Who Is Considered a Mover?
A classroom teacher is considered a mover if they transfer to a classroom teaching position in a different school or district within a state public school system.

Teacher Characteristics Associated with the Likelihood of Teachers Being Movers
(Characteristics are ordered from highest to lowest risk of moving. The risk of moving was determined for each characteristic after accounting for the relationships of all other characteristics.)

- **Subject-Area Assignment: Special Education**
  Special education teachers were more likely to be movers.

- **Years Teaching in the Same School**
  Teachers with fewer years in the same school were more likely to be movers.

- **Age**
  Younger teachers were more likely to be movers.

- **Salary**
  Teachers with lower salaries were more likely to be movers.

- **Gender**
  Male teachers were more likely to be movers.

- **Grade-Level Assignment**
  Teachers assigned to teach in middle or high school level grades were more likely to be movers.

- **Highest Education Degree Obtained**
  Teachers with a master’s degree or higher were more likely to be movers.

For further comparison and implications, please read the full report: [https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4635](https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4635)

Note: A school is defined as rural based on the National Center for Education Statistics school locale classifications.

Source: REL Central analysis of data from state education agencies in Colorado, Missouri, and South Dakota and from the Common Core of Data.
What Influences Teacher Movement: School Characteristics

Who Is Considered a Mover?
A classroom teacher is considered a mover if they transfer to a classroom teaching position in a different school or district within a state public school system.

School Characteristics Associated with the Likelihood of Teachers Being Movers
(Characters are ordered from highest to lowest risk of moving. The risk of moving was determined for each characteristic after accounting for the relationships of all other characteristics.)

- **State Accountability Designation**
  Teachers in schools identified by state education agencies for improvement were more likely to be movers.

- **Average Teacher Salary**
  Teachers in schools with lower average salaries were more likely to be movers.

- **Student Population: Racial/Ethnic Minority**
  Teachers in schools with higher proportions of racial/ethnic minority students were more likely to be movers.

- **Student Population: English Learner Students**
  Teachers in schools with higher proportions of English learner students were more likely to be movers.

- **Student Population: School Lunch Eligibility**
  Teachers in schools with higher proportions of students eligible for the national school lunch program were more likely to be movers.

- **Academic Performance**
  Teachers in schools with lower academic performance were more likely to be movers.

- **Grade Span**
  Teachers in schools that did not offer traditional preK–5, 6–8, and 9–12 grade configurations were more likely to be movers.

- **Rurality**
  Teachers in nonrural schools were more likely to be movers.

For further comparison and implications, please read the full report: [https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4635](https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=4635)

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