Factors Affecting Teacher Turnover at Low-Performing Broward Charter Schools in High-Poverty Areas

Adriana Guerra

Lynn University, AGuerra@email.lynn.edu

Follow this and additional works at: https://spiral.lynn.edu/etds

Recommended Citation
Guerra, Adriana, "Factors Affecting Teacher Turnover at Low-Performing Broward Charter Schools in High-Poverty Areas" (2017). Student Theses, Dissertations, Portfolios and Projects. 296.
https://spiral.lynn.edu/etds/296

This Dissertation is brought to you for free and open access by the Student Work at SPIRAL. It has been accepted for inclusion in Student Theses, Dissertations, Portfolios and Projects by an authorized administrator of SPIRAL. For more information, please contact liadarola@lynn.edu.
FACTORS AFFECTING TEACHER TURNOVER

AT

LOW–PERFORMING BROWARD CHARTER SCHOOLS IN HIGH-POVERTY AREAS

Adriana Guerra, M.S.

Lynn University

2018
Abstract

The purpose of this research study was to survey the perceptions of teachers regarding factors affecting teacher turnover in low-performing charter schools in high-poverty areas in a south Florida public school district. The ultimate goal of the researcher was to identify factors for the purpose of ameliorating the situations which contribute to teacher turnover. A total of 245 teachers from seven targeted charter schools were invited via email to participate in the research. The sample consisted of 28% White, 21% Hispanic, 39% Afro-American, and 1% Asian teachers. The remaining 11% chose not to respond to the question about race. While 5% of the sample preferred not to answer the item related to gender, 16% of the participants self-identified as male, and 79% self-identified as female. The research population consisted of four groups of teachers: (1) those who are working in the same charter schools; (2) those who moved from one charter school to another charter school; (3) those who are no longer employed at charter schools, but are now working in public schools; and (4) those who are no longer teaching.

Participants were asked to provide electronic consent to complete an online survey using a Likert scale to record their level of agreement with 17 statements. The survey concluded with an optional open-ended invitation to describe possible items of value not included in the survey. The data from the first 100 completed surveys were analyzed using Survey Monkey. The responses led to a rank ordering of questions according to the percentage of teachers who strongly agreed with the statements and the following four themes emerged as factors contributing to teacher turnover in targeted schools: (1) financial issues; (2) lack of support and mentoring; (3) internal and external working conditions, and (4) test-related stress. Based on the concerns expressed by teachers in this study, it was determined that legislation at the state level is needed as soon as possible to require salary and benefits for teachers in charter schools.
commensurate with their other public school colleagues. It is expected that equitable salary and benefits mandated by law and supervised by local school district authorities will increase the retention of qualified charter school teachers and ultimately enhance student achievement.
Acknowledgments

No major accomplishment is achieved without the encouragement and support of loved ones. I wish to thank my daughter, Xiona Rocha, and my husband, Daniel Rocha, for never giving up on me. I am grateful to my dissertation committee for their sustained support.
Dedication

This dissertation is dedicated to my late father, Dr. Felipe Guerra, and my mother, the late Irma Julio-Rospigliosi de Guerra, who unselfishly set me on the path to success and guided my first steps. I am forever grateful!
# TABLE OF CONTENTS

## Chapters

I. THE PROBLEM

- **Background** ........................................ 1
- **Statement of the Problem** ......................... 6
- **Focus of the Study** ................................ 7
- **Significance** ....................................... 7
- **Definitions** ........................................ 8
- **Research Questions** ................................ 10

II. REVIEW OF LITERATURE.

- **Problems of Charter Schools** .................... 11
- **Issues Facing Charter Schools.** .................. 13
- **Issues and Strategies** ............................. 14
- **Achievement Gaps** ................................ 18
- **Impact on Student Achievement** ................. 26
- **Chapter Summary** .................................. 30

III. METHOD

- **Proposed Research** ................................ 31
- **Independent Variables** ............................ 31
- **Dependent Variables** .............................. 32
- **Research Questions** ............................... 32
APPENDIX F
Poverty by Race and Ethnicity in Fort Lauderdale, Broward, FL 91

APPENDIX G
Survey Monkey Survey 92

APPENDIX H
Complete Survey 93

APPENDIX I
Consent Form for Online Survey 96

APPENDIX J
Percentage of Responses Received 97

APPENDIX K
Electronic Consent Results 98

APPENDIX L
Gender and Race Results 99

APPENDIX M
Teacher Status Results 100

APPENDIX N
Complete Survey Results Likert Scale Items 101

APPENDIX O
Survey Items Results Rank Ordered 118

List of Figures

Factors Affecting Teacher Turnover in Low-Performing Charter Schools/High-Poverty Areas 4
Figure 2
The Baseline Turnover Rates of Charter Schools and Traditional Schools in the U.S. 5

Figure 3
How Independent Variables Affect the Dependent Variable 32

Figure 4
Sample of A Survey Monkey Data Analysis Result 39

List of Tables
Table 2
Percentage of Participants by Race 48

Table 3
Demographic Characteristics of Study Sample 49
CHAPTER 1

Background

Charter schools have been highly scrutinized since the very first one opened in Minnesota in 1991, and they have become American parents’ primary choice for a school for their children to attend in the State of Florida (Public Broadcasting Service, 2004). As of 2014, according to the Florida Department of Education (FLDOE), the number of charter schools in Florida has exponentially grown to over 652 in 2015-16, with charter school enrollment now topping 269,000 students (FLDOE, 2014, p.1). Regardless of the evident increase in charter school openings and the subsequent hirings of educators to fill vacancies, the rate at which charter school teachers are leaving their jobs—specifically in low-performing schools in high-poverty areas—is escalating at an alarming rate (Onosko, 2011). This elevated rate of teacher turnover is one of the numerous tribulations that charter schools have had to confront at local, regional, and national levels.

According to a Vanderbilt University study conducted by Stuit & Smith (2009), charter school educators are 1.32 times more likely to leave their positions than their public school counterparts. Another study conducted by the U.S. Department of Education (2014) found that charter schools, in contrast to traditional public schools, are less likely to hire teachers who meet state certification standards because new hires who hold temporary certificates are willing to accept jobs that are not well-paid. A requirement of these teachers to gain their professional certification is full-time educator employment at a school, and the opportunities based upon job openings available at low-
performing charter schools are abundant in contrast to their counterparts (Zelon, 2014). The resulting attrition rates come in the wake of these educators, specifically newer teachers, realizing that low-performing charter schools are not what they expected upon accepting offers (Layton, 2015).

Consequently, teacher turnover rates at America’s low-performing charter schools in high poverty areas have indisputably increased at an alarming pace. According to Carroll (2008), teacher turnover has increased by 50 percent over the past 15 years (p.18). In urban charter schools in particular, that rate remains at just over 20 percent (The Center on Reinventing Public Education, 2010). Furthermore, in low-performing charter schools in high-poverty areas, the teacher dropout rate exceeds that of the student dropout rate (Kain, 2011). A study from University of Florida (2016), “[t]eachers at Florida charter schools have more than twice the within-year attrition rate of those at traditional public schools, which could have a negative impact on student academic achievement,” (Boisseau, para 1).

Teacher turnover in low-performing charters of low-poverty areas is a costly issue that is presently running at levels higher than ever before (The Graide Network, 2017). This rising concern among charter school policymakers and administrators has recently gained a central focus as charter schools are beginning to witness an alarming retention problem. The trend indicates that concerns over retention rates are not going to be alleviated any time soon. The growing costs associated with an ongoing, annual recruitment and hiring cycle are the result of funnelling more teachers into the nation’s classrooms, only to drop them with rapidity. According to Boisseau (2016), “recent
Associated Press analysis of FLDOE records found that low-performing charter schools in high-poverty areas in 30 districts have closed after receiving as much as $70 million in state funding since 2000,” (p.11).

Attrition rates in Florida’s low-performing charter schools located in high-poverty areas are directly responsible for mounting costs because many have closed owing money to the state. Conforming to Bryan (2015),” The number of charter schools in Broward has expanded, so has the number of charter school failings due to financial insolvency and poor academic performance. Recently, there were 36 charter school closings in South Florida, 21; occurred in Broward. 25 percent of the district’s charter schools, a total 23 schools, finished the 2013-2014 school year with a deficit, “ranging from a low of $4,591 to a high of $318,567.” (para 34) (See Appendix A).

Every charter school is a public school, and inasmuch is taxpayer-funded despite its independent operation of the school district in which it resides. In line with Hines-Henry (2016), “State taxes, federal fiscal stabilization funds, local property taxes, and lottery proceeds fund charter schools in the same manner as traditional public schools for current operating costs (p.1). In a sampling of school districts from urban areas around the United States (see figure 1, Appendix B), the Miami-Dade School District ranks third nationally after Los Angeles and New York. For example, New York spent $115,221,250, Los Angeles spent 94,211,250, and Miami spent 47,775,000 (National Commission on Teaching and America, 2016).

Based on multiple studies, Glazerman (2009) who consider that it is extremely important that new teachers need to be trained by trained full-time experienced mentors in order to receive intensive and structured support that includes an orientation,
professional development opportunities, and weekly meetings with mentors. Carpenter (2016) stated that Florida charter school teachers are among the lowest paid charter school teachers in the country, as reported by the state’s charter school data provided by the Florida Department of Education in 2016. Sawchun (2012) stressed that students taught by different teachers for the same grade-level in the same year display a low-performance during state standardized assessments. Riggs (2013), considers that many teachers in low performing charter schools have to deal with working overwhelming amounts of after-hours work and they feel under stress constantly.

The conceptual framework of this research can be summarized as illustrating several factors that could affect the teacher retention rates in low-performing charter schools in high-poverty areas.

Figure 1

**Possible Factors affecting Teacher Turnover in Low-Performing Charter Schools in High-Poverty Areas.**

These possible factors are experience (Darling-Hammond (2007), induction program and mentoring (Ingersoll & Smith, 2003), work conditions (Taylor, 2015), salary (Alachua County League, 2013), and work performance (Renzulli, Parrott, &
Beattie, 2011) that are repeatedly demonstrated in a considerable body of research as the potential reasons for why teachers vacate their positions in charter schools. However, the factors have not been proven to be the only root causes of why teacher attrition is deeply affecting the education system year after year. There are potentially further issues that need to be examined that will provide a more detailed outline.

The percentage of charter school teachers leaving their teaching positions in high-poverty areas is greater when compared to traditional public schools. The figure below illustrates the higher percentage of teachers vacating their positions for another profession more aligned with their professional needs ("Leavers"), and teachers vacating their positions seeking employment at another type of school ("Movers") (Stuit et al., 2009).

Figure 2

The Baseline Turnover Rates of Low-Performing Charter Schools and Traditional Schools in the United States

![Chart showing turnover rates of charter public and traditional public schools](http://www.vanderbilt.edu/schoolchoice/documents/stuit_smith_ncspe.pdf)

Since the inception of public school education, how to best manage that system has been an enduring topic of discussion due to the fact that it involves the lives of
American children. Educational activists have continually called attention to the challenges that new teachers encounter when they begin teaching, and how mentoring and induction programs are important factors in addressing those challenges that many schools fail to implement (Ingersoll, 2012). Teacher turnover has been a growing issue that has plagued the teaching profession for many years. This is especially prevalent in low-performing charter schools located in high-poverty areas.

**Statement of the Problem**

Teachers vacate their positions at low-performing charter schools located in high-poverty areas before they gain the necessary experience to become effective educators. Furthermore, low-income charter schools have a difficult time hiring replacement faculty. As a consequence, they are forced to hire inexperienced and less-prepared teachers (Darling-Hammond & Sykes, 2007).

Each year, the average charter school loses an abundance of instructors, which in turn inhibits student success. In 2015-16, there were 9,409 educators employed by Florida charter schools who left their teaching jobs at the end of the academic year (Boisseau, 2016). Charter school teachers’ attrition rate is close to 40 percent annually in low-performing charter schools located in high-poverty areas (Miron & Brooks, 2007). Many researchers have demonstrated that schools with higher turnover rates have witnessed a correlation to lower performance (Kain, 2011).

Student achievement declines when educators leave schools, continuing the cycle of hiring and retraining. Additionally, it has a tremendous impact on both those taught by the departed teachers and by students whose teachers remain (Center for Longitudinal Data in Education Research, 2016). Data supports that there is a correlation between
student success and teacher retention. Research demonstrates that in charter schools, there is a problem with teacher retention and data reflects this issue when examining poor test results on both formative and summative assessment (Ronfeldt, Lankford, Loeb & Wyckoff, 2011).

Focus of the Study

This study will

• Identify potential factors that impact teacher turnover in failing charter schools located in high-poverty areas in Broward County.

• Identify the connection between low-performing charter schools and their location in high-poverty areas as it relates to teacher retention at those low-performing charter school in poverty areas.

• Identify how mentoring, induction, and other interventions could be part of the solutions.

Significance

It is important to improve student achievement at low-performing charter schools in high poverty areas by identifying that teacher retention is a problem, the reasons for the problems, the impact it has on student achievement, and possible interventions.

This study is a critical component in educators, administrators, districts, researchers, and scholars gaining a better understanding of the motivation behind teachers decisions to resign from faculty positions in a low-performing charter schools located in high-poverty areas. If solutions based upon the gathering and analysis of the collected data are found, this may contribute to ending the cycle of state spending on hiring, training, and providing professional development for new teachers, year in and year out.
Additionally, evidence will be presented that this cyclical process of teacher turnover in failing charter schools in high poverty areas may drain public tax funds because, as aforementioned, charter schools are public schools.

Lastly, this study points to how, as a result of higher attrition rates at low-performing charter schools, the quality of educational instruction is reduced and therefore efforts to close student achievement gaps are significantly hindered. This holds particularly true for districts located in areas that frequently rank among the nation’s highest in rates of poverty, minority population density, and low-performing schools.

**Definitions**

This study has specific, recurrent terms throughout, which are defined as follows:

- *Charter school:* A public school that permits for the freedom to be more innovative while being held accountable for advancing student achievement (National Alliance for Public Charters, 2015).

- *Teacher attrition:* Rate at which school teachers in kindergarten through 12th grade leave public school teaching (Boe & Bobbitt, 1997).

- *Low-performing school:* Schools that are in the bottom 10 percent of performance in the state, or who have significant achievement gaps, based on student academic performance in reading/language arts and mathematics on the assessments required under the ESEA or graduation rates. A school is considered a low-performing school when the school gets a “D” or “F” for two consecutive years (U.S. Department of Education, 2012).
- **High-poverty neighborhoods**: It refers to a concentrated spatial density of socio-economic where people is living below the federal poverty threshold. (Bureau of the Census, 2000).

- **Induction**: A program of teacher education which takes place during that critical period at the beginning of the newly qualified teacher's career, usually the first year after qualifying as a teacher (Teaching Council, 2016).

