

Hiring and Educator Workforce Issues in Washington's Comprehensive Support Schools

Final Report

Prepared for the Office of Superintendent of Public Instruction

Ana M. Elfers
Margaret L. Plecki

University of Washington
College of Education
Center for the Study of Teaching and Policy

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Introduction and Study Purpose

The federal Every Student Succeeds Act (ESSA) requires states to identify schools for comprehensive support. In Washington, these schools are identified based on the Washington School Improvement Framework and include the lowest-performing five percent of all schools. The Washington State Office of the Superintendent of Public Instruction (OSPI) is considering new strategies and supports for these schools based on a broad variety of data and information. This includes an examination of hiring and workforce issues within these schools and districts. Given the composition of schools currently receiving comprehensive support, it is imperative to address inequities in student access to well-qualified educators that exist by region, district, and individual schools within the same district. In this study, we examine issues regarding the nature and challenges of staffing within Washington's comprehensive support schools.

Despite ongoing attention to the state's lowest performing schools, efforts to turn around schools with substantial challenges has not always resulted in sustained improvement (U.S. Department of Education). Studies examining the impact of school improvement initiatives present mixed evidence on the effectiveness of reforms, with some studies showing no measurable impact on school performance, and others that document substantial improvements (Bonilla & Dee, 2017; Dee & Dizon-Ross, 2017; Dickey-Griffith, 2013; Dragoset et al., 2017; Papay & Kraft, 2015).

There is evidence that some of these studies did not adequately account for the fact that comprehensive school improvement requires time for positive changes to occur (Borman, Hewes, Overman, & Brown; 2003; Sun, Penner, & Loeb, 2017; Ginsburg & Smith, 2018). Multiple factors contribute to the success of school improvement initiatives, including the quality and stability of teaching staff, the quality of leadership, organizational capacity, support for ongoing professional learning, and community engagement (Bryk, Allensworth, Luppescu & Easton, 2010; Hitt, Woodruff, Meyers & Zhu, 2018; Ishimaru, 2018; Leithwood, Harris & Strauss, 2010; Loeb, Kalogrides & Beteille, 2012; McAlister, 2010).

Among the strategies recommended for successful school turnarounds has been a focus on hiring and professional development to ensure the best possible teaching force and effective school leadership, and to build long-term capacity. This implies a shared authority and responsibility between districts and schools to recruit well-qualified applicants and retain them in the schools where they are most needed.

While in the past, hiring was often led and controlled by district office administrators, there has been a shift to increased involvement of schools in the hiring process, with school principals often serving in a lead role (Engel, Cannata & Curren, 2018). This shift implies that a two-way, interdependent relationship between districts and schools is needed in order to maximize the capacity to recruit and retain a well-qualified workforce (Simon, Moore Johnson & Reinhold, 2019). A Massachusetts study of teacher recruitment in six successful, high-poverty schools found that these schools cultivated relationships with the school district, universities, and

community organizations to develop networks that provided candidates who were committed to serving low-income students and students of color (Simon & Moore Johnson, 2015).

Some research also suggests that effective teacher hiring depends on the use of multiple teacher recruitment strategies. An examination of teacher hiring practices in New York state found a relationship between the use of a wide variety of recruitment practices and the hiring of more qualified teachers compared to districts that relied on a limited number of strategies (Balter & Duncombe, 2008).

Over the years, states and district have invested in a variety of financial incentives to attract and retain teachers, including raising beginning teacher pay, across-the-board salary raises, enhancements for attaining additional certifications, signing bonuses and tuition reimbursement. However, there is a lack of evidence about which types of incentives are most effective. Furthermore, these incentives are often treated in piecemeal fashion rather than thinking about “packages” of incentives that are tailored to specific types of recruitment needs (Kolbe & Strunk, 2012).

Attracting and retaining high quality educators can present particular challenges for struggling schools. Educator labor markets are often regional, and different kinds of solutions may be needed. Additionally, there are substantial workforce concerns such as the lack of racial and ethnic diversity, areas of chronic, long-term shortage (e.g., math, science, English language and special education), and suggested declines in the number of individuals entering educator preparation programs. To date, the specific dynamics of the supply, demand and equitable distribution of teachers have not been analyzed in a comprehensive way. Consequently, current information about the state’s educator workforce is insufficient to make well-informed policy decisions, particularly with regard to staffing in the state’s lowest performing schools.

In order to understand school and district patterns of hiring, assignment and retention, this study examines multiple years of state administrative data as well as the collection of new data through survey methods.

Research Questions and Study Methods

Research Questions

OSPI identified 98 schools for comprehensive support by state and federal accountability processes for the 2018-19 school year. This study focuses specifically on the 98 schools and the districts in which they are located, as well as statewide and district comparative analyses. The overarching questions addressed in this study are:

1. How do the demographic characteristics, retention and mobility of teachers and principals in comprehensive support schools compare to the state and to demographically similar schools?

2. How do schools in comprehensive support and their districts address vacancies, areas of shortage, assignment, recruitment and retention?

These questions and other related issues will be examined using multiple sources of data. In the next section, we provide a brief description of the study methods.

Study Methods

In order to examine hiring and workforce issues, two research methods were employed. One was the analysis of existing state administrative data. The second was the design and analysis of surveys administered to human resource directors and school principals in comprehensive support schools and their districts. We discuss each of these two methods below.

Online Surveys

Two separate surveys were designed and administered for district human resource staff and school principals in the comprehensive support schools. The survey design included a “branching” of items such that different follow-up questions were asked based on participants’ responses to earlier items. Survey items were developed by examining prior national surveys and revised based on feedback from state agencies and educator groups. Comments on the draft surveys were received from staff at OSPI, the Washington State Board of Education, the Association of Washington School Principals, the Washington Student Achievement Council, the Center for Strengthening the Teaching Profession, and the Washington State Education Association. Email addresses for potential school principal and district human resource participants were provided by OSPI.

The online surveys were administered through Qualtrics, an online survey provider for the University of Washington. Qualtrics allows participants to receive a unique link to the survey, thereby protecting both confidentiality and securing access to verified participants. The online instrument allows for individualized reminders and follow-up messages to be sent to those who had not yet completed the survey. The online surveys were deployed on April 3, 2019, and three reminder messages were sent to non-respondents to encourage participation over a five-week period. Two principals had administrative responsibilities for more than one school in comprehensive support and one also had responsibilities as a superintendent. Consequently, 95 principals and 57 staff with human resource responsibilities were invited to participate in the surveys.

A total of 36 of 95 principals responded to the survey for a response rate of 38%, and 19 of 57 human resource staff participated in their survey (33% response rate). While we are accustomed to higher response rates to our surveys, these rates are better than most online surveys (typical response rates range from 15-34%). To examine the representativeness of the participating principals, we compared the school characteristics for those participating in the survey to all schools in comprehensive support (see Table 1). As can be seen in Table 1, the

school characteristics of participating principals closely parallels those of all schools in comprehensive support in terms of school type, size, level, student poverty, proportion of students of color and region of the state. Most principal participants identified as experienced school administrators. Ninety-two percent reported they had four or more years of administrative experience in education. However, nearly half (47%) indicated working in their current school fewer than four years, and one-quarter indicated it was their first year in the building.

Table 1: School Characteristics of Participating Principals Compared to All Schools in Comprehensive Support

	Comprehensive Support Schools		Schools of Participating Principals	
	Number	Percent	Number	Percent
Principals	95		36	37.9%
School Type				
Traditional schools	72	73%	29	81%
Alternative schools	15	15%	4	11%
Institutions or other types	11	11%	3	8%
School Enrollment*				
1-199	29	30%	12	33%
200-399	28	29%	10	28%
400-499	8	8%	3	8%
500-599	17	17%	6	17%
600-899	16	16%	5	14%
School Level				
Elementary (K-5 or K-6)	52	53%	21	58%
Middle School (6-9)	17	17%	6	17%
High School (9-12 or 10-12)	13	13%	6	17%
Multiple/Other (e.g., K-8)	16	16%	3	8%
School Poverty				
<50%	6	6%	4	11%
50.1% - 75%	32	33%	10	28%
>75%	58	59%	22	61%
Other/not reported	2	2%	0	0%
Students of Color				
<=25%	4	4%	2	6%
25.1% - 50%	23	23%	10	28%
50.1% - 75%	26	27%	8	22%
>75%	42	43%	15	42%
Other/not reported	3	3%	1	3%
Region of the State				
Western WA (ESDs 112, 113, 114, 189)	33	34%	14	39%
Central Puget Sound (ESD 121)	20	20%	8	22%
Eastern WA (ESDs 101, 105, 123, 171)	42	43%	13	36%
OSPI	3	3%	1	3%

**Demographic data based on OSPI's School Report data for 2017-18.*

We also compared the district characteristics of the human resource (HR) survey participants to all districts in which comprehensive schools are located (see Table 2). As can be seen in this table, a greater proportion of HR survey participants were located in smaller districts and those with fewer numbers of schools in comprehensive support. The fact that fewer participants from larger districts participated in the survey means that caution is warranted in interpreting some aspects of the survey data. Approximately 30% of staff participating in the HR survey indicated that they had worked in their district fewer than five years, and 63% indicated they had responsibilities for more than just human resources.

Table 2: District Characteristics for Participants of Human Resource Survey Compared with All Districts with Comprehensive Support Schools				
	Comprehensive Support Districts		Districts with Participating Staff	
	Number	Percent	Number	Percent
HR survey participants	57		19	33%
District Enrollment*				
1-999	16	28%	8	42%
1,000 - 4,999	12	21%	3	16%
5,000 - 14,999	11	19%	5	26%
15,000+	16	28%	3	16%
OSPI/Institutions	2	4%	0	0%
District # of Schools in Comp Support				
1 school	34	60%	15	79%
2 schools	12	21%	2	11%
3 or more schools	11	19%	2	11%
Region of the State				
Western WA (outside 121)	21	37%	9	47%
Central Puget Sound ESD 121	10	18%	2	11%
Eastern WA	24	42%	8	42%
OSPI	2	4%	0	0%

*Demographic data based on OSPI's School Report for 2017-18.

Survey data were systematically analyzed for similarities and differences by participant role (e.g., human resource director, principal) and other factors.

Database Analyses

We use several data sources to conduct a statewide analysis of the retention and mobility patterns of teachers and principals. The primary data source was the personnel data from the state's S-275 dataset. This dataset contains demographic and assignment information about all educators in Washington state. We link the S-275 data to other state databases, including school and district demographic data to form a portrait of teacher and principal retention and mobility. We have access to multiple years of data, enabling us to conduct longitudinal analyses that are comparable over time. Using these state administrative datasets, we focused specifically on the last five years. For retention and mobility trends over time, we examined both five-year time periods, and year-by-year changes in demographic characteristics, retention and mobility. Both the five-year and year-by-year analyses are cohort-based. That is, we identify

teachers in a given year, and then examine their assignment in the workforce in the subsequent year.

We provide analyses of both five-year and year-by-year retention and mobility rates for all teachers statewide and comprehensive support schools and districts. For the purposes of this study, teacher retention and mobility includes both the extent to which teachers move to other schools and other districts, as well as leave the state education system. We describe the criteria for the teachers included in these analyses as follows:

- Teachers were defined as those public school teachers whose assignment is the instruction of pupils in a classroom situation and who have a designation as an elementary teacher, secondary teacher, other classroom teacher, or elementary specialist teacher (duty roots 31-34). Other teachers serving in specialist roles (e.g., reading resource specialist, library media specialist) were not included in the statewide analyses.
- Beginning teachers were defined as those public school teachers with less than 1 year of experience as reported in the S-275.

In order to examine retention and mobility patterns, teachers are placed in one of four categories:

- “Stayers” – teachers assigned to the same school(s) in the initial school year, and also in the subsequent year.
- “Movers in” – teachers who moved to other schools in the same district, or changed assignment (other than a classroom teacher) within the same district.
- “Movers out” – teachers who moved to other districts, either as a classroom teacher or in some other role.
- “Exiters” – teachers who exited the Washington education system, either temporarily or permanently.

For the principal retention and mobility analyses, we provide two five-year time periods. We define “principal” as an individual whose primary assignment is designated in the S-275 database as duty root 21 or 23. Similarly, we define “assistant principal” as an individual whose primary assignment is designated as duty root 22 or 24. We use the same four retention and mobility categories (Stayers, Movers in, Movers out and Exiters) for principals and assistant principals.

While this study provides an analysis of educator retention and mobility, including factors that may impact turnover rates, we do not examine other related issues. First, we do not address the reasons why individuals choose to move to other schools or districts, or why they decide to

leave the profession, either temporarily or permanently. Issues such as increased workload, quality of school and district leadership, support from parents and community, and personal and family factors are all known to influence educator's views of their careers. We also do not distinguish between individuals who choose to make a change in their assignment or location, and those who have been involuntarily transferred. Additionally, we make no claims about the quality of the performance of individuals who stay in their schools, move to another school or district, or leave the profession.

Matched Schools

To strengthen the comparisons between schools in comprehensive support and other schools across the state, we identified a unique set of schools matched to each of the 63 traditional schools in comprehensive support¹ with at least 10 or more teachers. We identified similar schools by type, level, student enrollment, and a proxy for school poverty (i.e., percent of students receiving free or reduced priced lunch). We included all schools that fit these criteria but excluded any comprehensive support schools. We then narrowed the list to the closest matching unique schools. Finally, we prioritized certain criteria to determine the final three matches for each school based on location, with priority given to schools within the same district, the same county, and then region of the state. The rationale for prioritizing by locale was that teacher labor markets are regional, and schools seeking to staff their schools within the same geographical area would potentially be a closer match than schools in another part of the state.

Characteristics of Schools in Comprehensive Support

Washington's schools in comprehensive support represent a diverse group of educational learning contexts. Most of the 98 schools identified for comprehensive support (89%) are traditional or alternative schools and are located in communities across the state. About a third (34%) of these schools are located in Western Washington outside the Puget Sound region, 20% are located in the Puget Sound Region (ESD 121), and 43% are in Eastern Washington. The majority of comprehensive schools serve fewer than 400 students (58%) and are primarily at the elementary level (53%). Only two of the thirteen high schools in comprehensive support are considered traditional high schools. A small subset of comprehensive support schools (11 in total) are described as re-engagement or skills centers, facilities that offer children and youth specialized care, or juvenile justice institutions. Table 3 provides additional details.²

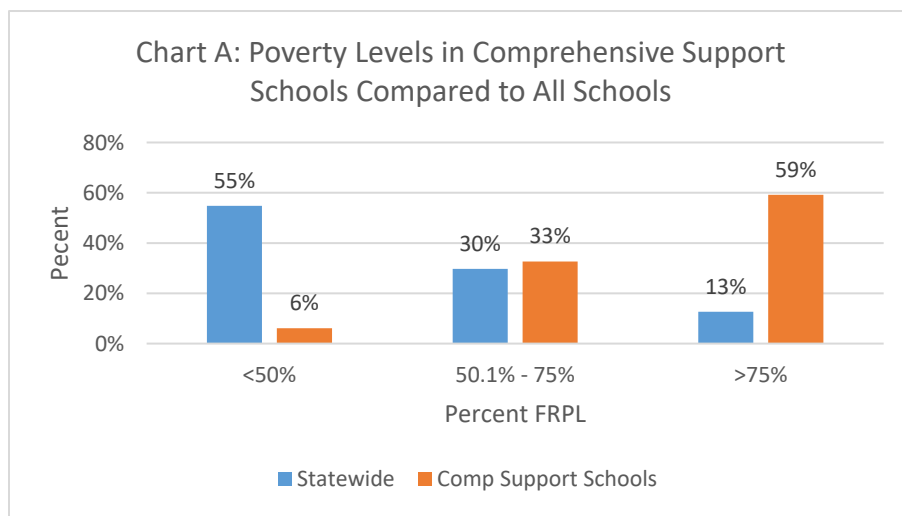
¹ Traditional schools are those coded as "P" in OSPI's school demographic data. They do not include alternative schools, re-entry schools or other facilities offering specialized care for children or youth.

