

# Understanding Administrator Retention, Mobility, and Attrition

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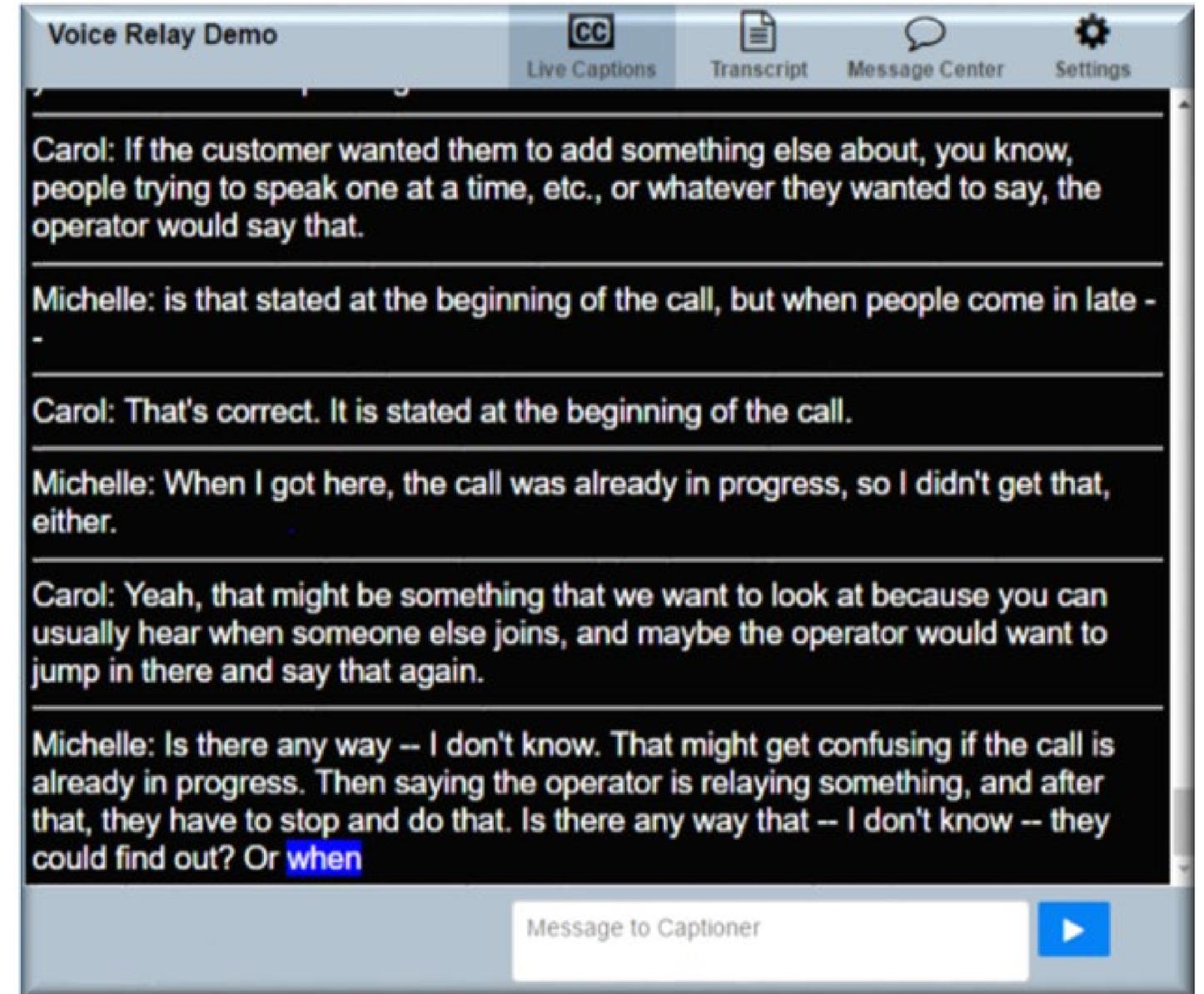
John Lopez  
REL Central

Ken Haptonstall  
Colorado River  
BOCES

Jim Masters  
Missouri Department  
of Elementary and  
Secondary Education

# Live-Captioning

- This webinar is being live-captioned. Please copy and paste the link sent to you in the chat box at the start of the webinar to take advantage of this service.
- A prepopulated sign-in page will appear. Please click *register*. There is no need to fill in your information.