- **Mentoring**: Employee training system under which a senior or more experienced individual (the mentor) is assigned to act as an advisor, counselor, or guide to a junior or trainee. The mentor is responsible for providing support to, and feedback on, the individual in his or her charge (American Association of Pharmaceutical Scientists, 2017).

- **Student Achievement**: Successful mastery of the curriculum content in the Florida Standards as measured by the Florida Standardized Assessment (FSA), teacher assessments and student portfolio. The minimum passing score is Level 3 for each grade level and subject (National Board for Professional Teaching Standards, 2016).

- **Independent variable (IV)**: Variable the experimenter manipulates (i.e. changes) – assumed to have a direct effect on the dependent variable (McLeod, 2008).

- **Dependent variable (DV)**: Variable the experimenter measures, after making changes to the IV that are assumed to affect the DV (McLeod, 2008).
Research Questions

The following research questions are derived from the review of the literature and pertain to probable educational issues and/or factors affecting teacher turnover at low-performing Broward charter schools in high-poverty areas.

1. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of academic failure than other charter schools in Broward County?

2. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have higher teacher turnover than in other charter schools in Broward County?

3. Is there a correlation between academic success and teacher retention in low-performing charter schools located in high-poverty neighborhoods in charter schools in Broward County?

4. What contributing factor(s) lead to elevated rates of teacher turnover in high-poverty neighborhoods in charter schools in Broward County?

5. Do mentoring, induction, and other interventions offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

6. Are there interventions in addition to mentoring and induction that might offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?
CHAPTER 2

Charter schools receive public funds, are privately managed, and are semi-autonomous schools of choice. At the time of their inception, charters schools were considered small school experiments initiated by teachers and community activists, frequently as an alternative to large, low-performing, comprehensive high schools (National Conference of State Legislatures, n.d).

According to Karp (2013), “[c]harter continued to grow slowly and, beginning with Minnesota in 1991, states began to pass laws to promote the formation of charters, partly as a model of reform and partly to build a parallel system outside the reach of both teachers’ unions and, in some cases, the federal and state requirements to serve and accept all students as the public system must do. Gradually this charter movement attracted the attention of political and financial interests who saw the public school system as a “government monopoly” ripe for market reform (p.7).

In line with Phillips (2010), “[t]eacher turnover rates at charter schools nationwide are more than double those of traditional public schools, according to a study done by the National Center on School Choice. Researchers found that charter schools lost 25 percent of their teachers to other schools and careers while district schools lost 14 percent, a difference the report called the “turnover gap.”” (p.1).

Over the last decade, an increasing percentage of teachers have decided to move to another school or change careers entirely. A study provided by the Alliance for Excellent Education reports that almost half a million teachers in the United States move or leave the profession each year (Haynes, 2014). This has produced an enormous
turnover rate of about 20 percent when compared to the nine percent found in 2009. This results in a costly situation because school districts have to spend large amounts of money when teachers vacate their positions and then schools have to pay for recruiting, hiring, and the subsequent training of new teachers (Morello, 2014).

As stated by a study conducted by the University of Florida College of Education (2016) “Teachers at public charter schools have more than twice the within-year attrition rate of those at traditional public schools, which could have a negative impact on student academic achievement. Florida charter schools on average lost roughly 10 percent of their teachers each school year from 2011-2012 to 2014-2015 (p.1).

High-quality teachers are a fundamental component to improving students’ academic performance, whether in other countries like Finland or Singapore, or in East New York or Morrisania, Bronx. Educating effective teachers and retaining them in the classroom need to be a principle target for all schools’ goals, especially charter schools. The New York State Department of Education (NYSED) provided data that shows charter schools in New York City lose far more teachers every year than their traditional school counterparts. NYSED school report cards reported that in some schools, more than half of teachers “turn over” from one school year to the next (Zelon, 2014).

In line with Hatter (2017), “Florida has more than 100 schools that it labels persistently failing. Those schools have earned D’s and F’s for several years in a row. Many of them suffer from high poverty and high teacher turnover (p.1)”.

Broward School District is the sixth largest public school system in the nation. In line with Travis (2016), “A new State Auditor General report in Broward County 11 out
25 charter schools failed because of low performing and teacher attrition from 2012 to 2015" (p.3).

Over the past 16 years, the charter school movement has dramatically increased throughout Florida. Liberty City Charter School was the state’s first, opening in Miami in 1996. After the inception of the state’s first charter educational facility, they have since flourished with 615 charter schools calling Florida home in 2013-14 and boasting a collective student body enrollment in excess of 229,000 students (Florida Department of Education, 2015) (see Appendix C).

Problems of Charter Schools

According to Rich (2013), “The appalling turnover rate for teachers at many low-performing charter schools in high poverty areas is affecting students performance and research has shown that teacher-student relationships are absolutely crucial to student success” (p.8).

The attrition rates of charter school teachers leaving their teaching position, especially when they are in an environment with low-income, non-White, and a low-achieving student population (Renzulli, Parrott, & Beattie, 2011). Low-income students, Afro-American students, and low-achieving students continuously are placed in classrooms with teachers who are less experienced and less academically able, as measured by their own test performance (Lankford, Loeb & Wyckoff, 2002; Clotfelter, Ladd & Vigdor, 2010).

The probability of a charter school teacher leaving his/her profession as opposed to staying in the same school is 1.32 times greater than those of a traditional public school teacher. These rates have increased drastically to an extremely high 76 percent attrition rate in recent years among charter school educators.
nationally (Vanderbilt University, 2004). The study conducted by Stuit & Smith (2009) in conjunction with Vanderbilt University demonstrates that much of the cause of this “turnover gap” is due to the reality that the types of teachers who are hired by charter schools and traditional public schools may not always be appropriate for their respective positions.

Schools that see high turnover rates have consequently suffered significant costs in association with the relentless processes of recruitment, hiring, training, and severance of teachers. In such situations, proper considerations are not being weighed against the potential cost-saving benefits of elevated salaries. Doing so would, in turn, result in a notable decrease in high turnover rates which are fashioned as a continuous drain on funding, and which can offset spending on low-salaried beginning teachers (Carroll, 2008). Lee County is an example of how counties claim they are losing about twenty-nine percent of its teachers annually. A local example features Cape Coral Charter Schools that has ninety percent of excellent teachers marked absent or leaving for another program. This is comparable to each charter school of the group suffering under an average decrease of thirty-two out of 161 educators. (Elias, 2016).

**Issues Facing Charter Schools**

Another central issue is that more experienced educators demand higher salaries and more benefits based on the abilities they bring to the classroom, which is reflected by their students’ improved grades and performance (Bussing-Burks, 2017). As a result, new and inexperienced teachers find work in low-performing charter schools in high poverty areas while not having many employment opportunities in high-performing charter schools ((Darling-Hammond & Sykes, 2007))
The pilot study generated by Barnes, Crowe & Schaefer (2007) entitled, “The Cost of Teacher Turnover in Five School Districts,” exhibits the following results:

- Substantial costs of the teacher turnover rate
- At-risk schools that scarcely spend on teacher turnover replacement
- Teacher turnover rates that undermine at-risk schools
- How at-risk schools can recoup funds by investing in teacher retention
- How turnover costs can be identified, aggregated, and analyzed

The Center for Education Policy Analysis (CEPA) at Stanford University conducted a study that had confirmed that experienced teachers who have achieved higher gains in low-performing schools are more likely to remain in those schools because they already have an established understanding of how to successfully teach with regards to low-performing learners who then have greater prospects as a result of their experiences and capabilities (Boyd, Lankford, Loeb, Ronfeldt, & Wyckoff, 2010).

According to Scharnau (2015):

[T]he biggest problem we face today is the high turnover rate. We are losing somewhere in the neighborhood of a half-million teachers a year. Fifty percent of new teachers leave within five years. Excessive teacher turnover harms student learning and development. We need to stop talking about tenure and start talking about retention. We should talk about how to help teachers and give them the confidence to be the best they can. Because high-stakes standardized testing takes on such out-sized importance in modern American education, teaching to the test creates a toxic environment that erodes teachers' discretion and
autonomy, spontaneity, and creativity. No wonder many teachers feel overworked, underappreciated, demeaned, and exhausted. (p.11)

In line with Ingersoll (2015), a revolving door of teacher turnover exists, and that results in school districts spending $2.2 billion a year or even more (see Appendix D).

This predicament of teacher turnover in Florida charter schools is not a complete jaw-dropping revelation. This is due to the fact that teacher turnover has been escalating nearly year after year with the passage of time. This does not end well for the educational facilities affected by it:

[A] whole other big one that always rises to the top is student misbehavior and discipline... [which seems that] those schools that do a better job of coping with it have significantly better teacher retention...if you consider what the costs might be, both financial and nonfinancial, to your school system if you average 24 percent of your teachers moving out of buildings each and every year... One growing genre of initiatives is the idea of supporting beginning teachers. Beginning teachers have the highest turnover rates. We generated data over a decade ago showing somewhere between 40 and 50 percent of those that go into teaching are gone within five years. (Phillips, 2015, para. 9)

Florida charter school teachers are among the lowest paid charter school teachers in the country, as reported by the state’s charter school data provided by the Florida Department of Education in 2016. Many charter school teachers make $40,000 a year or less—below the state average of just under $47,000 for traditional public school teachers.
As a result, Florida’s charter school teachers are habitually less experienced because the average Florida traditional public school teacher is paid a higher salary because they have about 12 years of experience. Moreover, the average charter school teacher makes more than $25,000 and has five and a half years of experience (Carpenter, 2016, para 3).

Alachua charter schools' teacher turnover is one of the highest when compared to other charter schools located in different school districts in Florida, given that their salaries are normally lower in comparison to their contemporaries (Alachua County League, 2013). In 2011-12, just 25 percent of teachers in charter schools in general had earned less than $32,400 annually, and yet the starting salary for 75 percent of the Alachua district's beginning teachers was less than $38,000 (The League of Women Voters Florida, 2014). However, a majority of these novice teachers working in charter schools received no health coverage or retirement benefits (Yi & Shipley, 2014). In essence, “three of the 16 charters had 100 percent new faculty and staff, and three others had over 60 percent new hires, while half of the charters received either no school grade or a D/F,” (Florida Education Association, 2015).

According to Ingersoll (2013) “When teachers take into consideration the time, the effort, the emotional toll and what teachers are asked to actually do everyday, it was painfully obvious that teaching is not a sustainable job. I really wish it had been” (p.14).

Teachers in charter schools are prone to quit in search of "better salaries or benefits" at double the rate of their counterparts in public school is acutely accurate (Cerabino, 2014)

Conforming to Guarino, Santibanez, Glenn, & Brewer (2004), “The basic principle driving the supply of teachers is the following: Individuals will become or
remain teachers if teaching represents the most attractive activity to pursue among all those activities available to them. Well designed recruitment and retention strategies can assist a district or school in achieving its educational goals while meeting budgetary’s constraints (p. 19).

**Issues and Strategies**

According to Darling-Hammond (2007), “it is challenging that unskilled teachers and teachers with less certification are recurrently the individuals that are teaching in high-poverty as well as high-minority schools, even if teacher efficiency is one of the most significant and decisive factors of students’ success” (p. 26). After all, the research concerning this problematic matter demonstrates that experience and certification is severely attached with a teacher’s overall efficiency and success.

Clotfelter et al. (2010) explained that the learners in the classrooms of novice instructors will indisputably be connected with a school’s lowest student test scores while qualified teachers that have exhibited being effectual and successful have gradually brought up students’ scores as soon as they attain at least 13-26 years of experience (p. 30).

Furthermore, they have found that students:

who are taught by an experienced teacher score about one-tenth of a standard deviation higher on math standardized testing and a little less than one-tenth of a standard deviation higher on reading standardized tests. Overall, a student with a weak teacher, as defined by experience and certification, can be expected to perform 0.23 standard deviations lower than they would score if they were taught by a strong teacher. (Clotfelter et al. 2010)
A high-quality teacher induction program in which a mentor is assigned to support new teachers and develop their practice with weekly one-on-one meetings addresses the issue of the high percentage of teachers’ attrition every year. Unsurprisingly, high-quality teacher induction programs have been demonstrated to increase retention of teachers by an average of 20 percentile points (New Teacher Center, 2014).

In 2009, a study conducted by Glazerman et al. established that the components that constitute comprehensive teacher induction included the following:

Carefully selected and trained full-time mentors; a curriculum of intensive and structured support for beginning teachers that includes an orientation, professional development opportunities, and weekly meetings with mentors; a focus on instruction, with opportunities for novice teachers to observe experienced teachers; formative assessment tools that permit evaluation of practice on an ongoing basis and require observations and constructive feedback; and outreach to district and school-based administrators to educate them about program goals and to garner their systemic support for the program. (p. 9)

Most of the time, new teachers will possess the dreams, aspirations, and purpose of changing the lives of struggling students who come from low-income families, and will then start working in such schools because of a certain humanistic commitment to teaching in long underserved communities, until they have realized it is basically impossible to succeed alone (Achinstein & Ogawa, 2011).

This perspective supports the contention that mentorship and teacher induction programs create an advantageous method with the aim of retaining quality educators
positioned in the classroom setting rather than leaving it. It further shows that novice teacher turnover rates can be cut in half through the implementation of these programs, if it were to occur in their first two years of a teaching career (Glazerman et al., 2009).

In the course of educating, teachers advance via a linear continuum of developmental stages as proposed by stage theorists (e.g., Berliner, 1994) in which the critical time of survival occurs within their first two years of teaching (Huberman, 1989). Mentorship, in regards to teaching in these types of settings, is defined by many studies of teacher induction as the act of novice educators being mentored by experienced educators (Ingersoll & Smith, 2003). More specifically, mentoring has been defined as:

Creating an enduring and meaningful relationship with another person, with the focus on the quality of that relationship including factors such as mutual respect, willingness to learn from each other, or the use of interpersonal skills. Mentoring is distinguishable from other retention activities because of the emphasis on learning in general and mutual learning in particular. (Salinitri, 2005, p. 858)

Numerous educators account for an incapability to deal with their new environment as a majority of them feel isolated as well as demoralized, irritated, apprehensive, and overcome by the demands of their particular profession (Stanulis, Burrill, & Ames, 2007; O’Neill, 2004). Entry-level educators also report a certain lack of mentorship from others (Hebert & Worthy, 2001). In turn, educators may recognize as soon as their first year of teaching that they are consigned to an undesirable period of their lives due to the impractical beliefs and expectations they have about teaching, or
because of the steep demands their school administrators place on them (Feiman-Nemser, 1999; Allen, 2000).

Mentorship of new teachers has grown into a nationally recognized component of teacher retention, improved school culture, and student achievement. Teachers who are just beginning their careers are capable of making a nearly immediate positive impact on their students from quality support they could receive through the impacts of mentorship (University of New Mexico College of Education, 2015).

