in Current School	Current Principalship - I think about transferring to another school	34.796	6	0.000
Principal Turnover - Plans to Remain in Current School	Current Principalship - If I could get a higher paying job, I'd leave this job as soon as possible	66.571	6	0.000
Principal Turnover - Plans to Remain in Current School	Current Principalship - The stress and disappointments involved in being a principal at this school aren't really worth it	41.579	6	0.000
Race	Current Principalship - If I could get a higher paying job, I'd leave this job as soon as possible	15.461	8	0.051
Race	Current Principalship - None of the above	36.035	8	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Resources Provided by the District	Current Principalship - I don't seem to have as much enthusiasm now as I did when I began job	12.658	3	0.005
Sex	Current Principalship - If I could get a higher paying job, I'd leave this job as soon as possible	7.684	2	0.021
Sex	Current Principalship - None of the above	6.093	2	0.048
Student Enrollment	Current Principalship - If I could get a higher paying job, I'd leave this job as soon as possible	9.998	3	0.019
Superintendent Turnover	Current Principalship - I don't seem to have as much enthusiasm now as I did when I began job	12.161	4	0.016
Workload	Current Principalship - I am generally satisfied with being principal at this school	8.842	3	0.031
Workload	Current Principalship - I think about staying home from school because I'm just too tired to go	18.310	3	0.000



## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Workload	Current Principalship - The stress and disappointments involved in being a principal at this school aren't really worth it	11.802	3	0.008

Table 8: Significant Pearson Chi-Square Test of Independence for Student Discipline Descriptors

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2-sided) $p < .05$
Age	Physical abuse of teachers	11.703	4	0.020
Current Salary	Physical abuse of teachers	11.339	4	0.023
Current Salary	Student bullying	15.977	4	0.003
Current Salary	Student use of illegal drugs	11.439	4	0.022
Economic Indicator	Physical abuse of teachers	10.254	4	0.036
Economic Indicator	Student acts of disrespect for teachers	13.650	4	0.008
Economic Indicator	Students racial tensions	20.360	4	0.000
Longevity - Years as a Principal at Any School	Physical conflicts among students	7.613	3	0.055
Longevity - Years as a Principal in at any School	Student use of illegal drugs	8.905	3	0.031

## Principal Retention, Attrition, and Mobility Survey



Variable 1- Independent	Variable 2 -Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2-sided) p<.05
Longevity - Years as a Principal in at any School	Widespread disorder in classrooms	8.740	3	0.033
Principal Preparation - Years as an Asst. Principal	Physical conflicts among students	8.111	3	0.044
Principal Turnover - # of School Districts Served	Robbery or theft	7.740	3	0.052
Principal Turnover - # of School Districts Served	Student bullying	11.161	3	0.011
Principal Turnover - Plans to Remain in Current School	Physical conflicts among students	16.875	6	0.010
Principal Turnover - Plans to Remain in Current School	Student acts of disrespect for teachers	18.108	6	0.006
Resources Provided by the District	Widespread disorder in classrooms	14.905	3	0.002
School demographics	Physical abuse of teachers	15.705	4	0.003
School demographics	Physical conflicts among students	24.481	4	0.000
School demographics	Student verbal abuse of teachers	11.952	4	0.018
School demographics	Students racial tensions	11.589	4	0.021
School Type	Physical abuse of teachers	35.515	6	0.000
School Type	Physical conflicts among students	20.595	6	0.002
School Type	Robbery or theft	28.118	6	0.000
School Type	Student bullying	27.833	6	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1- Independent	Variable 2 -Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2-sided) p<.05
School Type	Student use of illegal drugs	68.858	6	0.000
School Type	Vandalism	31.529	6	0.000
Sex	Robbery or theft	7.177	2	0.028
Sex	Student bullying	11.926	2	0.003
Sex	Student use of illegal drugs	6.385	2	0.041
Sex	Vandalism	6.801	2	0.033
Sex	Widespread disorder in classrooms	15.532	2	0.000
Size of the School District	Students racial tensions	27.546	3	0.000
Size of the School District	Vandalism	9.441	3	0.024
Student Enrollment	Physical conflicts among students	23.336	3	0.000
Student Enrollment	Robbery or theft	33.577	3	0.000
Student Enrollment	Student bullying	12.011	3	0.007
Student Enrollment	Student use of illegal drugs	61.100	3	0.000
Student Enrollment	Students racial tensions	13.792	3	0.003
Student Enrollment	Vandalism	13.792	3	0.003
Superintendent Turnover	Widespread disorder in classrooms	21.371	4	0.000
Workload	Student bullying	9.230	3	0.026
Workload	Student use of illegal drugs	11.259	3	0.010
Workload	Vandalism	9.172	3	0.027

## Principal Retention, Attrition, and Mobility Survey



Table 9: Significant Pearson Chi-Square Test of Independence for Leadership Role Descriptors

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Economic Indicator	Deciding how your school budget will be spent	11.242	4	0.024
Economic Indicator	Determining the content of in-service professional development programs for teachers at this school	13.201	4	0.010
Principal Preparation - Years as an Asst. Principal	Hiring new full-time teachers at this school	11.904	3	0.008
Principal Turnover - Plans to Remain in Current School	Hiring new full-time teachers at this school	18.175	6	0.006
Principal Turnover - Plans to Remain in Current School	Setting performance standards for students at this school	16.880	6	0.010
Race	Evaluating teachers at this school	50.051	8	0.000
Race	Hiring new full-time teachers at this school	28.801	8	0.000
Resources Provided by the District	Deciding how your school budget will be spent	8.020	3	0.046

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Resources Provided by the District	Determining the content of in-service professional development programs for teachers at this school	13.073	3	0.004
Resources Provided by the District	Establishing curriculum at this school	9.870	3	0.020
Resources Provided by the District	Hiring new full-time teachers at this school	13.152	3	0.004
Resources Provided by the District	Setting discipline policy at this school	8.207	3	0.042
Resources Provided by the District	Setting performance standards for students at this school	14.185	3	0.003
School demographics	Determining the content of in-service professional development programs for teachers at this school	12.896	4	0.012
School Type	Establishing curriculum at this school	29.674	6	0.000
School Type	Setting performance standards for students at this school	13.790	6	0.032

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Sex	Setting discipline policy at this school	8.387	2	0.015
Sex	Setting performance standards for students at this school	10.144	2	0.006
Size of the School District	Deciding how your school budget will be spent	8.533	3	0.036
Size of the School District	Determining the content of in-service professional development programs for teachers at this school	19.348	3	0.000
Size of the School District	Establishing curriculum at this school	11.608	3	0.009
Student Enrollment	Establishing curriculum at this school	21.235	3	0.000
Superintendent Turnover	Deciding how your school budget will be spent	9.271	4	0.055
Superintendent Turnover	Setting performance standards for students at this school	9.614	4	0.047
Workload	Hiring new full-time teachers at this school	14.116	3	0.003

## Principal Retention, Attrition, and Mobility Survey



Table 10: Significant Pearson Chi-Square Test of Independence for Most Often Daily Task Descriptors

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Current Salary	Attending special education IEP meetings	45.660	4	0.000
Economic Indicator	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	13.698	4	0.008
Economic Indicator	Collecting data about teaching and learning (walk-throughs, teacher evaluation)	9.634	4	0.047
Economic Indicator	Problem solving immediate problems (late bus, teacher complaints about physical plant)	12.313	4	0.015
Economic Indicator	Supervising students during class changes, bus duty, lunch, sports activities, and other areas outside of the classroom instruction	9.972	4	0.041
Economic Indicator	Talking with parents and/or students about disciplinary problems or teacher conflicts (grading practices, etc.)	12.525	4	0.014

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Principal Preparation - Degree Earned	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	7.814	3	0.050
Principal Preparation - Years as an Asst. Principal	Attending special education IEP meetings	15.534	3	0.001
Principal Preparation - Years as an Asst. Principal	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	8.144	3	0.043
Principal Preparation - Years as an Asst. Principal	Other, not listed above	8.739	3	0.033
Principal Preparation - Years as an Asst. Principal	Supervising students during class changes, bus duty, lunch, sports activities, and other areas outside of the classroom instruction	11.185	3	0.011
Principal Turnover - # of School Districts Served	Attending special education IEP meetings	8.275	3	0.041
Principal Turnover - # of School Districts Served	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	7.775	3	0.051



## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Principal Turnover - # of School Districts Served	Other, not listed above	15.261	3	0.002
Principal Turnover - Plans to Remain in Current School	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	16.033	6	0.014
Resources Provided by the District	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	9.142	3	0.027
Resources Provided by the District	Other, not listed above	17.392	3	0.001
Resources Provided by the District	Problem solving immediate problems (late bus, teacher complaints about physical plant)	10.844	3	0.013
Resources Provided by the District	Talking with parents and/or students about disciplinary problems or teacher conflicts (grading practices, etc.)	8.160	3	0.043
School demographics	Attending required meetings for the district	11.300	4	0.023
School demographics	Attending special education IEP meetings	22.324	4	0.000

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
School demographics	Completing paperwork outside of teacher evaluations	10.243	4	0.037
School demographics	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	9.403	4	0.052
School demographics	Talking with parents and/or students about disciplinary problems or teacher conflicts (grading practices, etc.)	9.786	4	0.044
School Type	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	21.354	6	0.002
School Type	Attending required meetings for the district	17.609	6	0.007
School Type	Attending special education IEP meetings	22.481	6	0.001
School Type	Completing paperwork outside of teacher evaluations	13.228	6	0.040

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
School Type	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	27.624	6	0.000
School Type	Supervising students during class changes, bus duty, lunch, sports activities, and other areas outside of the classroom instruction	97.353	6	0.000
School Type	Talking with parents and/or students about academic and/or vocational goals	34.987	6	0.000
School Type	Talking with parents and/or students about disciplinary problems or teacher conflicts (grading practices, etc.)	26.781	6	0.000
Sex	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	7.285	2	0.026
Sex	Attending special education IEP meetings	6.794	2	0.033

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Sex	Completing paperwork outside of teacher evaluations	8.181	2	0.017
Sex	Supervising students during class changes, bus duty, lunch, sports activities, and other areas outside of the classroom instruction	21.031	2	0.000
Size of the School District	Attending required meetings for the district	8.236	3	0.041
Size of the School District	Attending special education IEP meetings	21.392	3	0.000
Size of the School District	Completing teacher evaluations or monitoring teachers through walk-throughs, informally or formally	9.559	3	0.023
Size of the School District	Talking with parents and/or students about academic and/or vocational goals	21.797	3	0.000
Student Enrollment	Analyzing and sharing data about teaching and learning (walk-throughs, teacher evaluation)	8.611	3	0.035

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Student Enrollment	Attending special education IEP meetings	17.188	3	0.001
Student Enrollment	Problem solving immediate problems (late bus, teacher complaints about physical plant)	8.112	3	0.044
Student Enrollment	Supervising students during class changes, bus duty, lunch, sports activities, and other areas outside of the classroom instruction	24.539	3	0.000
Student Enrollment	Talking with parents and/or students about academic and/or vocational goals	8.505	3	0.037
Superintendent Turnover	Attending special education IEP meetings	10.291	4	0.036
Superintendent Turnover	Talking with parents and/or students about academic and/or vocational goals	10.104	4	0.039
Workload	Completing teacher evaluations or monitoring teachers through walk-throughs, informally or formally	11.075	3	0.011

## Principal Retention, Attrition, and Mobility Survey



Table 11: Significant Pearson Chi-Square Test of Independence for Need More Time on these Task Descriptors

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Longevity - Years as a Principal in Current School	Providing professional development	15.507	5	0.008
Principal Preparation - Years as an Asst. Principal	Attending professional development for me as a principal	12.067	3	0.007
Principal Preparation - Years as an Asst. Principal	Collecting, analyzing and sharing data about teaching and learning	10.532	3	0.015
Principal Turnover - # of School Districts Served	Fostering community and family engagement	15.491	3	0.001
Resources Provided by the District	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	9.355	3	0.025
School demographics	Providing professional development	10.733	4	0.030
School Type	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	14.326	6	0.026
School Type	Problem solving long-term problems	14.601	6	0.024

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Size of the School District	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	8.028	3	0.045
Size of the School District	Problem solving long-term problems	7.820	3	0.050
Student Enrollment	Discussing instruction, student engagement, curriculum, and achievement outcomes with teachers	11.185	3	0.011
Workload	Attending professional development for me as a principal	9.701	3	0.021

Table 12: Significant Pearson Chi-Square Test of Independence for Professional Development Descriptors

Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Current Salary	My district does not pay for professional development that I need	10.261	4	0.036

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Current Salary	My district pays dues for professional organizations to support my role as a principal	15.328	4	0.004
Economic Indicator	I have no time for professional development even when it is offered	19.991	4	0.001
Economic Indicator	My district pays dues for professional organizations to support my role as a principal	14.051	4	0.007
Longevity - Years as a Principal at Any School	I am offered coaching and mentoring	33.821	3	0.000
Longevity - Years as a Principal at Any School	My district does not pay for professional development that I need	8.247	3	0.041
Longevity - Years as a Principal in Current School	I am offered coaching and mentoring	26.443	5	0.000
Longevity - Years as a Principal in Current School	I attend professional development activities on a regular basis	14.872	5	0.011
Principal Preparation - Degree Earned	I spend too much time on district or state mandatory professional development	11.915	3	0.008



## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) p<.05
Principal Preparation - Degree Earned	My district does not pay for professional development that I need	10.951	3	0.012
Principal Turnover - Plans to Remain in Current School	I attend professional development activities on a regular basis	15.150	6	0.019
Principal Turnover- # of School Districts Served	My district does not pay for professional development that I need	11.315	3	0.010
Race	I am offered coaching and mentoring	18.767	8	0.016
Race	My district pays dues for professional organizations to support my role as a principal	15.998	8	0.042
Resources Provided by the District	I am offered coaching and mentoring	9.442	3	0.024
Resources Provided by the District	I attend professional development activities on a regular basis	11.631	3	0.009
Resources Provided by the District	I have insufficient coverage for leaving the building	10.544	3	0.014

## Principal Retention, Attrition, and Mobility Survey



Variable 1 - Independent	Variable 2 - Dependent	Pearson Chi-Square Test of Independence	Degrees of Freedom	Asymptotic Significance (2 - sided) $p < .05$
Resources Provided by the District	I spend too much time on district or state mandatory professional development	20.303	3	0.000
Resources Provided by the District	My district does not pay for professional development that I need	7.979	3	0.046
School demographics	My district does not pay for professional development that I need	12.174	4	0.016
Size of the School District	My district pays dues for professional organizations to support my role as a principal	12.727	3	0.005
Student Enrollment	I have insufficient coverage for leaving the building	11.630	3	0.009
Student Enrollment	My district pays dues for professional organizations to support my role as a principal	10.047	3	0.018
Workload	I have no time for professional development even when it is offered	10.686	3	0.014



## Findings Related to Significant Pearson Chi-Square Tests of Independence

Given the number of significant factors - 360, it is important for superintendents to examine the findings in this study as related and pertinent to their current staff. For example, what factors are pertinent to principals under age 45 as compared to principals over 61? Does the principal working in a high poverty school have different needs than a principal in a low-poverty school? In other words, not one size fits all. It is important to examine the differences and similarities between and among the groups to rigorously evaluate specific principal retention strategies.

When a significant Pearson Chi-Square factor is indicated between two variables, the variables are independent of each other. This means that a significant interaction exists between the two variables. The following table indicates the total number of significant interactions between each of the Type 1 variables and all Type 1 and Type 2 variables.

Table 13: The Number of Significant Findings per Type 1 Question

Response Type	Number of Significant Chi-Square Responses	Number Tied to Type 2 or Working Condition Factors/ Percentage	
School type	26	18	69%
School Demographics	21	16	76%
Student Enrollment	27	18	66%
Economic Indicator	20	12	60%
Size of the School District	22	15	68%
Superintendent Turnover	12	9	75%
Age	10	3	30%
Sex	27	17	63%
Race	12	5	42%
Current Salary	20	8	40%

## Principal Retention, Attrition, and Mobility Survey



Principal Preparation - Degree Earned	16	9	56%
Principal Preparation – Years as Asst. Principal	16	10	63%
Principal Turnover - # of School Districts Served	20	16	80%
Longevity - Years as a Principal at Any School	16	10	63%
Longevity - Years as a Principal in current school	18	12	67%
Principal Turnover – Plans to Remain in Current Position	25	19	76%
Workload	21	18	86%
Resources Provided by the District	30	25	76%
Total	359	239	67%

The variables with the least number of related factors were age, followed by superintendent turnover, race, years as an assistant principal, years as a principal at any school and degree earned, all under a count of 20. The highest number of related factors were resources provided by the district for a count of 30. These were followed by sex, enrollment, school type, and principals plans to remain in their current position. all above a count of 25 significant factors.

The number of significant factors is not necessarily tied to order of importance. The other variable(s) tied to each factor is also important. The Type 2 questions provided multiple responses regarding “working conditions.” Free and reduced lunch (economic indicator) with 20 significant factors was tied to 12 “working condition factors” or 60% of the of the significant Chi-square identified for free and reduced lunch were tied to “working condition factors.” However, 24 out of 30 or 76% of the significant Chi-square identified for resources provided by the district were tied to “working condition factors.”