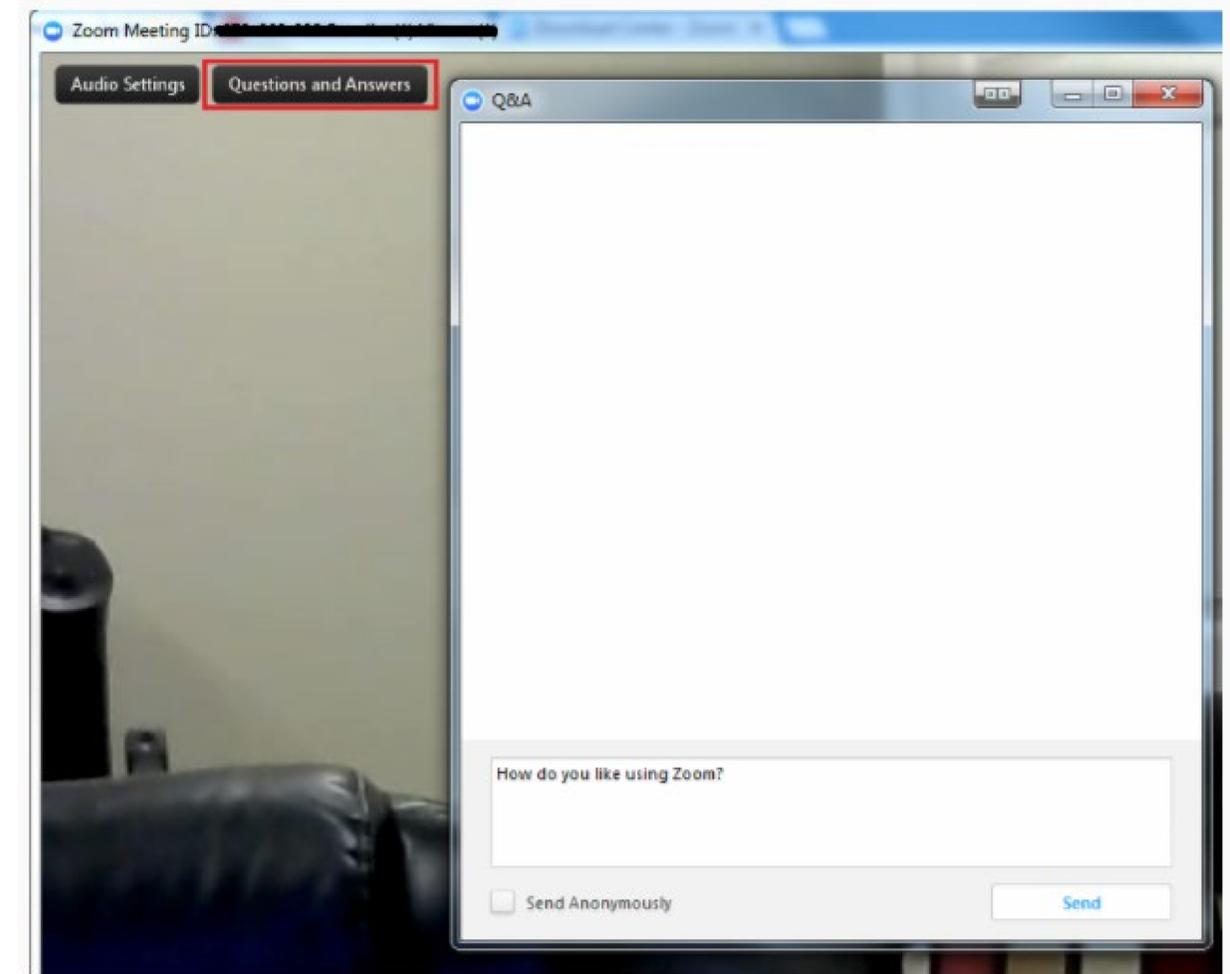
The screenshot shows a software interface for live-captioning. At the top, there is a title bar 'Voice Relay Demo' and a menu with icons for 'Live Captions', 'Transcript', 'Message Center', and 'Settings'. The main area is a black box with white text showing a conversation between Carol and Michelle. Carol's first message is: 'Carol: If the customer wanted them to add something else about, you know, people trying to speak one at a time, etc., or whatever they wanted to say, the operator would say that.' Michelle's response is: 'Michelle: is that stated at the beginning of the call, but when people come in late -'. Carol replies: 'Carol: That's correct. It is stated at the beginning of the call.' Michelle then says: 'Michelle: When I got here, the call was already in progress, so I didn't get that, either.' Carol responds: 'Carol: Yeah, that might be something that we want to look at because you can usually hear when someone else joins, and maybe the operator would want to jump in there and say that again.' Michelle's final message is: 'Michelle: Is there any way -- I don't know. That might get confusing if the call is already in progress. Then saying the operator is relaying something, and after that, they have to stop and do that. Is there any way that -- I don't know -- they could find out? Or when'. At the bottom of the interface, there is a text input field labeled 'Message to Captioner' and a blue play button icon.