Mentors are a substantial and pivotal element in giving support for new teachers as some are regularly faced with situations wherein they have just finished their collegiate education, but have a limited scope of ideas regarding vocational pathways or continuing education. Nonetheless, mentoring alone will never sufficiently serve as a singular solution to keeping teachers who recently graduated from college retained in positions in these schools’ classrooms. It is then vital to make new teachers available for the commencement of a formal, comprehensive induction program (Stanulis & Floden, 2009).

Providing adequate professional support increases the probability of new teachers remaining in the field of education. Furthermore, it allows for capable and talented educators to fully cultivate their knowledge and proficiency. In fact, both new and experienced teachers will benefit from mentoring relationships that not only assist with each other’s development, but additionally results in increased student achievement.

The Carnegie Foundation for the Advancement of Teaching (2003) shows that new leading reasons why educators abandon teaching positions are because they feel that their administrators do not care about them, or there is not // an adequate professional
development or mentoring program in place that would facilitate the improvement of their teaching practice or pedagogical approaches. New teachers report that they often “feel isolated from colleagues, receive inadequate feedback on performance, have poor professional development and little emotional backing by administrators,” (p. 3).

Frequently, mentor teachers find that the mentorship process provides them with new opportunities for career growth and better pay. Through induction, experienced teachers and new teachers meet regularly to plan instruction. These meetings develop a beneficial relationship in addition to creating a community of educators committed to improving the performance of their school and district. The benefit of mentoring new teachers should not be undervalued as a component in correcting this negative growth trend in teacher turnover rates in Florida's charter schools (Alliance for Excellence in Education, 2005).

Burney and Beilke (2008) have stressed that those struggling students who are attending low-performing charter schools ought to be taught by long-term teachers who have steadily made evident their support and care towards their students. Regrettably, proficient teachers with extensive experience are most likely to be extremely difficult to find and convince to work in these high-poverty as well as high-minority schools.

According to Magliaro (2015) “The high teacher turnover at charter schools leaves these institutions fragile and ill equipped to support their most vulnerable students. It takes far more than a year or two in the classroom to develop that elusive set of skills needed to serve our nation’s neediest cohorts of students (p.7)”

In Broward, for years, the areas covered by the 33311 zip code has been saturated with D- and F- rated schools and parents have demanded for better alternatives (Yi, 2017). The following cities are under the 33311 zip code: Ft Lauderdale, Laud Lakes,
 Lauderdale Lakes, Lauderhill, Oakland Park, Plantation, Wilton Manors. The people living in ZIP code 33311 are principally Black or African American. Unfortunately, there is an extremely large number of single parents and the percentage of children under 18 living in the 33311 ZIP code is large compared to other areas of the country (unitedstateszipcodes.org, 2017). See Appendix E

According to Fitzpatrick & Freeman (2011), charter schools "have more racial imbalance than public schools: In 2011, one-eighth of charter schools were 90 percent single-race; one-twelfth of public schools were 90 percent single-race; 25 Miami charter schools were 90 percent Hispanic—above the 65 percent Hispanic percentage in Miami schools," (para. 7). Ultimately, the Hispanic population in the United States will comprise the fastest-growing ethnic group in all Florida charter schools (United States Census Bureau, 2010).

In line with Morones (2014), “[L]ower-income urban schools have a particularly hard time with teacher retention, their students on average receive weaker instruction because beginner teachers tend to be less effective than experienced ones. Furthermore, new teachers also aren't entering into the same teaching climate as their predecessors. It's now "one of stricter accountability, a related focus on standardized testing and, in the wake of the recent recession, severe budget cuts," (p.8).

Teacher attrition consists largely of novice teachers—particularly teachers who leave the profession prematurely when they have not fully mastered their professional skills. Therefore, it is understood that the quality of teaching they offer is lower than that of teachers who have mastered the stabilization stage. Consequently, a high teacher
turnover rate denotes a heavy turnover of teaching staff, which makes it problematic to institute a consistent school team (Karsenti & Collin, 2013).

Per the National Commission on Teaching and America’s Future, as stated in its 2013 report, *No Dream Denied*, “the high rates of teachers’ turnover have high costs to the nation and undermine efforts to guarantee quality teaching for every child. The problem is that most serve in low-performing schools, where students are left with a parade of inexperienced teachers who don’t stay long enough to make a difference,” (www.nctaf.org).

As stated by Riggs (2013), approximately 15.7 percent of teachers quit their jobs every year, and 40 percent of those who pursue undergraduate degrees in teaching never even enter the classroom in the first place. Teacher effectiveness is a critical, top priority in order to increase student performance. “In theory, the classroom hours aren’t bad and the summers are free. But, many young teachers soon realize they must do overwhelming amounts of after-hours work. They pour out emotional energy into their work, which quickly breeds exhaustion. Additionally, they experience the frustrating uphill battle that comes along with teaching—particularly in low-performing schools,” (Taylor, 2015, para. 8).

Massive quantities of low-achieving educators are most likely to work in educational facilities that are situated in extremely unpleasant neighborhoods wherein the struggles of unstable families and crime problems are a daily occurrence (Carruthers, 2009). This is also attributable to the reality that an augmenting immigrant population is doubling in the United States that English is not the primary language of these
demographic bodies, and that reading comprehension levels are consequently far lower than what standards call for (Shuster, 2008).

When compared to traditional public school teachers, charter school teachers tend to willingly vacate the profession or move on to a new school purely because they are displeased with the center and its inoperative functions (Cerabino, 2014).

Per Delaney (2015), “[c]harter schools run by private organizations, receive taxpayer money through the local public school districts and operate independently of those education systems. Taxpayers usually lose the capital money invested in charters as lease and rent payments cannot be recovered. Closing charter schools should be a last resort, after giving schools support and experimenting with solutions” (p.4).

In line with Hicks (2013), ‘It is tough to fire teachers — unless they work at a charter school and Charter schools can fire teachers at will, just like most businesses in South Florida (para.10). Paramount Charter School in Broward county fired several teachers and forced others to take huge pay cuts, lose benefits, including health care, in order to remain at the school (Hayden, 2015).

According to Travis (2013), “Pathway Academy in Lauderdale Lakes failed to pay teachers’ Salaries for the first three weeks of school. Also, several teachers said they received no paycheck until five weeks into the school year, and even then it was for only two weeks of work because the schools’ owner refused to pay them for a planning week before students arrived and said the school was holding their other two weeks pay until August 2014. District Auditor Patrick Reilly said records showed at least some teachers were not paid for the first three weeks of school,
even though Pathways had the money. Last week, he instructed the school to pay teachers” (para 10).

Conforming to Torres (2016). “When teachers are engaged in their schools’ decision-making processes, their school climate improves, teacher turnover rates drop and teachers are more committed, engaged and effective in the classroom. (p.5).

As stated by Vasiliou (2016):

Teachers overwhelmingly hold their administration, including principals, directors and school leaders, most accountable and believe that their lack of experience or lack of connection with teachers are often sources of problems within their schools. Many of the problems that these teachers were experiencing, which greatly impacted their effectiveness and the schools’ overall quality, including a lack of guidance and communication, were stemming from inadequate leadership (p.36).

Achievement Gaps

According to the Florida Department of Education (2017), “Florida’s charter schools have become increasingly diverse. In 2015-16, sixty-seven percent of the students served were minorities. Hispanic students comprised forty percent of Florida’s charter school enrollment, and twenty-one percent were African-American students” (p.1)

- The CREDO National Charter School Study reported that in Florida Afro-Americans attending charter schools perform considerably worse in both reading and math compared to their counterparts in traditional public schools. Hispanics attending charter schools didn’t receive major benefit or loss compared to their
counterparts in traditional public schools in both reading and math (Stanford University, 2009).

- The collective unit of teacher turnover specifically affects the performance of students in grade level English Language Arts (ELA) and math classes, as well as having a direct impact of similar low-performance in black students. As a consequence, students in schools with high rates of teacher turnover score lower on standardized tests. (Ronfeldt, Lankford, Wyckoff, & Loeb, 2011).

Forty-five charter schools have closed in Florida since 2008 because of academic failures, most often receiving multiple state-issued “F” grades for student performance. Before closing, an estimated 7,500 students attended those failing school.

- Most often, charter operators failed to properly implement English Language Learning and Exceptional Student Education programs. Minority and lower-income students are the ones most often being failed in charter schools. Two-thirds of the schools that have closed because of academic failures since 2008 had student populations of at least 95 percent minorities. About three-quarters of academically failed charters had student populations with significantly more kids qualifying for free or reduced lunch than the state average (Carpenter, 2014).

**Impact on Student Achievement**

As reported by Sawchuk (2012), students taught by teachers in the same grade-level team in the same school did worse in years where turnover rates were higher, compared with years in which there was less teacher turnover. The negative effect of turnover on student
achievement was larger in schools with more low-achieving and Black students. When teachers left schools, overall morale appears to suffer enough that student achievement declines—both for those taught by the departed teachers and by students whose teachers stayed put” (p. 2).

According to Butrymowicz (2012), “[t]he dismantling of so many charters has some experts worrying that when students are forced to leave educational environments where they have friends and feel comfortable, the disruption is destabilizing and upsetting to some of the system’s most vulnerable populations” (p. 7).

Florida charter schools annually lost an average 10 percent of their teachers from 2011-2012 to 2014-2015. In contrast, the outlook for traditional public schools is far more promising, with a teacher turnover rate of about four percent during over the same period of time. In recent years, the inspection of Florida low-performing charter schools in high poverty areas has become deeply analyzed and scrutinized since state funds have been spent on low-performing charters schools. A newly released analysis completed by the Associated Press of Florida Department of Education found that charter schools in 30 districts have closed after receiving as much as $70 million in state funding since 2000 (Boisseau, 2016, para. 2).

The Star Tribune reported in its analysis of school performance data that Minnesota charter schools are failing to meet their students’ learning goals and are not accomplishing satisfactory academic growth. The study, comprised of 128 of the state’s 157 charter schools, reported that the gap between the academic performance of its white and minority students widened at nearly two-thirds of those schools. This study also reported that 20 charter schools failed to meet the state’s expectations for academic growth each year between 2011 and 2014,
indicating that this situation is negatively affecting the academic achievement of Minnesota’s most at-risk students (Maguire, 2015, para 3).

The repercussions of these situations that affect children in many ways and teachers need to be solved immediately before it affects the next generation. This inadequacy is an infection for various students’ academic growth, particularly for minority students. Teachers deserve to have the importance because there is a connection between dedicated students and quality towards their learners that will result in successful performance of an “A”.

Obama Academy for Boys and Red Shoe Charter for Girls are two low performing charter schools, both of them located in high poverty areas in Fort Lauderdale, Broward, Florida that were closed after a terrible students performance outcomes, high teacher’s turnover, and owing to the state more than $729,000 after an audit conducted by Broward schools (Travis, 2015, para 1).

In line with Dawson (2013):

Despite their growing popularity, though, Florida charter schools don't perform as well as charters in other states, according to the Stanford study. Florida's growing penchant for funneling public money into charter schools hasn't universally translated into better performance. There's no accountability in terms of student progress, monitoring, to the extent that there is in the public schools. They aren't required to use the same measures, so there are schools that can continue without being successful for a period of time before they can even be questioned by the local school board about whether or not they're effective. Florida, 36.4 percent of
students enrolled in charter schools are Hispanic, 20.4 percent are black and 48.4 percent live in poverty" (p. 3).

Chapter Summary

Based on the above information, it is necessary to analyze the possible factors affecting teacher turnover in low-performing charter schools in high poverty areas. Furthermore, this issue needs to be addressed promptly because it is affecting the charter school system and every year the percentage of teachers vacating their teaching position in low-performing schools in high-poverty areas is higher.
CHAPTER 3

Methodology

Chapter Three details the research methodology that was implemented in this study whose purpose was to identify the factors affecting teacher turnover at low-performing Broward charter schools in high-poverty areas. Data was collected through surveys completed by teachers employed in low-performing charter schools in high-poverty areas in Broward County. Thus, the research methodology is quantitative.

Proposed Research

The primary purpose of this study is to identify the potential factors that impact teacher turnover in failing charter schools located in high-poverty areas in Broward County by using an online likert scale researcher-made survey through SurveyMonkey.

Secondary purposes are to investigate a possible correlation between students’ academic achievement on standardized assessments and teachers’ turnover and to suggest possible solutions to close the learning gap and determine how mentoring and other interventions could be part of the solution. The proposed solutions will be derived from teacher responses to a questionnaire.

Independent Variables

The independent variables for this study are the factors affecting teacher turnover in low-performing charter schools located in high-poverty areas in Broward County.

- Experience
- Induction Program and
• Mentoring
• Salary
• Students’ Performance

**Dependent Variable**

The dependent variable for this study is the rate of teacher turnover in low-performing charter schools located in high-performing areas in Broward County.

**Research Questions**

The survey research method has been chosen to 1) unearth the factors in determining why charter school teachers leave their teaching positions in low-performing schools within a short period of time in order to get a job in another school, and 2) establish if there is a correlation between the teacher turnover rate in low-performing charter schools in high-poverty areas and student achievement.

1. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of academic failure than at other charter schools in Broward County?
2. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of teacher turnover than in other charter schools in Broward County?

3. Is there a correlation between academic success and teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

4. What contributing factor(s) lead to high teacher turnover in low-performing charter schools in high-poverty neighborhoods in Broward County?

5. Do mentoring, induction, and other interventions offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

6. Are there interventions in addition to mentoring and induction that might offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

**Target Population**

The target population who consists of 100 teachers that is currently and/or recently employed teachers in low-performing charter schools in high poverty areas in Broward County Florida. The research population will be categorized as follows:

**Category 1**

- teachers who are currently working in the same charter schools; 

  The researcher will explore why there are teachers who spend many years working in the same charter schools.
Category 2

- teachers who moved from one charter school to another charter school

Find out the reasons why teachers prefer one charter school over another one.

Category 3

- teachers who are no longer employed at charter schools, but are now working in public schools for the school district.

Find out the reasons why these teachers decided to stop working in a low-performing charter schools and start teaching in a traditional public school.