By far, workload at 86% was tied to more working condition factors. Workload was followed by resources provided by the district, school demographics, and principal and superintendent turnover, all at or above 75%. It appears that leadership at the top, resources and, most of all, workload are key factors to consider when conceptualizing or contextualizing principal job satisfaction. Age, salary, and race make little difference in the framework of contextualizing working conditions.

### Evaluation Questions Related to Retention, Attrition, and Mobility

A further analysis of job satisfaction, the economic indicator of free and reduced lunch, and other principal turnover indicators are examined in this section. The evaluator posed specific evaluation questions related to retention, attrition, and mobility.

Retention refers to those data that are mostly about the conditions of employment. Retention analysis examined strategies needed or, in some cases, not needed, to retain effective principals in their current role. For example, offering meaningful professional development to principals. Attrition refers to those data that indicate the potential of principal retirement or other departures from the principal role in the future. Mobility refers to those data that are mostly about principals moving from one school district or from one school to another, for example, changing principal positions to another school district to earn more money.

The evaluation questions posed by the evaluator for the analysis are indicated below.

Table 14: Evaluation Questions for the Analysis

Category	Questions
Retention	<ol style="list-style-type: none"><li>1. How did the responses to questions from principals who were “generally satisfied with their current position” differ from those who indicated that “the stress and disappointments involved in being a principal at their current school are not really worth it?”<ol style="list-style-type: none"><li>a. Superintendent turnover</li></ol></li></ol>

## Principal Retention, Attrition, and Mobility Survey



Category	Questions
	<ul style="list-style-type: none"> <li>b. Central office support</li> <li>c. District support</li> <li>d. Workload</li> <li>e. Major influences at this school</li> <li>f. Daily time spent on these job duties</li> <li>g. More time needed on these job duties</li> <li>h. Professional development</li> </ul> <p>2. How did responses to questions from principals in high-poverty schools differ from those in low-poverty schools?</p> <ul style="list-style-type: none"> <li>a. Superintendent turnover</li> <li>b. Central office support</li> <li>c. Workload</li> <li>d. Major influences at this school</li> <li>e. Daily time spent on these job duties</li> <li>f. More time needed on these job duties</li> <li>g. Professional development</li> <li>h. Student discipline</li> </ul> <p>3. How did responses from younger principals differ from those of older principals?</p> <ul style="list-style-type: none"> <li>a. Superintendent turnover</li> <li>b. Central office support</li> <li>c. Workload</li> <li>d. Major influences at this school</li> <li>e. Daily time spent on these job duties</li> <li>f. More time needed on these job duties</li> <li>g. Professional development</li> </ul> <p>4. How did responses from principals with higher salaries differ from those with lower salaries?</p> <ul style="list-style-type: none"> <li>a. Superintendent turnover</li> <li>b. Central office support</li> <li>c. Workload</li> <li>d. Major influences at this school</li> </ul>

## Principal Retention, Attrition, and Mobility Survey



Category	Questions
	<ul style="list-style-type: none"> <li>e. Daily time spent on these job duties</li> <li>f. More time needed on these job duties</li> <li>g. Professional development</li> </ul>
Attrition	<ul style="list-style-type: none"> <li>5. What conclusions might be considered given the age of the principals responding to the survey?</li> <li>6. Is there a significant relationship between the size of the district and the age of principals?</li> <li>7. Is there a significant relationship between the economic indicator and the age of the principals?</li> <li>8. Is there a significant relationship between the size of the district and superintendent turnover?</li> </ul>
Mobility	<ul style="list-style-type: none"> <li>9. What factors impact mobility as defined by longevity in current positions, longevity in any principal position, turnover - number of districts served, and turnover - plans to remain in current position?                             <ul style="list-style-type: none"> <li>a. Age</li> <li>b. Sex</li> <li>c. School Demographics</li> <li>d. Size of the District</li> <li>e. Type of School</li> <li>f. Economic Indicators</li> <li>g. Current Salary</li> <li>h. Race</li> <li>i. Coaching/Mentoring</li> <li>j. Student Discipline</li> <li>k. Resources Provided by the District</li> </ul> </li> </ul>

### Limitations

The data from this survey were limited to the questions asked and answered by principals. It is important to have accurate data regarding principal retention, attrition, and mobility from Human Resource Offices in each of the 133 school districts. Another



survey has been designed (in draft form). A draft of this survey is included as [Appendix D](#). The survey analyzed within this paper provides information about how principals view retention, attrition, and mobility problems or more “qualitative like” data. The data included in [Appendix D](#) is more “quantitative” in nature. This survey tracks retention, attrition, and mobility of principals over a five-year period. Both were important and both should be used in combination when rendering policy decisions. The data from [Appendix D](#) was scheduled to be sent in June 2020, but due to the present circumstances of schools under COVID, it was delayed until perhaps Spring of 2021.

Another limitation of this study is that it was completed during the COVID pandemic. Questions were developed prior to the COVID emergency order by the Governor. It was decided that questions would not be changed to reflect the COVID emergency. In so doing, the data would better reflect principal duties prior to COVID. It is hard to discern if the responses to some questions such as “I think about staying home from school because I’m just too tired to go” reflects attitudes due to the COVID emergency or attitudes in general.

A comparison to the national study completed by the Learning Policy Institute and funded by the National Association of Secondary School Principals (NASPP) entitled “*Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done*,” [Appendix E](#), is an important next step. It appears that the two studies have some similar findings, strengthening the data of this study in that the findings can be validated on some level by a subset of the national population of school principals.

A similar study was completed in 2001 by the College of William and Mary in conjunction with VAESP and VASSP, [Appendix F](#). This survey included responses from 1,543 assistant principals and principals. It will be important to develop a survey specifically for assistant principals to discern the potential to support the attrition and mobility of principals in the future. A comparison of the data from 2001 to that of the





present day is important. Overall, the findings appear somewhat similar. Salaries and hours per week worked appear to have changed over time. Similarly, from the findings in this study, it appears that about 70% of principals were satisfied with their working conditions.

There were high percentages for several Type 2 questions with the response none of the above or other. For example, 11% of principals responded “other” for the reasons they had left a principal position in the past five years. Six percent (6%) responded “other, not listed above” when asked to provide an area that described where most of their daily time was spent. Six percent (6%) responded “none of the above” when describing statements regarding their own professional development. Focus groups may provide additional valuable data that was not collected as part of this study.

Finally, the last limitation in this study is that the results only examined responses from principals and no assistant principal data exists. One question remains to the evaluator – does the data tell us that there are enough “ready” assistant principals to help with attrition? “Ready” is a relevant term – an assistant principal must possess the skill set for the position as principal. Absent this data, key policy makers will not be able to make appropriate decisions regarding professional development, mentoring and coaching needed to contribute to the problem of principal retention, attrition, and mobility. It might be wise to consider adding a few questions to the survey ([Appendix D](#)) suggested for release to human resource offices throughout the Commonwealth.



## Data Collected Specific to Retention, Attrition, and Mobility

### Retention

#### Evaluation Question 1 - Comparison of Responses from Satisfied and Unsatisfied

#### Principals

1. How did the responses to questions from principals who were generally satisfied with their current position differ from those unsatisfied principals who indicated that the stress and disappointments involved in being a principal at their current school are not really worth it?
  - a. Superintendent turnover
  - b. District support
  - c. Workload
  - d. Major influences at this school
  - e. Daily time spent on these job duties
  - f. More time needed on these job duties
  - g. Professional development
  - h. Student discipline

Table 15: Evaluation Question 1 - Comparison of Responses from Satisfied and Unsatisfied Principals

Response Type	Responses	Total Number - 327 Generally Satisfied % Responding	Total Number - 63 Unsatisfied % Responding
Superintendent Turnover	• Three or more superintendents in last five years	15%	21%
	• One superintendent in last five years	39%	46%
District support	• High turnover of central office staff	22%	35%
	• Not enough central office staff	25%	41%
	• Not enough student services personnel	48%	64%
		15%	44%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 327 Generally Satisfied % Responding	Total Number - 63 Unsatisfied % Responding
	<ul style="list-style-type: none"> <li>• No strategies to retain strong principals</li> <li>• Size of administrative team is not enough</li> <li>• Not enough resources to support learning</li> </ul>	29%	44%
Workload	<ul style="list-style-type: none"> <li>• 45 - 54 hours per week</li> <li>• 55 - 59 hours per week</li> <li>• 60+ hours per week</li> </ul>	23%	16%
		31%	16%
		44%	68%
Major influence at this school	<ul style="list-style-type: none"> <li>• Setting performance standards</li> <li>• Establishing curriculum</li> <li>• Determining content of in-service at this school</li> <li>• Evaluating teachers at this school</li> <li>• Hiring full-time teachers</li> <li>• Setting disciplinary policy</li> <li>• Deciding how your school budget will be spent</li> </ul>	57%	40%
		25%	16%
		84%	59%
		99%	92%
		98%	83%
		65%	46%
		84%	81%
Daily time spent on these job duties	<ul style="list-style-type: none"> <li>• Talking with parents and students about disciplinary problems</li> <li>• Talking with parents and students about academic goals</li> <li>• Discussing student engagement, curriculum, and achievement</li> <li>• Problem solving immediate problems</li> <li>• Attending meetings for the district</li> <li>• Attending IEP meetings</li> </ul>	48%	54%
		7%	3%
		52%	38%
		64%	78%
		26%	46%
		24%	24%
		26%	41%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 327 Generally Satisfied % Responding	Total Number - 63 Unsatisfied % Responding
	<ul style="list-style-type: none"> <li>• Completing paperwork outside of teacher evaluations</li> <li>• Completing informal or formal teacher evaluations/walk-throughs</li> <li>• Collecting data about teaching and learning</li> <li>• Analyzing data about teaching and learning</li> <li>• Supervising students during class changes, bus duty, etc.</li> </ul>	<p>53%</p> <p>27%</p> <p>19%</p> <p>48%</p>	<p>43%</p> <p>16%</p> <p>5%</p> <p>52%</p>
Need more time for these job duties	<ul style="list-style-type: none"> <li>• Fostering community engagement</li> <li>• Discussing instruction, student engagement, curriculum, and achievement</li> <li>• Collecting, analyzing, and sharing data about learning</li> <li>• Providing professional development</li> <li>• Attending to the school improvement plan</li> <li>• Problem solving long-term problems</li> <li>• Attending professional development for me as a principal</li> </ul>	<p>43%</p> <p>55%</p> <p>27%</p> <p>11%</p> <p>14%</p> <p>25%</p> <p>18%</p>	<p>33%</p> <p>71%</p> <p>32%</p> <p>10%</p> <p>8%</p> <p>24%</p> <p>19%</p>

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 327 Generally Satisfied % Responding	Total Number - 63 Unsatisfied % Responding
Professional development needs	• I attend professional development activities	62%	38%
	• I am offered coaching and mentoring	29%	6%
	• My district does not pay for professional development	7%	13%
	• I spend too much time on district or state mandated professional development	11%	21%
	• I have no time for professional development when it is offered	11%	27%
	• I have insufficient coverage for leaving the building	18%	33%
	• Available professional development is not relevant	5%	19%
	• My district pays dues for professional organizations to support my role as a principal	32%	30%
	Student Discipline	• Physical conflicts amount students	43%
• Robbery or theft		5%	13%
• Vandalism		7%	22%
• Student use of illegal drugs		7%	16%
• Physical abuse of teachers		10%	13%
• Student racial tensions		7%	22%
• Student bullying		47%	60%
• Student verbal abuse of teachers		24%	46%
• Widespread disorder in classrooms		5%	11%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 327 Generally Satisfied % Responding	Total Number - 63 Unsatisfied % Responding
	<ul style="list-style-type: none"> <li>Student acts of disrespect for teacher</li> </ul>	68%	76%

Not included in SPSS run for technical reasons: Student discipline – gang violence, student alcohol abuse, and student use of weapons; Most daily time spent – recognition of students; and Professional Development - travel outside of district not allowed.

### Evaluation Question 2 – Comparison of Responses from High- and Low- Poverty Schools

2. How did responses to questions from principals in high-poverty schools (greater than 61%) differ from those in low-poverty schools (Less than 20%)?
  - a. Superintendent turnover
  - b. District support
  - c. Workload
  - d. Current role satisfaction
  - e. Major influences at this school
  - f. Daily time spent on these job duties
  - g. More time needed on these job duties
  - h. Professional development
  - i. Student discipline

Table 16: Evaluation Question 2 – Comparison of Responses from High- and Low- Poverty Schools

Response Type	Responses	Total Number Low-Poverty - 55 % Responding 0-20% Free and Reduced Lunch	Total Number High - Poverty - 175 % Responding 61 - 100% Free and Reduced Lunch
Superintendent Turnover	<ul style="list-style-type: none"> <li>Three or more superintendents in last five years</li> </ul>	13%	17%
	<ul style="list-style-type: none"> <li>One superintendent in last five years</li> </ul>	31%	34%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number Low-Poverty - 55 % Responding 0-20% Free and Reduced Lunch	Total Number High - Poverty - 175 % Responding 61 - 100% Free and Reduced Lunch
District support	• High turnover of central office staff	33%	23%
	• Not enough central office staff	31%	27%
	• Not enough student services personnel	47%	55%
	• No strategies to retain strong principals	11%	19%
	• Size of administrative team is not enough	44%	29%
	• Not enough resources to support learning	9%	15%
Workload	• 45 - 54 hours per week	9%	22%
	• 55 - 59 hours per week	35%	27%
	• 60+ hours per week	56%	49%
Current role satisfaction	• Stress and disappointments aren't worth it	16%	12%
	• Generally satisfied	67%	71%
	• If I could get a higher paying job, I would leave as soon as possible	13%	19%
	• I think about transferring to another school	16%	18%
	• I don't seem to have as much enthusiasm now as I did when I began	35%	22%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number Low-Poverty - 55 % Responding 0-20% Free and Reduced Lunch	Total Number High - Poverty - 175 % Responding 61 - 100% Free and Reduced Lunch
	<ul style="list-style-type: none"> <li>• I think about staying at home because I'm just too tired to go</li> </ul>	15%	10%
Major influence at this school	<ul style="list-style-type: none"> <li>• Setting performance standards</li> <li>• Establishing curriculum</li> <li>• Determining content of in-service at this school</li> <li>• Evaluating teachers at this school</li> <li>• Hiring full-time teachers</li> <li>• Setting disciplinary policy</li> <li>• Deciding how your school budget will be spent</li> </ul>	47%	57%
Daily time spent on these job duties	<ul style="list-style-type: none"> <li>• Talking with parents and students about disciplinary problems</li> <li>• Talking with parents and students about academic goals</li> <li>• Discussing instruction, student engagement, curriculum, and achievement</li> <li>• Problem solving immediate problems</li> <li>• Attending meetings for the district</li> <li>• Attending IEP meetings</li> </ul>	36%	49%
		9%	6%
		53%	55%
		69%	58%
		40%	29%
		26%	25%



## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number Low-Poverty - 55 % Responding 0-20% Free and Reduced Lunch	Total Number High - Poverty - 175 % Responding 61 - 100% Free and Reduced Lunch
	<ul style="list-style-type: none"> <li>• Completing paperwork outside of teacher evaluations</li> <li>• Completing informal or formal teacher evaluations/walk-throughs</li> <li>• Collecting data about teaching and learning</li> <li>• Analyzing data about teaching and learning</li> <li>• Supervising students during class changes, bus duty, etc.</li> </ul>	<p>35%</p> <p>49%</p> <p>36%</p> <p>9%</p> <p>51%</p>	<p>24%</p> <p>55%</p> <p>29%</p> <p>25%</p> <p>42%</p>
Need more time for these job duties	<ul style="list-style-type: none"> <li>• Fostering community engagement</li> <li>• Discussing instruction, student engagement, curriculum, and achievement</li> <li>• Collecting, analyzing, and sharing data about learning</li> <li>• Providing professional development</li> <li>• Attending to the school improvement plan</li> <li>• Problem solving long-term problems</li> <li>• Attending professional development for me as a principal</li> </ul>	<p>40%</p> <p>58%</p> <p>22%</p> <p>13%</p> <p>18%</p> <p>29%</p> <p>16%</p>	<p>47%</p> <p>57%</p> <p>24%</p> <p>9%</p> <p>12%</p> <p>23%</p> <p>20%</p>

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number Low-Poverty - 55 % Responding 0-20% Free and Reduced Lunch	Total Number High - Poverty - 175 % Responding 61 - 100% Free and Reduced Lunch
Professional development needs	• I attend professional development activities	53%	58%
	• I am offered coaching and mentoring	29%	29%
	• My district does not pay for professional development	5%	8%
	• I spend too much time on district or state mandated professional development	15%	14%
	• I have no time for professional development when it is offered	31%	10%
	• I have insufficient coverage for leaving the building	15%	26%
	• Available professional development is not relevant	7%	8%
	• My district pays dues for professional organizations to support my role as a principal	26%	29%
	Student Discipline	• Physical conflicts amount students	31%
• Robbery or theft		6%	6%
• Vandalism		9%	7%
• Student use of illegal drugs		9%	6%
• Physical abuse of teachers		7%	5%
• Student racial tensions		24%	5%
• Student bullying		49%	46%
• Student verbal abuse of teachers		16%	32%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number Low-Poverty - 55 % Responding 0-20% Free and Reduced Lunch	Total Number High - Poverty - 175 % Responding 61 - 100% Free and Reduced Lunch
	<ul style="list-style-type: none"> <li>Widespread disorder in classrooms</li> </ul>	0%	9%
	<ul style="list-style-type: none"> <li>Student acts of disrespect for teacher</li> </ul>	53%	74%

Not included for SPSS technical reasons: Student discipline – gang violence, student alcohol abuse, and student use of weapons; Most daily time spent – recognition of students; and Professional Development - travel outside of district not allowed.