² While school demographic data is available for all 98 schools in comprehensive support, 6 schools lack personnel or other data needed for analyses. All 6 of these schools are in the "other" category of schools and include juvenile justice institutions or other facilities offering specialized care. Consequently, our sample of comprehensive schools for analyses is restricted to the 92 schools for which necessary data is available.

Table 3: Characteristics of the 98 Schools in Comprehensive Support in 2018-19		
	Number	Percent
School Type		
Traditional	72	73%
Alternative	15	15%
Other	11	11%
School Enrollment*		
1-199	29	30%
200-399	28	29%
400-499	8	8%
500-599	17	17%
600-899	16	16%
School Level		
Elementary (K-5 or K-6)	52	53%
Middle School (6-8 or 7-9)	17	17%
High School (9-12 or 10-12)	13	13%
Multiple/Other (e.g., K-8, K-12)	16	16%
Region of the State		
Western WA	33	34%
Central Puget Sound ESD 121	20	20%
Eastern WA	42	43%
OSPI	3	3%

**Demographic data based on OSPI's School Report for 2017-18.*

Schools in comprehensive support serve larger proportions of students in poverty and students of color compared to other schools in Washington state. Nearly 60% of comprehensive support schools serve students where 75% or more received free or reduced priced lunch. This compares to only 13% of schools statewide. More than half (55%) of schools statewide have poverty rates that are less than 50%, compared to only 6% of schools in comprehensive support (see Chart A). When examining the racial and ethnic makeup of students, 69% of schools in comprehensive support are schools where students of color are in the majority (50% or greater), compared with only 34% of schools statewide (see Table 4 for additional details).



Differences are also seen with respect to school size. When examining the proportion of schools with enrollments of less than 400 students, we find that 45% of schools statewide are in this size category, compared to 59% of schools in comprehensive support. Only 16% of schools in comprehensive support have 600 students or more, compared to 26% of all schools in the state.

Table 4: Characteristics of Students in Comprehensive Support Schools Compared with All Schools Statewide				
	Schools Statewide		Schools in Comprehensive Support	
	Number	Percent	Number	Percent
School Enrollment*				
1-199	608	25.7%	29	29.6%
200-399	446	18.9%	28	28.6%
400-499	386	16.3%	8	8.2%
500-599	315	13.3%	17	17.3%
600-899	611	25.8%	16	16.3%
School Poverty (FRPL)*				
<50%	1296	54.8%	6	6.1%
50.1% - 75%	704	29.8%	32	32.7%
>75%	299	12.6%	58	59.2%
Other/not reported	67	2.8%	2	2.0%
Students of Color				
<=25%	628	26.5%	4	4.1%
25.1% - 50%	934	39.5%	23	23.5%
50.1% - 75%	508	21.5%	26	26.5%
>75%	296	12.5%	42	42.9%
Other/not reported	NA	NA	3	3.1%

*Demographic data based on OSPI's School Report for 2017-18.

Key Findings Regarding Characteristics of Schools in Comprehensive Support

- A majority of schools in comprehensive support are small (enrollment less than 400 students) and primarily at the elementary level.
- Nearly 60% of schools in comprehensive support serve students where poverty rates are 75% or more compared to only 13% of schools statewide.
- Most comprehensive support schools (69%) are schools where students of color are in the majority compared to 34% of schools statewide.

Characteristics of Teachers in Comprehensive Support Schools

In this section, we review the characteristics of the teacher workforce statewide and in comprehensive support schools and provide some historical data for context. Approximately 65,000 teachers³ were working in Washington during the 2018-19 school year, up from approximately 49,000 in 1995. The majority of teachers in Washington are White (88%), a statistic that has changed by only a few percentage points in more than 20 years. The proportion of teachers with less than five years of experience has grown from a fifth to a quarter of the workforce during this time. Additionally, the increase in the proportion of teachers with a Master's degree has increased by 20 percentage points. Table 5 provides details.

	1995/96	2018/19*
Student Enrollment	951,795	1,127,493
# Teachers (Headcount)	48,997	64,551
Teacher Gender		
Female	68%	74%
Male	32%	26%
Education Level		
Bachelor's	53%	32%
Master's	46%	66%
Teacher Race/Ethnicity		
Asian/Pacific Islander	2.0%	3.2%
Black/African American	1.6%	1.4%
Hispanic	1.7%	4.3%
Native American	0.8%	0.7%
White (non-Hispanic)	93.9%	88.3%
More than one race	NA	2.1%
Teacher Experience		
0-4 years	20%	25%
5-14 years	35%	36%
15-24 years	31%	25%
25 yrs or more	14%	14%

*Preliminary S275 duty root 31, 32, 33 or 34 with FTE designation greater than 0 in given year.

The characteristics of teachers working in comprehensive support schools differ from the statewide picture. In Table 6, we present a comparison of all teachers statewide, teachers in traditional comprehensive schools, and teachers in alternative and other types of comprehensive support schools. Across all types of comprehensive support schools, the teacher workforce is more diverse. Compared to schools statewide, traditional comprehensive support schools have a higher proportion of teachers with less than five years of experience (34% versus 25%) and teachers with bachelor's degrees (40% versus 32%). The teacher workforce in alternative and other comprehensive support schools is substantially different from

³ Certificated instructional staff with FTE designation >0 in a duty root of 31, 32, 33, or 34 in the S275.

teachers statewide and teachers in traditional comprehensive support schools. There are higher proportions of male teachers and teachers with more years of experience in alternative and other comprehensive supports schools (see Table 6).

Table 6: Comparison of Characteristics of Washington Teacher Workforce in 2017-18 Statewide and in Different Types of Comprehensive Support Schools			
	Statewide	Traditional Comp Support Schools (n=72)	Alternative/ Other Comp Support Schools (n=20)
# Teachers (Headcount)	63,110	2010	231
<i>Teacher Gender</i>			
Female	74%	78%	55%
Male	26%	22%	45%
<i>Education Level</i>			
Bachelor's	32%	40%	27%
Master's	66%	59%	65%
Doctorate	1%	0%	1%
Other	2%	1%	6%
<i>Teacher Race/Ethnicity</i>			
Asian/Pacific Islander	3.1%	2.6%	4.8%
Black/African American	1.3%	2.0%	3.9%
Hispanic	3.9%	10.5%	4.3%
Native American	0.7%	2.1%	2.2%
White (non-Hispanic)	88.9%	79.5%	81.4%
More than one race	2.0%	3.3%	3.5%
<i>Teacher Experience</i>			
0-4 years	25%	34%	22%
5-14 years	35%	34%	37%
15-24 years	25%	21%	27%
25 yrs or more	14%	11%	14%

Novice Teachers

Schools in comprehensive support have higher proportions of novice teachers. Nationally and in Washington state, new teachers comprise a larger segment of the teacher workforce than in previous years. Given the state's goal to increase the racial and ethnic diversity of the teacher workforce, much of the focus has been on the preparation and hiring of new teachers of color. Nationally, 12% of all public school teachers were in their first or second year of teaching in 2014-15 (U.S. Department of Education, 2016). In Washington state in 2014-15, first- and second-year teachers comprised 10.7% of the workforce. This percentage rose to 11.7% in 2016-17 but has dropped slightly since. In the last eight years, the number of first- and second-year teachers more than doubled from 3,387 in 2010-11 to 7,269 in 2018-19 (see Table 7).

Table 7: Number of First and Second Year Teachers in Washington State: 2010 to 2018

School Year	Total Number Teachers	Number 1st and 2nd year Teachers Statewide	Percent Teachers Statewide
2010-11	56,222	3,387	6.0%
2011-12	55,279	3,668	6.6%
2012-13	55,772	4,314	7.7%
2013-14	56,761	5,336	9.4%
2014-15	58,246	6,261	10.7%
2015-16	59,809	6,918	11.6%
2016-17	61,605	7,204	11.7%
2017-18	63,110	7,081	11.2%
2018-19	64,551	7,269	11.3%

**Teachers with less than 2.0 years of experience*

While still not a large proportion of the overall workforce, the influx of new teachers may differentially impact districts and can be a substantive issue when schools or districts experience high levels of staff turnover. It also raises questions regarding a district's ability to provide adequate support to increasing numbers of new teachers. Without adequate support, new teachers can become part of the turnover cycle. Compared to teachers statewide, teachers in traditional comprehensive support schools have a higher proportion of teachers with less than 2 years of experience (16% compared with 11%), while the percent of these teachers in alternative or other comprehensive support schools are similar to the state.

Table 8: Comparison of First and Second Year Teachers in 2017-18 Statewide and in Different Types of Comprehensive Support Schools

	Number 1st and 2nd Year Teachers*	Percent 1st and 2nd Year Teachers
Statewide	7,081	11.2%
Traditional Comp Support Schools (n=72)	325	16.2%
Alternative/Other Comp Support Schools (n=20)	26	11.3%

**Teachers with less than 2.0 years of experience*

Race and Ethnicity of Beginning Teachers

When examining the race and ethnicity of beginning teachers (defined as teachers with less than one year of experience), we find that beginning teachers in comprehensive support schools are more racially and ethnically diverse than beginning teachers statewide. Three-quarters of

beginning teachers (74.5%) in comprehensive support schools are white, compared to 82.6% of all beginning teachers in Washington state. Furthermore, the proportion of beginning Hispanic teachers in comprehensive support schools is 15.5%, which is double that of all beginning teachers in the state (7.5%). The proportion of Native American teachers is also greater in comprehensive support schools compared to all schools in the state (3.7% versus 0.8%), as well as the proportion of African American teachers (3.7% versus 2.2%). The proportion of teachers who identify as Asian/Pacific Islander is smaller in comprehensive support schools compared to all schools in the state (see Table 9).

Table 9: Characteristics of Beginning* Teachers Statewide and in Comprehensive Support Schools in 2017/18		
	Teachers Statewide	Tchrs in Comp Support Schools
# Teachers (Headcount)	3,688	161
<i>Teacher Race/Ethnicity</i>		
Asian/Pacific Islander	4.0%	0.6%
Black/African American	2.2%	3.7%
Hispanic	7.5%	15.5%
Native American	0.8%	3.7%
White (non-Hispanic)	82.6%	74.5%
More than one race	3.0%	1.9%
<i>Age in given year</i>		
20-30	60%	57%
31-40	22%	22%
41+	18%	21%

**Beginning teachers statewide (duty root 31, 32, 33 or 34) with FTE designation greater than 0 and based on an unduplicated count of teachers and less than 1 year of experience.*

Key Findings Regarding Characteristics of Teachers in Comprehensive Support Schools

- Teachers in comprehensive support schools are racially and ethnically more diverse than teachers statewide.
- A higher proportion of teachers (16%) in traditional comprehensive support schools are in their first two years of teaching compared to teachers statewide (11%).

Retention and Mobility of Teachers

Being able to retain teachers at both school and district levels is an important factor in school improvement and in increasing access to quality instruction for students who have historically been underserved. In this section we provide analyses of the nature of teacher retention and mobility in comprehensive support schools and compare these rates to all schools statewide and to schools with comparable demographic characteristics. We also examine differences in retention and mobility rates across traditional schools in comprehensive support by size, level, and region.

Retention and Mobility Over Five Years

We first provide some historical context by displaying the five-year retention and mobility rates of all teachers in the state over five different time periods. Over time, a slight decrease can be seen in the proportion of teachers who remain in their same school after five years, from 58% in the initial five-year period displayed (2010-11 to 2014-15) to 55% in the last three time periods examined. We also note an increase in the proportion of teachers who change districts (“movers out”), from 7% in the initial time period to 11% in the last time period (2014-15 to 2018-19). The proportion of exiters from the Washington public school system consistently remains in the range of 20-21% (see Table 10). Our prior research on teachers who are exiters suggests that about one half of exiters are likely retirees (Elfers, Plecki & Van Windekens, 2017).

Five Year Period	Stayers in School	Movers in District	Movers out District	Exiters from WA system
2010/11 to 2014/15	58%	15%	7%	20%
2011-12 to 2015-16	57%	14%	8%	21%
2012-13 to 2016-17	55%	14%	10%	21%
2013-14 to 2017-18	55%	14%	10%	21%
2014-15 to 2018-19	55%	13%	11%	20%

Retention and Mobility in Comprehensive Support Schools

Given the context of these statewide trends, we then examine the five-year retention and mobility rates of teachers in comprehensive support schools to statewide statistics. Our analysis is focused on the most recent five-year period available (2014-15 to 2018-19). Table 11 displays the retention and mobility rates for all teachers in comprehensive support schools and also provides a breakout of rates by type of school (traditional, alternative, and other). Retention rates for teachers in comprehensive support schools are notably lower when compared to all teachers in the state. The percentage of stayers after five years is 48% in comprehensive support schools, compared to 55% statewide. This finding regarding the proportion of teachers

who are stayers also holds when examining comprehensive support schools by type. The percentage of teachers who move within their districts and out of their districts are also higher in comprehensive support schools compared to all teachers in the state. However, the percentage of all teachers in comprehensive support schools who are exiters is the same as the statewide statistic of 20%. One difference appears in alternative comprehensive support schools, with an exit rate of 27%, but caution is warranted given the relatively small sample size.

In addition to the school-level retention and mobility analysis, we also examined rates for all teachers in districts that have schools in comprehensive support. When examining district-level data, we find that the retention and mobility rates are similar to statewide statistics, with the percentage of stayers at 54% compared to 55% statewide. It is important to remember that this analysis includes teachers who do not work in comprehensive support schools. We present this data because teacher retention and mobility is often discussed at the district level. However, examining district level retention rates does not accurately represent the rates of retention and movement occurring in individual schools and can mask important differences among schools in the same district. Appendix A provides a comparison of five-year district and school-level retention and mobility rates in districts with comprehensive support schools.

Table 11: Five-Year Teacher Retention and Mobility Comparison: Statewide, Districts and Schools in Comprehensive Support (2014-15 to 2018-19)

	Number Schools	Number Teachers	Stayers in School		Movers in District		Movers out District		Exiters from WA system	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide		58,246	32276	55%	7634	13%	6405	11%	11931	20%
Comp Support Districts (55 districts)		27,992	15,014	54%	4,109	15%	3,123	11%	5,746	21%
Com Support Schools	92	2,079	997	48%	342	16%	320	15%	420	20%
Comp Support Schools by Type										
Traditional Schools	72	1881	895	48%	315	17%	301	16%	370	20%
Alternative Schools	15	166	83	50%	23	14%	16	10%	44	27%
Other Schools	5	32	19	59%	4	13%	3	9%	6	19%

Retention and Mobility in Traditional Comprehensive Support Schools

We also analyzed the five-year retention and mobility rates for traditional comprehensive support schools by size, level, and region. For this analysis, we only include the traditional comprehensive support schools because the numbers of alternative and other types of comprehensive support schools are too small to disaggregate across these categories.

With respect to school size, we find slightly higher percentages of stayers and lower percentages of exiters in larger schools (those with 600 or more students). There is also a somewhat higher rate of movers within districts for traditional elementary schools in comprehensive support. Retention and mobility rates are markedly different for traditional high

schools in comprehensive support, but we note that there are only two traditional high schools in this category and they are both small schools (see Table 12).