Category 4

- teachers who left the teaching profession

Determine reasons why these teachers left their schools forever and decided to embark in a different profession or career

The study is solely focused on teachers who are or were working in seven different low-performing charter schools located in high-poverty areas in Broward County, Florida. These charter schools were selected foremost upon the basis of their diverse student, poor grades, and teacher drop out rates. Moreover, these schools are located in high-poverty areas where the majority of students are from African-American and Hispanic households (See Appendix F). The researcher will retrieve, analyze, and compare the information provided by the FLDOE under the section, “Accountability and School Grades,” where a grade for each charter school in Florida dating since inception in 1998 is posted. This is a convenience sample, because it is geographically accessible.
The targeted schools have a history of receiving D and F ratings for consecutive years, and have a high teacher turnover rate in all these years. In addition, the principals and assistant principals have been replaced almost every year, which has changed the direction of the schools' administrations constantly. Broward County was chosen due to the fact that most of Broward's F-rated schools are in the eastern part of the county, including Fort Lauderdale, Lauderhill, and Pompano Beach (Travis, 2016). It is important to address the fact that the State has announced that they will not penalize districts or schools for low marks for 2015-16. Broward County Public Schools has approved a $3.3 million state grant that will permit charter school operators who have demonstrated a successful track record to open charter schools in the area where a low-income neighborhood is located (Yi, 2015).

Selection

All teachers in seven charter schools were invited via Survey Monkey (See Appendix G) to complete a survey in which they were asked to rate items on a Likert Scale.

The researcher sent out 350 invitations to the faculty members of the seven identified low-performing schools. Only teachers who work in low-performing charter schools located in Broward County’s high poverty areas received the invitation to complete the survey. The selected charter schools all had a school rating of below "C". The teacher's gender, race, and teaching status were identified and classified as part of the survey. Results were reported as per the four categories of teachers listed above.

The group of teachers chosen comprised a purposive sample that represent a diverse selection consisting of a minimum of one-hundred educators. The participants’
racial identity and gender were self-reported by the participants (See Appendix I). It is important to highlight participants could elect not to respond for reasons of privacy. The researcher began to analyze data as soon as 100 teachers submitted completed surveys.

Each teacher was assigned a number, enabling the participant to remain anonymous with the purpose of the anonymity to avoid repercussions from the participants’ employers, to avoid any kind of intimidation, and to obtain genuine and honest responses that would express their true experiences, feelings, and concerns, making this research useful for further studies.

Their reasons will further stipulate details and information as to their preferred option choice. As stated by McLeod (2008), "Likert Scales have the advantage that they do not expect a simple yes/no answer from the respondent, but rather allow for degrees of opinion, and even no opinion at all. Offering anonymity on self-administered questionnaires further reduces social pressure, and thus may likewise reduce social desirability bias (p.7)."

Also, it was found that more honest answers were reported when people were not asked to write their identifying information such as names, addresses and telephone numbers on their questionnaire (Paulhus, 1984). No identifications will be published, and only the researcher will be able to identify the participants.

The survey was designed to identify possible causes and motivators for a teacher to vacate a teaching position at a charter school. Responses had the following six options: SA: Strongly Agree; A: Agree; N: Neutral; SD: Strongly Disagree; D: Disagree; and N/A: Not applicable.
The survey was developed with the singular focus of gathering information relevant to the potential reasons why educators vacate their jobs in a low-performing charter school (Likert Scale—See Appendix G). The survey items, which follow are based upon the literature review conducted by the researcher. After the final item, participants had the option to add additional information that was not included in the survey, but which might be important regarding their personal concerns.

**Research Method**

A quantitative research method (questionnaire) was employed. For this study, surveys were conducted to explore the views, experiences, beliefs, motivations, and relations with administrators of charter school teachers in low-performing schools located in high-poverty areas in Broward County. Once the educator granted electronic consent to participate, all data was gathered and reported through Survey Monkey, a useful web tool aimed at data collection and gathering free-form answers from open-form fields (Hornik, 2014). The electronic consent form can be seen in Appendix H.

**Instrumentation**

See Appendix H for the complete Survey.

**Data-Analysis Techniques /Procedures**

Once teachers granted consent and completed the online survey, the researcher received a confirmation from Survey Monkey through email. Based on the responses of the participants, the researcher drew conclusions by running a cross tabulation which provided insights into the results of the survey. By examining the survey frequencies and strengths of agreement or disagreement with survey items, the researcher received a basic picture of the study’s data. The participating teachers provided their reasons for the
increase in teachers attrition every year. The completion of the survey provided possible solutions to the reason why teacher turnover is higher every year in low-performing charter schools that are located in high-poverty areas in Broward County.

**Confidentiality**

All surveys were held in confidentiality so participants' identities could be protected and the aggregated data was carefully scrutinized. SurveyMonkey Inc. meets the terms of the US-Swiss Safe Harbor Framework that was developed by the U.S. Department of Commerce regarding the collection, use and retention of personal information. Survey data is stored on servers located in the United States and it is owned by the researcher. SurveyMonkey acts as a mere custodian of that data; they do not sell email addresses and they use them only as directed by the researcher.

The data were stored in a locked storage file in the researcher's office, accessible only to that researcher. The researcher's office is locked every time she leaves her office with no possibility that anyone besides her access her office. The data will be stored between three to five years and then destroyed.

When assessing the data, the quantitative research's patterns, rankings, and discrepancies were arranged by using a computer database that was provided by SurveyMonkey with the purpose of adding comments in the margins of the paper with the researcher's comments. The results of the SurveyMonkey data analysis using a Likert Scale question are presented as in the following figure.
Risks and Benefits

The primary purpose of this study was to identify the potential factors that impact teacher turnover in failing charter schools located in high-poverty areas in Broward County. Secondary purposes are to investigate a possible correlation between students’ academic achievement on standardized assessments and teachers’ turnover and to suggest possible solutions to close the learning gap and how mentoring and other interventions could be part of the solutions.

A potential benefit may be teachers acknowledging and sharing what they know about leaving or staying at a low-performing charter school in high poverty areas.
There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

As a result of this study, the final data is displayed as bar graphs that indicate the possible factors of teachers' turnover in low-performing charter schools in high-poverty areas in Broward County. This research is primarily concerned with gaining direct experience by charter school teachers and collecting information that will assist in identifying the factors that allude to increases in teacher turnover rates and finding the strategies that need to be implemented to solve this issue in low-performing charter schools. Thus, the study and its findings have the potential to generate new reasons that explore the causation of charter schools spending millions of dollars in the procurement of new teachers, the decrease in student performance, and the loss of vocationally-experienced and adept teachers, at once.

**Limitations/Delimitations of the Study**

The study is limited in the following conditions:

The educators surveyed in this study are or were employed by one of seven Broward County charter schools, in which the majorities of the respective faculties are composed of new-hire teachers, most of whom have recently relocated to Florida or are recent college graduates. For these reasons, each participant holds a temporary teaching certificate.

This study is based on seven charter schools that are located in low-income areas and are considered low-performing schools, having received grades of “D” and “F.”
The targeted charter schools are located in Florida, and they might not accurately embody the conditions of charter schools in other states nationwide where the laws that rule and monitor charter schools are different from those in Florida.

Findings are based on the conditions made apparent by the educators who were willing to complete the survey.

Chapter Summary

The research methodology is quantitative descriptive statistics using a crosstabulation analysis because it examines relationships within the data, analyzes the results for all completed surveys, and provides a summary of the data. In order to complete this study, online surveys were sent via Survey Monkey to 245 teachers who have worked or currently work in low-performing schools in high-poverty areas in Broward County. As soon as the first 100 teachers completed the survey, the analysis of the data began. The research population was categorized as follows:

Category 1
- teachers who are currently working in the same charter schools;

Category 2
- teachers who moved from one charter school to another charter school

Category 3
- teachers who are no longer employed at charter schools, but are now working in public schools for the school district.

Category 4
- teachers who left the teaching profession
The selected charter schools all have below”C” and the teacher’s gender and race were self-reported. The final data are displayed as bar graphs that will indicate the possible factors of teachers’ turnover in low-performing charter schools in high-poverty areas in Broward County.
CHAPTER 4

Results

Review of Purpose

The general purpose of this research study was to survey the perceptions of teachers regarding factors affecting teacher turnover in low-performing charter schools in high-poverty areas in a south Florida public school district. The goal of the researcher was to ultimately identify factors affecting teacher turnover for the purpose of ameliorating the situations which lead to teacher turnover.

Review of Research Procedure

The research proposal for this study involved administering a survey electronically using Survey Monkey to teachers in low-performing charter schools in high-poverty areas of the targeted school district to identify their perceptions of factors affecting teacher retention in these schools. The first survey item sought informed consent to participate in the study. The next three items were designed to ascertain the race, gender, and teacher status of the participants. Respondents were directed to use a Likert scale to record their level of agreement with 17 statements. The survey concluded with an optional open-ended invitation to describe possible items of value not included in the survey.

Once the proposed research study was approved by the dissertation committee, the researcher submitted the proposal to the Lynn University Institutional Review Board (IRB) for permission to proceed with the study. When the IRB approval was granted, the researcher contacted the principals of seven low-performing charter schools in high-poverty areas in a south Florida public school district to request permission to survey
teachers regarding their perceptions of factors which affect teacher retention in such schools.

Three of the schools initially contacted agreed to participate while two others could not participate because they had been closed due to poor grades in FSA, FCAT, and EOC. Thus, four additional charter schools were identified based on their school grades results for 2016-2017 provided by the Florida Department of Education. The principals were contacted first by U.S. mail and e-mail and asked to grant permission to contact teachers. Once principals granted permission to contact teachers, the researcher contacted the teachers by e-mail and notified them of the nature and purpose of the study. They were also given instructions for completing the survey, and were asked to provide informed consent electronically prior to completing the survey if they agreed to participate.

Since the original targeted goal for sample size was 100, when the first 100 complete responses were received, the researcher began the analysis of data provided by Survey Monkey.

Following the initial examination of data, survey items with similar issues were analyzed using cross tabulation.

Research Questions

The following research questions guided this investigation:

1. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of academic failure than other charter schools in Broward County?
2. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of teacher turnover than other charter schools in Broward County?

3. Is there a correlation between academic success and teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

4. What contributing factors lead to high teacher turnover in low-performing charter schools in high-poverty neighborhoods in Broward County?

5. Do mentoring, induction, and other interventions offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

6. Are there interventions in addition to mentoring and induction that might offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

Instrumentation

The survey was created by the researcher based on factors identified in the literature. It consisted of 22 items: electronic consent followed by three demographic data items to establish gender, race, and teacher status, 17 Likert scale response items and one open-ended optional question.

The seventeen Likert scale survey items (#5-21) were derived from factors identified in the literature. Questions #5-21 are as follows:
5. Administrative threats, e.g., terminations, were a major factor in determining my present status.

6. Working conditions, e.g., hostile environment played a major role in determining my present status.

7. The school location, e.g., low-poverty areas, was a major factor in determining my present status.

8. Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status.

9. Salary or lacking of an annual wage increase played a major role in determining my present status.

10. Teachers’ burnout played a major role in determining my present status.

11. Testing pressures played a major role in determining my present status.

12. Changing my temporary teaching certification into a professional certification played a major role in determining my present status.

13. Lack of support and resources from the school played a major role in determining my present status.

14. Lack of support from my team leader in dealing with students’ behavioral problems played a major role in determining my present status.

15. Lack of a well-implemented mentoring program played a major role in determining my present status.

16. Holding a temporary teaching certification played a major role in determining my present status.

17. Lack of parental involvement played a major role in determining my present status.
18. Lack of planning time played a major role in determining my present status.

19. Working in a traditional public school provides more benefits (ex. bonus, health insurance).

20. Lack of an effective employer matching program, e.g., 401(K), was a major factor in determining my present status.

21. Holding a temporary teaching certification played a major role in determining my present status.

Item #22 was an optional open-ended question prompting participants to add possible reasons not contained in the survey for teachers to vacate their roles at a charter school.

Survey Results

Seven charter schools participated in the survey. Over a period of eight weeks, a total of 245 invitations were sent via e-mail to teachers. The responses of the first 100 teachers who submitted a completed survey were tallied and analyzed. (See Appendices I and J for further detail.)

Demographic Results

The first four survey items pertained to consent and demographic characteristics of the study sample.

Item 1: Consent

While 108 granted consent, only the first 100 complete responses were considered in the analysis.
Item 2: Gender

Of those who responded to the question about gender, 15 self-identified as male (16%) and 74 self-identified as female (79%). (See Appendix K.)

Item 3: Race

The following table illustrates the percentages of teachers by race who responded to this item:

<table>
<thead>
<tr>
<th>White</th>
<th>Hispanic</th>
<th>Afro-American</th>
<th>Asian</th>
<th>Preferred Not To Answer</th>
</tr>
</thead>
<tbody>
<tr>
<td>28%</td>
<td>21%</td>
<td>39%</td>
<td>1%</td>
<td>11%</td>
</tr>
</tbody>
</table>

Retrieved from https:// surveymonkey .com

Item 4: Teaching Status

Responses detailing the teaching status of the participants ranged from 33 respondents who said they left one charter school for another charter school (39%), 33 who reported that they left a charter school for another public school (39%), 10 teachers reported working at the same charter school for five or more years (12%), nine reported having vacated the profession entirely (11%), and 18 teachers skipped the question entirely. (See Appendix L.)

The following chart summarizes the demographic characteristics of the study sample, as well as the number of schools and teachers targeted for participation.
Table 3  Demographic Characteristics of Study Sample

<table>
<thead>
<tr>
<th>Schools</th>
<th>Invitees</th>
<th>Teachers by Race</th>
<th>Teachers by Gender</th>
<th>Teacher Status</th>
<th>Optional Comments</th>
</tr>
</thead>
<tbody>
<tr>
<td>N = 7</td>
<td>N = 245</td>
<td>Complete Responses</td>
<td>N = 100</td>
<td>N = 85</td>
<td>N = 32 (of 100)</td>
</tr>
<tr>
<td>Initial yes 3 schools:</td>
<td>Complete Responses</td>
<td>White</td>
<td>Male</td>
<td>Left one charter school for another</td>
<td>32%</td>
</tr>
<tr>
<td>School A</td>
<td>N = 28</td>
<td>N = 28</td>
<td>N = 15</td>
<td>N = 33</td>
<td>39%</td>
</tr>
<tr>
<td>School B</td>
<td>N = 16</td>
<td>28%</td>
<td>16%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>School C</td>
<td>N = 15</td>
<td>28%</td>
<td>16%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>School D</td>
<td>N = 15</td>
<td>28%</td>
<td>16%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>School E</td>
<td>N = 15</td>
<td>28%</td>
<td>16%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Disqualified 2 schools:</td>
<td>Hispanic</td>
<td>Female</td>
<td>Left charter school for another</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>School D</td>
<td>N = 21</td>
<td>N = 21</td>
<td>N = 74</td>
<td>N = 33</td>
<td>39%</td>
</tr>
<tr>
<td>School E</td>
<td>N = 74</td>
<td>21%</td>
<td>79%</td>
<td>33%</td>
<td></td>
</tr>
<tr>
<td>Alternative 4 schools:</td>
<td>Africam American</td>
<td>Preferred no Response</td>
<td>At same charter school for 5+ years</td>
<td>32%</td>
<td></td>
</tr>
<tr>
<td>School D</td>
<td>N = 39</td>
<td>N = 39</td>
<td>N = 5</td>
<td>N = 10</td>
<td>39%</td>
</tr>
<tr>
<td>School E</td>
<td>N = 39</td>
<td>39%</td>
<td>5%</td>
<td>12%</td>
<td></td>
</tr>
<tr>
<td>School F</td>
<td>N = 10</td>
<td>Asian</td>
<td>No longer teaching</td>
<td>N = 9</td>
<td>12%</td>
</tr>
<tr>
<td>School G</td>
<td>N = 11</td>
<td>N = 1</td>
<td>N = 9</td>
<td>12%</td>
<td></td>
</tr>
</tbody>
</table>

The seventeen remaining survey questions and the percentages of teachers who either strongly agreed or agreed with the statements are exhibited in Appendix M.