### Evaluation Question 3 – Comparison of Responses from Older and Younger Principals

3. How did responses from younger (less than 45) principals differ from those of older (61+) principals?
  - a. Current role
  - b. District support
  - c. Workload
  - d. Major influences at this school
  - e. Daily time spent on these job duties
  - f. More time needed on these job duties
  - g. Professional development

Table 17: Evaluation Question 3 – Comparison of Responses from Older and Younger Principals

Response Type	Responses	Total Number - 35 Ages 61+ % Responding	Total Number - 171 Ages Under 45 % Responding
Current role	<ul style="list-style-type: none"> <li>Stress and disappointments aren't worth it</li> </ul>	9%	14%
	<ul style="list-style-type: none"> <li>Generally satisfied</li> </ul>	77%	70%
	<ul style="list-style-type: none"> <li>If I could get a higher paying job, I would leave as soon as possible</li> </ul>	6%	21%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 35 Ages 61+ % Responding	Total Number - 171 Ages Under 45 % Responding
	<ul style="list-style-type: none"> <li>• I think about transferring to another school</li> <li>• I don't seem to have as much enthusiasm now as I did when I began</li> <li>• I think about staying at home because I'm just too tired to go</li> </ul>	9%	16%
	<ul style="list-style-type: none"> <li>• I don't seem to have as much enthusiasm now as I did when I began</li> </ul>	31%	25%
	<ul style="list-style-type: none"> <li>• I think about staying at home because I'm just too tired to go</li> </ul>	3%	14%
District support	<ul style="list-style-type: none"> <li>• High turnover of central office staff</li> <li>• Not enough central office staff</li> <li>• Not enough student services personnel</li> <li>• No strategies to retain strong principals</li> <li>• Size of administrative team is not enough</li> <li>• Not enough resources to support learning</li> </ul>	20%	28%
	<ul style="list-style-type: none"> <li>• Not enough central office staff</li> </ul>	23%	33%
	<ul style="list-style-type: none"> <li>• Not enough student services personnel</li> </ul>	46%	54%
	<ul style="list-style-type: none"> <li>• No strategies to retain strong principals</li> </ul>	23%	21%
	<ul style="list-style-type: none"> <li>• Size of administrative team is not enough</li> </ul>	31%	35%
	<ul style="list-style-type: none"> <li>• Not enough resources to support learning</li> </ul>	15%	11%
Workload	<ul style="list-style-type: none"> <li>• 45 - 54 hours per week</li> <li>• 55 - 59 hours per week</li> <li>• 60+ hours per week</li> </ul>	23%	13%
	<ul style="list-style-type: none"> <li>• 55 - 59 hours per week</li> </ul>	20%	30%
	<ul style="list-style-type: none"> <li>• 60+ hours per week</li> </ul>	54%	56%
Major influence at this school	<ul style="list-style-type: none"> <li>• Setting performance standards</li> <li>• Establishing curriculum</li> <li>• Determining content of in-service at this school</li> <li>• Evaluating teachers at this school</li> </ul>	54%	56%
	<ul style="list-style-type: none"> <li>• Establishing curriculum</li> </ul>	29%	27%
	<ul style="list-style-type: none"> <li>• Determining content of in-service at this school</li> </ul>	80%	78%
	<ul style="list-style-type: none"> <li>• Evaluating teachers at this school</li> </ul>	100%	99%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 35 Ages 61+ % Responding	Total Number - 171 Ages Under 45 % Responding
	<ul style="list-style-type: none"> <li>• Hiring full-time teachers</li> <li>• Setting disciplinary policy</li> <li>• Deciding how your school budget will be spent</li> </ul>	<p>89%</p> <p>54%</p> <p>74%</p>	<p>98%</p> <p>60%</p> <p>88%</p>
Daily time spent on these job duties	<ul style="list-style-type: none"> <li>• Talking with parents and students about disciplinary problems</li> <li>• Talking with parents and students about academic goals</li> <li>• Discussing student engagement, curriculum, and achievement</li> <li>• Problem solving immediate problems</li> <li>• Attending meetings for the district</li> <li>• Attending IEP meetings</li> <li>• Completing paperwork outside of teacher evaluations</li> <li>• Completing informal or formal teacher evaluations/walk-throughs</li> <li>• Collecting data about teaching and learning</li> <li>• Analyzing data about teaching and learning</li> <li>• Supervising students during class changes, bus duty, etc.</li> </ul>	<p>34%</p> <p>6%</p> <p>54%</p> <p>63%</p> <p>34%</p> <p>14%</p> <p>29%</p> <p>63%</p> <p>26%</p> <p>23%</p> <p>37%</p>	<p>54%</p> <p>4%</p> <p>48%</p> <p>68%</p> <p>33%</p> <p>25%</p> <p>29%</p> <p>49%</p> <p>28%</p> <p>13%</p> <p>47%</p>

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 35 Ages 61+ % Responding	Total Number - 171 Ages Under 45 % Responding
Need more time for these job duties	<ul style="list-style-type: none"> <li>• Fostering community engagement</li> </ul>	6%	43%
	<ul style="list-style-type: none"> <li>• Discussing instruction, student engagement, curriculum, and achievement</li> </ul>	57%	58%
	<ul style="list-style-type: none"> <li>• Collecting, analyzing, and sharing data about learning</li> </ul>	29%	22%
	<ul style="list-style-type: none"> <li>• Providing professional development</li> </ul>	14%	10%
	<ul style="list-style-type: none"> <li>• Attending to the school improvement plan</li> </ul>	20%	15%
	<ul style="list-style-type: none"> <li>• Problem solving long-term problems</li> </ul>	26%	25%
	<ul style="list-style-type: none"> <li>• Attending professional development for me as a principal</li> </ul>	11%	20%
Professional development needs	<ul style="list-style-type: none"> <li>• I attend professional development activities</li> </ul>	71%	54%
	<ul style="list-style-type: none"> <li>• I am offered coaching and mentoring</li> </ul>	11%	29%
	<ul style="list-style-type: none"> <li>• My district does not pay for professional development</li> </ul>	6%	8%
	<ul style="list-style-type: none"> <li>• I spend too much time on district or state mandated professional development</li> </ul>	17%	14%
	<ul style="list-style-type: none"> <li>• I have no time for professional development when it is offered</li> </ul>	11%	16%
	<ul style="list-style-type: none"> <li>• I have insufficient coverage for leaving the building</li> </ul>	20%	25%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 35 Ages 61+ % Responding	Total Number - 171 Ages Under 45 % Responding
	<ul style="list-style-type: none"> <li>Available professional development is not relevant</li> </ul>	3%	7%
	<ul style="list-style-type: none"> <li>My district pays dues for professional organizations to support my role as a principal</li> </ul>	31%	32%

Not included for SPSS technical reasons: Most daily time spent – recognition of students; and Professional Development - travel outside of district not allowed.

### Evaluation Question 4 – Comparison Responses from Higher and Lower Salaried Principals

4. How did responses from principals with higher salaries (\$100,000+) differ from those with lower salaries (\$60,000 - \$79,000)?
  - a. District support
  - b. Workload
  - c. Major influences at this school
  - d. Daily time spent on these job duties
  - e. More time needed on these job duties
  - f. Professional development
  - g. Current role satisfaction

Table 18: Evaluation Question 4 – Comparison of Responses from Higher and Lower Salaried Principals

Response Type	Responses	Total Number - 198 Higher Salary (\$100,000+) % Responding	Total Number - 70 Lower Salary (\$60,000 - \$79,000) % Responding
District support	<ul style="list-style-type: none"> <li>High turnover of central office staff</li> </ul>	27%	19%
	<ul style="list-style-type: none"> <li>Not enough central office staff</li> </ul>	26%	27%
	<ul style="list-style-type: none"> <li>Not enough student services personnel</li> </ul>	54%	56%

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 198 Higher Salary (\$100,000+) % Responding	Total Number - 70 Lower Salary (\$60,000 - \$79,000) % Responding
	<ul style="list-style-type: none"> <li>• No strategies to retain strong principals</li> <li>• Size of administrative team is not enough</li> <li>• Not enough resources to support learning</li> </ul>	22%	17%
Workload	<ul style="list-style-type: none"> <li>• 45 - 54 hours per week</li> <li>• 55 - 59 hours per week</li> <li>• 60+ hours per week</li> </ul>	15%	27%
		28%	29%
		60%	44%
Major influence at this school	<ul style="list-style-type: none"> <li>• Setting performance standards</li> <li>• Establishing curriculum</li> <li>• Determining content of in-service at this school</li> <li>• Evaluating teachers at this school</li> <li>• Hiring full-time teachers</li> <li>• Setting disciplinary policy</li> <li>• Deciding how your school budget will be spent</li> </ul>	53%	53%
		24%	33%
		84%	77%
		97%	99%
		97%	89%
		59%	63%
		87%	84%
Daily time spent on these job duties	<ul style="list-style-type: none"> <li>• Talking with parents and students about disciplinary problems</li> <li>• Talking with parents and students about academic goals</li> <li>• Discussing student engagement, curriculum, and achievement</li> <li>• Problem solving immediate problems</li> </ul>	42%	57%
		7%	3%
		54%	39%
		71%	60%



## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 198 Higher Salary (\$100,000+) % Responding	Total Number - 70 Lower Salary (\$60,000 - \$79,000) % Responding
	<ul style="list-style-type: none"> <li>• Attending meetings for the district</li> <li>• Attending IEP meetings</li> <li>• Completing paperwork outside of teacher evaluations</li> <li>• Completing informal or formal teacher evaluations/walk-throughs</li> <li>• Collecting data about teaching and learning</li> <li>• Analyzing data about teaching and learning</li> <li>• Supervising students during class changes, bus duty, etc.</li> </ul>	<p>35%</p> <p>14%</p> <p>32%</p> <p>51%</p> <p>24%</p> <p>15%</p> <p>53%</p>	<p>21%</p> <p>54%</p> <p>24%</p> <p>49%</p> <p>29%</p> <p>19%</p> <p>44%</p>
Need more time for these job duties	<ul style="list-style-type: none"> <li>• Fostering community engagement</li> <li>• Discussing instruction, student engagement, curriculum, and achievement</li> <li>• Collecting, analyzing, and sharing data about learning</li> <li>• Providing professional development</li> <li>• Attending to the school improvement plan</li> <li>• Problem solving long-term problems</li> <li>• Attending professional development for me as a principal</li> </ul>	<p>40%</p> <p>53%</p> <p>28%</p> <p>11%</p> <p>17%</p> <p>28%</p> <p>15%</p>	<p>49%</p> <p>29%</p> <p>11%</p> <p>17%</p> <p>26%</p> <p>15%</p> <p>11%</p>

## Principal Retention, Attrition, and Mobility Survey



Response Type	Responses	Total Number - 198 Higher Salary (\$100,000+) % Responding	Total Number - 70 Lower Salary (\$60,000 - \$79,000) % Responding
Professional development needs	• I attend professional development activities	55%	56%
	• I am offered coaching and mentoring	24%	26%
	• My district does not pay for professional development	12%	10%
	• I spend too much time on district or state mandated professional development	15%	14%
	• I have no time for professional development when it is offered	17%	10%
	• I have insufficient coverage for leaving the building	21%	20%
	• Available professional development is not relevant	8%	4%
	• My district pays dues for professional organizations to support my role as a principal	39%	17%
Current role	• Stress and disappointments aren't worth it	15%	9%
	• Generally satisfied	69%	71%
	• If I could get a higher paying job, I would leave as soon as possible	15%	26%
	• I think about transferring to another school	14%	11%
	• I don't seem to have as much enthusiasm now as I did when I began	25%	23%



Response Type	Responses	Total Number - 198 Higher Salary (\$100,000+) % Responding	Total Number - 70 Lower Salary (\$60,000 - \$79,000) % Responding
	<ul style="list-style-type: none"> <li>I think about staying at home because I'm just too tired to go</li> </ul>	11%	14%

Not included for SPSS technical reasons: Most daily time spent – recognition of students; and Professional Development - travel outside of district not allowed.

### Findings Related to Retention

In showing the comparison between principals reporting they were “generally satisfied” to those “not satisfied” (stated that “the stress and disappointments involved at this school were not really worth it”), there were several findings:

#### **Comparison of Satisfied and Unsatisfied Principals**

Note: There were 327 satisfied principals and 63 unsatisfied principals.

1. Generally satisfied principals reported one superintendent in the last five years as 39% as compared to 46% of unsatisfied principals.
2. Generally satisfied principals provided much lower percentages than those principals not satisfied as principals regarding central office support. The highest difference of 29% was indicated in the response “no strategies to retain strong principals.” The lowest difference was “not enough resources to support learning.”
3. Forty-four percent (44%) of generally satisfied principals work 60 hours or more per week as compared to 68% of those unsatisfied. Workload appears to have some relationship to job satisfaction.
4. Fifty-nine percent (59%) of unsatisfied principals determine the content of in-service at their school as compared to 84% of satisfied principals.
5. Both groups report that they decide how their school budgets will be spent (3% difference).



6. Forty-six percent (46%) of principals who were unsatisfied with their current role reported they spend time in district meetings, while only 26% of those who were satisfied in their role do so.
7. Twenty-four percent satisfied and unsatisfied principals report attending IEP meetings.
8. There is a 16% difference between satisfied (55%) and not satisfied principals (71%) who spend much of their time discussing instruction, student engagement, curriculum, and achievement.
9. Sixty-two percent (62%) of satisfied principals attend professional development activities as compared to only 38% of unsatisfied principals.
10. Twenty-four (24%) of satisfied principals indicate that student verbal abuse of teachers is a problem, while 46% of unsatisfied principals reported the same.

### **Comparison of Low and High-Poverty Schools**

Note: Low-poverty schools (N = 55) refers to schools with free and reduced lunch less than 20%. High-poverty schools (N = 175) below refers to schools with free and reduced lunch over 61%.

1. Surprisingly, there was little difference in the number of superintendents in over a five-year period. Seventeen percent (17%) of principals in high-poverty schools reported three or more superintendents in the past five years, while principals in low-poverty schools reported 14%.
2. While 23% of principals in high-poverty schools reported high turnover in central office staff, 33% of principals in low-poverty schools reported the same.
3. Likewise, 29% of principals in high-poverty schools reported that the administrative team was not large enough to support learning while 44% of principals in low-poverty schools reported the same.

## Principal Retention, Attrition, and Mobility Survey



4. Both groups felt that there was not enough central office staff – 27% of principals in high-poverty schools and 31% of principals in low-poverty schools.
5. Groups also reported working more than 60 hours per week – another surprise – 56% of principals in low-poverty and 49% in high-poverty schools. Workload appears to have some relation to the percentage of students on free and reduced lunch.
6. Both groups were generally satisfied with their current role – 67% in low-poverty schools and 71% in high-poverty schools. Likewise, both groups had similar responses to transferring to another school – principals in low-poverty schools reported 16% and principals in high-poverty schools reported 18%. However, 35% of principals in low-poverty schools and 22% of principals in high-poverty schools reported they lack the same enthusiasm they used to have in their current role.
7. Ninety-three percent (93%) of principals in low-poverty schools determine the content of in-service at their school, while only 73% of principals in high-poverty schools reported the same.
8. Forty-nine percent of principals in high-poverty schools reported that much of their time is spent talking with parents and students about disciplinary issues, while only 36% of principals in low-poverty schools reported the same.
9. Not surprising, 40% of principals in low-poverty schools would like more time to foster community engagement, 47% of principals in high-poverty schools would like to do the same.
10. Both groups would like to spend more time discussing instruction, student engagement, curriculum, and achievement with teachers – 58% of principals in low-poverty schools, and 57% of principals in high-poverty schools.



11. There was a 21 point difference in the percent of principals reporting they have no time for professional development – 31% in low-poverty schools and 10% in high-poverty schools.
12. Three areas of student discipline had notable differences between low- and high-poverty schools – physical conflicts among students (31% of principals in low-poverty schools and 48% of principals in high-poverty schools); student acts of disrespect for teachers (53% of principals in low-poverty schools and 74% of principals in high-poverty schools); and student racial tensions (24% of principals in low-poverty schools and 5% of principals in high poverty schools).

### **Comparison of Comparison of Responses from Younger and Older Principals**

Note “older” below refers to those principals 60+ (N = 35) and “younger” refers to those principals under 45 (N = 171) who responded to the survey.

1. Seventy-seven percent (77%) of older principals responded they were generally satisfied with their current role as compared to 70% of younger principals. In addition, 21% of younger principals said they would leave as soon as possible if they could get another job. This adds to concern for mobility as well.
2. Another alarming difference is that only 3% of older principals stated they would like to stay at home as they were too tired to go as compared to 14% of younger principals. Yet 31% of older principals responded they did not have as much enthusiasm now as they did when they began as compared to 25% of younger principals.
3. Both groups felt the district had no strategies to retain principals – 23% of older principals as compared to 21% of younger principals and the size of the administrative team is not enough – 31% of older principals and 35% of younger principals.