# Q & A

To reduce background noise, we have muted all participants. Although chat has been disabled, you are welcome to communicate by using the Q & A box.

## Your Participation

- We will monitor the Q & A box throughout the presentation. Please feel free to use it at any time for any comments or questions you have.
- Simply click on the Q & A box panel at the top left corner of your screen and send us your question.



# REL Central – Who We Are



The Regional Educational Laboratory (REL) Central at Marzano Research serves the applied education research needs of Colorado, Kansas, Missouri, Nebraska, North Dakota, South Dakota, and Wyoming.

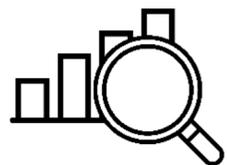
# REL Central – Educator Pipeline Research Alliance

An alliance united by goals to support the development and retention of effective educators.

## Areas of Focus



Educator  
Preparation



Educator  
Evaluation



Educator  
Mobility

Administrator Retention, Mobility, and Attrition



# Meet Our Presenters

- Joshua Stewart, REL Central
- John Lopez, REL Central
- Ken Haptonstall, Colorado River BOCES
- Jim Masters, Missouri Department of Elementary and Secondary Education

# Meet Our Participants (Poll Question)

## What is your role within your organization?

1. Educator
2. School leader (assistant principal or principal)
3. District leader (assistant superintendent or superintendent)
4. School board member or local education agency member
5. State administrator, official, or policymaker
6. Other

# Goals

- To convey the research on administrator retention, mobility, and attrition.
- To review key findings from the REL Central report *Retention, Mobility, and Attrition Among School and District Leaders in Colorado, Missouri, and South Dakota* and discuss how practitioners are using the findings to inform policy and practice.
- To present state and local programs and policies related to administrator mobility and explain how they are aligned with the research.

# Background of the REL Central Study

# Relevance of the Study

- **Who:** Educator Pipeline Research Alliance members from Colorado, Missouri, and South Dakota.
- **What:** Request for information about administrator retention, mobility, and attrition in their states.
- **Why:** To inform their thinking about approaches to reducing mobility and attrition, which contribute to negative consequences for students and schools.

# Research Questions

1. What percentage of school leaders were stayers, movers, or leavers?
2. What percentage of district leaders were stayers, movers, or leavers?
3. What characteristics of principals, their schools, or their districts were associated with the likelihood of principals moving to a different school or leaving an administrator position rather than staying in an administrator position in the same school?

# Definitions



**Stayers** remained in an administrator position in the same school.



**Movers** transferred to an administrator position in a different school or district.



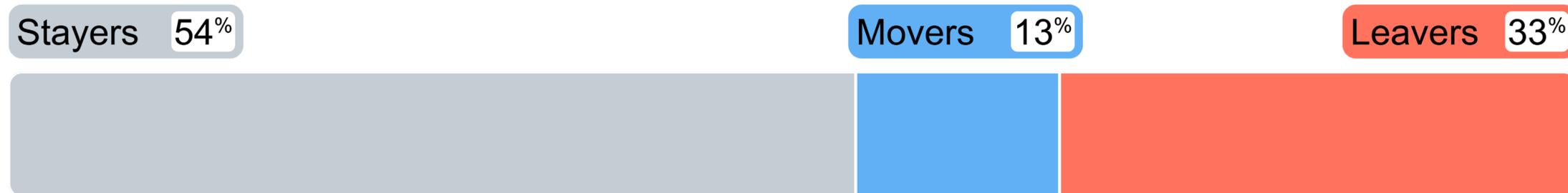
**Leavers** took a nonadministrative position or left their state public school system.