At the end of the survey, teachers were invited to add optional comments regarding items or issues of value to them that had not been addressed by the survey items. Thirty-two of the 100 complete respondents volunteered optional comments at the end of the survey. The teachers' optional comments and responses to the 17 Likert-scale
items were the raw material from which emergent themes were identified. After the initial inspection of data, the researcher conducted a cross tabulation of related items to seek further clarity.

**Disclaimer: Cautions in Interpreting Qualitative Data**

The failure to participate or to respond to the survey in its entirety is a limitation of the study. As a counter measure to possible confounding effects of missing data, the researcher applied a filter to analyze only completed surveys. A second filter provided the analysis of only “strongly agree” responses.

The researcher trusted that the participants would respond honestly to survey questions based on their experience. It is generally accepted that the task of identifying particular stories or themes in qualitative research is inherently culturally bound. That is, persons might conceptualize differently because of particular backgrounds and experiences. While the teachers in this study were not representative in the statistical sense of teachers in general, their perceptions are representative in the colloquial sense of the word of teachers in low-performing charter schools in high-poverty areas in a south Florida public school district. This was a convenience sample and it is generally accepted that findings of this nature are not generalizable and repeatable. Nevertheless, they do have value in this particular location at this particular time. Knowing that retrospective accounts are often subject to selective memory, there is a real possibility that responses might have been influenced by peculiarities of teachers’ experiences, recency of experience, and/or cultural factors. To counteract this possible limitation, data from related survey items were subjected to cross tabulations to seek clarity and accuracy of interpretation.
As an additional precautionary measure, the researcher had included two identical statements pertaining to teacher certification (#16 and #21) to test for reliability. The questions read: “holding a temporary certificate played a major role in determining my present status.” Survey Monkey reported that 5.10% of respondents (N=5) strongly agreed with statement #16 and 20.20% (20 respondents) agreed strongly with the statement #21. The researcher considered this difference confounding since the statements were identical, but the responses were disparate. Survey Monkey also reported that 15.31% (15 respondents) and 26.26% (26 respondents) of teachers agreed with statements #16 and #21 respectively. These discrepancies in responses led the researcher to doubt the reliability of teacher responses. This is another limitation of the study.

A third statement (#12) was related to the factor of temporary certification: “Changing my temporary teaching certification into a professional certification played a major role in determining my present status.” Nine of the respondents (9.09%) strongly agreed while 17 respondents (17.17% agreed.

Given the number of related survey items and emerging themes, the researcher decided to run a cross tabulation on related questions to seek further clarity of actual themes.

**Emergent Themes**

The seventeen remaining survey questions and the percentages of teachers who either strongly agreed or agreed with the statements are exhibited in Appendix L. The questions are rank ordered according to the percentage of teachers who strongly agreed with the statements. Responses ranked in the highest four positions all pertain to salary
and benefits. The lowest ranking question pertains to location of the school. (See Appendix M.)

Given the discrepancies in responses to items #16, 21 and #12, as well as the wide range of observations based on the data, the researcher sorted the responses into clusters of related themes. The following four strands were identified: (1) financial issues; (2) lack of support and mentoring; (3) internal and external working conditions; and (4) stress.

**Theme One**

First and foremost is the financial theme which included concerns about salary, benefits, and available resources. Related financial items were addressed in Items #8, 9, 19, and 20 which ranked 3rd, 2nd, 1st, and 4th respectively.

Statement #19: Working in a traditional public school provides more benefits (e.g., bonus, health insurance).

Statement #9: Salary or lacking of an annual wage increase played a major role in determining my present status.

Statement #8: Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status.

Statement #20: Lack of an effective employer matching program, e.g., 401(K), was a major factor in determining my present status.

Since the highest ranking item was #19, the cross tabulation was conducted using Item #19 in relation to Items #8, 9, and 20 which ranked 3rd, 2nd, and 4th respectively.
Cross Tabs Theme One: Financial

Item #19 (Highest ranked survey item)

Working in a traditional public schools provides more benefits (ex. bonus, health insurance)

Answered: 97  Skipped: 16

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49.48%</td>
</tr>
<tr>
<td>Agree</td>
<td>24.74%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.34%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3.09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.09%</td>
</tr>
<tr>
<td>N/A</td>
<td>8.25%</td>
</tr>
</tbody>
</table>

| TOTAL | 97 |

<table>
<thead>
<tr>
<th>#19 WITH #9</th>
<th>STRONGLY DISAGREE--</th>
<th>DISAGREE--</th>
<th>NEUTRAL--</th>
<th>STRONGLY AGREE--</th>
<th>AGREE--</th>
<th>N/A--</th>
<th>TOTAL--</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>6.25%</td>
<td>8.33%</td>
<td>8.33%</td>
<td>45.83%</td>
<td>29.17%</td>
<td>2.08%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Q19:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>22</td>
<td>14</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>3</td>
<td>4</td>
<td>4</td>
<td>22</td>
<td>14</td>
<td>1</td>
<td>48</td>
</tr>
<tr>
<td>Respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#19 WITH #8</th>
<th>STRONGLY DISAGREE--</th>
<th>DISAGREE--</th>
<th>NEUTRAL--</th>
<th>STRONGLY AGREE--</th>
<th>AGREE--</th>
<th>N/A--</th>
<th>TOTAL--</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>16.67%</td>
<td>10.42%</td>
<td>8.33%</td>
<td>43.75%</td>
<td>14.58%</td>
<td>6.25%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Q19:</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Strongly</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>21</td>
<td>7</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Agree</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>Total</td>
<td>8</td>
<td>5</td>
<td>4</td>
<td>21</td>
<td>7</td>
<td>3</td>
<td>48</td>
</tr>
<tr>
<td>Respondents</td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>#19 with #20</td>
<td>STRONGLY AGREE</td>
<td>AGREE</td>
<td>NEUTRAL</td>
<td>STRONGLY DISAGREE</td>
<td>DISAGREE</td>
<td>N/A</td>
<td>TOTAL</td>
</tr>
<tr>
<td>-------------</td>
<td>----------------</td>
<td>-------</td>
<td>---------</td>
<td>-------------------</td>
<td>---------</td>
<td>-----</td>
<td>-------</td>
</tr>
<tr>
<td>Q19: Strongly Agree</td>
<td>43.75%</td>
<td>16.67%</td>
<td>22.92%</td>
<td>8.33%</td>
<td>8.33%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>21</td>
<td>8</td>
<td>11</td>
<td>4</td>
<td></td>
<td></td>
<td>48</td>
</tr>
</tbody>
</table>

When Item #19 was cross tabulated with items #9, 8, and 20, the resulting relationships were 45.83%, 43.75%, and 43.75% respectively. This strong relationship among responses is not surprising since these items ranked 1st, 2nd, 3rd, and 4th. The fact that the four highest ranked scores pertained to financial issues attests to the importance attached to financial concerns by teachers in this research. These results are closely aligned with the literature review. As reported in Chapter One:

Teachers in charter schools are prone to quit in search of "better salaries or benefits" at double the rate of their counterparts in public school is acutely accurate. (Cerabino, 2014) Florida charter school teachers are among the lowest paid charter school teachers in the country, as reported by the state’s charter school data provided by the Florida Department of Education in 2016. Many charter school teachers make $40,000 a year or less—below the state average of just under $47,000 for traditional public school teachers.

Selected unedited supportive quotes which substantiate the theme of financial concerns affecting teacher retention are:

“The charter school does not offer as much benefits (retirement, insurance, etc.) and resources (library, pull-outs for ESE, etc.)”
“Charter does not have as many resources as the public school. Also, the insurance is very expensive.”

“Low salary plays an important part working in charter schools.”

“Charter schools pay less and have no job protection.”

“Charter schools rarely match public schools salary and you don't get paid benefits and retirement.”

**Theme Two**

A second theme which emerged was lack of support and was prompted by responses to statements # 13, 14, 15, and 17 which ranked 6th, 13th, 9th, and 14th respectively.

Statement # 13: Lack of support and resources from the school played a major role in determining my present status.

Statement # 14: Lack of support from my team leader in dealing with students’ behavioral problems played a major role in determining my present status.

Statement # 15: Lack of a well-implemented mentoring program played a major role in determining my present status.

Statement # 17: Lack of parental involvement played a major role in determining my present status.

Responses to Item #13 which ranked 6th were compared with other items since #13 was the highest ranked response of this category.
CROSS TABS Theme Two: Lack of Support

Lack of support and resources from the school played a major role in determining my present status.

Answered: 97  Skipped: 16

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25.77%</td>
</tr>
<tr>
<td>Agree</td>
<td>23.71%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.49%</td>
</tr>
<tr>
<td>Disagree</td>
<td>24.74%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6.19%</td>
</tr>
<tr>
<td>N/A</td>
<td>3.09%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#13 with #14</th>
<th>STRONGLY AGREE-</th>
<th>AGREE-</th>
<th>NEUTRAL-</th>
<th>DISAGREE-</th>
<th>STRONGLY DISAGREE-</th>
<th>N/A-</th>
<th>TOTAL-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13: Strongly Agree</td>
<td>24.00%</td>
<td>20.00%</td>
<td>16.00%</td>
<td>20.00%</td>
<td>16.00%</td>
<td>4.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>6</td>
<td>5</td>
<td>4</td>
<td>5</td>
<td>4</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>#13 with #15</th>
<th>STRONGLY DISAGREE-</th>
<th>DISAGREE-</th>
<th>NEUTRAL-</th>
<th>STRONGLY AGREE-</th>
<th>AGREE-</th>
<th>N/A-</th>
<th>TOTAL-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Q13: Strongly Agree</td>
<td>20.00%</td>
<td>8.00%</td>
<td>20.00%</td>
<td>40.00%</td>
<td>8.00%</td>
<td>4.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>5</td>
<td>2</td>
<td>5</td>
<td>10</td>
<td>2</td>
<td>1</td>
<td>25</td>
</tr>
</tbody>
</table>
While related to the same theme, i.e., support, the foregoing survey items were not as strongly associated as the financial concerns items. Item #13 cross tabulated with item #14 yielded 24% in the strongly agree category. With item #15, the percentage was 20%, and with item #17. The percentage was 24%. While not a hardy as the percentages in the financial theme, these relationships seem solid.

Selected supportive quotes for the theme of support include:

“Lack of professionalism, lack of professional training development, lack of communication (no response when asking a question or sending an email.”

“Lack of opportunities for professional growth (i.e., Professional learning opportunities, workshops, local and national conference participation.”

**Theme Three**

The third theme identified by the researcher was working conditions, internal as well as external, surfaced by Survey Items #5, 6, 7, and 18 which ranked 12th, 8th, 16th, and 7th respectively:

Statement # 5: Administrative threats, e.g., terminations, was a major factor in determining my present status. (internal factor)
Statement # 6: Working conditions, e.g., hostile environment played a major role in determining my present status. (internal factor)

Statement # 7: The school location, e.g., low-poverty areas, was a major factor in determining my present status. (external factor)

Q # 18: Lack of planning time played a major role in determining my present status. (internal factor)

Items were compared to Survey Item #18 because it ranked higher than the other items in this category.

CROSS TABS Theme Three: Working Conditions

Lack of planning time played a major role in determining my present status.

Answered: 99  Skipped: 14

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19.19%</td>
</tr>
<tr>
<td>Agree</td>
<td>28.28%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14.14%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14.14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21.21%</td>
</tr>
<tr>
<td>N/A</td>
<td>2.03%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>99</td>
</tr>
</tbody>
</table>
### #18 with #5

<table>
<thead>
<tr>
<th>Q18:</th>
<th>STRONGLY AGREE</th>
<th>AGREE-</th>
<th>NEUTRAL- DISAGREE-</th>
<th>STRONGLY DISAGREE-</th>
<th>N/A-</th>
<th>TOTAL-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>21.05%</td>
<td>31.58%</td>
<td>10.53%</td>
<td>21.05%</td>
<td>10.53%</td>
<td>5.26%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>4</td>
<td>6</td>
<td>2</td>
<td>4</td>
<td>2</td>
<td>1</td>
</tr>
</tbody>
</table>

### #18 with #6

<table>
<thead>
<tr>
<th>Q18:</th>
<th>STRONGLY AGREE</th>
<th>AGREE-</th>
<th>NEUTRAL- DISAGREE-</th>
<th>STRONGLY DISAGREE-</th>
<th>N/A-</th>
<th>TOTAL-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>31.58%</td>
<td>21.05%</td>
<td>31.58%</td>
<td>5.26%</td>
<td>10.53%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>6</td>
<td>4</td>
<td>6</td>
<td>1</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

### #18 with #7

<table>
<thead>
<tr>
<th>Q18:</th>
<th>STRONGLY AGREE</th>
<th>AGREE-</th>
<th>NEUTRAL- DISAGREE-</th>
<th>STRONGLY DISAGREE-</th>
<th>N/A-</th>
<th>TOTAL-</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>10.53%</td>
<td>26.32%</td>
<td>15.79%</td>
<td>36.84%</td>
<td>10.53%</td>
<td>0.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>2</td>
<td>5</td>
<td>3</td>
<td>7</td>
<td>2</td>
<td>0</td>
</tr>
</tbody>
</table>

Selected supportive unedited quotes include:

“School leadership plays major role above all else in teacher retention. If school leader is not effective this will lead to a poor culture and lead to high turnover.”

“Lack of organizational structure...With clear expectations and guidelines teachers would be more effective.”

“...There was a lack of support and my caseload was too much for one person.”

### Theme Four

The fourth theme which emerged from the data is test-related stress. Teachers reported being stressed by testing pressures (statement #11, ranked 10th) and working with a temporary teaching certificate (statements # 16 and 21 and 12, ranked 15th, 15th,
and 11th respectively). It is interesting that pressures from testing outranked concerns about certification status. These combined pressures ultimately resulted in teacher burnout which outranked all items associated with temporary certification concerns.

Item #11: Testing pressures played a major role in determining my present status.