When examining difference by region of the state (Central Puget Sound ESD121, Western Washington outside of ESD 121, and Eastern Washington), we note that comprehensive support schools in Eastern Washington have a somewhat higher percentage of stayers and lower percentage of exiters as compared to the other two regions. Comprehensive support schools in ESD 121 have a higher rate of movers within district (21% as compared to 14% and 16% for the other two regions). The fact that ESD121 is the most densely populated of the three regions likely influences this higher rate of movement within districts. Many of these districts are larger with more opportunities to move within the district. Table 12 provides additional details regarding retention and mobility rates for traditional comprehensive support schools.

Table 12: Five-Year Teacher Retention and Mobility Comparison: Traditional Comprehensive Support Schools (2014-15 to 2018-19)										
	Number Schools	Number Teachers	Stayers in School		Movers in District		Movers out District		Exiters from WA system	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
Traditional Comp Support Schools	72	1881	895	48%	315	17%	301	16%	370	20%
Traditional Comp Support Schools by Size										
Less than 200 students	14	104	49	47%	12	12%	19	18%	24	23%
200 to 399 students	17	284	124	44%	46	16%	50	18%	64	23%
400 to 600 students	25	828	381	46%	147	18%	138	17%	162	20%
More than 600 students	16	665	341	51%	110	17%	94	14%	120	18%
Traditional Comp Support Schools by Level										
Elementary (PK-4, K-6, etc.)	50	1295	602	46%	229	18%	209	16%	255	20%
Middle School (6-8, 7-8)	16	480	251	52%	77	16%	65	14%	87	18%
High School (9-12)	2	18	5	28%	1	6%	6	33%	6	33%
Other	4	88	37	42%	8	9%	21	24%	22	25%
Traditional Comp Support Schools by Region										
Central Puget Sound (121)	14	434	177	41%	91	21%	70	16%	96	22%
Western WA (outside 121)	25	557	271	49%	79	14%	88	16%	119	21%
Eastern WA	33	890	447	50%	145	16%	143	16%	155	17%

Retention and Mobility of Beginning Teachers

As noted previously, in recent years there has been an increase in the number of beginning teachers in the state. Consequently, we analyzed the five-year retention and mobility rates for beginning teachers statewide and for beginning teachers in all comprehensive support schools. Beginning teachers in comprehensive support schools have somewhat higher rates of movement out of district (24% compared to 20% statewide), but lower rates of movement within their districts (11% compared to 14% statewide). Table 13 provides details.

Table 13: Five-Year Beginning* Teacher Retention and Mobility Comparison: Statewide and Schools in Comprehensive Support (2014-15 to 2018-19)

	Total Number Teachers	Number Beginning Teachers	Percent Beginning Teachers	Beginning Stayers in School		Beginning Movers in District		Beginning Movers out District		Beginning Exiters from WA system	
				Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide	58,246	3,380	5.8%	1496	44%	460	14%	666	20%	758	22%
Comprehensive Support Schools (all types)	2,079	172	8.3%	73	42.4%	19	11%	42	24%	38	22%

*Teachers with less than 1.0 years of experience.

Key Findings Regarding Five-Year Retention and Mobility

- Five-year retention rates for teachers in comprehensive support schools are notably lower compared to all teachers in the state (48% versus 55%).
- The percentage of teachers in comprehensive support schools who move within district and out of district are also higher than state statistics, but the percentage of exiters from the workforce is the same.
- While district-level retention and mobility for districts with comprehensive support schools are similar to the state, this masks important differences that exist among schools in the same district. Retention rates for teachers in comprehensive support schools are lower and mobility rates are higher than the rates for all teachers in their same district.

Annual Retention and Mobility

In addition to five-year retention and mobility analyses, we also examined the retention and mobility of teachers in comprehensive support schools from one school year to the next. We first provide some historical context about the annual retention and mobility of all teachers in the state over the last five years. As can be seen in Table 14, retention and mobility rates are remarkably consistent over time, with 83% of teachers statewide remaining in their schools as teachers from one year to the next, and 7% exiting from the Washington public school system.

Table 14: Statewide Year by Year Teacher Retention and Mobility:
Trend Data

Year by Year	Stayers in School	Movers in District	Movers out District	Exiters from WA system
2013/14 to 2014/15	82%	7%	3%	7%
2014/15 to 2015/16	83%	6%	4%	7%
2015/16 to 2017/18	83%	6%	4%	7%
2016/17 to 2017/18	84%	6%	3%	7%
2017/18 to 2018/19	83%	6%	4%	7%

We do find some differences in the year-by-year retention rates of teachers in comprehensive support schools when compared to all teachers in their districts and compared to all teachers statewide. Statewide, 83% of teachers remain as teachers in their same schools from 2017-18 to 2018-19. This is the same statistic found for all teachers in districts that have comprehensive support schools (see Table 15). However, only 78% of teachers in comprehensive support schools of any type remain as teachers for this same time period. There is only some minor variation in retention and mobility rates for teachers across the three different types of comprehensive support schools (traditional, alternative, and other). Appendix B provides a comparison of year-by-year district and school-level retention and mobility rates in districts with comprehensive support schools.

Table 15: Teacher Retention and Mobility Comparison: Statewide, Districts and Schools in Comprehensive Support (2017-18 to 2018-19)

	Number Schools	Number Teachers	Stayers in School		Movers in District		Movers out District		Exiters from WA system	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide		63,100	52,651	83%	3,566	6%	2,507	4%	4,386	7%
Comp Support Districts (55 districts)		29,843	24,705	83%	1,942	7%	1,164	4%	2,032	7%
Com Support Schools	92	2,240	1,757	78%	203	9%	110	5%	170	8%
Comp Support Schools by Type										
Traditional Schools	72	2,010	1,579	79%	177	9%	104	5%	150	7%
Alternative Schools	15	189	146	77%	22	12%	5	3%	16	8%
Other Schools	5	41	32	78%	4	10%	1	2%	4	10%

Retention and Mobility in Traditional Comprehensive Support Schools

To further analyze annual teacher retention and mobility, we focus on the 72 traditional comprehensive support schools. These schools represent the majority of comprehensive support schools and have characteristics that are comparable to the majority of schools in the

state. Table 16 displays the retention and mobility rates for all teachers in traditional comprehensive support schools by size, level, and region of the state.

For the smallest traditional schools in comprehensive support, the proportion of stayers in the same school is notably lower. Only 70% of teachers in schools with less than 200 students remained in their schools as teachers from 2017-18 to 2018-19, compared to 79% in schools with enrollments from 200-600 students and compared to 80% in schools with more than 600 students. We also note a higher rate of exiters in small traditional comprehensive support schools, with an exiter rate of 15%, nearly double that of schools in all other size categories. A higher proportion of teachers in traditional elementary schools also move within their districts (10%) compared to middle schools (5%), high schools (6%) and other schools (7%). This is likely due to the fact that there are more elementary schools than middle or high schools, thereby offering more opportunities for teachers to relocate within the district.

Table 16: Teacher Retention and Mobility Comparison: Traditional Comprehensive Support Schools (2017-18 to 2018-19)										
	Number Schools	Number Teachers	Stayers in School		Movers in District		Movers out District		Exiters from WA system	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
Traditional Comp Support Schools	72	2010	1,579	79%	177	9%	104	5%	150	7%
Traditional Comp Support Schools by Size										
Less than 200 students	15	115	81	70%	9	8%	8	7%	17	15%
200 to 399 students	17	386	304	79%	34	9%	19	5%	29	8%
400 to 600 students	25	831	653	79%	78	9%	43	5%	57	7%
More than 600 students	16	678	541	80%	56	8%	34	5%	47	7%
Traditional Comp Support Schools by Level										
Elementary (PK-4, K-6, etc.)	50	1,412	1,111	79%	144	10%	65	5%	92	7%
Middle School (6-8, 7-8)	16	497	401	81%	26	5%	28	6%	42	8%
High School (9-12)	2	17	10	59%	1	6%	2	12%	4	24%
Other	4	84	57	68%	6	7%	9	11%	12	14%
Traditional Comp Support Schools by Region										
Central Puget Sound (121)	14	449	348	78%	39	9%	20	4%	42	9%
Western WA (outside 121)	25	586	473	81%	34	6%	35	6%	44	8%
Eastern WA	33	975	758	78%	104	11%	49	5%	64	7%

Comparisons to Demographically Similar Schools

We now turn our attention to a comparison of teacher retention and mobility rates in comprehensive support schools to schools with similar demographic characteristics. As described in the methodology section, we created a subgroup of traditional schools in comprehensive support that have at least 10 teachers (a total of 63 schools). We then identified a unique set of schools matched to each of these 63 traditional schools by type, level, student enrollment, and school poverty. Three unique matches were then identified for each of the 63

schools based on location, with priority given to schools within the same district, the same county, and then region of the state.

Overall, when comparing traditional comprehensive support schools to the matched schools, we find a small difference in the percentage of stayers (79% and 81%, respectively) from 2017-18 to 2018-19. We then disaggregated the comparisons by school level and school size (see Table 17).

In six of the eight categories in which comparisons were made, schools in comprehensive support had a lower percentage of stayers than their comparison group. Two exceptions were for elementary schools with enrollments of 376-500 students (82% versus 79%) and for middle schools with less than 600 students (87% versus 83%).

We also find higher proportions of exiters in two cases: (1) small elementary comprehensive support schools (enrollments less than 325 students) compared to their matched comparison group (11% versus 7%), and (2) larger middle schools (enrollments greater than 600 students) compared to their matched group (10% versus 7%).

With respect to movers in district, we find two cases in which the rates for teachers in comprehensive support schools are notably greater than for their comparison groups. The two cases are for elementary schools with enrollments of 326-375 students (11% versus 8%) and for elementary schools with more than 575 students (16% versus 10%). There are also differences in the high school category, but we note that there is only one traditional high school in comprehensive support in this comparison.

Table 17: Teacher Retention and Mobility in Traditional Comprehensive Schools (>=10 Teachers) and Matched Schools in 2017-18 to 2018-19

	Number Schools	Number Teachers	Stayers in School		Movers in District		Movers out District		Exiters from WA system	
			Number	Percent	Number	Percent	Number	Percent	Number	Percent
Traditional Comp Support Schools >10 Teachers	63	1958	1,547	79%	172	9%	98	5%	141	7%
Matched Non-Comp School Teachers (All)	189	5839	4718	81%	452	8%	291	5%	378	6%
Traditional Comp Support Elementary and Matched Schools <325 Students										
Comp Support	9	157	124	79%	10	6%	6	4%	17	11%
Matched Non-Comp	27	496	408	82%	30	6%	25	5%	33	7%
Traditional Comp Support Elementary and Matched Schools 326 - 375 Students										
Comp Support	9	221	173	78%	24	11%	10	5%	14	6%
Matched Non-Comp	27	746	616	83%	63	8%	20	3%	47	6%
Traditional Comp Support Elementary and Matched Schools 376 - 500 Students										
Comp Support	9	262	216	82%	15	6%	13	5%	18	7%
Matched Non-Comp	27	773	613	79%	61	8%	45	6%	54	7%
Traditional Comp Support Elementary and Matched Schools 501 - 575 Students										
Comp Support	11	383	296	77%	30	8%	25	7%	32	8%
Matched Non-Comp	33	1099	901	82%	83	8%	47	4%	68	6%
Traditional Comp Support Elementary and Matched Schools >575 Students										
Comp Support	11	446	341	76%	71	16%	17	4%	17	4%
Matched Non-Comp	33	1293	998	77%	130	10%	86	7%	79	6%
Traditional Middle School Comp Support and Matched Schools <600 Students										
Comp Support	5	133	116	87%	4	3%	6	5%	7	5%
Matched Non-Comp	15	404	336	83%	24	6%	18	4%	26	6%
Traditional Middle School Comp Support and Matched Schools >600 Students										
Comp Support	8	346	274	79%	18	5%	20	6%	34	10%
Matched Non-Comp	24	986	816	83%	56	6%	48	5%	66	7%
Traditional High School Comp Support										
Comp Support	1	10	7	70%	0	0	1	10%	2	20%
Matched Non-Comp	3	42	30	71%	5	12%	2	5%	5	12%

Key Findings Regarding Annual Retention and Mobility

- From 2017-18 to 2018-19, only 78% of the teachers in comprehensive support schools remained in their school from the prior year compared to 83% of teachers statewide.
- The proportion of stayers is 10 percentage points lower for the smallest traditional schools in comprehensive support (less than 200 students) compared to teachers in other traditional comprehensive support schools. These small schools also have the highest rate of exiters.
- The majority of traditional schools in comprehensive support have somewhat lower teacher retention from one year to the next compared to a demographically similar set of schools not in comprehensive support.

Characteristics, Retention and Mobility of Principals

In this section we examine administrative staffing in schools in comprehensive support. As mentioned earlier, these schools are situated in very diverse contexts, including among the largest and smallest districts in the state. Consequently, administrative staffing in these schools also varies based on the type of school and the number of students enrolled. In small districts, someone other than a principal may have administrative responsibilities for the school (e.g., the superintendent, other district administrator or an assistant principal). For the small subset of comprehensive support schools that provide specialized support for children and youth (e.g., re-engagement or skills centers or juvenile justice institutions), we have limited data and these schools were removed from the analysis.

The majority of comprehensive support schools (86%) had an assigned elementary or secondary principal. In four of the traditional comprehensive support schools, an assistant principal or other district administrator was listed as having administrative duties at the school. In some cases, data about administrators was lacking (Table 18 provides a breakout of this information). While larger schools also may have assistant principals, we limit the initial analysis to principals.

Table 18: Administrative Staffing in Comprehensive Support Schools in 2018-19*		
	Traditional Comprehensive Support Schools (n=72)	Alternative/ Other Comp Support Schools (n=20)
Elementary or Secondary Principal (may also have APs)	61	18
Assistant Principal(s) Only	2	0
District Administrator (Supt or Other Admin)	2	0
No School or District Administrator Listed	7	2

**Based on preliminary S275 and administrative personnel duty codes.*

Demographic Characteristics of Principals

How are principals in comprehensive support schools similar to or different from principals statewide? In Table 19, we display the demographic characteristics of principals in comprehensive support schools compared to principals statewide in the 2018-19 school year. Similar to principals statewide, the vast majority of principals in comprehensive support schools held a master's degree or higher (92%). A somewhat higher proportion of principals in comprehensive support schools were female (55% compared with 52% statewide). From our previous research, we know that a larger proportion of female principals are located at the elementary level, and given that the majority of comprehensive support schools are elementary schools, it is not surprising to see this gender difference (Plecki, Elfers & Wills, 2017). Principals in comprehensive support schools were somewhat more racially and ethnically diverse (17% persons of color compared with 11% statewide), and a higher proportion had fewer than four years of experience as an educator (14% compared with 8% statewide).

Table 19: Characteristics of Washington Principals Statewide and in Comprehensive Support Schools in 2018-19*

	Statewide		Comprehensive Support Schools	
	Number	Percent	Number	Percent
Headcount	1987		78	
<i>Gender</i>				
Female	1038	52.2%	43	55.1%
Male	949	47.8%	35	44.9%
<i>Education</i>				
Bachelor	77	3.9%	5	6.4%
Master's	1804	90.8%	68	87.2%
Doctorate	70	3.5%	4	5.1%
Other	36	1.8%	1	1.3%
<i>Ethnicity</i>				
Asian/Pacific Islander/Native Hawaiian	51	2.6%	0	0
African American	59	3.0%	3	3.8%
Hispanic	61	3.1%	4	5.1%
Native American/Alaskan Native	15	0.8%	2	2.6%
White (non-Hispanic)	1760	88.6%	65	83.3%
More than one race	41	2.1%	4	5.1%
<i>Years of Experience as a Certificated Educator</i>				
0-4 years	164	8.3%	11	14.1%
5-14 years	469	23.6%	17	21.8%
15-24 years	900	45.3%	29	37.2%
25 yrs or more	454	22.8%	21	26.9%

NOTE: Preliminary S275 duty roots 21 or 23 with FTE designation greater than 0. One principal serves 2 schools and is listed only once to avoid duplication. Other administrative staff are not included in this comparison.