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4. Forty-six percent (46%) of older principals and 54% of younger principals stated they did not have enough student services to support learning. Fifteen percent of older principals report the district did not provided enough resources to support learning, while only 11% of younger principals reported the same.
5. There was a 2% difference indicated in those principals who worked more than 60 hours per week – older principals (54%), younger principals (56%). Workload is clearly not related to age.
6. Older principals (74%) indicated less influence over how their budget is spent than younger principals 88%.
7. Evaluating teachers and hiring teachers were tasks that older and younger principals both have much influence over – older principals (100% and 89% respectively), younger principals (99% and 98% respectively). However, 63% of older principals and 49% of younger principals reported a task in which they spend much time was completing teacher evaluations informally or formally.
8. Older principals (54%) reported that a task in which they spend much time is talking to parents about disciplinary problems while younger principals (54%) do so.
9. A lower percentage of both reported talking to parents and students about academic goals (older – 6%, younger 4%).
10. There was no difference in the two groups regarding spending time completing paperwork outside of teacher evaluations (0%).
11. Only 6% of older principals as compared to 43% of younger principals reported what they would like more time doing was fostering community engagement.
12. Sixty-three percent (63%) of older principals and 68% of younger principals spend time solving immediate problems, while 26% of older principals and 28%



of younger principals reported they would like more time solving long-term problems.

13. Seventy-one percent (71%) of older principals as compared to 54% of younger principals attend professional development activities; this is a difference of 17 percentage points. Likewise, 11% of older principals and 20% of younger principals would like to spend more time attending professional development for them as principals.
14. Both agree that their district pays dues for professional organizations – older 31%, younger 32%.
15. Both agree that they have insufficient coverage for leaving the building – older 20%, younger 25%.

### **Comparison of Higher and Lower Salaried Principals**

Note: Higher salaried principals (N = 198) were those that earn \$100,000 annually. Lower salaried principals (N = 70) were those that earn between \$60,000 - \$79,000 annually.

1. Forty percent (40%) of higher salaried principals and 17% of lower salaried principals responded that the size of the administrative team was not enough.
2. There was a difference of eight percentage points between higher and lower salaried principals regarding a high turnover of central office turnover (higher salaried – 27%, lower salaried 19%). Likewise, there was a difference of five percentage points between the two groups regarding how the district has effective strategies to retain principals – higher salaried – 22%, lower salaried 17%.





3. There was no less than a difference of three percentage points between the two groups in reporting of not enough central office staff, student services personnel, and not enough resources to support learning.
4. Sixty percent (60%) of higher salaried principals work more than 60 hours per week as compare to 44% of younger principals. Workload appears to have some relationship to salary.
5. There was little difference between higher and lower salaried principals regarding their influence of evaluating teachers and deciding how the budget will be spent – higher salaried (97%, 87% - respectively) and lower salaried (99%, 84% - respectively).
6. Eighty-four percent (84%) of higher salaried principals and 77% of lower salaried principals determine the content of in-service at their school, a difference of 7 percentage points.
7. While 14% of higher salaried principals spend their time attending IEP meetings, 54% of lower salaried principals do so. This could be due to the size of the school. Forty-eight percent (31%) of higher salaried principals as compared to 0% of lower salaried principals reported employment in schools with more than 1000 students. One percent (1%) of higher salaried principals as compared to 53% lower salaried schools reported employment in schools with 200 - 499. Lower enrollment schools may not have a large administrative team whose role could include attending IEP meetings.
8. While 42% of higher salaried principals spend time talking with parents and students about discipline, 57% of lower salaried principals do so. This also may be related to the size of the school.



9. Likewise, higher salaried principals (54%) spend time discussing student engagement, curriculum, and achievement with teachers, 39% of lower salaried principals do so. Higher salaried principals (53%) as compared to 29% lower salaried principals reported they would like more time discussing the same with teachers. Higher salaried principals (28%) as compared to 11% of lower salaried principals wanted more time collecting, analyzing, and sharing data about teaching and learning. Size may be a contributing factor in this finding - in larger schools, the administrative team may be assigned the duties of collecting and analyzing data.
10. Seventy-one percent (71%) of higher salaried principals as compared to 60% of lower salaried principals spend time problem solving immediate problems.
11. Forty-four percent (44%) of lower salaried principals reported spending time supervising students during class changes and buses, while 53% of higher salaried principals indicated the same.
12. There was a difference of 22 percentage points in how higher salaried principals (39%) as compared to lower salaried principals (17%) responded that the district pays dues for professional organizations to support their role as principals.
13. Both groups were generally satisfied with their role – higher salaried (69%), lower salaried (71%).
14. There was a difference of 11 percentage points in those principals who said they would leave as soon possible for a higher paying position - lower salaried principals (26%), higher salaried principals (15%).

## Principal Retention, Attrition, and Mobility Survey



### Attrition

#### Evaluation Question 5 – Significant Interactions with Age

5. What factors demonstrate a significant interaction when cross tabulated with age?

Table 19: Significant Interactions with Age

Type 1 Question Cross tabulated with age	Significant Pearson Chi-Square
Current Salary	0.000
Race	0.000
Sex	0.000
Longevity - Years as a Principal at Any School	0.000
Longevity - Years as a principal in current school	0.000
Principal Turnover – Plans to Remain in Current Position	0.000
Resources Provided by the District	0.000
Principal Preparation Degree Earned	0.000

Table 20: Age x Current Salary

	Less than 45 years	46 - 55 years	56 – 60 years	61+	Total
Less than 60,000	0%	0%	0%	3%	0%
60,000 - 79,000	21%	13%	8%	9%	15%
80,000 - 99,000	40%	44%	44%	37%	42%
100,000 or more	39%	42%	48%	51%	42%

Table 21: Age x Race

	Less than 45 years	46 - 55 years	56 – 60 years	61+	Total
Hispanic	1%	2%	4%	0%	2%
White	75%	74%	77%	83%	76%
Black	21%	22%	19%	17%	21%

Table 22: Age x Sex

	Less than 45 years	46 - 55 years	56 – 60 years	61+	Total
Males	46%	36%	48%	29%	41%

## Principal Retention, Attrition, and Mobility Survey



Females	54%	64%	52%	71%	59%
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Table 23: Age x Longevity - Years as a Principal at Any School

	Less than 45 years	46-55 years	56 – 60 years	61+	
1 - 2 years	58%	37%	5%	0%	20%
3 - 5 years	53%	38%	5%	5%	29%
6 - 9 years	30%	53%	10%	8%	27%
10+ years	9%	52%	22%	17%	24%

Table 24: Age x Longevity – Years in Current School

	Less than 45 years	46 - 55 years	56 – 60 years	61+	Total
First year	28%	13%	6%	3%	17%
2 - 3 years	34%	26%	23%	31%	29%
4 - 5 years	23%	25%	21%	14%	23%
6 - 10 years	13%	31%	33%	26%	24%
11+ years	1%	5%	17%	26%	6%

Table 25: Age x Principal Turnover – Plans to Remain at Current Position

	Less than 45 years	46 - 55 years	56 – 60 years	61+	Total
As long as I am able	39%	27%	38%	20%	32%
Until I am eligible for retirement benefits from this job, but before age 65	5%	23%	19%	11%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	0%	3%	15%	29%	5%
Until a more desirable job opportunity comes along	41%	28%	8%	6%	29%
Definitely plan to leave as soon as I can	2%	1%	4%	0%	2%
Undecided at this time	12%	16%	15%	29%	16%
Resigned my position at the end of 2019-2020	1%	2%	2%	6%	2%

## Principal Retention, Attrition, and Mobility Survey



Table 26: Age x Resources Provided by District

	Less than 45 years	46 - 55 years	56 - 60 years	61+	Total
We receive most of the instructional resources we request to ensure high student achievement outcomes	47%	52%	54%	46%	50%
We receive some of the instructional resources we request to ensure high student achievement outcomes to ensure high student achievement outcomes	46%	46%	38%	49%	45%
We receive very few instructional resources we request to ensure high student achievement outcomes	6%	2%	8%	6%	5%

Table 27: Principal Preparation – Age x Highest Degree Earned

	Less than 45 years	46 - 55 years	56 - 60 years	61+	Total
Master's	68%	67%	48%	63%	65%
Educational Specialist	9%	14%	31%	6%	14%
Doctorate	22%	19%	21%	31%	21%

### Findings Related to Attrition

Note: The differences of how older and younger principals responded to Type 2 questions (multiple responses) more related to retention were discussed in Evaluation Question 3. Evaluation Question 5 examines those differences to Type 1 questions (single responses) which provided a significant Pearson Chi-Square,  $p > .05$ . N: 210 – (46 - 55) years of age, 48 – (56 - 60) years of age, 35 – (61+) years of age, and 171 less than 45 years of age.

1. Most principals (84%) earn more than \$80,000 annually. Fifteen percent (15%) earn between \$60,000 and \$79,0000 annually.
2. In all age categories, the Black to White ratio is about the same. Overall, there were 76% White principals as compared to 21% Black principals. Hispanic



principals were about 2%. According to the VDOE website, this is not representative of the student population. 48% were White, 22% were Black and 13% were Hispanic.

3. More female (59%) principals than male (41%) principals responded to this survey. In elementary schools, 73% of principals were females and 27% were males. In middle schools, 53% were females and 47% were males. In high schools, 37% were females and 63% males.
4. In the group with including principals with 1 - 2 years of experience at any school, 58% were under 45 and 0% were over the age of 61. However, in the 10+ years of experience, 39% were over the age of 56. Eighteen (18%) of the same age group have 6 - 9 years of experience.
5. Findings for principals with 1 - 2 years of experience at any school, 58% were under the age 45 and 0% were over the age 61. In the first year of experience in the current school, 28% were under 45 and 3% were over the age of 61. In the 10+ years of experiences in the current school 43% were over the age 56. Fifty-nine percent (59%) of the same age group have 6 - 9 years of experience.
6. Twenty-nine percent (29%) of principals over the age of 61 have not decided if they plan to remain at their current position. Twenty percent (20%) of those over the age 61 will stay as long as they were able.
7. Twenty-nine percent (29%) of principals over the age 61 will remain in their current position until they were eligible for retirement and social security, while only 11% in the same category plan to leave at retirement eligibility, but before age 65. Given the cost of health insurance, 11% is particularly concerning.
8. Less principals between the ages of 56 - 60 indicate that they receive some of the instructional resources requested to ensure high student achievement, 38%



as compared to 45% in the same category for all age groups. Overall, 50% of all ages indicated that they receive most of the instructional resources they have requested and only 5% indicated that they receive very few resources requested.

9. Thirty-five percent (35%) of all principals have received a degree beyond a Master's. Twenty-one percent (21%) have received a doctorate. The percentage is even among all age groups. Thirty-one percent (31%) of those over age 61 have earned a doctorate. Given that this factor indicates a significant Pearson Chi-Square, a wise strategy for a district to support attrition would be to offer financial support for earning a doctorate.

### Mobility

#### Evaluation Question 6 – Significant Interactions with Turnover and Longevity

6. Mobility factors in this study included defined by turnover - number of districts served, longevity in current positions, longevity in any principal position, and turnover - plans to remain in current position. What Type 1 factors indicated significant interactions when cross tabulated with each of these four factors?

Table 28: Evaluation Questions for the Analysis

Type 1 Factors	Principal Turnover Number of School Districts Served	Principal Turnover Plans to Remain in Current Schools	Longevity – Years as a Principal in current school	Longevity – Years as a Principal at At any School
	Significant Pearson Chi-Square	Significant Pearson Chi-Square	Significant Pearson Chi-Square	Significant Pearson Chi-Square
Age		0.000	0.000	0.000
Current Salary			0.015	0.000
Longevity - Years as a Principal at Any School	0.000	0.000	0.000	

## Principal Retention, Attrition, and Mobility Survey



Type 1 Factors	Principal Turnover Number of School Districts Served	Principal Turnover Plans to Remain in Current Schools	Longevity – Years as a Principal in current school	Longevity – Years as a Principal at At any School
Longevity - Years as a principal in current school		0.000		0.000
Principal Preparation – Degree Earned	0.002			
Principal Preparation – Years as an Asst. Principal				0.004
Principal Turnover – Number of School Districts Served				0.000
Principal Turnover – Plans to Remain in Current Position			0.000	0.000
Resources Provided by the District		0.000		
School type			0.000	
Sex	0.008	0.007		
School demographics		0.008		
Student Enrollment			0.001	



## Principal Retention, Attrition, and Mobility Survey



Table 29: Principal Turnover – Number of School Districts Served x Longevity - Years as a Principal at Any School

	1 District	2 or 3 Districts	More than 3 Districts	Total
1 - 2 years	23%	7%	0%	20%
3 - 5 years	31%	20%	31%	29%
6 - 9 years	27%	26%	38%	27%
10+ years	19%	47%	31%	24%
Total	81%	16%	3%	100%

Table 30: Principal Turnover Number of School Districts Served - Principal Preparation – Degree Earned x Principal Turnover

	1 District	2 or 3 Districts	More than 3 Districts	Total
Master's	69%	50%	31%	65%
Educational Specialist	14%	12%	15%	14%
Doctorate	17%	38%	54%	22%
Total	81%	16%	3%	100%

Table 31: Principal Turnover – Number of School Districts Served x Sex

	1 District	2 or 3 Districts	More than 3 Districts	Total
Males	36%	57%	69%	41%
Females	64%	43%	31%	59%
Total	81%	16%	3%	100%

Table 32: Principal Turnover – Plans to Remain in Current Position X Age

	Less than 45 years	46 - 55 years	56 – 60 years	61+	Total
As long as I am able	39%	27%	38%	20%	32%
Until I am eligible for retirement benefits from this job, but before age 65	5%	23%	19%	11%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	0%	3%	15%	29%	5%

## Principal Retention, Attrition, and Mobility Survey



	Less than 45 years	46 - 55 years	56 - 60 years	61+	Total
Until a more desirable job opportunity comes along	41%	28%	8%	6%	29%
Definitely plan to leave as soon as I can	2%	1%	4%	0%	2%
Undecided at this time	12%	16%	15%	29%	16%
Resigned my position at the end of 2019-2020	1%	2%	2%	6%	2%
Total	37%	45%	10%	8%	100%

Table 33: Principal Turnover - Plans to Remain in Current Position x Longevity - Years as a Principal in Current School

	First year	2 - 3 years	4 - 5 years	6 - 10 years	11+ years	Total
As long as I am able	48%	33%	34%	20%	23%	32%
Until I am eligible for retirement benefits from this job, but before age 65	5%	13%	14%	20%	37%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	1%	2%	4%	8%	20%	5%
Until a more desirable job opportunity comes along	34%	32%	28%	27%	10%	29%
Undecided at this time	10%	13%	18%	21%	10%	15%
Total	17%	29%	23%	24%	6%	100%

Table 34: Principal Turnover - Plans to Remain in Current Position x Longevity - Years as a Principal at Any School

	1 - 2 years	3 - 5 years	6 - 9 years	10+ years	Total
As long as I am able	30%	34%	19%	18%	32%
Until I am eligible for retirement benefits from this job, but before age 65	7%	18%	31%	44%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	4%	17%	30%	48%	5%
Until a more desirable job opportunity comes along	22%	29%	29%	20%	29%
Definitely plan to leave as soon as I can	13%	25%	38%	25%	2%

## Principal Retention, Attrition, and Mobility Survey



*Table 35: Principal Turnover – Plans to Remain in Current Position x Resources Provided by the District*

	Receive most of the instructional resources we request	Receive some of the instructional resources we request	Receive very few instructional resources we request	Total
As long as I am able	56%	39%	5%	32%
Until I am eligible for retirement benefits from this job, but before age 65	52%	44%	4%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	48%	48%	4%	5%
Until a more desirable job opportunity comes along	46%	49%	4%	29%
Definitely plan to leave as soon as I can	38%	63%	0%	2%
Undecided at this time	47%	49%	4%	16%
Resigned my position at the end of 2019-2020	25%	50%	25%	2%
Total	50%	45%	5%	100%

*Table 36: Principal Turnover – Plans to Remain in Current Position x Sex*

	Males	Females	Total
As long as I am able	40%	60%	32%
Until I am eligible for retirement benefits from this job, but before age 65	43%	57%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	48%	52%	5%
Until a more desirable job opportunity comes along	46%	54%	29%
Definitely plan to leave as soon as I can	38%	63%	2%
Undecided at this time	26%	74%	16%
Resigned my position at the end of 2019-2020	38%	63%	2%
Total	41%	59%	100%

## Principal Retention, Attrition, and Mobility Survey



*Table 37: Principal Turnover – Plans to Remain in Current Position x School demographics*

	Serves at least half rural students	Serves at least half city Students	Serves at least half suburban students	None of the above describes my student population	Total
As long as I am able	46%	23%	22%	9%	32%
Until I am eligible for retirement benefits from this job, but before age 65	45%	13%	39%	3%	15%
Until I am eligible for retirement and Social Security benefits after I reach age 65	57%	17%	22%	4%	5%
Until a more desirable job opportunity comes along	41%	23%	32%	5%	29%
Definitely plan to leave as soon as I can	43%	14%	43%	0%	2%
Undecided at this time	49%	11%	38%	3%	16%
Resigned my position at the end of 2019-2020	67%	11%	11%	11%	2%
Total	45%	19%	30%	6%	100%