Item #16: Holding a temporary teaching certification played a major role in determining my present status.

Item #21: Holding a temporary teaching certification played a major role in determining my present status.

Item #12: Changing my temporary teaching certification into a professional certification played a major role in determining my present status.

A cross tabulation was conducted comparing related items to #11:

Cross Tabs Theme Four: Test-related Stress

![Chart showing survey responses](chart.png)
#11 with 12

<table>
<thead>
<tr>
<th>Q11: Strongly Agree</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>N/A</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11 with 12</td>
<td>25.00%</td>
<td>0.00%</td>
<td>0.00%</td>
<td>16.67%</td>
<td>41.67%</td>
<td>16.67%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>3</td>
<td>0</td>
<td>0</td>
<td>2</td>
<td>5</td>
<td></td>
<td>12</td>
</tr>
</tbody>
</table>

#11 with #16--

<table>
<thead>
<tr>
<th>Q11: Strongly Agree</th>
<th>STRONGLY AGREE</th>
<th>AGREE</th>
<th>NEUTRAL</th>
<th>DISAGREE</th>
<th>STRONGLY DISAGREE</th>
<th>N/A</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11 with #16--</td>
<td>16.67%</td>
<td>16.67%</td>
<td>25.00%</td>
<td>16.67%</td>
<td>25.00%</td>
<td>0.00%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>2</td>
<td>2</td>
<td>3</td>
<td>2</td>
<td>3</td>
<td>0</td>
<td>12</td>
</tr>
</tbody>
</table>

#11 with #21

<table>
<thead>
<tr>
<th>Q11: Strongly Agree</th>
<th>STRONGLY DISAGREE</th>
<th>DISAGREE</th>
<th>NEUTRAL</th>
<th>AGREE</th>
<th>STRONGLY AGREE</th>
<th>N/A</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td>#11 with #21</td>
<td>0.00%</td>
<td>16.67%</td>
<td>8.33%</td>
<td>25.00%</td>
<td>16.67%</td>
<td>33.33%</td>
<td>100.00%</td>
</tr>
<tr>
<td>Total Respondents</td>
<td>0</td>
<td>2</td>
<td>1</td>
<td>3</td>
<td>2</td>
<td>4</td>
<td>12</td>
</tr>
</tbody>
</table>

Selected supportive teacher comments include:

“Charter schools’ teachers definitely have too much to do…and too many tests to be administered by teachers greatly affect the morale of the teacher. If she feels burnt out and overworked she loses the wonderful joy of teaching.”

“We were required to fulfill the roles outside of our job description without compensation…I did not feel that my job was secure and always felt that I could be fired at any moment.”

Chapter Summary

Chapter Four reviewed the purpose of the study and reviewed the research design. Data provided by Survey Monkey were presented, and survey results were reported using
cross tabulations. Four major themes were drawn from teacher’s responses to survey items as well as optional comments. The themes were then and supported by selected unedited teacher comments.

Chapter Five will present decisions on research questions and offer recommendations based on the findings to ameliorate the plight of charter school teachers in low-performing charter schools in high-poverty areas as well as make recommendations for further research on this topic.
CHAPTER 5

Recommendations For Future Research

Chapter Five will present answers to the research questions which guided this study and make recommendations for future action and research based on the findings.

Decisions on Research Questions

1. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of academic failure than other charter schools in Broward County?
   ANSWER: Yes, based upon the latest results of school grades posted on Florida Department of Education for the year 2017-18 (http://schoolgrades.fldoe.org, 2017).

2. Do low-performing charter schools located in high-poverty neighborhoods in Broward County have a higher rate of teacher turnover than other charter schools in Broward County?
   ANSWER: Yes, based on the survey, 66% of the teachers that participated in the survey 33% “left one charter school for another” and 33% “left a charter school for a public school”.

3. Is there a correlation between academic success and teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?
   ANSWER: Yes, based upon -66% of the teachers quit their jobs -and comparing those charter schools’ results on FSA, FCAT -and EOC
demonstrates such. Three of the schools were closed as a directed result of poor grades and underperformance.

4. What contributing factors lead to high teacher turnover in low-performing charter schools in high-poverty neighborhoods in Broward County?

ANSWER: Selected teacher responses include:

- Working in a traditional public school provides more benefits (e.g., bonuses, health insurance).
- Salary or lack of an annual wage increase played a major role in determining my present status.
- Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status.
- Lack of an effective employer matching program [e.g., 401(k)], was a major factor in determining my present status.

5. Do mentoring, induction, and other interventions offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

ANSWER: Based on the survey, “[l]ack of a well implemented mentoring program played a major role in determining my present status (14.29%)” and “[l]ack of support from my team leader in dealing with students’ behavioral problems played a major role in determining my present status (8.08%).
6. Are there interventions in addition to mentoring and induction that might offer solutions to closing the gap in teacher turnover in low-performing charter schools located in high-poverty neighborhoods in Broward County?

Emergent Themes

As reported in Chapter Four, the predominant theme which emerged from the data was based on financial issues. Survey items which prompted these concerns were Items #19, 20, 8, and 9:

Statement # 19: Working in a traditional public school provides more benefits (ex. bonus, health insurance).

Statement # 9 Salary or lacking of an annual wage increase played a major role in determining my present status.

Statement # 8: Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status.

Statement #20: Lack of an effective employer matching program, e.g., 401(K), was a major factor in determining my present status.

These four items ranked first through fourth among the teachers’ responses, confirming what was revealed in the literature review about the importance of financial factors in teacher retention:

- Teachers in charter schools are prone to quit in search of "better salaries or benefits" at double the rate of their counterparts in public school is acutely accurate (Cerabino, 2014).
Florida charter school teachers are among the lowest paid charter school teachers in the country, as reported by the state’s charter school data provided by the Florida Department of Education in 2016. Many charter school teachers make $40,000 a year or less—below the state average of just under $47,000 for traditional public school teachers.

Theme of Support via Mentorship and Induction Program

The literature review illustrated that the mentorship of new teachers has grown into a nationally recognized component of teacher retention, improved school culture, and student achievement (University of New Mexico College of Education, 2015). Survey Item #9 stated: “Salary or lacking of an annual wage increase played a major role in determining my present status.” 14.29% of respondents strongly agreed with this statement and 23.47% agreed. These results confirmed what surfaced in the literature review on the role of mentoring and teacher retention.

As reported in the University of New Mexico College of Education (2015), teachers who are just beginning their careers are capable of making a nearly immediate positive impact on their students from quality support they could receive through the impact of mentorship. Thus, it is recommended that schools, especially low-performing charter schools in high-poverty areas, develop supportive mentoring programs for novice teachers. The relationships that develop as a result of effective mentoring programs have the potential to enhance school climate and strengthen retention of qualified teachers.

A representative teacher comment about lack of support is: “We were required to fulfill roles outside of our job description without compensation. In the middle of the
year, my job role changed and I was placed at a different campus, which was not
convenient to where I lived. I did not feel that my job was secured and always felt that I
could be fired any moment. There was lack of support and my caseload was too much for
one person. I do not feel that best practices were followed at the school I taught at.”

**Recommendations For Action and Future Research**

The teachers’ optional comments provided a transparent window into factors
affecting teacher turnover in low-performing charter schools in high-poverty areas of
Broward County. The four highest ranking survey items of concern focused on issues of
salary and benefits. Teachers reported that their salaries are lower than their counterparts
in the other sectors of the public school system. Currently, there is no regulation or
supervision from the administration of Broward County School District to ensure equality
in terms of salaries between teachers in “regular” public schools and teachers in charter
public schools. The general public needs to be made aware that charter schools are
actually public schools and should be monitored by the public school district to verify
that charter school teachers have the same benefits as the teachers working throughout
the public school system. If charter school teachers do not have competitive salaries,
paying for necessary resources (e.g., reams of papers, ink cartridges, pencils, etc.)
becomes an added unwarranted burden. Equal salaries across the district cannot become a
reality unless there is legislation initiated at the state level to encourage and ultimately
require actions on the part of the school district to ensure equal pay and benefits for
teachers throughout the entire district.

In addition to commensurate salaries, charter school teachers deserve to have
quality health insurance comparable to their counterparts in non-charter schools as part of
the Florida Retirement System. Charter school teachers deserve merit pay (based on performance), bonuses when applicable, and overtime compensation. Legislation at the state level is needed to realize the long overdue equality.

Another concern raised by the teachers was related to administrative support. Teachers’ responses indicated that school administration needs to provide them with ample time to achieve the schools’ stipulated deadlines.

The final item on the survey invited participants to add optional comments that were not included in the survey, but that hold great value in determining the causes of their decisions to vacate their teaching positions. Teachers shared that they feel insecure, partially because school facilities were perceived to be unsafe. The issue of safety raised by optional teacher comments was a surprise factor since it had not been identified in the literature. There is a need for future research to concentrate on issues of safety.

Suggestions for improving security in schools include hiring additional safety personnel, adding cameras for surveillance inside and outside of the facilities, securing visitors’ check-in procedures, etc. Additional safety personnel could improve the sense of security. Parent service hours could possibly ameliorate supervision of the students and ease the supervisory responsibilities of teachers during lunch hours and before and after class hours.

An additional concern surfaced by teachers’ optional comments was related to behavioral problems. Increasing safety measures might result in improved student behavior. Further research is needed to test this possibility.
Summary of Strongest Recommendation

It is highly unlikely that much needed changes regarding equitable salary and benefits across the public school system can be initiated without legislation at the state level requiring such changes. With appropriate legislation at the state level, Broward County School District would be required to supervise and verify whether charter school teachers are receiving competitive salaries and wages compared to their counterparts in the entire public school system. Again, verification of equality is not likely without state legislation supporting and requiring it.

Likewise, every teacher regardless of where she/he is employed needs to be provided with affordable and quality health care. Finally, every teacher needs to be offered a 401(k) option from the charter school matching his/her deductions. Teachers who excel during the school year deserve monetary compensation. All teachers deserve bonuses in the event that the school performs better than expected in any given academic year. These bonuses could also be monitored (supervised) by the school district once legislated at the state level.

The foregoing recommendations, if implemented, could nurture a more just, safe and inviting environment which would enhance teacher retention in challenged charter schools.
References

American Association of Pharmaceutical Scientists. (n.d). Retrieved from
https://www.aaps.org/uploadedFiles/Content/Career_Center/Professional_Development/What_is_Mentoring.pdf

Retrieved from www.lwv-alachua.org

https://feaweb.org/statewide-charter-school-study

Alliance for Excellent Education. (2005, August). Teacher attrition: A costly loss to the


districts: A pilot study. Washington: National Commission on Teaching and

Mangieri, & C. Collins Block (Eds.), Creating powerful thinking in teachers and
students (pp. 141-186). Ft. Worth, TX: Holt, Rinehart and Winston.


Retrieved from https://www.google.com/?gws_rd=ssl#q=conceptual+framework+on+teachers+turnover


Hebert, E., & Worthy, T. (2001). Does the first year of teaching have to be a bad one? A case study of success. Teaching and Teacher Education, 17(8), 897-911.


Layton, L.(2015). New analysis argues that better teachers are flocking to better schools. Retrieved
from https://www.washingtonpost.com/news/education/wp/2015/09/01/new-analysis-argues-that-better-teachers-are-flocking-to-better-schools/?utm_term=.eb47276547f3

Maguire, K. (2015). Charter schools are struggling to meet academic growth. Retrieved from


https://www.simplypsychology.org/variables.html


http://indianapublicmedia.org/stateimpact/2014/07/17/study-teacher-turnover-higher/


http://democracyeducationjournal.org/cgi/viewcontent.cgi?article=1017&context=home


https://psea.org/uploadedFiles/External_Sites/Solutions_That_Work/NewTeacherMentoring.pdf


http://www.pbs.org/closingtheachievementgap/faq.html


Retrieved from https://www.crpe.org/sites/default/files/brief_ics_Attrition_Aug10_0.pdf


School Choice and Consensus Report on Charter Schools: Florida League of Women


Appendix A

Schools in Deficit in Broward County 2013-14

Academics Solutions High School, Sunrise $77,999
Atlantic Montessori Charter School, Pembroke Pines $19,226
Broward Community Charter School (Elementary), Coral Springs (closed) $67,663
Broward Community Charter School West, Coral Springs $56,908
Championship Academy of Distinction Davie $118,071
Championship Academy of Distinction Hollywood $11,665
Charter School of Excellence at Davie $111,874
Charter School of Excellence at Fort Lauderdale $187,291
Charter School of Excellence at Riverland 1, Fort Lauderdale $32,600
Charter School of Excellence at Riverland 2, Fort Lauderdale $60,343
Everest Charter School, Tamarac $19,709
Excelsior Charter of Broward, Tamarac $62,193
Flagler High, Pompano Beach $11,687
Franklin Academy B, Pembroke Pines $128,934
Franklin Academy E, Cooper City $318,567
Franklin Academy F, Cooper City $100,148
Imagine Charter School of North Lauderdale $52,920
Imagine Charter School West, Weston $4,591
International School of Broward, Hollywood $95,278
Melrose High, Fort Lauderdale $13,796
Pathways Academy K-8 Center, Lauderdale Lakes $119,446
RISE Academy of Science and Technology, Margate $81,608
RISE Academy of Science and Technology, Lauderhill (closed) $154,225

Appendix B

Cost of teacher turnover in selected major urban school districts

<table>
<thead>
<tr>
<th>School District</th>
<th>Annual Cost of Teacher Turnover</th>
</tr>
</thead>
<tbody>
<tr>
<td>Atlanta, Georgia</td>
<td>$10,920,000</td>
</tr>
<tr>
<td>Baltimore, Maryland</td>
<td>$19,013,750</td>
</tr>
<tr>
<td>Boston, Massachusetts</td>
<td>$13,020,000</td>
</tr>
<tr>
<td>Cleveland, Ohio</td>
<td>$12,538,750</td>
</tr>
<tr>
<td>Dallas, Texas</td>
<td>$28,892,500</td>
</tr>
<tr>
<td>Detroit, Michigan</td>
<td>$26,565,000</td>
</tr>
<tr>
<td>Denver, Colorado</td>
<td>$14,988,750</td>
</tr>
<tr>
<td>Fairfax, Virginia</td>
<td>$28,350,000</td>
</tr>
<tr>
<td>Hartford, Connecticut</td>
<td>$4,462,500</td>
</tr>
<tr>
<td>Houston, Texas</td>
<td>$35,043,750</td>
</tr>
<tr>
<td>Los Angeles, California</td>
<td>$94,211,250</td>
</tr>
<tr>
<td>Louisville, Kentucky</td>
<td>$18,208,750</td>
</tr>
<tr>
<td>Memphis, Tennessee</td>
<td>$21,866,250</td>
</tr>
<tr>
<td>Miami, Florida</td>
<td>$47,775,000</td>
</tr>
<tr>
<td>Nashville, Tennessee</td>
<td>$14,393,750</td>
</tr>
<tr>
<td>New York City, New York</td>
<td>$115,221,250</td>
</tr>
<tr>
<td>Oakland, California</td>
<td>$12,005,000</td>
</tr>
<tr>
<td>Philadelphia, Pennsylvania</td>
<td>$29,662,500</td>
</tr>
<tr>
<td>Pittsburgh, Pennsylvania</td>
<td>$8,890,000</td>
</tr>
<tr>
<td>Prince Georges County, Maryland</td>
<td>$23,292,500</td>
</tr>
<tr>
<td>Richmond, Virginia</td>
<td>$6,072,500</td>
</tr>
<tr>
<td>San Francisco, California</td>
<td>$11,865,000</td>
</tr>
<tr>
<td>Seattle, Washington</td>
<td>$10,596,250</td>
</tr>
<tr>
<td>Washington, D.C.</td>
<td>$16,598,750</td>
</tr>
</tbody>
</table>

You can calculate the cost for your own school district by using the NCTAF Teacher Turnover Cost Calculator at [www.nctaf.org](http://www.nctaf.org).