Retention and Mobility Patterns of Principals and Assistant Principals

In examining the retention and mobility patterns of principals and assistant principals statewide and in comprehensive support schools and districts, we chose to use a five-year analysis of the administrator workforce. The five-year trend data provide a broader look at the stability of the workforce over time. This analysis is cohort-based, which means that we identified all principals and assistant principals (either full- or part-time) in a given year and then examined their role five years later. When looking at the most recent time period (2013-14 to 2017-18), we find that after five years, 41% of principals remained in the same school (stayers), 24% remained in the same district (movers in), and 15% moved to another district in Washington state. After 5 years, one-fifth of principals were no longer working in Washington state as a K-12 public school educator (exiters). When comparing statewide retention rates for principals during five other five-year time periods, we find strikingly similar trends. One exception is for the time period from

2000-01 to 2004-05, when a somewhat higher proportion of principals were exiters (26%) and a lower proportion were movers in (20%).⁴ See Table 20 for details.

5 Year Period	Stayers		Movers In		Movers Out		Exiters	
	Principals	APs	Principals	APs	Principals	APs	Principals	APs
2000-01 to 2004-05	41%	38%	20%	28%	14%	16%	26%	19%
2005-06 to 2009-10	43%	38%	24%	32%	11%	16%	23%	15%
2010-11 to 2014-15	41%	40%	24%	31%	14%	14%	21%	15%
2011-12 to 2015-16	41%	38%	24%	31%	14%	17%	21%	15%
2012-13 to 2016-17	41%	36%	25%	29%	15%	20%	20%	15%
2013-14 to 2017-8	41%	37%	24%	30%	15%	18%	20%	15%

Five-year retention and mobility trends for assistant principals vary from those of principals. In general, slightly lower proportions of assistant principals remained in the same school and higher proportions move to other schools in the same district. This is not surprising as some assistant principals became principals during the time periods examined. We also found that the proportion of exiters was lower for assistant principals than principals. When examining the most recent time period (2013-14 to 2017-18), 37% of assistant principals remained in the same school, and 30% moved to another school in the same district. This compares to 41% of principals who were stayers, and 24% who moved within the district. A higher proportion of assistant principals moved to another district (18%) and a lower proportion were exiters (15%) compared to principals (see Table 20).

Retention and Mobility in Comprehensive Support Schools

We also analyzed retention and mobility rates of principals and assistant principals in schools and districts in comprehensive support for the same time period (2013-14 to 2017-18). We recognize that these schools may not have been identified for comprehensive support during that time period. However, it is important to understand the stability of administrative staffing in these schools over time. In Table 21, we provide comparisons of principal and assistant principal retention and mobility statewide in the districts where comprehensive support schools were located, and across all schools in comprehensive support. Similar to the teacher retention and mobility patterns, we see very little variation between the statewide statistics and the district statistics. Districts with schools in comprehensive support have slightly higher rates of principal and assistant principal movement within district rather than out of district, likely due to some

⁴ It should be noted that some principals who moved within the district also may have changed assignment (e.g., a move from principal to central office administrator).

large districts which could offer more opportunity for administrators to change schools and remain within the district.

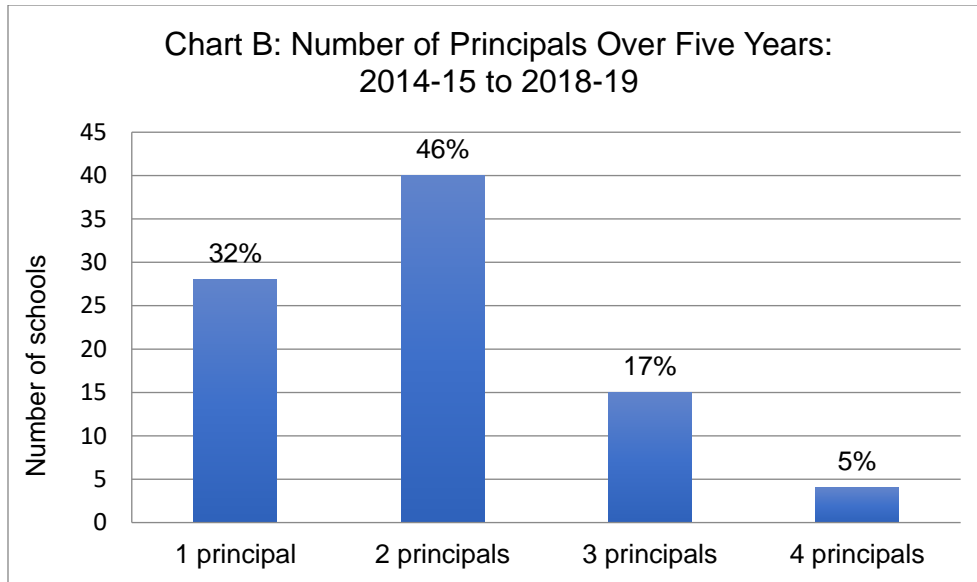
Table 21: Five-Year Principal Retention and Mobility Comparison: Statewide, Districts and Schools in Comprehensive Support (2013-14 to 2017-18)									
	Number Principals /APs	Stayers in School		Movers in District		Movers out District		Exiters from WA system	
		Number	Percent	Number	Percent	Number	Percent	Number	Percent
Statewide									
Principals	1,892	778	41%	457	24%	278	15%	379	20%
Assistant Principals	985	365	37%	291	30%	181	18%	148	15%
Comp Support Districts									
Principals	861	345	40%	242	28%	103	12%	171	20%
Assistant Principals	501	186	37%	160	32%	82	16%	73	15%
Comp Support Schools									
Principals	75	33	44%	18	24%	9	12%	15	20%
Assistant Principals	28	7	25%	8	29%	7	25%	6	21%

Principals in the schools currently identified for comprehensive support had slightly higher rates of staying in school (44%) compared to principals statewide (41%). These principals also had slightly lower rates of mobility out of district (12% versus 15%). We see a different pattern for assistant principals in comprehensive support schools. Only a quarter of assistant principals in these schools remained in the same school after five years, compared to 37% for assistant principals either statewide or in comprehensive support districts. The mobility rates for the assistant principals in comprehensive support schools were higher out of district (25%) and a higher proportion exited the workforce (21% compared with 15% statewide). While the numbers of assistant principals in the comprehensive support school group are small, the retention and mobility patterns may warrant further investigation.

Principal Turnover in Comprehensive Support Schools

Frequent administrative changes in a school may signal leadership concerns. In order to understand changes in administrative staffing, we asked the following question: How many different lead principals did each school have during the last five years (2014-15 to 2018-19)? The analysis was based on 87 schools which reported having a principal during this time period.⁵ We found that about one-third of schools (32%) had the same principal each year over the last five years. Nearly half (46%) had two different principals, 17% had three principals, and four schools had four different administrators in five years (see Chart B). In the 2018-19 school year, 30% of these principals were in their first year at the school.

⁵ Eleven schools were removed from this analysis due to insufficient data.



Key Findings Regarding Characteristics of Principals in Comprehensive Support Schools

- Principals in comprehensive support schools were somewhat more racially and ethnically diverse than principals statewide.
- Principals in comprehensive support schools had slightly higher five-year rates of retention than principals statewide (44% versus 41%).
- Assistant principals in comprehensive support schools had substantially lower five-year rates of retention (25%) and higher rates of exiting the workforce (21%) than assistant principals statewide (37% and 15% respectively).
- Nearly half (46%) of comprehensive support schools had two principals in the last five years, and 22% had three or more principals.

Teacher Vacancies, Recruitment and Retention

State administrative data can only address particular kinds of questions about human resources in comprehensive support schools. In order to address these limitations, we designed surveys for principals and human resource staff in schools and districts in comprehensive support. In our surveys, we asked participants to respond to items regarding teacher vacancies and how they are filled. Our inquiry about vacancies included both teaching positions that were not filled, and positions that were filled by temporary teachers (e.g. long-term substitutes, retire/rehire staff), teachers with emergency or conditional certificates, or teachers assigned to classes other than in their areas of endorsement. Survey respondents were also asked to provide information

regarding recruitment, hiring, and retention strategies at school and district levels. Additionally, we explored perspectives on efforts to diversify the educator workforce, the types of supports that principals receive, and the nature of the workload for HR staff.

When making comparisons between the responses of principals and HR staff, it is important to be aware that principals were reporting on the group of teachers in their schools, while HR staff were responding about districtwide conditions. It is also important to note that principals who responded to the survey were not necessarily located in the districts that HR staff represent. With those distinctions in mind, we discuss our analysis and findings from the survey data below.

Teacher Vacancies and How They are Filled

One-quarter of principals (25%) and nearly one third (32%) of HR staff reported having at least one classroom teaching position that was not filled when the 2018-19 school year began. Principals reported that 30% of these unfilled positions at their building were in elementary education, 20% in special education, 20% in bilingual education, 20% in science, and 10% in English/language arts. HR staff reported some similar results for their districts, with 32% of unfilled positions in elementary education, 29% in special education, and 10% in English/language arts. However, the responses from HR also reveal some differences, with reports of only 4% of the districts' unfilled positions in bilingual education and 4% in science, while 14% of vacancies were in music and art and 7% were in world languages. Table 22 displays this data regarding unfilled positions.

Area	% Reported by Principals	% Reported by HR Staff
Elementary Education	30%	30%
Special Education	20%	29%
Bilingual Ed/Dual Language	20%	4%
Science	20%	4%
English/Language Arts	10%	0%
Music, Art	0%	14%
World Languages	0%	7%

Of the principals who reported having at least one classroom teaching position unfilled when the school year began, 30% reported having at least one position still unfilled on February 1. Additionally, one-third of all principal respondents agreed that their inability to hire caused them to make changes to the school schedule or program to adjust to hiring difficulties. When asked to describe the kinds of changes that were made because of unfilled positions, principals described a number of strategies. Some indicated they combined classes (e.g., created a 2nd/3rd grade split class), reduced electives, changed the instructional delivery method, or increased the size of intervention classes. One principal stated that the school no longer has a music or art

program due to inability to hire, while another used a part-time music teacher to fill a half-time classroom teaching position vacancy, thereby reducing music offerings at the school. Some principals stated that they had to use intervention teachers to fill classroom teaching roles at times when no substitutes were available. Another principal described the following circumstances regarding vacancies:

Last year we spent the entire fall semester missing a kindergarten teacher. Also, in November one of our new hires decided to quit. We had to fill these two positions one day at a time with substitutes or with other staff members rotating in (interventionist, coach, PE teacher, etc.) until we were able to hire new teacher education program graduates in January.

In addition to vacancies at the start of the school year, 68% of HR staff reported having at least one teaching position in the district become vacant *during* the school year. Nearly a third (31%) of HR staff who had such vacancies reported that the vacancies were for 10 or more teaching positions, with one HR staff member reporting 80 such vacancies in the district.

In addition to positions that are unfilled, we also inquired about other types of vacancies in comprehensive support schools. These types include positions filled by teachers who lack full credentials and those in temporary teaching positions. Of the principals who responded to this item, more than a third (36%) reported having at least one teacher with a conditional certificate and more than one quarter (28%) had at least one teacher with an emergency certificate. With respect to temporary teachers, 25% of principals indicated having at least one teacher who is a long-term substitute and 14% reported having at least one teacher who is a retire/rehire staff member. Additionally, nearly a third (31%) of principals indicated that they had at least one teacher assigned to teach in areas other than in their endorsement(s). Table 23 provides details.

Table 23: Principals Reporting at Least One Teacher Who Is Temporary or Lacking Full Credentials (n=36)		
Type of Credential	Number of Principals	Percent of Principals
Individuals with a conditional certificate	13	36%
Certificated teachers assigned to classes other than in their areas of endorsement	11	31%
Individuals with an emergency credential	10	28%
Long-term substitutes	9	25%
Retire/rehire	5	14%

At the district level, a higher proportion of these types of teachers (47%) had a conditional certificate and a lower proportion (10%) were long-term substitutes (see Table 24). As previously mentioned, it is important to keep in mind that the reports of principals and HR staff

are not directly comparable, as principals are only reporting on the teachers in their schools, while HR staff are characterizing teachers throughout the district.

Table 24: Comparison of Principals and HR Staff Reporting about Teacher Credentials

Type of Credential	Percent Reported by Principals	Percent Reported by HR staff
Long-term substitutes	23%	10%
Individuals with an emergency credential	15%	20%
Individuals with a conditional certificate	33%	47%
Retire/rehire	6%	3%
Certificated teachers assigned to classes other than in their areas of endorsement	22%	20%

The final aspect of our inquiry regarding vacancies examines the types of teaching positions that are perceived as hardest to fill. Principals and HR staff were asked to rank order the top three teaching positions they believe are hardest to fill in their districts and schools. By far, both principals and HR staff identified special education positions as the hardest to fill, with 63% of principals and 68% of HR staff selecting this as their first choice. As second choices, 20% of principals identified elementary education, while 37% of HR staff selected mathematics as their second choice. Both principals (23%) and HR staff (16%) chose bilingual education/dual language as their third choice, with another 16% of HR staff selecting mathematics as the third choice (see Table 25).

Table 25: Rank Ordering of Teaching Positions that are Most Difficult to Fill

	1st Choice	2nd Choice	3rd Choice
Principals	Special Ed 63%	Elementary Ed 20%	Bilingual/ Dual Lang 23%
HR Staff	Special Ed 68%	Mathematics 37%	Bilingual/ Dual Lang Mathematics 16% each

Key Findings Regarding Teacher Vacancies and How They are Filled

- Twenty-five percent of principals in comprehensive support schools and 32% of human resource staff in these districts report having at least one classroom teaching position that was not filled when the 2018-19 school year began. Thirty percent of these principals reported having at least one position still unfilled on February 1st.
- One-third of all principals agreed that their inability to hire caused them to make changes to the school schedule or program to adjust to hiring difficulties.
- More than a third of principals reported having at least one teacher with a conditional certificate, and more than one-quarter had at least one teacher with an emergency certificate.
- Nearly a third of principals had at least one teacher assigned to classes other than in their areas of endorsement.
- Both principals and HR staff identified special education as the hardest teaching position to fill. Other areas both principals and HR staff noted as hard to fill include mathematics and bilingual/dual language education. Elementary education was identified by principals as hard to fill.

Recruitment and Hiring Strategies

Recruiting and hiring teachers who are best suited to meet the needs of students in a district or school is a vital responsibility shared by HR staff and principals (Simon et al., 2019). In this section, we discuss the views of HR staff and principals regarding strategies for advertising and hiring, timing of offers, prevalence and effectiveness of specific recruitment strategies, and perceived obstacles to finding desirable candidates.

Advertising and Hiring

From the survey data, we find that there is considerable variation in district-level practices regarding the timing of advertising and making offers to prospective teachers. About one-third (32%) of HR staff reported that their districts begin advertising for teaching openings in the upcoming school year prior to March 1, while 21% indicated that their districts begin advertising April 30 or later. With respect to making offers of employment, 32% of HR staff reported making offers on March 15 or earlier, while 42% make offers May 1 or later. A number of factors can influence the timing decisions made by districts, including student enrollment, teacher turnover, and the proportion of teachers who are either new or retiring, any of which could influence the timing of advertising and offers.

HR staff were asked to describe the types of strategies and sources of district advertising for open teaching positions. When asked about advertising in various media outlets, all HR staff indicated that they advertise on the district web site. A majority of HR staff report that their

district always or often advertises on the ESD website (74%) or on social media or other internet outlets (63%). However, there were other strategies that were used less frequently. The majority of HR staff reported not using trade publications (53%), radio (79%) or television (84%) (see Table 26). A majority of HR staff (68%) also report advertising with teacher preparation programs.