*Table 38: Longevity – Years as a Principal in current school x School Type*

	First year	2 - 3 years	4 - 5 years	6 - 10 years	11+ years	Total
High school high grade 10, 11, or 12	24%	19%	24%	19%	13%	21%
Middle school high grade of 7, 8, or 9	30%	27%	16%	23%	10%	23%
Elementary school high grade of K, 1, 2, 3, 4, 5, or 6	41%	47%	55%	49%	57%	49%
Total	17%	29%	23%	24%	6%	n/a

## Principal Retention, Attrition, and Mobility Survey



Table 39: Longevity – Years as a Principal in current school x Student Enrollment

	First year	2 - 3 years	4 - 5 years	6 - 10 years	11+ years	Total
Less than 200	15%	6%	4%	10%	23%	9%
200 - 499	27%	33%	22%	37%	40%	31%
500 - 999	38%	44%	61%	34%	27%	44%
1000+	20%	16%	13%	19%	10%	17%
Total	17%	29%	23%	24%	6%	100%

Table 40: Longevity – Years as a Principal in current school x Age

	First year	2 - 3 years	4 - 5 years	6 - 10 years	11+ years	Total
Less than 45 years	61%	43%	37%	20%	7%	37%
46 - 55 years	34%	40%	49%	58%	37%	45%
56 – 60 years	4%	8%	9%	14%	27%	10%
61+	1%	8%	5%	8%	30%	8%
Total	17%	29%	23%	24%	6%	100%

Table 41: Longevity – Years as a Principal in current school x Current Salary

	First year	2 - 3 years	4 - 5 years	6 - 10 years	11+ years	Total
Less than 60,000	1%	0%	1%	0%	0%	0%
60,000 - 79,000	30%	18%	12%	8%	0%	15%
80,000 - 99,000	33%	43%	46%	45%	40%	42%
100,000 or more	35%	39%	41%	47%	60%	42%
Total	17%	29%	23%	25%	6%	100%

Table 42: Longevity – Years as a Principal in current school x Longevity - Years as a Principal at Any School

	First year	2 - 3 years	4 - 5 years	6 - 10 years	11+ years	Total
1 - 2 years at any School	66%	30%	0%	1%	0%	20%
3 - 5 years at any School	16%	39%	65%	0%	0%	29%
6 - 9 years at any School	9%	16%	17%	68%	0%	27%
10+ years at any School	9%	16%	19%	32%	100%	24%
Total	17%	29%	23%	24%	6%	100%

## Principal Retention, Attrition, and Mobility Survey



See [Table 33: Principal Turnover - Plans to Remain in Current Position x Longevity - Years as a Principal in current school](#)

**Table 43: Longevity - Years as a Principal at Any School x Age**

	1 - 2 years	3 - 5 years	6 - 9 years	10+ years	Total
Less than 45 years	58%	53%	30%	9%	37%
46 - 55 years	37%	38%	53%	52%	45%
56 – 60 years	5%	5%	10%	22%	10%
61+	0%	5%	8%	17%	8%
Total	20%	29%	27%	24%	100%

**Table 44: Longevity - Years as a Principal at Any School x Current Salary**

	1 - 2 years	3 - 5 years	6 - 9 years	10+ years	Total
Less than 60,000	0%	1%	0%	1%	0%
60,000 - 79,000	32%	16%	8%	7%	15%
80,000 - 99,000	34%	52%	45%	33%	42%
100,000 or more	33%	31%	47%	59%	42%
Total	20%	29%	27%	24%	100%

See [Table 42: Longevity - Years as a Principal in Current School x Longevity - Years as a Principal at Any School](#)

**Table 45: Longevity - Years as a Principal at Any School x Principal Preparation – Years as an Assistant Principal**

	1 - 2 years	3 - 5 years	6 - 9 years	10+ years	Total
Less than 3 years	23%	19%	21%	39%	25%
3 - 5 years	45%	48%	39%	43%	44%
6 - 9 years	22%	24%	32%	14%	23%
10+ years	11%	9%	8%	4%	8%
Total	20%	29%	27%	24%	100%

See [Table 29: Principal Turnover – Number of School Districts Served x Longevity - Years as a Principal at Any School](#)

See [Table 34: Principal Turnover - Plans to Remain in Current Position x Longevity - Years as a Principal at Any School](#)



## Findings Related Mobility

Note: Evaluation Question 6 examines those differences to Type 1 questions (single responses) which provided a significant Pearson Chi-Square,  $p > .05$  (N=467) for principal turnover - number of school districts served and plans to remain in current school; and longevity – years as a principal in current school and at any School.

1. Males (69%) were more likely to serve in 3 or more districts than females (31%). More females (64%) reported that they had served in only one district as compared to males (36%). Likewise, of those who indicated that they would stay in their current position, 40% were males and 60% were females. However, of those that said they were undecided at this time, 26% were males and 74% were females.
2. Those with a Doctorate degree (54%) were more likely to serve in 3 or more districts than those with a Masters' degree (31%). If a district offers an incentive for earning a higher degree, the district may be wise to attach longevity terms to the incentive.
3. Thirty-one percent (31%) of principals with 3 - 5 years at any School as compared to 19% of principals who had served 10 or more years at any School stated they had remained in only one district. Thirty-one percent (31%) of principals with 10 or more years and 38% of those with 6 - 9 years at any School reported they had served in more than 3 districts. Principals were moving as they gain experience.
4. Age is a significant contributing factor to mobility. Of those that indicated that they would leave when a more desirable position came along, forty-one percent (41%) of principals were under the age of 45 and 28% were between the age of 46 - 55.



5. Twenty-nine percent (29%) of principals with three to five years and 29% of principals with six to nine years of experience indicated they planned to leave as soon they could. Twenty percent (20%) of principals with 10 or more years of experience would do so. Only 13% of principals with one to two years of experience responded the same. It appears that experience is a factor for mobility.
6. When most of the required resources were provided by the district, mobility indicators decrease. Fifty-six percent (56%) of principals receiving most of the resources they request report that will stay as long as they were able as compared to 5% of those who report that they receive very few of the resources requested.

### Other General Findings

The 467 survey respondents were an equitable representation of Virginia elementary, middle, and high school principals based on school size, gender, and years of experience. Surprisingly, most principals had served in only one school district. In addition, the data reported by principals for their respective schools were representative of the Commonwealth's overall student enrollment and free and reduced lunch rate as indicated on the Virginia Department of Education's website.

The VFEL principal study comes on the heels of the Learning Policy Institute (LPI) and National Association of Secondary School Principals (NASSP) report released in May 2020 - *Strengthening and Stabilizing the Principalship: Multiple Factors Matter*. NASSP and LPI used survey data from a nationally representative sample of hundreds of practicing principals to form strategies that address the biggest problem areas in the profession. The researchers of this study investigated why excessive turnover exists and the relationship between principal turnover and various features of the





principalship; which principals are most likely to leave; and which schools are more vulnerable to principal turnover.

While studies and surveys conducted at the national level have led to findings and recommendations, it is incredibly challenging to extrapolate state-specific data to analyze and use for state or local applications. The results included in this survey of participating principals in Virginia can be used for more relevant and timely discussions and decision-making among Virginia's district personnel, policymakers, and professional principal associations.

Aside from the findings in the section above, a group of educators from VFEL, including principals and the lead evaluator, conceded the following findings:

### *Other Finding 1 - Superintendent and Central Office Support*

Over the past five years, 59% of principals have served under two or more superintendents. While not necessarily a major issue, consistently changing leadership at the top can change what is done and how it is done. Twenty-three percent (23%) of principals are concerned that there is a high turnover in central office staff in their districts; and 28% of principals feel there is not enough central office staff to support them in their role. The issue of superintendent turnover and the impact that such change has on the culture and climate of the school district and community may need a deeper analysis.

### *Other Finding 2 - Inadequate Student Services Personnel*

About 41% of high school principals, 49% of middle school principals and 57% of elementary principals stated they do not have adequate student services personnel. This is a significant finding in study. While there has been some movement to increase the number of counselors and support personnel, the evidence continues to demonstrate that our young people are challenged in many different ways. Trauma-informed care, mental health support, conflict resolution, and direct and virtual bullying intervention are areas in which



students consistently need help. Requiring teachers and principals to take a course or complete a module cannot sufficiently prepare them to deal with students who are facing these types of serious issues. Students in crisis need trained personnel. While resources may not be needed in every school, this survey indicates additional student services personnel may be needed in about half of the schools represented.

### *Other Finding 3 - Administrative Team Adequacy*

About 35% of high school principals, 36% of middle school principals and 30% of elementary principals say their administrative team is not adequate to provide support to faculty and staff. When one-third of principals identify that their administrative teams are insufficient to provide adequate support, it should motivate superintendents to determine if this situation exists in their districts and how it might affect their schools. This finding is one that reveals the need for more research and a deeper dive into the data analysis to determine where more administrative support is needed. A deeper analysis could reveal the need for higher ratios of assistant principals per school; additional counselors, social workers, and school psychologists; clear processes and procedures; strong partnerships with local agencies; and/or strategic training to ensure depth of knowledge and application. If principals had sufficient student services personnel (Finding 2), the need for additional administrative team members may have been reported differently.

### *Other Finding 4 - Principal's Workload - Actual and Preferred*

It was not surprising to discover from principals who participated in the survey that much (if not most) of their time is spent handling immediate problems. In fact, high school principals spend, on average, 67% of their time solving immediate problems, with the percentage rising to 74% for middle school principals; elementary school principals reported they spend 64% of their time on



such problems. Fifty-three percent (53%) of principals surveyed deal with physical conflict among students; 81% deal with student disrespect of teachers; and 56% deal with issues related to bullying. Twenty percent (20%) of elementary principals reported that they deal with physical abuse of teachers at least once per month. In contrast, it is interesting to note what principals would prefer to be doing. These include discussing instruction, student engagement, curriculum, achievement outcomes with teachers; fostering community and family engagement; and long-term problem-solving.

What principals prefer to be doing is consistent with the research and literature on creating great schools. Principals know what needs to be done to create great schools. They understand the importance of vision, core values, equity, cultural responsiveness, curriculum, instruction, assessment, creating professional communities, and engaging families. This is what great schools are about but not what principals are engaged in. It is what they want to be doing, but the structure and support is not always provided.

From the data, it appears that principals are spending much of their time managing. Managing transportation, cafeteria, school cleanliness, and discipline among other things, is important, but creating great schools is about leadership. Management is not leadership. Great schools are not created by managing them. They are created by leading them. More research is needed to determine possible connections between "leading versus management" and retention of quality school-based principals.

### *Other Finding 5 - Professional Development*

According to the survey, 78% of principals believe they have the greatest influence in determining professional development for their staff. This professional development could manifest itself in one of two ways: self-development or teacher development. While a small percentage of principals



(15%) indicate they do not have the time for professional development, even when it is offered, 57% reported they attend professional development activities on a regular basis. Only 7% of principals indicated that available professional development was not relevant.

Creating a culture of achievement in a school – one of the major ways in which principals impact student learning – could be enhanced by providing relevant professional development based on school or individual teacher needs. This issue should be studied further to determine how relevant professional development promotes a culture of achievement and positively impacts student learning.

### *Other Finding 6 - Coaching and Mentoring*

According to research, mentoring is an integral component of induction programs intended to support principals in their first and second years. Only one quarter of principals (25%) responded that they had been offered coaching and mentoring by their school districts. Since mentors are required for first-year principals at all levels (Code of Virginia, §22.1- 294), a higher response percentage was anticipated. The General Assembly has yet to fund this Code mandate. For experienced principals, having a leadership coach serves as a resource to support retention, develop advanced leadership skills, and enhance job-embedded professional development.

### *Other Finding 7 - Principal's Job Satisfaction*

Seventy percent (70%) of principals are generally satisfied with their current position, while 14% of principals feel the stress and disappointments involved in being a principal are not really worth it. Assistant principals seeking principalships in elementary schools appear to advance into a principal position more quickly than their colleagues at middle, and high schools. Twenty-eight percent (28%) of elementary principals, compared to 14% of high school



principals, served fewer than three years before being offered a principalship. According to the survey, 84% of elementary school principals have served in their roles in only one school district as compared to 73% of middle and high school principals.

When principals do change positions, they do not list one main reason for doing so. “More money” and “unresponsiveness from district and other support teams” are reported by more respondents, although not as overwhelming reasons. Fifteen percent (15%) of high school principals reported changing positions for more money as compared to 5% of elementary principals. Principals are generally satisfied with being principals (69%), although a quarter of respondents (25%) indicated that they “don’t seem to have as much enthusiasm now as I did when I began the job.” Twenty-nine (29%) of principals said they plan to remain in their positions until a more desirable job opportunity comes along.

### *Other Finding 8 - Principal's Work Week*

One of the most revealing aspects of the survey concerns the amount of time principals spend on the job. Not a single school principal indicated he or she worked what could be considered a normal work week (40 – 45 hours). Approximately 87% of high school principals reported that they worked 55 hours or more on average each week, with 65% of high school principals reporting a work week of 60 or more hours. More than 76% of middle school principals said they worked 55 hours or more on average each week. Eighty percent (80%) of elementary school principals disclosed they worked 55 hours or more in an average work week.



### Closing Remarks

Since this survey is a self-reporting tool limited to a relatively small number of questions, it may not completely reflect all the “truths” and intense accountability associated with being a principal during this time of pandemic or reflect the hardships of dealing with issues related to social justice and political chaos. School districts and policymakers should pay attention to data that reveals that the majority of principals work over 55 hours per week; that 41% to 57% say they do not have adequate student services personnel support; and that over 65% of principals spend their time solving immediate problems. Although demanding, over 70% of principals like their jobs.

The data collected from this survey could inform future decisions and actions pertinent to principal retention, attrition, and mobility. Principals see their jobs as a “mission” and strive to provide strong leadership at the building level. They accept new challenges each day, along with long hours, often a lack of personnel to support students in crisis, and reduction in professional support for their administrative teams.

Our school leaders are dedicated professionals who work hard to provide a positive environment where teaching and learning can flourish, and they need and deserve continuous support from their districts.



## ACKNOWLEDGMENTS

Appreciation to VFEL President (and VASSP Executive Director) Dr. Randy Barrack, VAESP Executive Director Jim Baldwin, and State Superintendent Dr. James Lane for their support of this project. VASSP Field Consultant Dr. Carol Robinson, VASSP Director of Government Relations Elizabeth "Bet" Neale, VASSP - VFEL Board Development Chair Carolyn Bernard, and VASSP Membership Coordinator Nancy Hayden for their editing and design contributions.



## Appendices

### **Appendix A: Understanding and Addressing Principal Turnover – A Review of Literature from NASSP and LPI**

[Link to Appendix A](#)

### **Appendix B: Principal Attrition and Mobility: Results from the 2016-2017 Follow-up Survey First Look from IES**

[Link to Appendix B](#)

### **Appendix C: Public Data Set**

[Link to Appendix C](#)

### **Appendix D: Draft of Follow up Survey for Offices of District Superintendents via District Offices of Human Resources**

[Link to Appendix D](#)

### **Appendix E: Supporting a Strong, Stable Principal Workforce: What Matters and What Can Be Done by the Learning Policy Institute and Funded by the National Association of Secondary School Principals**

[Link to Appendix E](#)

### **Appendix F: Principal Study in 2001 by the College of William and Mary in Conjunction with VASSP and VAESP Supported by the Virginia Department of Education**

[Link to Appendix F](#)

### **Appendix G: Summary and Press Release from VFEL**

[Link to Appendix G](#)



Sirs and Madams of the Virginia Board of Education,

I am writing this as both a concerned Citizen and a former member of the Covington City Council. I wanted to bring it to the board's attention that a member of the Covington City School Board voted in a manner that I believe would be a direct conflict of interest for her to make a non-biased decision. Tonya Jones sits on the Covington City School Board and is employed by Alleghany County Public Schools. During the joint meeting between city council and the school board, Ms. Jones stated that she believes she could make an informed nonbiased decision even though she is on the payroll of Alleghany County Public Schools. I feel, as well as several members of the city voting district one that I represented during the time of the vote that it is a direct conflict of interest because Ms. Jones will receive a substantial pay raise over the course of the consolidation procedure and that she should have abstained from voting during the session. Had she abstained, consolidation would have never passed and she would not be standing to receive a financial gain.

Furthermore I feel that the consolidation plan is giving Alleghany County power over the school system. The plan states that it will be four members from Alleghany County and three members from the City of Covington on a joint school board. The plan states currently for a super majority meaning that they must have five votes to pass anything. However, nothing set in stone at the time, which means it could be easily changed to a simple majority for approval. This would mean Alleghany County would have complete control over the school board.

In conclusion, I feel that the city school board did not do their due diligence by having Ms. Jones abstain from the vote due to the fact she is on the payroll of Alleghany County Public Schools. I feel that the city is not going to get equal representation with the plan as written. I strongly urge you, the members of the Virginia Board of Education, to not support the Covington City/Alleghany County Public Schools Consolidation Plan.

Sincerely,

Edmond J Entsminger

Board of Education,

I would ask that the following e-mail be summited to the board meeting of the Dept. of Education. I am a lifelong resident of the City of Covington. A graduate of Covington High School and proponent of a joint school system in the Alleghany Highlands. I have been the Mayor of Covington for over eight years and have worked closely with both school systems to insure a well-rounded and excellent education. It is my opinion because of the size of the Covington School System and the size of the Alleghany County School we in the Alleghany Highlands are not able to offer the best educational opportunities to the students.