Appendix C

Charter School Growth in Florida

Appendix D

The True Cost of Teacher Turnover

Appendix E

Facts and Demographics for the 33311 Zip Code

Stats and Demographics for the 33311 ZIP Code

ZIP code 33311 is located in southeast Florida and covers a slightly less than average land area compared to other ZIP codes in the United States. It also has a large population density.

The people living in ZIP code 33311 are primarily black or African American. The number of people in their late 20s to early 40s is extremely large while the number of middle aged adults is large. There are also an extremely large number of single parents and an extremely small number of families. The percentage of children under 18 living in the 33311 ZIP code is large compared to other areas of the country.

<table>
<thead>
<tr>
<th>Stat</th>
<th>Value</th>
</tr>
</thead>
<tbody>
<tr>
<td>Population</td>
<td>63,786</td>
</tr>
<tr>
<td>Population Density</td>
<td>6,165 people per sq mi</td>
</tr>
<tr>
<td>Housing Units</td>
<td>25,977</td>
</tr>
<tr>
<td>Median Home Value</td>
<td>$119,300</td>
</tr>
<tr>
<td>Land Area</td>
<td>10.35 sq mi</td>
</tr>
<tr>
<td>Water Area</td>
<td>0.17 sq mi</td>
</tr>
<tr>
<td>Occupied Housing Units</td>
<td>21,875</td>
</tr>
<tr>
<td>Median Household Income</td>
<td>$30,738</td>
</tr>
</tbody>
</table>

Retrieved from https://www.unitedstateszipcodes.org/33311/

<table>
<thead>
<tr>
<th>Gender</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>Male</td>
<td>31,079</td>
<td>49%</td>
</tr>
<tr>
<td>Female</td>
<td>32,707</td>
<td>51%</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th>Race</th>
<th>Value</th>
<th>Percentage</th>
</tr>
</thead>
<tbody>
<tr>
<td>White</td>
<td>7,444</td>
<td>11.7%</td>
</tr>
<tr>
<td>Black or African American</td>
<td>53,512</td>
<td>84.4%</td>
</tr>
<tr>
<td>American Indian or Alaska Native</td>
<td>129</td>
<td>0.2%</td>
</tr>
<tr>
<td>Asian</td>
<td>412</td>
<td>0.6%</td>
</tr>
<tr>
<td>Native Hawaiian &amp; Other Pacific Islander</td>
<td>11</td>
<td>0.2%</td>
</tr>
<tr>
<td>Other Race</td>
<td>7,311</td>
<td>11.7%</td>
</tr>
<tr>
<td>Two Or More Races</td>
<td>1,247</td>
<td>2.0%</td>
</tr>
</tbody>
</table>

Retrieved from https://www.unitedstateszipcodes.org/33311/
Appendix F

Poverty by Race and Ethnicity in Fort Lauderdale, Broward, Florida

Retrieved from https://datausa.io/profile/geo/fort-lauderdale-fl/#intro
Appendix G

Survey Monkey Survey

Administer threats, e.g., terminations, was a major factor in determining my present status.

- Strongly Agree
- Agree
- Neutral
- Disagree
- Strongly Disagree
- NA
Appendix H

Complete Survey

The teachers selected will provide their opinions based on their experiences working in low-performing charters schools in high-poverty areas, which will assist with determining what factors make the teachers’ attrition a high-priority issue in Broward County. Moreover, the teachers will indicate their gender and race.

Please read each statement and check the degree to which you agree or disagree

Thanks for your anticipated participation.

Likert Scale

Create the category which best describes your situation:

Male □ Female □ Prefer not to answer □
White □ Hispanic □ Black or African American □ Asian □ Prefer not to answer □

I am no longer teaching: LS □
I left one charter school for another: LO □
I left a charter school for a public school: LC □
I am still at the same charter school for over five years: CT □

1. Administrative threats, e.g., terminations, was a major factor in determining my present status.
   
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
</table>

2. Working conditions, e.g., hostile environment, played a major role in determining my present status
   
<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>
3. The school location, e.g., low-poverty areas, was a major factor in determining my present status

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
</tr>
</thead>
</table>

1. Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

6. Salary or lacking of an annual wage increase played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

7. Teachers' burnout played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

8. Testing pressures played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

9. Lack of a well-implemented mentoring program played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

10. Changing my temporary teaching certification into a professional certification played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

11. Lack of support and resources from the school played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

12. Lack of support from my team leader in dealing with students' behavioral problems played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|

13. Holding a temporary certificate played a major role in determining my present status.

| Strongly Agree | Agree | Neutral | Disagree | Strongly Disagree | N/A |
|----------------|-------|---------|----------|-------------------|
14. Lack of parental involvement played a major role in determining my present status.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
</table>

15. Lack of planning time played a major role in determining my present status.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
</table>

16. Working in a traditional public schools provides more benefits (ex. bonus, health insurance)

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
</table>

17. Lack of an effective employer matching program, e.g., 401(K), was a major factor in determining my present status.

<table>
<thead>
<tr>
<th>Strongly Agree</th>
<th>Agree</th>
<th>Neutral</th>
<th>Disagree</th>
<th>Strongly Disagree</th>
<th>N/A</th>
</tr>
</thead>
</table>

18. What else would you like to add about the possible reasons that demonstrates each possible reason for a teacher to vacate their role at a charter school.

<table>
<thead>
<tr>
<th>Reason A</th>
<th>Reason B</th>
<th>Reason C</th>
<th>Reason D</th>
<th>Reason E</th>
</tr>
</thead>
</table>

Notes:

Teachers are given the opportunity to include additional personal comments.
Appendix I

Consent Form for Online Survey

My name is Adriana Guerra and I would like to invite you to participate in a web-based online survey. I am a doctoral student at Lynn University and my research will focus on teacher retention at low-performing charter schools in Broward County. I am asking those teachers identified in the seven identified schools to fill out the enclosed survey to the best of their knowledge to assist me in compiling data for my research. My objective is to identify possible solutions for this ongoing problem.

The primary purpose of this study is to identify the potential factors that impact teacher turnover in failing charter schools located in high-poverty areas in Broward County. Secondary purposes are to investigate a possible correlation between students' academic achievement on standardized assessments and teachers' turnover and to suggest possible solutions to close the learning gap and how mentoring and other interventions could be part of the solutions.

PARTICIPATION
Your participation in this survey is voluntary. You may refuse to take part in the research or exit the survey at any time without penalty. You are free to decline to answer any particular question you do not wish to answer for any reason.

BENEFITS
You will receive no direct benefits from participating in this research study. However, your responses may help us learn more about the factors affecting teacher turnover at low-performing Florida charter schools.

RISKS
There are no foreseeable risks involved in participating in this study other than those encountered in day-to-day life.

CONFIDENTIALITY
Your responses will remain anonymous. No one will be able to identify you or your answers, and no one will know whether or not you participated in the study. No names or identifying information would be included in any publications or presentations based on these data, and your responses to this survey will remain confidential.

CONTACT
If you have questions at any time about the study or the procedures, you may contact me via email at

EMAIL ADDRESS

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the “Agree” button indicates that

- You have read the above information
- You voluntarily agree to participate
- You are 18 years of age or older

☐ Agree
☐ Disagree

Thanks for your anticipated participation.

Thanks for your anticipated participation.

Consent Form was adapted from Scott, T. & Briggs, K. Riverdeep: An Action Research Project. Retrieved from www.slideshare.net
Appendix J

Percentage of Responses Received

Low Performing Charter Schools

Email Invitation 1

Invitations
- See the open rate: 245
- See the unopened rate: 18 bounced (7.3%)
- See the clicked through rate: 3 opted out

Responses
- 100 complete (56.2%)
- 12 partial (7.7%)

Message History

Retrieved from https:// surveymonkey.com
Appendix K

ELECTRONIC CONSENT: Please select your choice below. You may print a copy of this consent form for your records. Clicking on the “Agree” button indicates that you have read the above information. You voluntarily agree to participate. You are 18 years of age or older.

Answered: 100  Skipped: 0

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Agree</td>
<td>97.00%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.00%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100</td>
</tr>
</tbody>
</table>

Retrieved from https:// surveymonkey.com
Appendix L

Percentage of Teachers by Gender and Race

<table>
<thead>
<tr>
<th></th>
<th>Male</th>
<th>Total</th>
<th>Female</th>
<th>Total</th>
<th>Prefer not to answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>MALE</td>
<td></td>
<td>FEMALE</td>
<td></td>
<td>PREFER NOT TO ANSWER</td>
<td></td>
</tr>
<tr>
<td>Options</td>
<td></td>
<td>100.00%</td>
<td>Options</td>
<td>100.00%</td>
<td>Options</td>
<td>100.00%</td>
</tr>
<tr>
<td></td>
<td>Options</td>
<td>16</td>
<td>Options</td>
<td>74</td>
<td>Options</td>
<td>5</td>
</tr>
<tr>
<td></td>
<td></td>
<td>15</td>
<td>Options</td>
<td>74</td>
<td>Options</td>
<td>5</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>White</th>
<th>Total</th>
<th>Hispanic</th>
<th>Total</th>
<th>Prefer not to answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>WHITE</td>
<td></td>
<td>HISPANIC</td>
<td></td>
<td>PREFER NOT TO ANSWER</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td>100.00%</td>
<td>Options</td>
<td>100.00%</td>
<td>Options</td>
<td>100.00%</td>
</tr>
<tr>
<td></td>
<td>Options</td>
<td>28</td>
<td>Options</td>
<td>28</td>
<td>Options</td>
<td>28</td>
</tr>
<tr>
<td></td>
<td></td>
<td>26</td>
<td>Options</td>
<td>26</td>
<td>Options</td>
<td>26</td>
</tr>
</tbody>
</table>

<table>
<thead>
<tr>
<th></th>
<th>Black or African American</th>
<th>Total</th>
<th>Asian</th>
<th>Total</th>
<th>Prefer not to answer</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>BLACK OR AFRICAN AMERICAN</td>
<td></td>
<td>ASIAN</td>
<td></td>
<td>PREFER NOT TO ANSWER</td>
<td></td>
</tr>
<tr>
<td>Race</td>
<td></td>
<td>100.00%</td>
<td>Options</td>
<td>100.00%</td>
<td>Options</td>
<td>100.00%</td>
</tr>
<tr>
<td></td>
<td>Options</td>
<td>39</td>
<td>Options</td>
<td>39</td>
<td>Options</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>39</td>
<td>Options</td>
<td>39</td>
<td>Options</td>
<td>39</td>
</tr>
<tr>
<td></td>
<td></td>
<td>1</td>
<td>Options</td>
<td>1</td>
<td>Options</td>
<td>1</td>
</tr>
</tbody>
</table>

|        |                             | 1     | Options                       | 1     | Options              | 1     |

Retrieved from https://surveymonkey.com
## Appendix M

### Teacher Status Results

<table>
<thead>
<tr>
<th>I left one charter school for another</th>
<th>TOTAL</th>
</tr>
</thead>
<tbody>
<tr>
<td><strong>I LEFT ONE CHARTER SCHOOL FOR ANOTHER LS</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td>Options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>I left a charter school for a public school</td>
<td>TOTAL</td>
</tr>
<tr>
<td><strong>I LEFT A CHARTER SCHOOL FOR A PUBLIC SCHOOL LC</strong></td>
<td><strong>33</strong></td>
</tr>
<tr>
<td>Options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>I am still at the same charter school for over five years</td>
<td>TOTAL</td>
</tr>
<tr>
<td><strong>I AM STILL AT THE SAME CHARTER SCHOOL FOR OVER FIVE YEARS LC</strong></td>
<td><strong>10</strong></td>
</tr>
<tr>
<td>Options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
</tr>
<tr>
<td>I am no longer teaching</td>
<td>TOTAL</td>
</tr>
<tr>
<td><strong>I AM NO LONGER TEACHING LS</strong></td>
<td><strong>9</strong></td>
</tr>
<tr>
<td>Options</td>
<td></td>
</tr>
<tr>
<td></td>
<td>100.00%</td>
</tr>
</tbody>
</table>

Retrieved from https:// surveymonkey.com
Appendix N

Participants’ Responses on the Survey and the Degree of their Answers.

Q5
Administrative threats, e.g., terminations, was a major factor in determining my present status.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>8.16%</td>
</tr>
<tr>
<td>Agree</td>
<td>13.27%</td>
</tr>
<tr>
<td>Neutral</td>
<td>20.41%</td>
</tr>
<tr>
<td>Disagree</td>
<td>27.55%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>23.47%</td>
</tr>
<tr>
<td>N/A</td>
<td>7.14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>98</td>
</tr>
</tbody>
</table>

Q6
Working conditions, e.g., hostile environment, played a major role in determining my present status.

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>15.79%</td>
</tr>
<tr>
<td>Agree</td>
<td>21.05%</td>
</tr>
<tr>
<td>Neutral</td>
<td>24.21%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>12.63%</td>
</tr>
<tr>
<td>Disagree</td>
<td>24.21%</td>
</tr>
<tr>
<td>N/A</td>
<td>2.11%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>95</td>
</tr>
</tbody>
</table>
Q7
The school location, e.g., low-poverty areas, was a major factor in current teacher placement.

Answered: 96  Skipped: 2

Q8
Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status.

Answered: 99  Skipped: 1
Salary or lacking of an annual wage increase played a major role in determining my present status.

**Q9**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>8.16%</td>
</tr>
<tr>
<td>Disagree</td>
<td>11.22%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.22%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>34.69%</td>
</tr>
<tr>
<td>Agree</td>
<td>32.65%</td>
</tr>
<tr>
<td>N/A</td>
<td>2.04%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>98</td>
</tr>
</tbody>
</table>

Teachers’ burnout played a major role in determining my present status.