Table 26: Frequency of Advertising for Openings by Type of Media Outlet (HR staff =19)				
	Always	Often	Occasionally	Not at all
District website	90%	11%	0%	0%
ESD website/other communications	21%	16%	37%	16%
Social media/other internet outlets	16%	47%	21%	11%
Professional associations	16%	32%	26%	16%
Newspapers	5%	21%	47%	21%
Trade publications (e.g., EdWeek)	0%	0%	37%	53%
Radio	0%	0%	11%	79%
Television	0%	0%	5%	84%

Since the hiring of teachers involves interactions at both district and school levels, we inquired about practices regarding who is involved in hiring and how applications are processed. Again, we find variation in district practices. The majority of HR staff (58%) strongly agree that principals are the key decision-makers in hiring teachers for their schools, and another 21% somewhat agree with this statement. Principals' responses also reflect some variation regarding how involved they are with hiring teachers at their schools. While the majority of principals either strongly agree (53%) or somewhat agree (28%) that they have sufficient autonomy to hire teachers they believe are best qualified for their school, one-fifth (20%) either strongly or somewhat disagree. The majority of HR staff (68%) strongly or somewhat agree that their district hiring process is centralized. Slightly more than a quarter (26%) of HR staff and 22% of principals either strongly or somewhat disagree that the hiring process is centralized.

When asked about how prospective teachers apply for employment in the district, most HR staff (79%) indicated that candidates can only submit applications online, with another 21% indicating that applications can be submitted online or in hard copy. The vast majority of HR staff (90%) strongly agree that their districts have an online system for tracking applicants, and all HR staff either strongly (74%) or somewhat (26%) agree that applications can be shared electronically with principals and others. However, the majority of principals either strongly disagree (31%) or somewhat disagree (22%) that they have easy online access to all teacher candidates.

A small proportion of HR staff reported that applications can be submitted even when there are no advertised openings, and slightly more than one-quarter of HR staff (26%) indicated that that applicants can apply to a general teaching pool. Nearly half of HR staff (47%) reported that the

district offers incentives for early notification of upcoming retirements. This practice is often used to help districts plan earlier for the projected number of openings in teaching positions due to retirement.

Principals were asked about their experiences and preferences regarding hiring, including the interview process. While the majority of principals (72%) agreed that they have sufficient time to hire new staff before the beginning of the school year, more than a quarter (28%) disagreed with this statement, and slightly more than a third of principals (34%) disagree that HR provides clear information about the timeline and hiring process in their districts. The majority of principals (69%) agree that they spend a considerable amount of time searching for qualified applicants for their schools, and also agree (64%) that HR supports them in identifying the best-fit candidates. With respect to interviews, the overwhelming majority of principals (94%) agree that the interview team consists primarily of individuals from their schools. However, two-thirds of principals (66%) disagree that the interview team includes sufficient input from community members. The vast majority of principals (94%) indicated that they prefer to hire teachers who have prior experience working with diverse student populations, while a smaller proportion (52%) say they prefer applicants who are from the community over applicants from other districts or states. Table 27 provides details regarding the views of principals about the hiring process.

Table 27: View of Principals about the Hiring Process (n=36)

	Strongly Disagree	Somewhat Disagree	Somewhat agree	Strongly Agree
I prefer to hire teachers who have prior experience working with diverse student populations	0	6%	36%	58%
The interview team consists primarily of individuals from my school	0	6%	22%	72%
I have sufficient autonomy to hire teachers who are best qualified to teach in my school	6%	14%	28%	53%
I have sufficient time to hire new staff before the beginning of the school year	6%	22%	50%	22%
I spend a considerable amount of time searching for qualified applicants for my school	3%	28%	22%	47%
HR provides clear information about the timeline and hiring process	6%	28%	22%	44%
HR supports me in identifying the best-fit candidates	11%	25%	42%	22%
I prefer applicants who are from our community over applicants from other districts or states	8%	39%	33%	19%
I have easy online access to all teacher candidates who have applied to the district	31%	22%	8%	39%
The interview team includes sufficient input from community members	39%	28%	25%	8%

Key Findings Regarding Advertising and Hiring for Teaching Positions

- One-third of HR staff report that they begin advertising prior to March 1, and 21% begin advertising April 30th or later.
- Thirty-two percent of HR staff reported making offers of employment by March 15 or earlier, while 42% make offers May 1 or later.
- While 90% of HR staff agree that their districts have an online system for tracking applicants, the majority of principals (53%) disagree that they have easy online access to all teacher candidates.
- The majority of principals (94%) agree that the interview team consists mostly of individuals from their schools, but two-thirds of principals disagree that the interview team includes sufficient input from community members.

Recruitment Strategies and their Effectiveness

We asked principals and HR staff about the types of incentives and recruitment strategies employed at district and school levels, and gathered their perceptions of the effectiveness of the various recruitment strategies being used.

HR staff were asked to identify the types of financial recruitment incentives that are offered to prospective teachers. The majority of HR staff (53%) indicated that additional compensation was offered for extracurricular or administrative functions, and 42% noted that financial support was offered for pursuing National Board certification. Smaller proportions of HR staff indicated the following incentives were offered: loan forgiveness (26%), flexibility in crediting teaching experience in other districts or states (26%), signing bonus (21%), tuition support for completing a credential or endorsement (21%), and flexibility in crediting job experience in non-teaching occupations (11%). Only one HR staff member responding to the survey indicated that additional compensation was offered for teaching in hard-to-staff fields, and no one indicated that additional compensation was provided for teaching in high-poverty schools (see Table 28). When HR staff were asked to describe supports that would help them be more effective in their roles, one survey participant identified “the ability to offer incentives to candidates hired to fill hard-to-fill positions.” A principal shared a similar perspective, “It is difficult to recruit teachers to rural and high poverty schools. I think some kind of bonus or stipend would be a big incentive for teachers to come to these areas.”

Table 28: Human Resource Staff Reports of District Recruiting Incentives (n = 19)		
	Number	Percent
Additional compensation for extracurricular or administrative functions	10	53%
Financial support for pursuing National Board certification	8	42%
Flexibility in crediting teaching experience in other districts or states	5	26%
Loan forgiveness	5	26%
Tuition support for completing a credential or endorsement	4	21%
Signing bonus (one-time payment)	4	21%
Flexibility in crediting job experience in non-teaching occupations	2	11%
Additional compensation for teaching in hard-to-staff fields	1	5%
Additional compensation for teaching in high-poverty school	0	0

In addition to offering incentives, a variety of other recruitment strategies are used at district and school levels. Principals and HR staff were asked about the use and effectiveness of particular recruitment strategies. The vast majority of principals reported using the following strategies to

recruit teachers for their schools: encouraged paraeducators to pursue a career in teaching (92%), informally networked to identify prospective candidates (92%), attended regional job fairs (89%), encouraged student teachers to apply (86%), and contacted district HR to identify a pool of applicants (86%). However, principals rated some of these prevalent strategies to be more effective than others. For example, 94% of principals rated informal networking to identify prospective candidates as either very effective (39%) or somewhat effective (55%). On the other hand, only 15% of principals rated encouraging paraeducators to become teachers as very effective, and 30% indicated that it was ineffective. Similarly, while most principals (89%) indicated that they attended regional job fairs, only 3% rated this as very effective, and 38% rated this as ineffective (see Table 29). One principal provided a suggestion regarding how to improve the effectiveness of recruiting paraeducators to become teachers:

Provide alternative ways to meet the basic skills test and content specific test. For example, a para-educator with 5 or more years of experience should be able to use their experience to help meet the education program requirement. A portfolio of work would be a viable alternative to the content specific test. The reality is that a basic skills tests or a content specific test should not be the determining factor for a person to receive certification in teaching.

Another principal echoed this perspective, noting that “we need to make certain that the West-B and the West-E tests are not the ultimate gatekeepers.”

Table 29: Principals' Views of the Effectiveness of Strategies Used to Recruit Teachers in Their School (n=36)

	Used this Strategy	Very Effective	Somewhat Effective	Not Effective
Attended regional job fairs	89%	3%	59%	38%
Traveled to recruit teachers out of state	22%	13%	50%	38%
Direct contact with teacher preparation programs	72%	27%	58%	15%
Encouraged student teachers to apply for positions in my school	86%	19%	74%	7%
Encouraged paraeducators in my school to pursue a teaching credential	92%	15%	55%	30%
Encouraged teachers to transfer from other schools or districts to my school	58%	14%	67%	19%
Contacted the district human resources department to identify a pool of applicants	86%	23%	52%	26%
Started recruiting before positions were formally posted by the district	75%	15%	82%	4%
Informally networked to identify prospective candidates	92%	39%	55%	6%

All HR staff report using the following four recruitment strategies: regional job fairs, hiring teachers from alternative route programs, supporting paraeducators to become teachers, and advertising positions online, in print, or other media. Of these four strategies, the one rated as most effective was supporting paraeducators to become teachers. All HR staff rated this as either very effective (39%) or somewhat effective (61%), which contrasts with only 15% of principals who rated this as very effective and 30% who indicated it was not effective. Additionally, 95% of HR staff reported encouraging student teachers to apply for positions, with 41% of these staff rating and no one rated this strategy as ineffective. Only a small proportion of HR staff reported using the following three strategies: hiring teachers from outside the United States (32%), providing signing bonuses (32%), and providing financial incentives for teaching in hard to staff or high poverty schools (26%). Of those who used these three strategies, 50% rated hiring teachers from outside the United States as ineffective, and a third rated providing financial incentives for teaching in hard to staff or high poverty schools as ineffective.

Obstacles to Finding Desirable Candidates

A sizable portion of HR staff (43%) disagreed, either strongly or somewhat, that the pool of teaching applicants meets the needs of their districts, and an even larger proportion of principals (59%) disagreed that the pool of teaching candidates available to them meet the needs of their schools. When asked about the level of difficulty in recruiting certificated teachers with appropriate endorsements in their districts over the last three years, 21% of HR staff indicated it was very difficult, 42% reported that it was somewhat difficult, and 32% said it was a little difficult.

More than four-fifths of principals (81%) indicated that a lack of well-qualified candidates was either a major or moderate obstacle to finding desirable candidates for their schools, and nearly half (48%) indicated that the lack of amenities other towns and cities can provide was a major or moderate obstacle. A sizable portion of principals indicated that the following factors presented major or moderate obstacles to finding desirable candidates: salary and benefits greater in other districts (45%), district transfer policies that reduce flexibility to choose prefer candidates (44%), and lack of affordable housing (44%). Smaller proportions of principals noted that lack of childcare options (38%), long commutes to and from work (30%), and lack of proximity to a teacher preparation institution (25%) presented either major or moderate obstacles. A majority of principals (56%) reported that restrictions on hiring teachers with out-of-state credentials and lack of an ability to offer a full-time position were not obstacles to finding desirable candidates (see Table 30 for details).

Table 30: Principals' Views of Obstacles to Finding Desirable Candidates (n=36)

	Not an obstacle	Small obstacle	Moderate obstacle	Major Obstacle
Lack of well-qualified applicants	8%	8%	31%	50%
Lack of amenities that other towns and cities can offer	36%	14%	17%	31%
Salary or benefits are greater in other districts	36%	17%	14%	31%
District transfer policies that reduce my flexibility to choose the candidates I prefer	25%	28%	19%	25%
Lack of affordable housing	36%	17%	19%	25%
Lack of child care options	28%	31%	19%	19%
The commute to and from work is too long	33%	33%	11%	19%
Lack of proximity to a teacher preparation institution	42%	31%	19%	6%
Lack of ability to offer a full-time position	56%	28%	6%	8%
Restrictions on hiring teachers with out-of-state credentials	56%	31%	3%	6%

Responses from HR staff regarding finding desirable candidates for their districts largely mirror the responses from principals, with the exception that a much larger proportion of HR staff (84%) indicated that salary or benefits that are greater in other districts was a major or moderate obstacle, compared to 44% of principals who felt similarly.

Key Findings Regarding Recruitment Strategies and Their Effectiveness

- Nearly all principals (94%) rated informal networking to identify prospective candidates as effective. However, only 15% of principals rated encouraging paraeducators to become teachers as very effective and 30% rated it as ineffective.
- Most principals (89%) indicated that they attended regional job fairs but only 3% rated this as very effective, and 38% indicated it was ineffective.
- Only one HR staff member indicated that additional compensation was offered for teaching in hard to staff fields and no one indicated that additional district compensation was provided for teaching in high poverty schools.
- The majority of principals (81%) indicated that the lack of well-qualified candidates was an obstacle to filling positions in their schools. Other obstacles noted by principals were lack of amenities that other towns and cities can offer (48%) and salary and benefits that are greater in other districts (45%).

Retention Strategies

A factor equal in importance to teacher recruitment is teacher retention. We asked principals and HR staff about the kinds of strategies they find to be important in retaining the teachers they want to keep in their schools and districts. The top three strategies that principals rated as “very important” in retaining teachers in their schools were: (1) opportunities for effective teacher collaboration, (2) high quality professional learning opportunities, and (3) high quality mentoring for new teachers. When also considering the rating of “somewhat important,” 92% of principals rated these three strategies as very or somewhat important. The vast majority of principals also rated the following strategies as very or somewhat important: teacher leadership opportunities (94%), adequate classroom supplies and materials (92%), supports for teachers who wish to earn additional endorsements (86%), positive discipline or restorative justice programs (83%), adequate classroom facilities (83%), and supports for teachers to pursue National Board certification (82%). Nearly half of principals (47%) rated job-sharing options as not important, while a third of principals indicated that school-wide family engagement programs were not important in retaining teachers in their schools (see Table 31).

Table 31: Principals' Views of the Importance of Teacher Retention Strategies (n=36)			
	Very Important	Somewhat Important	Not Important
Opportunities for effective teacher collaboration	67%	25%	8%
High quality professional learning opportunities	64%	28%	8%
High quality mentoring for new teachers	61%	31%	6%
Teacher leadership opportunities	47%	47%	6%
Adequate classroom supplies and materials	42%	50%	6%
Positive discipline or restorative justice programs	36%	47%	11%
Adequate classroom facilities	36%	47%	14%
Supports for teachers to pursue National Board Certification	28%	53%	11%
Supports for teachers who wish to earn additional endorsements	25%	61%	11%
School-wide family engagement programs	17%	44%	33%
Job-sharing options	8%	36%	47%

HR staff were asked to assess district-level factors that may contribute to why their districts lose teachers they would like to retain, and their perspectives differed somewhat from those of principals. Nearly four-fifths (79%) indicated that retirements and lack of job-sharing options

were either major or minor reasons why teachers were leaving, and nearly three-fourths (73%) identified the lack of affordable housing and the commute to and from work as either a major or a minor reason. The majority of HR staff (74%) indicated that the lack of opportunities for professional growth was not a reason for the loss of teachers.

Diversity and Equity of Supports

Principals and HR staff were also asked to share their perspectives regarding efforts to attract and retain a more diverse teaching staff and their views on how schools in comprehensive support and Title 1 schools are supported. The majority of principals (83%) either strongly (14%) or somewhat (69%) agree that diversifying the teacher workforce is a priority of the district. One principal shared the following viewpoint about what should be done to diversify the workforce: “First, the district office must consider this a priority for school improvement efforts in my district. I do not believe they do. Little to no training is provided for leaders in my district to do this effectively.”