Here we have a strong program for early education. We have focused on educating from early childhood until High School Graduations. Our early Education Program works in both systems and is already operated as a joint venture. This program could be much simpler and effective working with one system instead of two.

It is obvious that education in the Highlands impacts many areas of life here. When recruiting businesses for example the schools often come up in questions about the area. We can honestly say we have a top notch educational system. I think a joint system could take the systems from good to great. Both systems share a Vocational School and with Covington having to bus their students to VOTECH and scheduling problems because of a small student population often students can't take advantage of that opportunity. Under the new plan Alleghany High School will become the High School for the system and is located on the same campus as the VOTECH School. Covington would be used as a middle school or junior high. Over the last several years both systems have closed or combined school buildings. We may be able to repurpose some buildings with some educational opportunities. We have discussed with the local community college (DSLCC) about their need for more class rooms.

I have said for years we will see cost savings. Both local governments like many around the state and nation are struggling to meet expenses. I never saw the savings as a reduction to education but I can see the savings stopping the budgetary drain and at the same time being able to offer more for less. In some of the projections I've seen, we as local governments could save up to \$900,000 a year just in administrative costs. Those same costs would cause savings at the state level also. The cost per student is roughly \$10,000 at today's operating costs. If you look at local contributions both Covington and Alleghany County are ranked high in local contributions to the systems. Both governments are planning to continue funding at or about the same level. With that said we can use those savings we will experience to enhance what is already being done and move from two good school systems to one great school system.

Thank you for your time and I hope your meeting is productive. Thank all of you on the board for working hard for our children.

Tom Sibold, Mayor

City of Covington

[tsibold@covington.va.us](mailto:tsibold@covington.va.us)

540-958-8983



**Dianne S. Garcia**  
**Consultant/Coordinator/Liasion**

208 Summit Drive, Covington, Virginis 24426  
TELEPHONE: 540-691-4896 EMAIL: eelegance1@aol.com

November 17, 2020

Dear State Board of Education:

*I would like to ask that this letter be submitted to the Department of Education Board meeting on November 19, 2020 in reference to the proposed consolidation request of Alleghany County and Covington City Public Schools.*

In the winter of 2014, Alleghany County and Covington City school systems formed a collaboration with a local philanthropic organization to learn and explore what our schools needed to move our school systems from *Good to Great*. My LLC consulting and leadership business was contracted to coordinate this work.

As work began, there were meetings with the leadership teams in each school to determine what was needed to move our schools from *Good to Great*. A matrix was developed using the needs suggested from each leadership team. This matrix was used during our exploration and research days for teachers, in the summer of 2014. The teachers who attended exploration and research days were given a stipend to research models which best aligned with the leadership team's matrix of needs.

Over the next year we took joint learning trips, visiting the most successful models. We learned about Responsive Classroom, SEL models, New Tech, One to One Lap top initiatives and early childhood curriculum.

As our exploration and learning moved forward, it became very evident school readiness was of the utmost importance to third grade reading proficiency and the first step to a strong workforce. Families, communities, and schools play critical roles in helping children get ready for school. A community coalition, AHELP (Alleghany Highlands Early Learning Partnership) formed 5 years ago to move this community work forward. AHELP is comprised of local agencies and both school divisions. To continue this work under a consolidated school system would certainly enhance and expedite our outcomes.

Benefits of consolidation for our early childhood, VPI and other preschool programs would be the streamlining of services and an increase in organizational efficiency. Our students would recognize these benefits in the following ways:

- better access to resources
- continuity of programs (our area has a high poverty rate, with high rates of transfer between the two systems throughout a school year)
- all inclusive professional development providing optimal instruction for our students
- enhancement of productivity for our STREAMin3 curriculum
- a single group moving forward together for the betterment of kindergarten readiness

As you know, children arriving to kindergarten without the readiness skills necessary for success already have an achievement gap. This lack of skills is a predictor of third grade reading proficiency. The organizational efficiency gained by consolidation would increase kindergarten readiness and third grade reading proficiency.

As we look toward the future of a consolidated system, our goal is to prepare every child for school, laying the foundation for success not only in school, but also in the workforce and in life.

If you have any questions, would like more information, or, if I can be of assistance to the process please contact me. I thank you for your time in reviewing the benefits of a consolidated system for early childhood development in the Alleghany Highlands.

Yours in education,

*Dianne S. Garcia*

Dianne S. Garcia  
Leadership/ Education Consultant  
540-691-4896  
eelegance1@aol.com

November 17<sup>th</sup> 2020

Virginia Board of Education  
Daniel A. Gecker, President  
Dr. Jamelle S. Wilson, Vice President  
Pamela Davis-Vaught  
Dr. Francisco Duran  
Anne B. Holton  
Dr. Tammy Mann  
Dr. Keisha Paxton

Honorable Members of the Board of Education,

I appeal to you for **conditional approval** [emphasis added] of the Joint School Consolidation by and between Covington City Public Schools and Alleghany County Public Schools. I support cooperation between the two schools' systems however, under the right conditions. Currently the proposed plan that will be presented to you on November 19<sup>th</sup> does not contain the right conditions.

These right conditions can be described as:

“making good on the promise of a high-quality education for every child by eliminating racial, and socioeconomic inequities in Virginia’s public education system” as stated and described by the Virginia Board of Education on June 18<sup>th</sup> 2020.

In this June 18<sup>th</sup> 2020 statement you also called on:

“fellow leaders across the Commonwealth to examine policies, procedures, and funding through the lens of racial inequity to implement necessary reform to ensure children of every race have equal access to educational opportunity. Virginia’s leaders have a shared responsibility to deliver on the promise of a high quality education for every child, and together, with intentional action to dismantle racism and eliminate achievement gaps, we can fulfill that promise for every learner”.

I am answering this call now. The children of Alleghany County Public Schools and Covington City Schools under this proposed plan require an elected school board and not an appointed one as it is currently proposed. The benefit of an elected school board will provide the opportunity for the community as a whole to direct through the election process (i.e. campaign promises, public debate, and discussion) how policies, procedures and funding will be implemented and most importantly through this lens of inequity.

The inequity can be seen by reviewing a data report I created in Appendix A to this memo. The data is from the 2018 Census.gov website. Alleghany County has seven (7) School Board members, two (2) of which are from the Town of Clifton Forge. City of Covington has five (5) school board representatives.

Based on Appendix A, the sum ratio of African Americans to School Board representatives is 468 (468/12) representatives.

Under the new consolidation agreement, this sum ratio will decrease to 77 (77/7) due to the restructuring of the School Board. Alleghany County will appoint at large four (4) members and City of Covington three (3). The new ratio is impacted by Alleghany County will no longer utilize districts eliminating the Town of Clifton Forge level of representation. It will also have a majority control of operations which eliminates the level of representation by the City of Covington. The school board structure as proposed significantly decreases the level of influence African Americans will be able to have on the educational policies, procedures, and funding pertaining to this new school division.

One way to circumvent this is to provide for an elected school board. The election process will help establish an intentional environment conducive to allow concerns and solutions to be suggested by this minority group along with the ability to hold its leaders accountable. The other alternative is to maintain a twelve (12)-person school board with five (5) representatives coming from Alleghany County, and the Covington City, and lastly two (2) representatives from Clifton Forge.

In addition, the appointment process can create a horrific environment in a school system. I spent approximately six (6) hours defending a message under oath that was published in the Virginian Review. This message provides a brief account for such an environment. I have attached to this memo (Appendix B). I hope you will read it with your lens of inequity. If the proposed consolidation plan as proposed is approved with an appointed school board and reduce the level of influence by the African American population you will be condoning the actions of these appointed officials and the promise you made on June 18<sup>th</sup> 2020 will be broken.

**The conditions for approving the consolidation plan should be that the plan change the method of school board selection from appointment to elected and that it reflects the current level of representation of our school systems so that the level of influence by African American citizens is not diminished [emphasis added].**

Sincerely  
Your loyal public servant

Donnie T.A.M. Kern  
115 Church Street  
Clifton Forge, VA 24422

## Appendix A

Data from 2018 Census.Gov Select Characteristics	Town of Clifton Forge	County of Alleghany	City of Covington						
Total Population	3603	15286	5582						
African American %	14.40%	5.40%	13.20%						
Individual Count of African Americans based on %	519	825	737						
<b>New County African American Individuals (Remove Clifton Forge)</b>		<b>306.612</b>							
<b>New County Total Population (Remove Clifton Forge)</b>		<b>14979.388</b>							
<b>New County African American % (Remove Clifton Forge)</b>		<b>2.05%</b>							
<b>Current School Influence by African American Citizens</b>									
<b>Current</b>				<b>Total</b>					
<b># of Representatives</b>	<b>2</b>	<b>5</b>	<b>5</b>	<b>12</b>					
Ratio of African Americans per Representatives	259	61	147	468	Represents the number of African Americans having the opportunity to influence representatives and provide self-governance				
<b>Proposed Consolidated Plan</b>									
		<b>Majority Control</b>		<b>Total</b>					
<b># of Representatives -</b>		<b>4</b>	<b>3</b>	<b>7</b>					
Ratio of African Americans per Representatives	*	77	**	77	Represents the number of African Americans having the opportunity to influence representatives and provide self-governance				
* Due to not having districts, County excluding Clifton Forge is used: Rational zero probability that African American's in Clifton Forge will be able to provide influence.									
**Due to Majority control the City of Covington will have zero probability to provide influence in self governance									
Recommendation: Elected school board, or use current # of appointed representatives.									

*Paid Advertisement*

Greater Allegheny and Covington Community and Editor:

"I am not asking what is going on, I am just telling you whatever it is it can't be right, so you might want to fix that. I don't want to come down to that school and find out she/he is still in a closet somewhere" as stated by Amy Trail to Dr. Elizabeth Heath, Director of Special Education for Allegheny County Public Schools pertaining to the scholastic conditions within the Allegheny County School system in-regards to the treatment of an African American student.

Amy Trail was a Special Education consultant for the Allegheny County School Board. Dr. Elizabeth Heath opined that Amy Trail was "the support that we need but don't have the resources to provide". As it was told to me by an employee, this same African American student one day was carrying gifts and when the student was asked who the lucky person was that would be receiving these gifts, the student identified the individual responsible for placing them in the "closet" as described by Amy Trail and stated: "I just want she/he to like me".

Due to this student's situation and others coupled with aggravated circumstances I made the conscientious decision to ask for an investigation from state officials. To this day no investigation has ever occurred. I was told the situation was the responsibility of the appointed Allegheny County School Board. What came next was Dr. Elizabeth Heath providing a defamatory letter to be read-aloud like a story book detailing my own child's substandard experience with the Allegheny County School Board. The Allegheny County School Board then requested \$60,000 from the Board of Supervisors for legal fees so the School Board could have their attorney's "Deal with Mr. Kern" as stated by Randy Tucker, Chairman. I publicly asked for diplomacy in this newspaper after this was stated. Instead of being met with compassion and understanding the door of vengeance was opened and retaliation ensued and unfortunately is still currently ongoing. The United States of America is now reviewing approximately eleven incidents of retaliation by the Allegheny County School Board.

The Allegheny County School Board epically failed to deal with me just as they have failed so many of our most vulnerable children in providing a free and appropriate education. I felt inclined to write this letter because of the upcoming vote on the joint school system. I feel I would be doing a disservice to our most vulnerable children, their families as well as the good people of Covington had I stayed silent.

This joint school system forgoes the opportunity to elect members of the new school board created under this proposal that will be voted on. The promise of self-governance is owed to each citizen and instead of fulfilling this promise endowed by the Declaration of Independence and correcting the mistakes of the past we are going to continue on this reckless path of appointment. I have been on the Allegheny County School Board for two years. I do have lots to learn as Randy Tucker mentioned in our August 17 2020 meeting.

I would like to provide a small reflection of what I have learned thus far since my appointment on the Allegheny County School Board. Appointed and administrative officials are absent any accountability for their actions or inactions. The Board of Supervisors wants the School Board to return \$500,000 that was budgeted but never spent. The Board of Supervisors has stated that if we do not return this money, they will cut the exact amount from our 2021-2022 budget. The Board of Supervisors threatened to cut the School Board's budget if we provided a raise to staff in the 2020-2021 budget. An impermissible amount of \$700,000 in class room instruction funds were unspent for the 2019-2020 fiscal year; yet we can't equalize staff salaries at the cost of \$460,000. Despite having a plethora of unspent funding year-after-year, the School Board is beseeched in what it can and cannot do with it. The School Board currently has no parliamentary procedures in conducting board meetings. We do not always follow the Freedom of Information Act. No consistency in appointing mandated committees; example the school board policy mandates we have a Budget Committee, this committee is appointed during the reorganization of the school board. This Budget Committee has yet to be appointed in 2020. I offered to serve on it, and utilize my accounting skills that I obtained in completing my Master's Degree in Accounting and fix all the budget problems but when the time came to appoint, Jacob Wright decided not to and moved on to the next agenda item. I abstain from voting on financial spending due to not receiving adequate information to ascertain if the School Board is adhering to its mandated budget on a monthly basis. I do not receive information regarding assets and liabilities enabling me to understand the school board's financial condition. How am I supposed to approve the payment of bills, if I am not provided information to know if we overspent or not? The School Board and Board of Supervisors in approving the 2020-2021 budget will magically purchase a \$90,000 school bus with \$75,000. They also approved the reduction of \$120,000 in speech services despite having an increase of students bringing the total to 67 students that would require these services. It was explained to me that we didn't have enough money. The School Board is about to approve the return of \$500,000 to the Board of Supervisors that could have been used to correct these deficiencies. I was informed during the August 17th public meeting that the Joint Services Committee will be appointed by the Superintendent versus the School Board in an effort to begin having meetings that are not open to the public.

Three months into my term I sat in a closed session meeting where "He who shall not be named" sent the police after a child advocate for a credentialing snafu. "He who shall not be named" encouraged our School Board to eliminate a position because it was held by an employee that was described as a "major ADA compliance issue, a major, major one". As a parent I asked my school system to help accommodate my child yet I am told we don't have money to do it with. Which is supportive due to the rationale of Randy Tucker indicating that if a "kid needs a dog, were not supplying the dog" during a budget meeting. In case you were not aware in the last six years the home school population has increased 33% that's a total of 107 children that are currently homeschooled. I learned the hard way of why; now my two children have been homeschooled for two years now. The homeschool population creates an unrealized revenue source of approximately \$650,000 because these families do not enroll them in our school system.

This method of appointment has to end, God willing I will see that it does, as I have made preparations to collect signatures beginning in January to have a referendum placed on the ballot in 2021. I have strived to be honest, accountable, and transparent to the public. I created a Facebook page in 2019: Allegheny Fireside w/ Donnie Kern to do just that. If anyone want to assist with the referendum project please reach out. Let's make history together.

I commend the efforts of the joint committee in putting the joint school proposal together. I support working together and achieving economies of scale. I think Mr. Dressler and Mrs. Zeek would have been good participants to have at the table as they have brought up very good scenarios that are not explained in this proposal. I feel responsible for this effort, so I feel I owe you why I will not be voting in favor of it. I do not believe having an appointed school board is unacceptable. I recommend that the joint committee stay the plan until the proposal voted on with an elected school board. As it was suggested to me by Senator Creigh Deeds, you should request a legal opinion from the Virginia Attorney General if the plan can be proposed with having an elected school board.

Good people of Covington, if you want the administrative and appointed leadership that I have had to learn about over the course of two years, then you are about to get it. However, I will not be held responsible for giving it to you. You do not deserve it, no one does. You will have to get it from someone else. I refuse to expose another family, student, or staff member to the treatment that others have received by the Allegheny County School Board, I will not condone this treatment now or in the future. I am voting no on the joint school plan as it is currently being proposed. If you want to attempt to stop this machine, I recommend collecting 301 signed letters indicating disapproval, make a copy, then send them to Senator Creigh Deeds and Delegate Terry Austin to show there isn't community support. Have individuals that show up during the vote to sign such a letter. Pack the house when the vote occurs with your governing bodies and tell them how you feel. You can also come show support with your presence in silence or through applause. If you want to say something and don't know what to say you, can read this letter. It may incite tears, anger, or vomiting, something I experience each time I think about its contents. Invite WDBJ7. This letter is intended to seek governmental redress in an attempt to secure the civil rights our most vulnerable children protected by such rights. It is a violation of federal law to retaliate against an individual that attempts to secure the rights of those that are protected by such rights. With best wishes I remain, always



**Donnie T.A.M. Kern, M.S.A., EA**  
**School Board Member-ACPS**  
**Clifton Forge West District**  
**115 Church Street**  
**Clifton Forge, Virginia 24422**

*Your loyal public servant*  
**Donnie T.A.M. Kern**



November 17, 2020

Dear Virginia Board of Education,

I am Clarence "Kit" Staunton, a school counselor with Covington City Public School. I write in anticipation of an upcoming meeting your board has during which members of a committee trying to merge the Covington City and Alleghany County school systems will make a presentation.

In the interest of full disclosure, let me state that I am a 36+ year employee of Covington City Public Schools. My wife is a high school assistant principal at Alleghany High School and is currently in her fifteenth year in that system. Our daughter is an art teacher in the Covington system. Both of our daughters are graduates of Covington High School and our son is a junior there.