# Conversations on the REL Central Report, Its Key Findings, and Examples of State Administrator Retention Policies and Programs

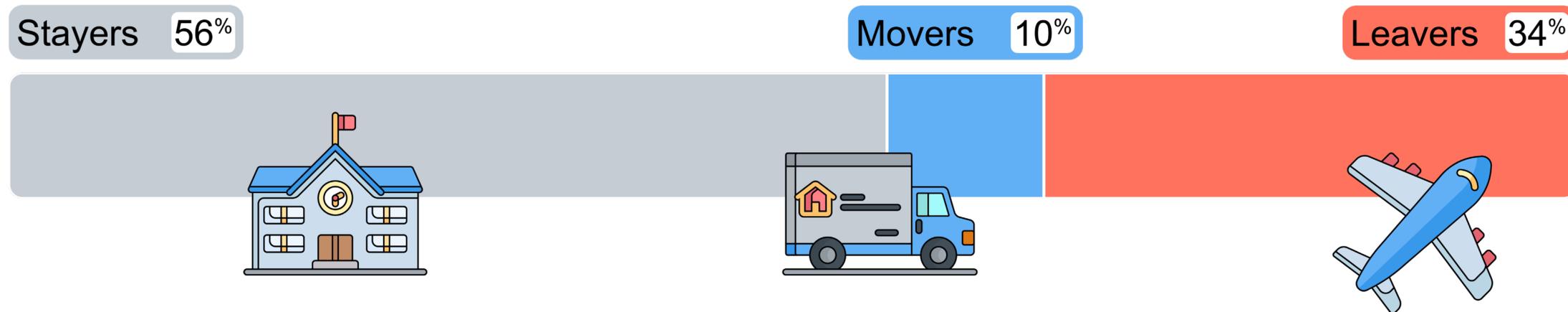
# Conversation 1: When Do School and District Leaders Leave?

- After 3 years, nearly half of principals and superintendents were either movers or leavers.