While the majority of HR staff (63%) agreed that the district has specific strategies to attract a more diverse educator workforce, only one-quarter (26%) strongly agreed with this statement. One HR staff member described the challenge as follows: “We are developing specific strategies around retention plans. When I ask around, I am not finding sample plans centered on the retention of teachers of color. I would appreciate technical assistance and samples of such plans.” A similar percentage of HR staff (64%) agreed that the district has made substantial improvements in diversifying the teacher workforce, and only 11% strongly agreed. Nearly one third (31%) either strongly or somewhat disagreed that substantial improvements had been made. One HR staff member wrote, “...the district must deliver on the promise of a more diverse, inclusive, and equitable place to work in order to retain teachers of color.” Several HR staff members noted the important role of teacher preparation programs. One indicated that “more diversity in college teacher preparation programs would provide more diversity to school districts.” Another HR staff noted, “better and more diverse teacher preparation programs; we are so geographically remote that it becomes quite difficult to diversify.”

A principal provided an additional perspective on what needs to be done to attract and retain a more diverse educator workforce:

As an educator, I looked to teach in a district/school environment which valued my skills and provided the resources needed to improve my teaching skills and also valued my bilingual abilities and multicultural background. Creating school cultures where staff feel that they can learn and grow their skills is crucial in retaining staff. Staff is more willing to teach in a school system which is supportive of staff and students by providing adequate resources and systems of support.

More than half of HR staff (54%) somewhat agreed and another 21% strongly agreed that the district has a teacher recruitment strategy that is focused on the needs of Title 1 schools and

schools in comprehensive support. Smaller proportions of principals somewhat agreed (44%) or strongly agreed (14%). While 64% of principals either strongly or somewhat agreed that the district attends to the needs of schools in an equitable fashion, more than one third of principals (35%) disagreed. When asked whether district HR is effective in helping them staff their schools, 42% of principals strongly agreed, 31% somewhat agreed, and 28% either strongly or somewhat disagreed.

Principals in comprehensive schools were also asked about other types of supports they receive. While the majority of principals (69%) agreed that they have adequate supports for working with teachers whose job performance is not satisfactory, nearly a third (31%) disagreed. A larger proportion of principals (86%) agreed that the district provides sufficient support for the induction and mentoring of new teachers. Table 32 provides details from principals' responses regarding supports for their schools.

Table 32: Principals' Views Regarding District HR Support (n=36)				
	Strongly Disagree	Somewhat Disagree	Somewhat Agree	Strongly Agree
The district provides sufficient support for induction and mentoring of new teachers	0	14%	44%	42%
District HR is effective in helping staff my school	6%	22%	31%	42%
I have adequate supports for working with teachers whose job performance is not satisfactory	3%	28%	50%	19%
The district attends to the needs of schools in an equitable fashion	11%	25%	33%	31%
The district has a teacher recruitment strategy that is focused on the needs of Title I schools and schools in comprehensive support	22%	19%	44%	14%

Nature of Human Resource Responsibilities

As described previously, districts that have schools in comprehensive support vary in size, location, type (urban, rural, or suburban), and in the demographic characteristics of the students being served. Consequently, it is not surprising that personnel working in HR systems within districts will vary in the size and scope of their work responsibilities. We inquired about the types of responsibilities that HR staff have, the number of staff supporting HR functions, their workload, and the types of supports they receive.

As discussed previously in the methods section, it is important to remember that there is an over-representation of HR staff working in small districts (enrollment less than 1,000 students) compared to all districts that have comprehensive support schools. Among our survey respondents, just 37% have HR functions as their only work responsibilities. Additionally, only

42% of respondents reported spending more than 80% of their time on HR responsibilities, with 37% indicating that they spend only 50% or less of their time on HR duties. Nearly a third (32%) were the only HR staff in the district, and another third (32%) have only 2 staff responsible for HR functions. In our sample of HR staff, 15% reported having more than 10 staff members with district HR responsibilities. A principal who responded to an open-ended survey item noted the need for the district to improve HR staffing as follows: “In our district, we need to hire a Director/person to lead HR rather than making it an add-on position to the Deputy Superintendent. We have 24 sites and over 13,000 students.”

A sizeable portion of HR staff (42%) have financial management responsibilities in addition to HR functions, 16% report having responsibility for facilities management, and 10% report responsibilities for special education or curriculum and instruction. The majority of survey respondents also report having responsibility for the following HR-related functions: onboarding of new hires (90%), recruitment and hiring (79%), benefits (79%), collective bargaining (68%), and labor relations (68%). Approximately half of HR staff (53%) report responsibilities for teacher and principal evaluation or beginning teacher support. Another aspect of variation among HR staff involves the number of teachers hired by the district. Nearly half (47%) of HR staff reported hiring at least 20 teachers this past school year, with 26% hiring more than 100 teachers. One survey respondent indicated that the district hired over 400 teachers this past school year.

Key Findings Regarding Teacher Retention Strategies

- The top three retention strategies that principals rated as very important were opportunities for effective teacher collaboration, high quality professional learning opportunities, and high quality mentoring for new teachers.
- Fifty-eight percent of principals agreed that the district has a teacher recruitment strategy focused on the needs of Title 1 and comprehensive support schools, but 38% felt that the district does not attend to the needs of schools in an equitable fashion
- Nearly a third of HR staff (31%) disagreed that the district had made substantial improvements in diversifying the workforce.
- Thirty-two percent of HR staff reported that they were the only HR staff member in the district, and 42% report having financial management responsibilities in addition to HR responsibilities.

Discussion and Implications

Schools in comprehensive support struggle to meet expectations for their students. In seeking to assist schools identified for support and improvement, it can be helpful to understand the specific staffing challenges which these schools may face. Washington state's 98 comprehensive support schools are a small subset of the state's diverse public educational institutions. In this report we examined teacher and principal workforce characteristics in these schools, as well as retention and mobility patterns. We also investigated how these schools, and the districts in which they are situated, seek to address staffing concerns such as vacancies, recruitment and hiring. In this concluding section of the report, we discuss major themes and findings from the study, and suggest implications for supporting the staffing needs of these schools.

1. Comprehensive support schools are different from most schools statewide in important ways, particularly with respect to the students served and the retention and mobility patterns of their teachers and principals.

Most of the schools identified for comprehensive support would be regarded as traditional public schools. However, they also include alternative schools, re-entry schools and other facilities that offer specialized care for children and youth. The majority of the schools are small (enrollment less than 400 students) and more than half are elementary schools. Nearly all serve a larger proportion of students in poverty and students of color than schools statewide. While their teaching staff are more racially and ethnically diverse, proportionately more of these teachers are new to the profession with fewer years of experience.

Overall, teachers in comprehensive support schools have lower retention rates in their schools than teachers statewide, and lower retention rates as compared to other teachers in their districts. These patterns are important to recognize because higher staff turnover has been shown to have detrimental impacts on student outcomes (Loeb, Kalogrides & Beteille, 2012). The teachers who leave these schools are not necessarily leaving the state's teacher workforce. Instead, teacher retention in comprehensive support schools is low because, in many cases, these teachers either move to other schools within the same district or other schools in the state. These patterns hold when we examined data for comprehensive support schools over both five-year and year-by-year time periods. Aggregate district-level retention and mobility rates for districts with comprehensive support schools tend to be similar to the state and mask important differences that exist among schools within the same district. This is one reason why it is important to look at individual school-level data, especially with regard to comprehensive support schools.

For a closer comparison of traditional comprehensive schools, we identified a unique matched set of demographically similar schools. In most cases, comprehensive support schools had somewhat lower rates of teacher retention than their matched counterparts. While the differences were smaller in comparison to statewide statistics, this is not unexpected given that

the matched schools serve similar student populations and may also face staffing challenges which require additional support.

Administrative staffing in comprehensive support schools reflects the diversity of their school contexts. The majority of comprehensive support schools have an assigned principal or assistant principal, but in small districts and in specialized institutions someone other than a principal may have administrative responsibilities (e.g., superintendent or other district administrator). Principals in comprehensive support schools are somewhat more racially and ethnically diverse than principals statewide.

Principals in these schools have retention rates similar to principals statewide, but assistant principals in comprehensive support schools had substantially lower five-year rates of retention and a higher rate of exiting the workforce than assistant principals statewide. Nearly half of comprehensive support schools had two principals in last five years, and over one-fifth had three or more principals. School leadership turnover may have an impact on instructional improvement efforts in schools (Hitt, Woodruff, Meyers & Zhu, 2018).

2. Attention needs to be paid not only to teaching positions that are unfilled, but also to positions filled temporarily or by teachers who lack full credentials. These are all types of “vacancies.” Students in the state’s schools with the highest needs must have access to fully qualified teachers who are retained, at a minimum, at rates similar to teachers statewide.

The study’s survey data suggests that sizeable proportions of teachers in comprehensive support schools either are not fully credentialed or are working in temporary roles. A quarter of the principals responding to the survey reported having at least one teaching position unfilled on the first day of school, and a third of these principals reported at least one position not filled by the first of February. Unfilled teaching positions leave principals scrambling day-to-day to find temporary solutions, sometimes pulling specialists away from their regular assignments or relying on long-term substitutes, retire/rehires and teachers lacking full credentials to meet immediate staffing needs. These conditions sometimes result in curricular or programmatic changes, ultimately limiting learning opportunities for the students who need them most.

Both principals and HR staff responding to the survey identified special education as the hardest teaching position to fill. Other difficult to fill positions included mathematics and bilingual/dual language assignments. Many comprehensive support principals are at the elementary level, and elementary positions are now considered hard to staff.

3. There is a good deal of variation in recruitment, hiring and retention strategies used in comprehensive support districts and schools. Some recruitment strategies currently being used are reported as ineffective, and other practices might warrant consideration. With respect to retention strategies, survey results highlight the importance of high-quality teacher professional development, collaboration, and mentoring as critical for supporting teacher retention.

Hiring practices varied considerably in these districts, particularly given differences in district size and location with some districts relying on multiple recruitment strategies while others focused on targeted practices and engaged with ESDs. Research suggests that using a limited set of recruitment practices may be negatively related to teacher qualifications and result in hiring less qualified teachers (Balter & Duncombe, 2008). As our study suggests, human resource staff and principals do not necessarily agree on which strategies are most effective in recruiting teachers. One concern is that principals report engaging in strategies which they do not find to be effective for their schools, such as attending regional job fairs or encouraging paraeducators to become teachers. Nearly all principals in comprehensive support schools rated informal networking to identify prospective candidates as very effective, and there is some evidence to support the efficacy of such networking strategies (Simon et al., 2019). Other strategies, such as encouraging student teachers to apply for positions, direct contact with teacher preparation programs and working with their human resource staff to identify a pool of applicants, were viewed more favorably. But a majority of principals reported that they do not have easy online access systems for tracking applicants.

Except for additional compensation offered for extracurricular or administrative functions as part of a teacher's assignment, and district support for pursuing National Board certification, few districts reported offering other recruitment incentives. From this survey evidence, it appears that districts are not developing packages of financial incentives that are honed to their specific needs (Kolbe & Strunk, 2012). In particular, there was a lack of specific recruitment strategies aimed at teaching assignments in hard-to-staff fields or high-poverty schools. A lack of well-qualified applicants was the major obstacle principals identified in finding desirable candidates for their schools. Principals also noted a lack of amenities that other towns and cities offer, and salary and benefits that are greater in other districts.

A number of factors influence the timing of advertising for positions and extending offers to prospective candidates. The wide variation in practices reported in the survey data suggest that some districts may need to prioritize teacher recruitment earlier with a focus on high needs schools. For example, advertising for the following school year in these districts began as early as December and as late as May. However, 42% of responding districts reported making offers after May 1st or later, which may make district offers less competitive.

Teacher retention is as important as recruitment in schools in comprehensive support. The principals who lead these schools reported that opportunities for effective teacher collaboration, high quality professional learning opportunities, and high-quality mentoring for new teachers were very important for teacher retention. This may be critical for supporting racially and ethnically diverse teachers (Achinstein, Ogawa, Sexton & Freitas, 2010). The workforce in many schools in comprehensive support is younger and more diverse, but it is unclear if these new teachers of color are receiving targeted supports that would encourage them to remain in an assignment that is potentially more challenging.

4. While teachers in comprehensive support schools are somewhat more racially and ethnically diverse than teachers statewide, further diversification of the workforce is needed.

Diversification of the state's teacher workforce is a responsibility shared by state agencies, teacher education programs, and individual schools and districts. Since this report focuses primarily on state, district and school efforts to support school improvement in comprehensive support schools, we highlight a few issues raised in responses from principals and human resource staff.

While nearly all survey participants agreed that diversifying the teacher workforce was a district priority, not all agreed that the district had made substantial improvements in this effort. Additionally, three-quarters of HR staff felt the district had a teacher recruitment policy focused on the needs of Title 1 schools and schools in comprehensive support, but only 58% of principals indicated this was true for their district. Additionally, 38% of principals felt that the district did not attend to the needs of schools in an equitable fashion. We also note that two-thirds of principals disagreed that the candidate interview process included sufficient input from community members. This perspective deserves attention because of the importance of authentic community engagement in addressing educational equity and school improvement (McAlister, 2013; Ishimaru, 2018).

These issues are well within the purview of the local district to act, as are incentives that may encourage a more diverse applicant pool. There is also a role for state agencies to play in reducing the barriers for diverse teacher candidates. For example, data gathered from surveys of principals and HR staff indicate that the vast majority encourage paraeducators to become teachers, but 30% of principals rated this strategy as ineffective, and only 15% viewed it as very effective. This suggests that barriers exist to supporting paraeducators in pursuing their teaching credentials, particularly for teachers of color, and several strategies for addressing this challenge are now underway and being discussed at the state level.

In conclusion, we find that schools in comprehensive support could benefit from increased attention at all levels of the educational system regarding the strategies and supports that will help these schools attract and retain a diverse, well-qualified workforce.