It should be noted that just a few short years ago, the citizens of Covington voted down the issue of consolidated governments. Many feel the same about a merged school system but feel their voices have been overlooked by those elected and appointed to represent them. In fact, the vast majority that spoke at the public hearing before the vote by the Covington City School Board and Council spoke against the merger for various reasons. Again, it fell on deaf ears. We've been told that the issue couldn't be put on a ballot for a public vote but yet representatives ignored their constituents. Where is our voice in all of this?

Furthermore, one of the most debated issues of the vote was the fact that a current teacher from the Alleghany County Public School System is a member of the Covington City School Board and voted for the merger. Prior to her vote, she read a statement that she felt she could vote without prejudice, despite the fact that she would gain financially from the merger (i.e., when Alleghany teachers' salaries are equalized with Covington's). Was it illegal for her to vote? If not, it's certainly ethically debatable.

The tactics of the school merger committee have been questionable from the beginning. First, I know of no person, board, etc., that formally requested for this process to begin. Suddenly, we just heard about meetings with politicians in Richmond during which possible funding was being discussed. It snowballed from there. Mrs. Erika Hunter, one member of the Covington City School Board who was also a member of the Consolidation Committee, has also publicly questioned how several things have been handled. And, frankly, some people just felt it was pushed through during a time when attention was focused on Covid-19, as it should have been, rather than worrying about the huge task of merging two systems.

There was a requirement of a telephone poll of 300 people to gauge support of the merger. Mr. Allan Tucker, a Covington City Council member who was also on the Consolidation Committee, stated from the stage the night of the vote that he was not happy this had not been done. Mr. Jonathan Arritt, Vice-Chair of the Covington City School Board and the Merger Committee, later stated that this poll was never intended to be done before the vote. My question is, *what good does it do after the vote?*

In the end, a telephone poll was never conducted. After the four boards had already voted, a survey was put out on social media that could be forwarded to whomever and completed by individuals of unknown whereabouts and taken multiple times. It was far from scientific. Given the manner in which it was dispersed, there is no way of knowing the accuracy of the answers, what percentage of those completing it actually live in the area, what percentage of people completing it live in Covington City versus Alleghany County, if the results are skewed by the same person taking it multiple times, etc. There was no place that allowed for comments. Furthermore, if you didn't have social media, chances were you didn't even know about the survey as it wasn't advertised and was only available for a few days.

Furthermore, the questions on the survey were skewed toward a favorable view of a merger. For instance, one question was along the lines of the following: *If a merger would provide more opportunities for our*

*students, would it make you more likely to be in favor of it?* The problem is that these opportunities haven't been fully developed. What are the opportunities? What are they "promising"? Both systems already offer Dual Enrollment, Advanced Placement, Governor's School and a variety of online classes. We're told this whole merger is "about the kids" but, again, we'd like specifics and haven't gotten them. Subcommittees are supposedly working on this now, but it seems the cart was put before the horse—and the students and their education were supposed to be the stallion in this scenario.

Another promise by the committee is that no one will lose a job and that all "job losses" will occur through attrition. This is another point that people are skeptical of, for obvious reasons. My wife points out that it's always that "no jobs will be lost"—it's never stated that positions won't be lost; therefore, an individual could be moved to another position, possibly even a lower paying one. But even stating "no jobs will be lost" isn't accurate. We will not have two superintendents, two high school principals or even two basketball coaches; therefore, someone loses a job or, at least, a supplement. Is that not one of the main points of a merger? Not many employees of either system believe this and they're scared of losing their livelihood. If the committee is relying on retirements, that is a big gamble. Plans and financial situations change. Nothing is guaranteed. Again, we've gotten no specifics on how these situations will be handled.

The public has been told the state will provide funding for the merger, yet in a meeting of the athletic subcommittee, it was stated that they would rely on the booster club(s) to help with fundraising from local businesses to help sponsor/fund the purchase of new athletic uniforms. We're merging but can't even afford a basic such as the uniforms for our athletic teams?

There are several more examples but I hope I've provided enough to give you pause when considering the merger of the two systems. While I know that every minute detail could not be worked out prior to a vote, broad statements give little confidence in the push for the merger. Therefore, I, like many other citizens, am not for this merger.

Finally, Covington is proud of its school system. Bigger is not always better. We like that we're small but mighty. We like that there are choices in our community to fit all needs. We don't want to see that taken away from the community and, most importantly, our students. I hope that you'll consider this during the presentation this week.

I have included my personal cell phone number should you wish to speak to me directly.

Sincerely,

Clarence "Kit" Staunton  
School Counselor  
Jeter-Watson Intermediate School  
Covington, Virginia 24426  
540-691-7545

My name is Ashley Callen and I'm calling for an immediate return to in person education. It's a disservice to make our students wait – particularly the timetable for middle and high school students. They should go back now, NOT January.

Our local numbers all support a return, but I know many remain concerned. I want to quickly share some important COVID statistics that I learned directly from Dr. Slauoui, the chief scientist coordinating vaccine development.

80% of people who get COVID never know they have it. They wake up with a headache, don't feel great, and continue on with their lives. 10% need medical care. Of that 10% only 1 to 1.5% die. Between the ages of 20 and 70, the death rate is .2%. Or 99.8% survive COVID. These statistics made me feel better when I returned to work in person, in July. We cannot zero out all risks, nor should we try. Each time we get in a car, we assume a risk.

So, I would ask our teachers and staff to please consider this reality and then, be brave and return to the classrooms unless you have an underlying condition in which case you and similarly situated students should have a virtual option.

I have a fourth grader at Tuckahoe & a 7<sup>th</sup> and 8<sup>th</sup> grader at WMS. Their teachers are doing their very best. My eighth grader is looking at boarding schools in the NE and admissions officers' **jaws literally drop** when I explain that he essentially missed a third of 7<sup>th</sup> grade and now, we are all virtual. It's embarrassing and shameful. Kids are in school in CT, NJ, NY, and FL; while our kids fall behind.

There's simply no way teachers can make up for the lost time plus meet the goals of the current school year, **UNLESS** we immediately return to the classroom. I'm willing to do whatever it takes, and I know other parents are too. Please call on us.

October 8, 2020

Arlington Public School Board Members  
1426 N Quincy Street  
Arlington, VA 22207

Dear School Board Members:

The purpose of this letter is to advocate for a plan to reopen Arlington Public Schools (APS) in a manner that serves students, teachers, and parents using local data and emphasizing optimal teacher led instruction for our students. We support returning to school full time, but if this is not achievable, then we support at least two days in person and synchronous learning when not in person. As of October 7, 2020, APS announced a plan to allow two days in-person and two days of synchronous learning. This is an improvement but the timeline for return is not supported by the data. Students need to return sooner rather than later.

The current plan on the APS website would have middle school students returning to the classrooms in January. This is too late. In our opinion, the Arlington data – which should be used to evaluate the return date – indicates student should return now. Our students are falling further and further behind.

### **The Science and Local Data Support Children and Teachers, Without Comorbidities, Returning to the Classroom**

According to a September 25, 2020, *Arlnow* article “Arlington’s coronavirus metrics are pointing in the right direction.” The positivity rate is 3.1 percent – a decline since the beginning of September. The daily new cases have hovered in the teens for most of the month of September. In Arlington, the deaths are overwhelmingly in the 80+ age bracket. To compare, in Arlington, no one under the age of 39 has died of COVID, but 75 individuals over the age of 80 have died. The total deaths in Arlington is 152.<sup>1</sup> Broaden to include northern Virginia as a whole, the data remains positive. The northern Virginia positivity rate is below five percent and there are 5.8 cases per 100,000 people. These numbers put Arlington well within the range to return to school.<sup>2</sup>

At the start of the debate on whether to reopen schools the American Academy of Pediatrics (AAP) and the National Academies of Sciences, Engineering, and Medicine Committee on Guidance for K-12 Education advocated for in-person education. Since then, other esteemed educators and medical professionals have joined the chorus of those following the science and putting children’s well-being first. In June, Harvard Professor of exposure assessment science and director of the Healthy Buildings program at Harvard University’s T.H. Chan School of Public Health, Joseph G. Allen, released a study making the case for schools reopening this fall. In summary, he raised the following concerns about virtual education:

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<sup>1</sup> Arlington COVID Dash Board available at: <https://data-dashboard.arlingtonva.us/covid>

<sup>2</sup> See <https://www.arlnow.com/2020/09/25/arlington-coronavirus-test-positivity-rate-is-falling/> and <https://www.novaregiondashboard.com/cases-dashboard>

“virtual dropouts,” the impact of school closures on our children’s health, the burden on parents and in particularly working moms, and the risks of abuse, neglect, and violence posed when children are forced to stay home.<sup>3</sup> He proposed simple and common sense procedures to get our children back in the classroom.<sup>4</sup>

CDC Director Robert Redfield has also raised red flags about the risks of children not attending in-person school. Going even further, Dr. Redfield a grandfather to 11 school-age children, said: “You know, a lot of kids get their mental health services, over 7 million, in school. A lot of people get food and nutrition in schools. Schools are really important in terms of mandatory reporting sexual and child abuse. ... Obviously, the socialization is important. And, obviously, for some kids, I think actually a majority of kids, their learning in a face-to-face school is the most effective method of teaching.”<sup>5</sup> Dr. Redfield acknowledged that schools must open safely and that teachers and parents must be confident that all precautions have been taken. He also noted that the guidance issued by CDC is not set in stone. It is purposefully practical and flexible to suit the varying needs of school districts across the U.S. Finally, CDC – through Dr. Redfield – has pledged to provide assistance to school districts.<sup>6</sup>

Novel and ongoing research by esteemed Professor Emily Oster at Brown University and Professor Galit Alter at Harvard Medical School, the team who launched *COVID Explained*, said preliminarily analysis shows:

Kids are less likely to become seriously ill with COVID-19 and it seems that infection among kids is simply less likely than among adults. It’s not that they are infected and unaware, but rather it seems like they are just not infected very often.

However, it’s still unclear how easily kids can spread the virus. Some data suggests that they are more likely to spread it than adults, while other data suggests that they are less likely.<sup>7</sup>

The *COVID Explained* project provides illuminating information on childcare centers – some in hardest hit New York – that stayed open during the peak of the pandemic. Here’s the prior data, which is no longer being updated.

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<sup>3</sup> <https://www.washingtonpost.com/opinions/2020/06/24/yes-kids-should-be-going-back-school-fall/>

<sup>4</sup> <https://www.washingtonpost.com/opinions/2020/06/24/yes-kids-should-be-going-back-school-fall/>

<sup>5</sup> <https://thetablet.org/cdc-director-sees-public-health-risk-in-children-not-returning-to-school/>

<sup>6</sup> <https://thetablet.org/cdc-director-sees-public-health-risk-in-children-not-returning-to-school/>

<sup>7</sup> <https://explaincovid.org/kids/kids-and-covid-19>

<b>All Locations</b>	
<b>Number of Centers</b>	983
<b>Total Students Served During Pandemic</b>	27,497
<b>Count of COVID-19 Cases in Students</b>	42
<b>Confirmed Case Rate, Students</b>	0.15%
<b>Total Staff During Pandemic</b>	9,691
<b>Count of COVID-19 Cases in Staff</b>	107
<b>Confirmed Case Rate, Staff</b>	1.10%

Early school reopening in places like Florida are promising. According to a report by *USA Today*, “the state’s positive case count among kids ages 5 to 17 declined through late September after a peak in July. Among the counties seeing surges in overall cases, it’s college-age adults – not schoolchildren – driving the trend, the analysis found.” These positive findings were attributed to Florida’s “success of rigorous mask wearing, social distancing, isolating contacts and quick contact tracing when necessary, health experts said.”<sup>8</sup>

In a piece in the *Atlantic*, Dr. Sarah Cohodes, Professor of Economics and Education at Teachers College, Columbia University, argued that we must choose our children – make kids the priority and use novel approaches to get them back in the classrooms. We hope that each APS Board member will take a moment to read her compelling and practical suggestions [available here](#).

### **APS Is Taking Prudent Steps to Prepare but We Must Also Be Brave**

APS website is updated now with the inclusion of a Dashboard and a link on “Health & Safety.” APS has already performed the following mitigation steps:

- Purchase of face coverings
- Purchase of enhanced personal protective equipment
- Social distancing
- Health Screenings
- Procedures for responding to COVID positive incidents
- Cleaning procedures
- Evaluation of transportation
- Evaluation of school ventilation

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<sup>8</sup> <https://www.usatoday.com/story/news/investigations/2020/09/28/florida-schools-reopened-en-mass-feared-covid-surge-hasnt-followed/3557417001/>

More recommended steps are underway. This is commendable. [We encourage all citizens to visit this link to read about these efforts.](#)

Ventilation is a concern that has been raised by APS by many community leaders. APS requested a study by CMTA, which is [available here](#). Of the schools evaluated, the findings were positive. Specifically, CMTA stated: “Based on APS classroom occupancy criteria, of the 1,527 classrooms reviewed, **a majority of the classrooms reviewed would support the basis of design occupancy of 25 students and a teacher.** The remaining classrooms were reviewed in additional detail to determine how many occupants the existing ventilation system could support.” The report notes that older facilities and replacement systems may not properly meet the needs. CMTA recommends the following remediation: “It is recommended that the district focus resources and efforts on the following strategies in prioritized order; increasing outdoor air ventilation, improving system filtration to MERV13 or higher, and using active indoor air cleaning technology where possible.”<sup>9</sup>

To solve these problems, Arlington County Board needs to step in and work hand in hand to assist APS. The County Board could assist by allocating funds to upgrade aging systems or they could provide Parks and Recreation space for outdoor classrooms while the weather still permits. This suggestion begs the question “why wasn’t this done sooner?” Where has the County Board been in all these discussions? [The Harvard Report contains strategies for managing ventilation in school buildings.](#) Additionally, CDC recommends augmenting outdoor air circulation and the use of HEPA filters.<sup>10</sup> States around the country are purchasing air filtration systems for classrooms. Arlington cannot let this concern paralyze progress.

### **Parents Stand Ready to Assist APS in Educating our Next Generation of Leaders**

Virtual school is far from ideal. One teacher recently commented that each day at least one student struggles to access one or more virtual classes of teacher led instruction. Students struggle to understand the assignments and how to navigate the new virtual accountability landscape. Students online actively engaging with their teachers are marked absent likely because the teachers do not have the opportunity to get to know their students. It is sad. And these are in optimal circumstances where at least one parent is engaged in navigating virtual school. The less optimal circumstances include the many Arlington children with disabilities, children for whom English is a second language, children who do not have network connectivity, or children whose parents work jobs that take them away from home for extended periods. The achievement gap continues to widen as the “haves” establish pods and hire tutors and the “have nots” languish without access to school meals or parental supervision. APS must stop paying lip service to equity.

Safety and health for our community is the goal but we must acknowledge we cannot avoid all risk. Each time we choose to drive a car, we are taking a risk. Most organizations and communities avoid risk because the consequences including legal liability. Here, APS plans to

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<sup>9</sup> [https://www.apsva.us/wp-content/uploads/2020/09/APS\\_Ventilation\\_Assessment\\_9-16-2020.pdf](https://www.apsva.us/wp-content/uploads/2020/09/APS_Ventilation_Assessment_9-16-2020.pdf)

<sup>10</sup> <https://www.cdc.gov/coronavirus/2019-ncov/community/schools-childcare/schools.html>

Arlington School Board Members  
October 8, 2020

take all necessary precautions to avoid outbreaks. Therefore, there will be no legal liability. As Virginia courts in have repeatedly said: sovereign immunity is alive and well in Virginia. Only gross negligence would lead to legal liability for APS. Certainly, legal liability is not what motivates us to do our best. It is safety and wellbeing.

We must move beyond fear and be brave. Had we been brave over the summer, our children would be back in school now since the data clearly supports a return. Children in the northeast and states like North Carolina are back in school. These children will be better positioned to succeed in college and life. Choose to educate our children. The benefits outweigh the costs. If COVID cases go up, we can revert to four days of synchronous learning again. As parents, we pledge to do what is needed. Just ask. If fundraisers to buy HEPA filters are what is needed, then ask. If volunteer parent monitors are needed, just ask. If money to hire additional teachers is needed, ask the parents to engage in fundraising.

If you would like to discuss, please feel free to call Ashley Callen at 703-622-9334.  
Thanks in advance for your attention to this matter.

Sincerely,

The Callen Family  
Tuckahoe & WMS

The Halataei Family  
Arlington Traditional School

The Ziegenhein Family  
Discovery Elementary

The Davis Family  
Key School & WMS

The Daniela Sicuranza Family  
Discovery ES

The Gay Family  
Arlington Science Focus, DHMS

The Joie Neely Family  
Taylor Elementary

The Sanne Family  
Discovery & WMS

The Hall Family  
Tuckahoe & WMS

The Deegan Family  
McKinley ES & Swanson MS





October 14, 2020

Dear Members of Virginia's Board of Education and Staff,

TJ Alumni Action Group (TJAAG) is a group of more than 1,000 Thomas Jefferson High School for Science & Technology (TJHSST or "TJ") alumni that seeks an admissions policy at TJ that promotes representative diversity and creates an improved anti-racist student experience that provides the quality educational experience needed to grow future STEM leaders.