## Principals



## Superintendents



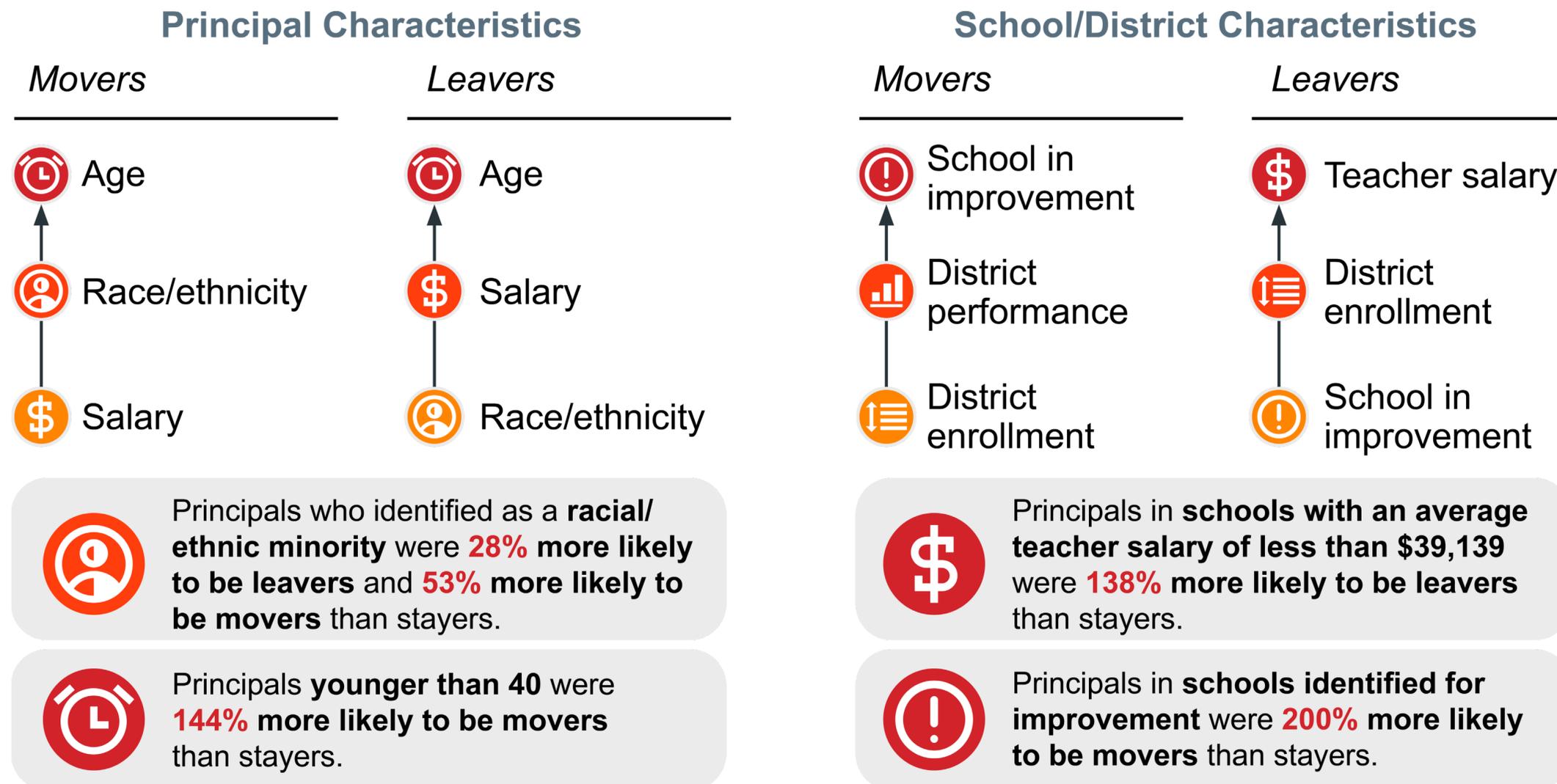
# Conversation 1: When Do School and District Leaders Leave?

## Q & A

- What are your initial reactions to the data?
- What, in your experience, have been the most noticeable changes in administrator mobility over time?
- Participant questions?

# Conversation 2: Why Do School and District Leaders Leave?

- Characteristics most associated with principal mobility.



# Conversation 2: Why Do School and District Leaders Leave?

## Q & A

- What are your thoughts about the impact of COVID-19 on principal mobility?
- Participant questions?

# Conversation 3: How Can We Better Retain School and District Leaders?

## **Strategies identified as supportive to school leader retention:**

- Offering professional learning opportunities
- Improving working conditions
- Ensuring adequate and stable compensation
- Supporting decisionmaking authority
- Ensuring accountability systems are fair and useful

# Conversation 3: How Can We Better Retain School and District Leaders?

## Q & A

- From your experiences, describe the most effective administrator retention strategies.
- Participant questions?

# Conversation 4: How Can We Better Prepare School and District Leaders?

## **The study suggests that:**

- State and district decisionmakers should consider enhanced supports for younger principals.
- Support is most necessary in lower-performing districts, schools identified as in need of improvement, and schools with lower average teacher salaries.

# Conversation 4: How Can We Better Prepare School and District Leaders?

## Q & A

- What, in your experiences, are key components for effectively preparing school and district leaders for leadership roles?
- What administrator retention challenges exist that you feel lack proper attention?
- Participant questions?

Questions?

# Reference

- Meyer, S. J., Espel, E. V., Weston-Sementelli, J. L., Melton, J., & Anguiano, C. J. (2020). *Retention, mobility, and attrition among school and district leaders in Colorado, Missouri, and South Dakota* (REL 2020–003). U.S. Department of Education, Institute of Education Sciences, National Center for Education Evaluation and Regional Assistance, Regional Educational Laboratory Central.  
<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=5681>

# Thank You

Please visit our website and follow us on Twitter for information about our events, priorities, and alliances, and for access to our many free resources.

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