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Appendices

Appendix A: Five-Year Teacher Retention and Mobility in Districts with Schools in Comprehensive Support 2014-15 to 2018-19

Appendix B: Year-by-Year Teacher Retention and Mobility in Districts with Schools in Comprehensive Support: 2017-18 to 2018-19

Appendix A: Five-Year Teacher Retention and Mobility in Districts with Schools in Comprehensive Support 2014-15 to 2018-19

				Stayers in School		Movers in District		Movers out District		Exiters from WA system	
				#	%	#	%	#	%	#	%
<i>Statewide (58,246 teachers)</i>	<i>District and School Codes</i>	<i>#Comp Support Schools in District</i>	<i>#Tchrs</i>	32276	55.4%	7634	13.1%	6405	11.0%	11931	20.5%
<i>Comp Support School Districts (55 districts)</i>			27992	15,014	53.6%	4109	14.7%	3123	11.2%	5746	20.5%
<i>Com Support Schools (96 schools)</i>			2079	997	48.0%	342	16.5%	320	15.4%	420	20.2%
Arlington School District	31-016	1	273	192	70.3%	20	7.3%	28	10.3%	33	12.1%
Weston High School (A)	4287		8	3	37.5%	2	25.0%	3	0.375	0	0
Auburn School District	17-408	2	849	565	66.5%	79	9.3%	75	8.8%	130	15.3%
Cascade Middle School (P)	2394		42	22	52.4%	8	19.0%	8	19.0%	4	9.5%
Olympic Middle School (P)	3169		38	21	55.3%	4	10.5%	4	10.5%	9	23.7%
Bethel School District	27-403	1	969	523	54.0%	126	13.0%	97	10.0%	223	23.0%
Acceleration Academy ((RR))	5372			NA		NA		NA		NA	
Bremerton School District	18-100	1	312	165	52.9%	28	9.0%	52	16.7%	67	21.5%
Mountain View Middle School (P)	4441		44	27	61.4%	1	2.3%	6	13.6%	10	22.7%
Bridgeport School District	09-075	1	51	22	43.1%	4	7.8%	14	27.5%	11	21.6%
Bridgeport Elementary (P)	2562		25	9	36.0%	4	16.0%	8	32.0%	4	16.0%
Burlington-Edison School District	29-100	2	216	119	55.1%	20	9.3%	41	19.0%	36	16.7%
Lucille Umbarger Elementary (P)	3251		43	21	48.8%	5	11.6%	4	9.3%	13	30.2%
Allen Elementary (P)	3603		27	13	48.1%	3	11.1%	9	33.3%	2	7.4%
Chehalis School District	21-302	1	165	64	38.8%	61	37.0%	11	6.7%	29	17.6%
Green Hill Academic School (I)	2027		17	13	76.5%	1	5.9%	0	0	3	17.6%
Clover Park School District	27-400	3	736	293	39.8%	119	16.2%	153	20.8%	171	23.2%
Tillicum Elementary School (P)	2651		21	12	57.1%	2	9.5%	5	23.8%	2	9.5%

Lochburn Middle School (P)	3602		34	12	35.3%	5	14.7%	7	20.6%	10	29.4%
Lakeview Hope Academy (P)	2652		30	5	16.7%	6	20.0%	11	36.7%	8	26.7%
Concrete School District	29-011	1	34	20	58.8%	1	2.9%	6	17.6%	7	20.6%
Concrete Elementary (P)	2577		18	12	66.7%	0	0	3	16.7%	3	16.7%
Edmonds School District	31-015	1	1093	697	63.8%	121	11.1%	66	6.0%	209	19.1%
Edmonds Career Access Program ((R))	5358			NA		NA		NA		NA	
Evergreen School District (Clark)	06-114	2	1504	893	59.4%	186	12.4%	115	7.6%	310	20.6%
Legacy High School (A)	4042		10	5	50.0%	0	0	1	10.0%	4	40.0%
Orchards Elementary School (P)	2912		41	21	51.2%	5	12.2%	3	7.3%	12	29.3%
Federal Way School District	17-210	3	1252	527	42.1%	139	11.1%	318	25.4%	268	21.4%
Open Doors Youth Reengagement (1418)((R))	5348			NA		NA		NA		NA	
Wildwood Elementary School (P)	3583		34	15	44.1%	6	17.6%	7	20.6%	6	17.6%
Mark Twain Elementary School (P)	3627		31	16	51.6%	7	22.6%	4	12.9%	4	12.9%
Ferndale School District	37-502	1	262	162	61.8%	24	9.2%	23	8.8%	53	20.2%
Eagleridge Elementary (P)	4482		28	20	71.4%	2	7.1%	1	3.6%	5	17.9%
Grandview School District	39-200	1	175	92	52.6%	13	7.4%	37	21.1%	33	18.9%
Smith Elementary School (P)	3013		30	23	76.7%	3	10.0%	1	3.3%	3	10.0%
Highline School District	17-401	1	1071	425	39.7%	203	19.0%	191	17.8%	252	23.5%
Beverly Park Elem at Glendale (P)	2765		28	8	28.6%	7	25.0%	5	17.9%	8	28.6%
Keller School District	10-003	1	3	2	66.7%	0	0	1	33.3%	0	0
Keller Elementary School (P)	2602		3	2	66.7%	0	0	1	33.3%	0	0
Kennewick School District	03-017	2	902	481	53.3%	218	24.2%	37	4.1%	166	18.4%
Edison Elementary School (P)	3315		35	10	28.6%	13	37.1%	7	20.0%	5	14.3%
Amistad Elementary School (P)	4418		32	15	46.9%	7	21.9%	4	12.5%	6	18.8%
Kent School District	17-415	1	1452	691	47.6%	160	11.0%	271	18.7%	330	22.7%
iGrad ((R))	5275		4	2	50.0%	0	0	2	50.0%	0	0
Lake Quinault School District	14-097	1	14	8	57.1%	1	7.1%	3	21.4%	2	14.3%

Lake Quinault Elementary (P)	2921		4	3	75.0%	0	0	1	25.0%	0	0
Longview School District	08-122	3	370	206	55.7%	37	10.0%	52	14.1%	75	20.3%
Kessler Elementary School (P)	2319		23	7	30.4%	5	21.7%	7	30.4%	4	17.4%
Northlake Elementary School (P)	2914		25	10	40.0%	1	4.0%	5	20.0%	9	36.0%
Saint Helens Elementary (P)	2370		22	9	40.9%	4	18.2%	6	27.3%	3	13.6%
Mabton School District	39-120	1	55	23	41.8%	0	0	17	30.9%	15	27.3%
Artz Fox Elementary (P)	3070		32	15	46.9%	0	0	9	28.1%	8	25.0%
Mary Walker School District	33-207	1	31	18	58.1%	4	12.9%	3	9.7%	6	19.4%
Springdale Elementary (P)	2297		13	8	61.5%	1	7.7%	0	0	4	30.8%
Marysville School District	31-025	3	581	251	43.2%	139	23.9%	79	13.6%	112	19.3%
Totem Middle School (P)	2813		33	16	48.5%	10	30.3%	4	12.1%	3	9.1%
Quil Ceda Tulalip Elementary (P)	5350		39	14	35.9%	11	28.2%	10	25.6%	4	10.3%
Heritage School (P)	1657		8	1	12.5%	1	12.5%	2	25.0%	4	50.0%
Moses Lake School District	13-161	2	416	252	60.6%	51	12.3%	46	11.1%	67	16.1%
Skill Source Learning Center ((RR))	5323			NA		NA		NA		NA	
Endeavor Middle School (P)	5354		17	6	35.3%	4	23.5%	4	23.5%	3	17.6%
Mount Adams School District	39-209	1	66	27	40.9%	2	3.0%	21	31.8%	16	24.2%
Harrah Elementary School (P)	2506		35	16	45.7%	2	5.7%	8	22.9%	9	25.7%
Mount Vernon School District	29-320	1	386	253	65.5%	23	6.0%	46	11.9%	64	16.6%
La Venture Middle School (P)	3821		38	22	57.9%	5	13.2%	3	7.9%	8	21.1%
Nespelem School District #14	24-014	1	9	3	33.3%	0	0	2	22.2%	4	44.4%
Nespelem Elementary (P)	2494		9	3	33.3%	0	0	2	22.2%	4	44.4%
North Beach School District	14-064	1	40	16	40.0%	1	2.5%	9	22.5%	14	35.0%
North Beach Junior High School (P)	3788		5	2	40.0%	0	0	1	20.0%	2	40.0%
North Franklin School District	11-051	1	125	62	49.6%	11	8.8%	27	21.6%	25	20.0%
Basin City Elem (P)	3325		27	16	59.3%	1	3.7%	7	25.9%	3	11.1%
Ocean Beach School District	25-101	1	53	27	50.9%	8	15.1%	7	13.2%	11	20.8%

Ocean Park Elementary (P)	4039		12	6	50.0%	4	33.3%	1	8.3%	1	8.3%
Pasco School District	11-001	3	942	443	47.0%	235	24.9%	101	10.7%	163	17.3%
Robert Frost Elementary (P)	3515		33	22	66.7%	5	15.2%	2	6.1%	4	12.1%
New Horizons High School (A)	3912		13	7	53.8%	2	15.4%	2	15.4%	2	15.4%
Captain Gray STEM Elementary (P)	5392			NA		NA		NA		NA	
Prescott School District	36-402	1	18	11	61.1%	0	0	3	16.7%	4	22.2%
Prescott Elementary School (P)	3574		8	6	75.0%	0	0	1	12.5%	1	12.5%
Puyallup School District	27-003	1	1069	609	57.0%	172	16.1%	80	7.5%	208	19.5%
Puyallup Open Doors/POD ((R))	5321		2	1	50.0%	0	0	0	0	1	50.0%
Quincy School District	13-144	2	168	98	58.3%	9	5.4%	29	17.3%	32	19.0%
Quincy Junior High (P)	2510		21	14	66.7%	0	0	3	14.3%	4	19.0%
Quincy Innovation Academy (A)	1506		5	1	20.0%	1	20.0%	1	20.0%	2	40.0%
Renton School District	17-403	1	819	381	46.5%	104	12.7%	134	16.4%	200	24.4%
Cascade Elementary School (P)	3337		34	13	38.2%	7	20.6%	5	14.7%	9	26.5%
Republic School District	10-309	1	25	10	40.0%	8	32.0%	3	12.0%	4	16.0%
Republic Junior High (P)	3559		4	2	50.0%	2	50.0%	0	0	0	0
Richland School District	03-400	1	579	320	55.3%	120	20.7%	28	4.8%	111	19.2%
Rivers Edge High School (A)	4295		13	8	61.5%	1	7.7%	0	0	4	30.8%
Roosevelt School District	20-403	1	2	1	50.0%	0	0	0	0	1	50.0%
Roosevelt Elementary School (P)	3530		2	1	50.0%	0	0	0	0	1	50.0%
Seattle Public Schools	17-001	2	3114	1598	51.3%	542	17.4%	261	8.4%	713	22.9%
Interagency Programs (A)	1635		34	14	41.2%	3	8.8%	4	11.8%	13	38.2%
Seattle World School (A)	1596		19	11	57.9%	3	15.8%	0	0	5	26.3%
Sedro-Woolley School District	29-101	1	240	154	64.2%	28	11.7%	10	4.2%	48	20.0%
State Street High School (A)	1537		9	6	66.7%	0	0	1	11.1%	2	22.2%
Spokane School District	32-081	4	1796	1066	59.4%	286	15.9%	122	6.8%	322	17.9%
Shaw Middle School (P)	3257		38	15	39.5%	11	28.9%	5	13.2%	7	18.4%

Eagle Peak at Pratt (A)	1567		13	8	61.5%	3	23.1%	0	0	2	15.4%
Stevens Elementary (P)	2108		37	16	43.2%	11	29.7%	4	10.8%	6	16.2%
Grant Elementary (P)	3729		23	15	65.2%	1	4.3%	0	0	7	30.4%
Stanwood-Camano School District	31-401	1	224	164	73.2%	19	8.5%	5	2.2%	36	16.1%
Lincoln Academy (A)	5108		1	0	0	1	100%	0	0	0	0
Stevenson-Carson School District	30-303	1	52	29	55.8%	6	11.5%	6	11.5%	11	21.2%
Wind River Middle School (P)	3800		6	4	66.7%	2	33.3%	0	0	0	0
Sunnyside School District	39-201	1	351	227	64.7%	26	7.4%	54	15.4%	44	12.5%
Chief Kamiakin Elementary School (P)	4000		43	23	53.5%	5	11.6%	10	23.3%	5	11.6%
Tacoma School District	27-010	5	1635	864	52.8%	269	16.5%	120	7.3%	382	23.4%
Jason Lee (P)	2338		34	20	58.8%	8	23.5%	2	5.9%	4	11.8%
Larchmont (P)	2036		26	6	23.1%	10	38.5%	2	7.7%	8	30.8%
Lister (P)	2771		30	9	30.0%	8	26.7%	5	16.7%	8	26.7%
Roosevelt (P)	2275		24	8	33.3%	3	12.5%	4	16.7%	9	37.5%
Reed (P)	2806		28	10	35.7%	10	35.7%	1	3.6%	7	25.0%
Taholah School District	14-077	2	19	4	21.1%	0	0	10	52.6%	5	26.3%
Taholah High School (P)	3580		10	4	40.0%	0	0	4	40.0%	2	20.0%
Taholah Elementary & Middle School (P)	5032		9	0	0	0	0	6	66.7%	3	33.3%
Toppenish School District	39-202	4	203	106	52.2%	28	13.8%	33	16.3%	36	17.7%
Computer Academy Toppenish High (A)	1508		10	5	50.0%	2	20.0%	0	0	3	30.0%
Toppenish Middle School (P)	2264		42	21	50.0%	5	11.9%	8	19.0%	8	19.0%
Kirkwood Elementary School (P)	4106		38	14	36.8%	8	21.1%	11	28.9%	5	13.2%
Lincoln Elementary School (P)	2635		21	10	47.6%	3	14.3%	4	19.0%	4	19.0%
Vancouver School District	06-037	6	1206	676	56.1%	209	17.3%	71	5.9%	250	20.7%
Vancouver Virtual Learning Academy (A)	5149		5	2	40.0%	1	20.0%	0	0	2	40.0%
Fir Grove Childrens Center (5)	1574		9	3	33.3%	3	33.3%	1	11.1%	2	22.2%
Lincoln Elementary School (P)	2318		23	9	39.1%	8	34.8%	1	4.3%	5	21.7%
Peter S Ogden Elementary (P)	2644		29	14	48.3%	6	20.7%	5	17.2%	4	13.8%
Fruit Valley Elementary School (P)	2637		14	9	64.3%	2	14.3%	1	7.1%	2	14.3%

Roosevelt Elementary School (P)	4410		38	19	50.0%	4	10.5%	2	5.3%	13	34.2%
Wahluke School District	13-073	1	124	53	42.7%	9	7.3%	32	25.8%	30	24.2%
Saddle Mountain Elementary (P)	4490		22	10	45.5%	0	0	7	31.8%	5	22.7%
Walla Walla Public Schools	36-140	1	356	217	61.0%	32	9.0%	23	6.5%	84	23.6%
Blue Ridge Elementary (P)	4193		34	16	47.1%	5	14.7%	7	20.6%	6	17.6%
Wapato School District	39-207	4	191	74	38.7%	51	26.7%	26	13.6%	40	20.9%
Pace Alternative High School (A)	4022		6	3	50.0%	0	0	3	50.0%	0	0
Adams Elementary (P)	4518		24	4	16.7%	11	45.8%	4	16.7%	5	20.8%
Wapato Middle School (P)	2131		39	24	61.5%	3	7.7%	5	12.8%	7	17.9%
Camas Elementary (P)	2960		38	6	15.8%	18	47.4%	7	18.4%	7	18.4%
Wellpinit School District	33-049	1	35	15	42.9%	5	14.3%	3	8.6%	12	34.3%
Wellpinit Elementary School (P)	2549		11	7	63.6%	2	18.2%	0	0	2	18.2%
Wenatchee School District	04-246	2	451	277	61.4%	43	9.5%	32	7.1%	99	22.0%
Open Doors Re-Engagement Wenatchee ((RR))	5316			NA		NA		NA		NA	
Abraham Lincoln Elementary (P)	3209		37	26	70.3%	3	8.1%	1	2.7%	7	18.9%
Winlock School District	21-232	2	38	22	57.9%	1	2.6%	4	10.5%	11	28.9%
Winolequa Learning Academy (A)	1829		1	0	0	0	0	0	0	1	100.0%
Winlock Miller Elementary (P)	2290		16	7	43.8%	0	0	3	18.8%	6	37.5%
Yakima School District	39-007	4	870	516	59.3%	108	12.4%	85	9.8%	161	18.5%
Mcclure Elementary School Yakima (P)	2899		34	26	76.5%	1	2.9%	2	5.9%	5	14.7%
Stanton Academy (A)	4093		19	10	52.6%	4	21.1%	1	5.3%	4	21.1%
Lewis & Clark Middle School (P)	3615		45	23	51.1%	9	20.0%	5	11.1%	8	17.8%
Adams Elementary School (P)	2592		40	24	60.0%	7	17.5%	6	15.0%	3	7.5%

Note: OSPI Institutions (2) were excluded. In Bethel, Edmonds and Wenatchee, staff in these Comp Support Schools were coded in the S275 as something other than teacher.