TJAAG is focused on driving change in the following areas to achieve its core objectives:

- Re-designing the admissions process to be more equitable and result in representation of the makeup of Fairfax County
- Increasing and providing consistent, effective access in all communities to resources and messaging that recruits and prepares kids for the TJ application (not just AAP centers)
- Mandating an anti-racist curriculum for use starting this upcoming school year, including more resources and support at TJ for under-represented groups, to provide a healthy learning environment for all students
- Driving community outreach efforts that enrich STEM education at all levels throughout the Northern Virginia region

TJAAG is a team of alumni of every race, ethnicity, and economic background. We span coast to coast and all the way to Taiwan, and from a Mayflower descendant, to a Dreamer. We know that every TJ hopeful works hard, but the system we have now defines and rewards merit unequally.

Much of that system is determined by Virginia's Regulations Governing Educational Services for Gifted Students (*Revised June 2012*). As products of Virginia's Gifted Educational Services—and, some of us, now parents of Virginia students—we have questions and thoughts we hope the Virginia Board of Education takes into account in the 2020-2021 review process regarding training, communication, and accountability.

- How often do teachers and administrators receive training on the areas of "giftedness" and how to identify students who meet the criteria?
- How do committees ensure teachers are consistent in evaluating students against others of the same peer group?
- Are identification and placement committees required to be diverse and, if so, in what ways?
- How often are parents actively engaged and informed of the areas of "giftedness" and how to distinguish a "hardworking" student from a "gifted" student?
- If both parents/students are permitted to refer their students/themselves for gifted assessment, what options do they have to access advanced courses should they not be deemed gifted? What is that process, and how is that option effectively communicated to parents/students?
- If a gifted education track is based on early elementary scores/performance, are benchmarks or milestones for review required in each school division?
- Is demographic data of current students enrolled in gifted education programming compared to demographic data of students and teachers in that school division required to be made publicly available?

- What percentage of funding for the education of gifted students is provided by a school division vs. by the Virginia General Assembly?
- Is there a financial benefit for a school division identifying more of their students as gifted?

Although the primary focus of our organization focuses on TJ, we recognize that the “pipeline” of gifted students is a determining factor in the TJ admissions process and admissions policies for other Governor’s Schools throughout the Commonwealth. As we strive to make these processes more equitable, we hope to remain engaged with Virginia’s Department of Education and to provide support and perspective as we partner to perfect our education system.

Sincerely,

A handwritten signature in black ink, appearing to read 'Makya Renée Little', written in a cursive style.

Makya Renée Little  
President, TJAAG

cc: Dr. James Lane  
Secretary Atif Qarni  
Dr. Donna Poland  
Mr. Rashard Wright

# JENNIFER L. HARDY

1052 Wilson Road, Wilsons, VA 23894 Phone (434) 294-9454 Email: jenniferuav@gmail.com

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October 26, 2020

Virginia Board of Education  
101 N. 14<sup>th</sup> Street  
Richmond, VA 23219

## **Re: Nottoway County School System**

To Whom It May Concern:

This letter is in reference to the children of Nottoway County having the option to attend school in person for the 20-21 school year. I have three (3) children who have attended Nottoway Schools since they were in Pre-K; a senior, sophomore, and fourth grader. I have already addressed the local school board and the current plan set in place is not to send all children back full time. Which leads me to my request to the Virginia Board of Education; to investigate local district plans and ensure that students are receiving a quality education and how that is being achieved and actually accounted for.

Nottoway County School district is denying parents the option of in person learning, which under the current COVID-19 situation they have that right, but at the same time they are NOT providing the necessary equipment for children to remote learn. This is producing a county of under educated children, while the school system continues to get state and federal funding for students that are not learning.

Nottoway County is a predominantly low to moderate income community with families that have very limited internet access and options. The decision to do an all virtual learning approach should have taken into account the lack of internet in the area. The initial survey sent out in July revealed that over 70% of parents and teachers preferred in person learning and the board still adopted an all virtual approach. Why is that? Why didn't the parents and teachers get a say in the learning approach best suited for the County?

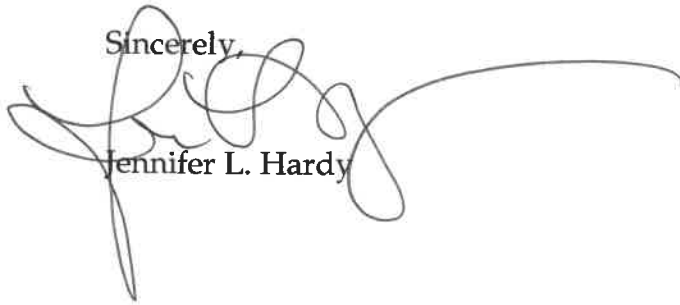
These children have been home since late March, the school system has received grant funds for hotspots for these families, and as of October 26<sup>th</sup> they still do not have the hotspots. The school system has no idea when the hotspots will arrive, nor do they know if they will work for the area (T Mobile hotspots were purchased, which is a carrier known not to work in Nottoway County). With all that in mind, the school

system must reconsider the virtual only option for ALL students. These children deserve a quality education and deserve a chance to succeed.

This letter is to request that you look into the Nottoway County learning plan and identify how many enrolled students are being accounted for? How many students are submitting assignments and actually succeeding under the current all virtual plan? How many students are failing under this plan? How many of the unaccounted for students do not have internet access? What is the board of education doing to ensure these school districts are being held accountable? Many children are being left behind by the education system and I urge you to stand up for the children.

Thank you for your time in reviewing my request. I can be reached at 434-294-9454 or by email [jenniferuav@gmail.com](mailto:jenniferuav@gmail.com) if someone would like to address my concerns or need further information.

Sincerely,

A handwritten signature in black ink, appearing to read "Jennifer L. Hardy", with a long horizontal flourish extending to the right.

Jennifer L. Hardy

Arlington Public Schools, Arlington School Board, and Virginia Department of Education,

I am writing to bring to your attention that Arlington Public Schools (APS) is falling way short of the 990 hours per school year requirement for instruction for students.

As of 24 October 2020, Arlington students will receive 137 days of synchronous learning, which began on 8 September 2020 and will end on 18 June 2021. The synchronous learning days are Tuesday thru Friday each week. The elementary age children are online from 0900 to 1420 with 1 hour and 20 minutes allocated for lunch and breaks. This means the students are receiving an average of 4 hours of instruction per day. The calculation of synchronous learning days (137) times the average number of hours of instruction per day (4) will mean that APS will provide only 548 hours for this school year.

I am concerned that APS will not meet the needed requirements in order to receive state financial aid.

Below you will find the references, statutes, and VA DOE FAQ links. I am not sure if APS has applied for a waiver, but my concern is that APS will not be able to show that it is doing everything possible to meet the standards. Instead of lengthening the school days, APS has cut each school day by 1 hour and 20 mins. It does not appear that APS is trying to make up for the lost instruction time that Arlington students are not receiving. This could be done if the following was implemented: 1. Add 1 hour additional instruction to the Tue-Fri synchronous days (with approximately 110 days remaining this would add 110 hours to the schedule); 2. Change Mondays back to synchronous learning days (30 days possible x 5 hours per day (if the additional hour was added) = 150 hours);

3. Extending the school year or removing planned holidays by an additional 36 days (which is 7 additional weeks). So, as of writing this email it is still possible to meet the 990 hour requirement, but only if APS takes immediate action.

I am hopeful that APS recognizes that it is never too late to change course and do the right thing. Our children deserve it. Please start putting the students first as stated in the APS policies.

Request VA of Department of look into this matter immediately. There are thousands of students that are being impacted.

Law:

8VAC20-671-420. Standard School Year and School Day.

A. Each school shall have a standard school year of at least 180 teaching days or a total of at least 990 teaching hours per year. The standard school day for students in grades 1 through 12 shall average at least five and one-half teaching hours or average 27 and one-half hours weekly, excluding breaks for meals and recess, and a minimum of three instructional hours daily for kindergarten.

<https://law.lis.virginia.gov/admincode/title8/agency20/chapter671/section420/>

From the VA Dept of Education FAQs-

What may be done in cases where schools are closed for so many days that the 990 hour clock requirement cannot be met? How will school closures affect ADM funding?

If a school or school division closes schools in response to the COVID-19 outbreak, they should make every effort to make up missed time, including using scheduled vacation days and planned school

closure days as well as extending the length of the school day or calendar. Should any school in a school division miss more than five days as the result of an emergency situation, the school may make up teaching days or hours according to the schedule provided in § 22.1-98.C(2) This link takes you out of the Virginia Department of Education website of the Code of Virginia. Funding based on average daily membership (ADM) would not be affected if divisions meet the 990 hour clock requirement or the emergency requirement as outlined in § 22.1-98 This link takes you out of the Virginia Department of Education website. If school divisions are still unable to meet these requirements, they can consider seeking a waiver from the Board of Education (BOE). The BOE has expressed they will be more flexible depending on the magnitude of the situation but waivers will only be granted to those schools or school divisions that have exhausted all means to make up for lost teaching time. Schools are reminded that any decision to close schools should be made in consultation with your local health department and in the interest of public health first. The VDOE does not provide recommendations regarding school closures.

[https://www.doe.virginia.gov/support/health\\_medical/office/covid-19-faq.shtml](https://www.doe.virginia.gov/support/health_medical/office/covid-19-faq.shtml)

§ 22.1-98. Reduction of state aid when length of school term below 180 days or 990 hours

<https://law.lis.virginia.gov/vacode/title22.1/chapter8/section22.1-98/>

Sincerely,

Jennifer Cory

Parent of a 3rd grade student and 5th grade student in Arlington Public Schools

Hello Loudoun County School Board members,

With all the accusations in Loudoun County and throughout the USA of systemic racism against Blacks (not supported by the facts), there's a growing movement in Virginia to have a Thank You White People Day

White people created the very high standard of living all races in the USA enjoy

They allowed non-Whites from all over the world to immigrate to the USA

By 2044 Whites will no longer be the majority (Census Bureau) in the highly advanced country they created, extremely generous of them

Many immigrants don't want to assimilate (destroys the cohesiveness and harmony of a country)

The USA was almost 90 percent White until the deceptive Immigration and Nationality Act of 1965 (proponents claimed it would not change demographics) flooded the country (chain migration big factor) with non-White immigrants (the USA became an economic superpower by about 1890).

White people created the government, the corporations, industries, technology, healthcare system, the banking system, the universities, made the US dollar the international currency etc.

The ubiquitous word "diversity" in the media, higher education and politics supports discrimination in hiring in companies, organizations and government agencies (especially management positions) and in higher education against heterosexual White males and in many cases White females.

The ubiquitous phrase "people of color" intentionally divides society, Caucasians in one group and everybody else in another group. White is a color, White has 52 shades.

Canada, Australia and many European countries, such as Sweden, Germany, Great Britain and France, are also generously allowing a vast number of non-White people to immigrate to their countries, perhaps they should also have a Thank You White People Day.

Are any non-White countries with an above average standard of living such as South Korea, Japan or Uruguay opening their countries to poor people of all races from all over the world? No, just White countries, yet White people are called racists, not fair.

Due to all the silly, inaccurate information about White people (the most generous race in the world) perhaps Loudoun County can create a Thank You White People Day to celebrate their enormous generosity; they allowed millions of poor non-White immigrants (expensive) from all over the world to immigrate to their country and enjoy a high standard of living even though they're going to become a minority in the United States. They have also sent billions of dollars to Africa and a vast amount of food and medicine and other items.

By the way, you may want to read a stunning book with evidence, about the Knockout Game (also known as Polar Bear Hunting), Black males hunt White people, they attempt to knock them out with one punch. The media won't discuss it.

<https://www.goodreads.com/book/show/23390103-knockout-game-a-lie>

Best, Jim

Dear Mr. Gecker,

I'm reaching out today to share new data from the National Council on Teacher Quality (NCTQ) regarding how Virginia teacher preparation programs ensure their teacher candidates get high quality clinical practice experiences and sufficient training in scientifically-backed classroom management strategies.

The new report, [2020 Teacher Prep Review: Clinical Practice and Classroom Management](#) includes ratings for 31 programs in Virginia, analysis of trends in these areas, recommendations for improvement, and examples of exemplar programs and resources.

[See all Virginia program scores in Clinical Practice.](#)

[See all Virginia program scores in Classroom Management.](#)

The ongoing COVID-19 pandemic has, at least for this year, reshaped much of what happens in schools, including clinical practice and classroom management training for aspiring teachers. Many states and teacher preparation programs have moved their clinical practice experiences online or abbreviated them, although essential classroom management strategies can't simply be converted to a remote teaching environment. However, the basic principles of quality clinical practice and classroom management still stand in spite of COVID, and are still critical to the success of aspiring teachers in their future careers.

[The NCTQ Clinical Practice standard](#) evaluates teacher prep programs on three elements of clinical practice: 1) the length of the experience, 2) the frequency of observation and feedback from a program supervisor, and 3) that the program requires that mentor teachers are effective and have the skills needed to mentor another adult.

[The NCTQ Classroom Management standard](#) evaluates if teacher prep programs require their aspiring elementary teachers to demonstrate their ability on the five classroom management strategies most strongly supported by research during student teaching, residency, or equivalent clinical practice. The five strategies are:

- Establishing rules and routines that set expectations for behavior;
- Maximizing learning time by managing time, class materials, and the physical setup of the classroom, and by promoting student engagement;
- Reinforcing positive behavior by using specific, meaningful praise and other forms of positive reinforcement;
- Redirecting off-task behavior through unobtrusive means that do not interrupt instruction and that prevent and manage such behavior, and;
- Addressing serious misbehavior with consistent, respectful, and appropriate consequences.



Particularly interesting considerations for state policy include:

- Dr. Goldhaber and colleagues at the University of Washington found that **first-year teachers can be as effective as typical third-year teachers if those new teachers spent their student teaching experience in the classroom of a highly-effective teacher.**
- **These five classroom management strategies (when deployed correctly) have conclusive positive effects on students' behavior,** regardless of their age, yet many state evaluation systems do not include all five, perpetuating a gap in educator preparation as well as continued teacher coaching and development.

You may also be interested in the methodology and research behind these two standards, available here for [Clinical Practice](#) and here for [Classroom Management](#).

We are pleased to report that progress in classroom management is particularly encouraging. More elementary programs are turning to classroom management strategies that are strongly rooted in research, standing now at half of traditional teacher preparation programs and representing an increase of nearly 30% since NCTQ first began to measure training in classroom management in 2013. However, the new data reports little progress in improving the quality of clinical practice, as managed by not just teacher preparation programs, but also their partner school districts. Few advancements have been made in adopting quality control metrics since NCTQ began measuring clinical practice experiences in 2013, specifically the all-important selection of the classroom mentor teacher.

As always, we hope you and your team find NCTQ data and analysis helpful in your work, and please don't hesitate to reach out if you have any questions.

Sincerely,

Shannon

**Shannon Holston** | Director, Teacher Policy

**National Council on Teacher Quality**

1440 G Street NW, Ste. 8193, Washington, D.C., 20005

202-393-0020 | [nctq.org](http://nctq.org)

# VIRGINIA PUBLIC EDUCATION COALITION



Virginia Association of Colleges for  
Teacher Education  
Virginia Association of Elementary  
School Principals  
Virginia Association of School  
Superintendents  
Virginia Association of Secondary School  
Principals  
Virginia Congress of Parents and  
Teachers

Virginia Counselors Association  
Virginia Education Association  
Virginia Middle School Association  
Virginia Professors of Educational  
Leadership  
Virginia School Boards Association  
Virginia School Counselors Association  
Virginia Association for Supervision and  
Curriculum Development

October 19, 2020

Daniel A. Gecker  
President, Virginia Board of Education  
Richmond, Virginia


Dear Mr. Gecker,

The Virginia Public Education Coalition (VPEC) is grateful for our continued partnership with the Virginia Board of Education. We are encouraged when practitioners and stakeholders are brought to the table as the BOE considers revisions to any of the Standards established for our public schools. Below are recommendations as you revise the Standards of Accreditation. Many of these were sent you last Spring by the Taskforce on School Accreditation. As we discussed these recommendations, our groups wanted to reaffirm the work you are doing on student growth models and on the need to include equity measures as you make your revisions. Like you, we believe Virginia should continue to evaluate our current student growth model to determine how effectively it measures real growth over time versus year to year. We know this has been a focus of this Board and we appreciate that work. The VPEC would also like to see the continued efforts of this Board to extend an equity lens to these revisions.

- 1) Given the changes in school schedules experienced this year, rethinking what constitutes a “school day” and what defines an absence.
- 2) Define and use methodologies that recognize student growth in lieu of seat time and attendance-related requirements for accreditation.
- 3) Incorporate student growth as a primary means of assessing student performance for accreditation, using tools that inform instruction and that are designed to measure growth rather than using Standards of Learning tests as proxies for growth.
- 4) Reduction of required SOL assessments to the minimum required under ESSA.

- 5) Provide state financial support in the identification and procurement of growth assessment tools that also inform instruction.
- 6) Provide plans for accreditation in the event of prolonged interruptions to learning in the future.
- 7) Conduct a review of the chronic absenteeism and dropout rate indicators as part of accreditation in response to how schools will operate after the pandemic. Consider use of school climate, school engagement, parent engagement, extra-curricular participation.
- 8) The indicators should be tied closer to the 5 C's. If the SOL assessment does not accomplish this, then a different kind of indicator should be considered. This could include inputs as well as outcomes.

Sincerely,

A handwritten signature in black ink, appearing to read "Jim Baldwin". The signature is fluid and cursive, with a large initial "J" and "B".

Jim Baldwin  
Executive Director, VAESP  
Chair, VPEC