**Q10**

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>14.29%</td>
</tr>
<tr>
<td>Disagree</td>
<td>14.29%</td>
</tr>
<tr>
<td>Neutral</td>
<td>18.37%</td>
</tr>
<tr>
<td>Agree</td>
<td>23.47%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>26.33%</td>
</tr>
<tr>
<td>Neutral</td>
<td>3.06%</td>
</tr>
<tr>
<td><strong>Total</strong></td>
<td>98</td>
</tr>
</tbody>
</table>
Testing pressures played a major role in determining my present status.

ANSWER CHOICES
- Strongly Disagree: 14.29% (14 responses)
- Disagree: 23.47% (23 responses)
- Neutral: 25.51% (25 responses)
- Strongly Agree: 12.24% (12 responses)
- Agree: 21.43% (21 responses)
- N/A: 3.06% (3 responses)

TOTAL: 98 responses
Q12
Changing my temporary teaching certification into a professional certification played a major role in determining my present status.
Answered: 99  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>9.09%</td>
</tr>
<tr>
<td>Agree</td>
<td>17.17%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.11%</td>
</tr>
<tr>
<td>Disagree</td>
<td>22.22%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>26.26%</td>
</tr>
<tr>
<td>N/A</td>
<td>14.14%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>

Q13
Lack of support and resources from the school played a major role in determining my present status.
Answered: 97  Skipped: 3

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>25.77%</td>
</tr>
<tr>
<td>Agree</td>
<td>23.71%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.49%</td>
</tr>
<tr>
<td>Disagree</td>
<td>24.74%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>6.39%</td>
</tr>
<tr>
<td>N/A</td>
<td>3.09%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>100%</td>
</tr>
</tbody>
</table>
Lack of support from my team leader in dealing with students’ behavioral problems played a major role in determining my present status.

Answered: 99   Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly agree</td>
<td>8.08%</td>
</tr>
<tr>
<td>Agree</td>
<td>27.27%</td>
</tr>
<tr>
<td>Neutral</td>
<td>17.17%</td>
</tr>
<tr>
<td>Disagree</td>
<td>25.25%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>16.16%</td>
</tr>
<tr>
<td>N/A</td>
<td>4.04%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>
Q15
Lack of a well implemented mentoring program played a major role in determining my present status.

Answered: 98  Skipped: 2

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>18.31%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21.43%</td>
</tr>
<tr>
<td>Neutral</td>
<td>19.39%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>14.29%</td>
</tr>
<tr>
<td>Agree</td>
<td>23.47%</td>
</tr>
<tr>
<td>N/A</td>
<td>6.12%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

Q16
Holding a temporary certificate played a major role in determining my present status.

Answered: 98  Skipped: 2

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>5.10%</td>
</tr>
<tr>
<td>Agree</td>
<td>15.31%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.33%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>20.41%</td>
</tr>
<tr>
<td>Disagree</td>
<td>30.61%</td>
</tr>
<tr>
<td>N/A</td>
<td>12.24%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>
Q17

Lack of parental involvement played a major role in determining my present status.

Answered: 98  Skipped: 2

<table>
<thead>
<tr>
<th>Answer Choices</th>
<th>Responses</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>7.14%</td>
</tr>
<tr>
<td>Agree</td>
<td>17.35%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.37%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>28.53%</td>
</tr>
<tr>
<td>Disagree</td>
<td>28.57%</td>
</tr>
<tr>
<td>N/A</td>
<td>2.04%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>98</strong></td>
</tr>
</tbody>
</table>

Graph showing the distribution of responses.
Lack of planning time played a major role in determining my present status.

Answered: 99  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>19.19%</td>
</tr>
<tr>
<td>Agree</td>
<td>28.28%</td>
</tr>
<tr>
<td>Neutral</td>
<td>14.14%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>14.14%</td>
</tr>
<tr>
<td>Disagree</td>
<td>21.21%</td>
</tr>
<tr>
<td>N/A</td>
<td>3.03%</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td><strong>99</strong></td>
</tr>
</tbody>
</table>
Q19

Working in a traditional public schools provides more benefits (ex. bonus, health insurance)

Answered: 97    Skipped: 3

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Agree</td>
<td>49.46%</td>
</tr>
<tr>
<td>Agree</td>
<td>24.74%</td>
</tr>
<tr>
<td>Neutral</td>
<td>11.34%</td>
</tr>
<tr>
<td>Strongly Disagree</td>
<td>3.09%</td>
</tr>
<tr>
<td>Disagree</td>
<td>3.09%</td>
</tr>
<tr>
<td>N/A</td>
<td>8.25%</td>
</tr>
<tr>
<td>TOTAL</td>
<td>97</td>
</tr>
</tbody>
</table>
Lack of an effective employer matching program, e.g., 401(K), was a major factor in determining my present status.
Holding a temporary certificate played a major role in determining my present status.

Answered: 99  Skipped: 1

<table>
<thead>
<tr>
<th>ANSWER CHOICES</th>
<th>RESPONSES</th>
</tr>
</thead>
<tbody>
<tr>
<td>Strongly Disagree</td>
<td>20.20%</td>
</tr>
<tr>
<td>Disagree</td>
<td>26.26%</td>
</tr>
<tr>
<td>Neutral</td>
<td>16.16%</td>
</tr>
<tr>
<td>Agree</td>
<td>14.14%</td>
</tr>
<tr>
<td>Strongly Agree</td>
<td>5.05%</td>
</tr>
<tr>
<td>N/A</td>
<td>18.18%</td>
</tr>
</tbody>
</table>

TOTAL 99
Teachers’ Comments

Q22

What else would you like to add about the possible reasons that demonstrates each possible reason for a teacher to vacate their role at a charter school.

Answered: 21  Skipped: 79

Please feel free to add any comments or concerns you have

**ANSWER CHANCES**

- Please feel free to add any comments or concerns you have
  - 100.00% 21

**TOTAL**

21

Showing 35 responses

- Lack of professionalism, lack of professional training development, lack of communication (no response when asking a question or sending an email)
  - 10/18/2017 4:45 PM
  - View respondent’s answers
  - Categorize as...

- School leadership plays major role above all else in teacher retention. If school leader is not effective this will lead to a poor culture and lead to high turnover
  - 10/18/2017 12:23 PM
  - View respondent’s answers
  - Categorize as...

- no comments
  - 10/17/2017 10:11 PM
  - View respondent’s answers
  - Categorize as...

- Lack of funding then the Charter Schoos will be unable to serve the employee better.
  - 10/17/2017 4:56 PM
  - View respondent’s answers
  - Categorize as...

- Wish charter schools were part of the Florida Retirement System. A teacher can put 30 plus years into a charter school, and gets nothing for it.
Charter schools' teachers definitely have too much to do in addition to the main role of imparting knowledge and molding lives. Cafeteria duties and too many tests to be administered by teachers greatly affect the morale of the teacher. If she feels burnt out and overworked she loses the wonderful joy of teaching.

You don't have the same benefits as a traditional public school

Only main factors to switch employment from a charter school would be the lack of benefits and if I could not make financial gains.

This is my first year working at a charter school

I feel that charter schools over sell themselves and then can not meet all that have promise. I also feel they ask for a lot of money from parents and students. Parents are never told what the money is used for. Teachers are more than teachers. We are tutors, we are after school coaches and most of the time we are not asked we are just part of our jobs. We leave work...
Some times uncomfortable environment caused by a fellow teacher.

9/28/2017 9:06 PM

Paying for my own insurance and working extra without compensation is the reason i moved away from charter.

9/27/2017 12:09 PM

Low salary plays an important part working in charter schools.

9/25/2017 8:39 PM

We were required to fulfill roles outside of our job description without compensation. In the middle of the year, my job role changed and I was placed at a different campus, which was not convenient to where I lived. I did not feel that my job was secure and always felt that I could be fired any moment. There was lack of support and my caseload was too much for one person. I do not feel that best practices were followed at the school I taught at.

9/23/2017 2:42 PM

Owners and administrative staff lack knowledge of school district requirements as well as and laid-back attitude towards regulations. Promoting taking college classes levels as opposed to concentrating in students learning their level properly. Students lack of motivation and behavioral problems that did not make me feel safe. School facility not safe.

Charter schools rarely match public schools salary and you don’t get paid benefits and retirement.

9/20/2017 8:06 AM

The students that I had the pleasure of teaching was great. There was alot of parental involvement. However, there was not any resources. For example, the year that I left, we just got the curriculum. I also felt that there was not any professional development given to help my skills. I had to come out of my pocket for resources like copy paper. The benefits was not good either. For example, the county that I work for pays for my insurance (health, dental and vision). At the charter school, I could not afford to get insurance for my daughter because I had to pay for myself. I had to look at alternative route to ensure her which was expensive. With the county, I have a 401k and other retirement options that are available to me. I miss where I work because it was a smaller school and everyone that I worked with was like family.

9/18/2017 9:08 PM

The pay is simply not enough. The financial aspect is a huge factor. The staff are lovely, my co-workers are phenomenal, parents and students are well behaved, but I can’t afford my lifestyle.

9/18/2017 4:09 PM

Charter does not have as many resources than the public school. Also, the insurance is very expensive

9/19/2017 5:06 PM
There is an underlying pressure to assign grades that are not reflective of students' performance level.

9/15/2017 2:32 PM

Lack of clear rules to run a specific STEM program.

9/15/2017 10:09 AM

I feel that some times kids are not given the same opportunities like children tha need special education or the aftercare doesn't provide the services they should because of personal...I feel sometimes the things they offer are not provided for the students and a lot of money a lot the fun raising what do they do with it cause it doesn't go to the teachers...I worked with they were all great people and dedicated teacher but us a teacher need more than just great works you need great adnistration and support teacher need to know they are appreciated from adnmination not just the parents and kids teacher have kids andd lives to.

Showing 35 responses

I really enjoyed the years working at charter schools. I did not feel the pressure and work related stress I feel now working at Public Schools. Unfortunately, when I worked at charter schools, I made 25% less of what I am making right now and I never knew if I was going to have a job the next school year. Also, the retire plan was on us and Summers too. I miss working at charter schools, but I was so underpaid and the benefits never fully benefited the teachers. I always felt like teachers and administration worked like a great team of professional to bring the school up, but the owners were only looking to fill their pockets with money with little care of our efforts. I am not intending to point fingers at any one in particular. It is just the norm. Teachers from charter, public or private should receive one salary and the same package of benefits. Teachers are the ones who allow this kind of abuse. All teachers should be paid the same accordingly to their School Districts' teachers pay rate and benefit packages. If that idea become a reality, schools districts will see a large reduction of application for charter schools. HUGE and the ones that did apply would do it for the right reasons only and not to spend the money given in other things besides teachers and students' education.

9/9/2017 4:41 AM

The charter school does not offer as much benefits (retirement, insurance, etc) and resources (library, pull-outs for ESE, etc.

9/8/2017 6:44 PM

Lack of organizational structure. Expectations and deadlines should be provided in an ample amount of time with realistic expectations of completion. With clear expectations and guidelines teachers would be more effective.

9/8/2017 10:47 AM
I also moved states, but had I stayed, lack of administrative support, administrative greed, and lack of care for my students would have caused me to move schools regardless.

Teachers need more professional support for SEE & ESOL students. It’s too much for the class teachers.

I’ve had extensive experience in private and public education, but charter schools in FL were perhaps some of the most violent and poorly run of all. It really seems that many of the schools are either pet projects of the people who run them or are schemes for abusing tax payer money. I’ve yet to work at a charter school that “works” for both teachers and students.

Hours, demands on extended year no extra pay, low pay, lack of resources.
## Appendix O

<table>
<thead>
<tr>
<th>Rank</th>
<th>Survey Items Rank Ordered</th>
<th>% Strongly Agree</th>
<th>% Agree</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td># 19 Working in a traditional public school provides more benefits (ex. bonus, health insurance).</td>
<td>49.48%</td>
<td>24.74%</td>
</tr>
<tr>
<td>2</td>
<td># 9 Salary or lacking of an annual wage increase played a major role in determining my present status.</td>
<td>34.69%</td>
<td>32.65%</td>
</tr>
<tr>
<td>3</td>
<td># 8 Lack of a merit pay or performance-based compensation for teachers was a major factor in determining my present status.</td>
<td>31.31%</td>
<td>25.25%</td>
</tr>
<tr>
<td>4</td>
<td># 20 Lack of an effective employer matching program, e.g., 401(K), was a major factor in determining my present status.</td>
<td>30.30%</td>
<td>21.21%</td>
</tr>
<tr>
<td>5</td>
<td># 10 Teachers’ burnout played a major role in determining my present status</td>
<td>26.53%</td>
<td>23.47%</td>
</tr>
<tr>
<td>6</td>
<td># 13 Lack of support and resources from the school played a major role in determining my present status.</td>
<td>25.77%</td>
<td>23.71%</td>
</tr>
<tr>
<td>7</td>
<td># 18 Lack of planning time played a major role in determining my present status</td>
<td>19.19%</td>
<td>23.47%</td>
</tr>
<tr>
<td>8</td>
<td># 6 Working conditions, e.g., hostile environment played a major role in determining my present status.</td>
<td>15.79%</td>
<td>21.05%</td>
</tr>
<tr>
<td>9</td>
<td># 15 Lack of a well-implemented mentoring program played a major role in determining my present status.</td>
<td>14.29%</td>
<td>23.47%</td>
</tr>
<tr>
<td>10</td>
<td># 11 Testing pressures played a major role in determining my present status</td>
<td>12.24%</td>
<td>21.43%</td>
</tr>
<tr>
<td>11</td>
<td># 12 Changing my temporary teaching certification into a professional certification played a major role in determining my present status.</td>
<td>9.09%</td>
<td>17.17%</td>
</tr>
<tr>
<td>12</td>
<td># 5 Administrative threats, e.g., terminations, was a major factor in determining my present status.</td>
<td>8.16%</td>
<td>13.27%</td>
</tr>
<tr>
<td>13</td>
<td># 14 Lack of support from my team leader in dealing with students’ behavioral problems played a major role in determining my present status.</td>
<td>8.08%</td>
<td>28.28%</td>
</tr>
<tr>
<td>14</td>
<td># 17 Lack of parental involvement played a major role in determining my present status</td>
<td>7.14%</td>
<td>17.35%</td>
</tr>
<tr>
<td>15</td>
<td># 21/16 Holding a temporary teaching certification played a major role in determining my present status.</td>
<td>5.05%</td>
<td>14.14%</td>
</tr>
<tr>
<td>16</td>
<td># 7 The school location, e.g., low-poverty areas, was a major factor in determining my present status.</td>
<td>4.0%</td>
<td>23.47%</td>
</tr>
</tbody>
</table>