Appendix B: Year-by-Year Teacher Retention and Mobility in Districts with Schools in Comprehensive Support: 2017-18 to 2018-19

			Stayers in School		Movers in District		Movers out District		Exiters from WA system	
			#	%	#	%	#	%	#	%
<i>Statewide (58,246 teachers)</i>			52651	83.4%	3566	5.7%	2507	4.0%	4386	6.9%
<i>Comp Support School Districts (55 districts) (29,843 teachers)</i>	<i>District and School Codes</i>	<i>#Comp Support Schools in District</i>	24,705	82.8%	1942	6.5%	1164	3.9%	2032	6.8%
<i>Com Support Schools (96 schools) (2,240 teachers)</i>			1,757	78.4%	203	9.1%	110	4.9%	170	7.6%
Arlington School District	31-016	1	258	88.4%	10	3.4%	10	3.4%	14	4.8%
Weston High School (A)	4287		6	60.0%	2	20.0%	0	0	2	20.0%
Auburn School District	17-408	2	803	85.2%	42	4.5%	32	3.4%	66	7.0%
Cascade Middle School (P)	2394		38	88.4%	2	4.7%	1	2.3%	2	4.7%
Olympic Middle School (P)	3169		36	76.6%	3	6.4%	2	4.3%	6	12.8%
Bethel School District	27-403	1	870	83.0%	49	4.7%	44	4.2%	85	8.1%
Acceleration Academy ((RR))	5372		NA		NA		NA		NA	
Bremerton School District	18-100	1	275	82.6%	19	5.7%	15	4.5%	24	7.2%
Mountain View Middle School (P)	4441		42	82.4%	2	3.9%	4	7.8%	3	5.9%
Bridgeport School District	09-075	1	43	79.6%	3	5.6%	3	5.6%	5	9.3%
Bridgeport Elementary (P)	2562		18	81.8%	0	0	3	13.6%	1	4.5%
Burlington-Edison School District	29-100	2	173	80.8%	12	5.6%	14	6.5%	15	7.0%
Lucille Umbarger Elementary (P)	3251		29	70.7%	5	12.2%	2	4.9%	5	12.2%
Allen Elementary (P)	3603		21	75.0%	1	3.6%	4	14.3%	2	7.1%
Chehalis School District	21-302	1	94	51.6%	75	41.2%	3	1.6%	10	5.5%
Green Hill Academic School (I)	2027		15	83.3%	1	5.6%	0	0	2	11.1%
Clover Park School District	27-400	3	587	77.0%	46	6.0%	49	6.4%	80	10.5%
Tillicum Elementary School (P)	2651		21	95.5%	0	0	0	0	1	4.5%

Lochburn Middle School (P)	3602		27	79.4%	1	2.9%	2	5.9%	4	11.8%
Lakeview Hope Academy (P)	2652		41	82.0%	4	8.0%	3	6.0%	2	4.0%
Concrete School District	29-011	1	28	82.4%	0	0	3	8.8%	3	8.8%
Concrete Elementary (P)	2577		16	84.2%	0	0	1	5.3%	2	10.5%
Edmonds School District	31-015	1	999	86.4%	53	4.6%	23	2.0%	81	7.0%
Edmonds Career Access Program ((R))	5358		NA		NA		NA		NA	
Evergreen School District (Clark)	06-114	2	1340	87.5%	57	3.7%	28	1.8%	107	7.0%
Legacy High School (A)	4042		11	64.7%	1	5.9%	2	11.8%	3	17.6%
Orchards Elementary School (P)	2912		35	87.5%	2	5.0%	1	2.5%	2	5.0%
Federal Way School District	17-210	3	1022	78.4%	58	4.5%	117	9.0%	106	8.1%
Open Doors Youth Reengagement (1418)((R))	5348		5	100.0%	0	0	0	0	0	0
Wildwood Elementary School (P)	3583		31	88.6%	2	5.7%	1	2.9%	1	2.9%
Mark Twain Elementary School (P)	3627		21	65.6%	3	9.4%	3	9.4%	5	15.6%
Ferndale School District	37-502	1	221	83.1%	15	5.6%	9	3.4%	21	7.9%
Eagleridge Elementary (P)	4482		27	100.0%	0	0	0	0	0	0
Grandview School District	39-200	1	167	88.4%	2	1.1%	9	4.8%	11	5.8%
Smith Elementary School (P)	3013		33	94.3%	1	2.9%	1	2.9%	0	0
Highline School District	17-401	1	870	80.2%	80	7.4%	59	5.4%	76	7.0%
Beverly Park Elem at Glendale (P)	2765		19	82.6%	0	0	1	4.3%	3	13.0%
Keller School District	10-003	1	3	100.0%	0	0	0	0	0	0
Keller Elementary School (P)	2602		3	100.0%	0	0	0	0	0	0
Kennewick School District	03-017	2	813	79.7%	141	13.8%	18	1.8%	48	4.7%
Edison Elementary School (P)	3315		18	47.4%	18	47.4%	0	0	2	5.3%
Amistad Elementary School (P)	4418		29	80.6%	2	5.6%	0	0	5	13.9%
Kent School District	17-415	1	1178	76.1%	81	5.2%	160	10.3%	128	8.3%
iGrad ((R))	5275		4	66.7%	0	0	1	16.7%	1	16.7%
Lake Quinault School District	14-097	1	14	87.5%	0	0	0	0	2	12.5%

Lake Quinault Elementary (P)	2921		6	85.7%	0	0	0	0	1	14.3%
Longview School District	08-122	3	321	85.6%	17	4.5%	15	4.0%	22	5.9%
Kessler Elementary School (P)	2319		17	70.8%	3	12.5%	2	8.3%	2	8.3%
Northlake Elementary School (P)	2914		20	90.9%	0	0	0	0	2	9.1%
Saint Helens Elementary (P)	2370		21	87.5%	2	8.3%	0	0.0%	1	4.2%
Mabton School District	39-120	1	45	83.3%	1	1.9%	4	7.4%	4	7.4%
Artz Fox Elementary (P)	3070		26	81.3%	0	0	3	9.4%	3	9.4%
Mary Walker School District	33-207	1	26	83.9%	2	6.5%	1	3.2%	2	6.5%
Springdale Elementary (P)	2297		11	84.6%	1	7.7%	1	7.7%	0	0
Marysville School District	31-025	3	468	81.8%	42	7.3%	23	4.0%	39	6.8%
Totem Middle School (P)	2813		23	88.5%	0	0	1	3.8%	2	7.7%
Quil Ceda Tulalip Elementary (P)	5350		28	68.3%	7	17.1%	6	14.6%	0	0
Heritage School (P)	1657		3	42.9%	1	14.3%	1	14.3%	2	28.6%
Moses Lake School District	13-161	2	379	83.5%	25	5.5%	20	4.4%	30	6.6%
Skill Source Learning Center ((RR))	5323		NA		NA		NA		NA	
Endeavor Middle School (P)	5354		11	61.1%	3	16.7%	3	16.7%	1	5.6%
Mount Adams School District	39-209	1	49	77.8%	2	3.2%	5	7.9%	7	11.1%
Harrah Elementary School (P)	2506		27	81.8%	1	3.0%	2	6.1%	3	9.1%
Mount Vernon School District	29-320	1	367	85.5%	13	3.0%	26	6.1%	23	5.4%
La Venture Middle School (P)	3821		33	76.7%	1	2.3%	4	9.3%	5	11.6%
Nespelem School District #14	24-014	1	5	55.6%	0	0	2	22.2%	2	22.2%
Nespelem Elementary (P)	2494		5	55.6%	0	0	2	22.2%	2	22.2%
North Beach School District	14-064	1	25	65.8%	2	5.3%	6	15.8%	5	13.2%
North Beach Junior High School (P)	3788		4	57.1%	1	14.3%	2	28.6%	0	0
North Franklin School District	11-051	1	105	77.8%	8	5.9%	12	8.9%	10	7.4%
Basin City Elem (P)	3325		23	76.7%	0	0	5	16.7%	2	6.7%
Ocean Beach School District	25-101	1	50	84.7%	3	5.1%	1	1.7%	5	8.5%

Ocean Park Elementary (P)	4039		9	81.8%	2	18.2%	0	0	0	0
Pasco School District	11-001	3	901	84.0%	97	9.0%	29	2.7%	45	4.2%
Robert Frost Elementary (P)	3515		30	83.3%	5	13.9%	0	0	1	2.8%
New Horizons High School (A)	3912		12	80.0%	2	13.3%	1	6.7%	0	0
Captain Gray STEM Elementary (P)	5392		35	85.4%	5	12.2%	1	2.4%	0	0
Prescott School District	36-402	1	16	80.0%	0	0	2	10.0%	2	10.0%
Prescott Elementary School (P)	3574		9	81.8%	0	0	0	0	2	18.2%
Puyallup School District	27-003	1	1018	86.5%	72	6.1%	25	2.1%	62	5.3%
Puyallup Open Doors/POD ((R))	5321		1	20.0%	3	60.0%	0	0	1	20.0%
Quincy School District	13-144	2	153	84.5%	7	3.9%	5	2.8%	16	8.8%
Quincy Junior High (P)	2510		20	90.9%	0	0	1	4.5%	1	4.5%
Quincy Innovation Academy (A)	1506		2	66.7%	1	33.3%	0	0	0	0
Renton School District	17-403	1	670	78.1%	53	6.2%	65	7.6%	70	8.2%
Cascade Elementary School (P)	3337		21	63.6%	5	15.2%	3	9.1%	4	12.1%
Republic School District	10-309	1	19	67.9%	4	14.3%	1	3.6%	4	14.3%
Republic Junior High (P)	3559		4	80.0%	1	20.0%	0	0	0	0
Richland School District	03-400	1	586	85.2%	48	7.0%	19	2.8%	35	5.1%
Rivers Edge High School (A)	4295		9	69.2%	1	7.7%	0	0.0%	3	23.1%
Roosevelt School District	20-403	1	2	100.0%	0	0	0	0	0	0
Roosevelt Elementary School (P)	3530		2	100.0%	0	0	0	0	0	0
Seattle Public Schools	17-001	2	2743	82.0%	259	7.7%	89	2.7%	256	7.6%
Interagency Programs (A)	1635		27	75.0%	4	11.1%	0	0	5	13.9%
Seattle World School (A)	1596		18	85.7%	1	4.8%	0	0	2	9.5%
Sedro-Woolley School District	29-101	1	245	90.1%	11	4.0%	6	2.2%	10	3.7%
State Street High School (A)	1537		8	100.0%	0	0	0	0	0	0
Spokane School District	32-081	4	1731	85.5%	145	7.2%	38	1.9%	110	5.4%
Shaw Middle School (P)	3257		35	92.1%	1	2.6%	0	0	2	5.3%

Eagle Peak at Pratt (A)	1567		10	83.3%	2	16.7%	0	0	0	0
Stevens Elementary (P)	2108		33	86.8%	3	7.9%	1	2.6%	1	2.6%
Grant Elementary (P)	3729		28	84.8%	3	9.1%	1	3.0%	1	3.0%
Stanwood-Camano School District	31-401	1	215	91.1%	5	2.1%	3	1.3%	13	5.5%
Lincoln Academy (A)	5108		4	100.0%	0	0	0	0	0	0
Stevenson-Carson School District	30-303	1	40	83.3%	4	8.3%	0	0	4	8.3%
Wind River Middle School (P)	3800		3	50.0%	2	33.3%	0	0	1	16.7%
Sunnyside School District	39-201	1	327	88.9%	13	3.5%	15	4.1%	13	3.5%
Chief Kamiakin Elementary School (P)	4000		40	87.0%	2	4.3%	3	6.5%	1	2.2%
Tacoma School District	27-010	5	1373	83.3%	116	7.0%	47	2.9%	113	6.9%
Jason Lee (P)	2338		27	93.1%	0	0	1	3.4%	1	3.4%
Larchmont (P)	2036		12	54.5%	7	31.8%	1	4.5%	2	9.1%
Lister (P)	2771		19	65.5%	3	10.3%	1	3.4%	6	20.7%
Roosevelt (P)	2275		12	63.2%	3	15.8%	1	5.3%	3	15.8%
Reed (P)	2806		23	74.2%	6	19.4%	0	0	2	6.5%
Taholah School District	14-077	2	10	58.8%	0	0	2	11.8%	5	29.4%
Taholah High School (P)	3580		7	70.0%	0	0	1	10.0%	2	20.0%
Taholah Elementary & Middle School (P)	5032		2	33.3%	0	0.0%	1	16.7%	3	50.0%
Toppenish School District	39-202	4	160	77.3%	15	7.2%	16	7.7%	16	7.7%
Computer Academy Toppenish High (A)	1508		7	77.8%	1	11.1%	0	0	1	11.1%
Toppenish Middle School (P)	2264		29	69.0%	1	2.4%	4	9.5%	8	19.0%
Kirkwood Elementary School (P)	4106		21	63.6%	5	15.2%	4	12.1%	3	9.1%
Lincoln Elementary School (P)	2635		18	85.7%	1	4.8%	0	0	2	9.5%
Vancouver School District	06-037	6	1154	85.4%	82	6.1%	26	1.9%	89	6.6%
Vancouver Virtual Learning Academy (A)	5149		10	66.7%	5	33.3%	0	0	0	0
Fir Grove Childrens Center (5)	1574		7	100.0%	0	0	0	0	0	0
Lincoln Elementary School (P)	2318		25	96.2%	0	0	0	0	1	3.8%
Peter S Ogden Elementary (P)	2644		31	86.1%	3	8.3%	1	2.8%	1	2.8%
Fruit Valley Elementary School (P)	2637		17	85.0%	0	0.0%	1	5.0%	2	10.0%

Roosevelt Elementary School (P)	4410		37	86.0%	2	4.7%	2	4.7%	2	4.7%
Wahluke School District	13-073	1	110	79.7%	6	4.3%	7	5.1%	15	10.9%
Saddle Mountain Elementary (P)	4490		24	82.8%	1	3.4%	2	6.9%	2	6.9%
Walla Walla Public Schools	36-140	1	293	85.9%	15	4.4%	9	2.6%	24	7.0%
Blue Ridge Elementary (P)	4193		22	88.0%	0	0	1	4.0%	2	8.0%
Wapato School District	39-207	4	115	58.1%	62	31.3%	9	4.5%	12	6.1%
Pace Alternative High School (A)	4022		5	83.3%	0	0	1	16.7%	0	0
Adams Elementary (P)	4518		11	39.3%	12	42.9%	3	10.7%	2	7.1%
Wapato Middle School (P)	2131		34	82.9%	3	7.3%	2	4.9%	2	4.9%
Camas Elementary (P)	2960		8	21.1%	26	68.4%	1	2.6%	3	7.9%
Wellpinit School District	33-049	1	24	70.6%	3	8.8%	2	5.9%	5	14.7%
Wellpinit Elementary School (P)	2549		13	72.2%	1	5.6%	0	0	4	22.2%
Wenatchee School District	04-246	2	400	86.6%	23	5.0%	11	2.4%	28	6.1%
Open Doors Re-Engagement Wenatchee ((RR))	5316		NA		NA		NA		NA	
Abraham Lincoln Elementary (P)	3209		33	86.8%	1	2.6%	0	0	4	10.5%
Winlock School District	21-232	2	36	87.8%	0	0	1	2.4%	4	9.8%
Winolequa Learning Academy (A)	1829		2	100.0%	0	0	0	0	0	0
Winlock Miller Elementary (P)	2290		15	78.9%	0	0	1	5.3%	3	15.8%
Yakima School District	39-007	4	766	86.5%	44	5.0%	26	2.9%	50	5.6%
Mcclure Elementary School Yakima (P)	2899		33	100.0%	0	0.0%	0	0	0	0
Stanton Academy (A)	4093		16	88.9%	1	5.6%	1	5.6%	0	0
Lewis & Clark Middle School (P)	3615		35	77.8%	5	11.1%	1	2.2%	4	8.9%
Adams Elementary School (P)	2592		39	86.7%	2	4.4%	4	8.9%	0	0

Note: OSPI Institutions (2) were excluded. In Bethel, Edmonds and Wenatchee, staff in these Comp Support Schools were coded in the S275 as something other than teacher.