



CHS
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Executive Summary





DATE: January 19, 2018

TO: Joy Hofmeister
Oklahoma Superintendent of Public Instruction

FROM: Pat McFerron
President
Cole Hargrave Snodgrass & Associates, Inc.

RE: A Survey of 5,487 Holders of Oklahoma Teaching Certificates NOT Teaching in OK
Public Schools Under the Age of 65
Online surveys conducted September 26 – October 16, 2017
Margin of error: < 1%

Cole Hargrave Snodgrass & Associates is pleased to present this executive summary of its recent study of those who are currently certified to teach in Oklahoma but are not currently employed as teachers in the state's public schools. This study was funded by the Oklahoma Public School Resource Center (OPSRC) and was designed with input from the Oklahoma State Department of Education (OSDE).

Currently, it is impossible to follow education concerns in Oklahoma without hearing of teacher shortages and absorbing anecdotal data about why the shortage exists. While this study does not delve into reasons why someone may or may not enter the teaching field, it is the most exhaustive study of those who have left Oklahoma public schools of which we are aware.

We had a tremendous response to our online study. With an original list size of 32,355 and 29,848 deliverable emails, we received 8,420 responses, and 7,546 substantially completed the study and met the sole requirement to no longer be teaching in Oklahoma public schools. This tremendous penetration not only gives us a margin of error of less than 1% but allows us to look at subgroups with a great deal of confidence.

This executive summary highlights the key findings of the study and focuses on the 73% of respondents (5,487 total interviews) under the age of 65.

Overview

Survey responses came from all regions of the state, with 40% in central Oklahoma counties (Oklahoma, Canadian and Cleveland) and 20% in the three counties near Tulsa (Tulsa, Washington and Creek). The remainder of the responses had the following geographic representation: northeast Oklahoma, 11%; southeast Oklahoma, 9%; southwest Oklahoma, 8% and northwest Oklahoma, 6%.

The survey tracked respondent demographics as well. The percentage of respondents by age were: 2%, 18-24; 18%, 25-34; 24%, 35-44; 22%, 45-54; 29%, 55-64 and 6% chose not to disclose their age. In a gender breakdown, 75% were female, 21% male. Ethnic breakdowns were 73% white/Caucasian; 10% Native American; 2% African American; 2% Hispanic/Latino; 1% Asian. Thirteen percent chose not to indicate an ethnicity.

Interestingly, 12% of those surveyed indicated that they had never taught in Oklahoma public schools, while 20% had taught over 15 years and 27% had taught between 1 and 6 years. Nineteen percent had taught in another state; 77% had not.

In terms of certification type, the highest percentage of respondents (45%) were certified at the secondary level. Forty percent were certified in early childhood education (9%) or elementary education (31%). Smaller numbers were certified in special education/speech (9%) or library science (1%). Among those who had taught in Oklahoma and left the field, the majority were employed in large suburban districts (27%), medium-sized non-metropolitan districts (19%), urban districts (15%) and small non-metropolitan districts (13%).

Respondents were highly educated, with a majority earning advanced degrees (49% had master's degrees and 5% doctoral degrees) and 7% nationally certified.

Teacher Pay

Among respondents, teacher pay was indicated as a top concern but was not the sole reason for leaving the teaching profession.

While those not currently teaching in an Oklahoma public school strongly believe others have quit teaching because of pay, when it comes to answering for themselves, we see a different answer. Fully 90% of respondents agreed with the statement that most have quit the field because of pay, but in an open-ended question, only 34% indicated they are not teaching because of pay or a better opportunity. When respondents were given a list of more than 20 factors in their own decision to leave the public school classroom, however, 48% said that low pay was the most important factor, the highest of any of the factors tested, and the second-highest number (31%) said that they could earn more in another state.

Aside from pay, classroom management issues rise to the top. For 23% of those surveyed, the inability to make decisions related to instruction was the top reason for leaving, while an identical percentage said burdensome standards and curriculum requirements restricted their ability to practice the art of teaching.

Responses by Certification/Degree

Pay and better opportunities were indicated as greater reasons for leaving the profession among those certified in special education/speech pathology (37%) and secondary education (39%) than among those with elementary certifications (28%) or library science (29%). Those

holding a doctoral degree were among the most likely to have left the classroom for pay or a better opportunity (47%). Those who are alternatively certified also were more pay sensitive (40% left because of pay or a better opportunity).

Responses by Age/Experience

We see a very strong age line when looking at concern about pay. While pay is the top concern for both groups, those certified prior to the year 2000 were significantly more concerned about classroom management and practicing the art of teaching. Those under 45 are more concerned about pay than those over that age, with 48% of those 18-24, 37% of those 24-34 and 36% of those 35-44 agreeing that pay alone would mean a return to the classroom.

The least experienced teachers were most likely to say pay alone would motivate them to return to the classroom. Among all respondents, 31% were in the “pay alone” category, but 42% of those who never taught in Oklahoma and 43% of those who taught one year or less occupied that category.

Quality of Work Environment

When asked to evaluate whether the quality of the work environment for teachers had improved or deteriorated between their first and last year in the classroom, 80% said it had deteriorated, with nearly half of all respondents (49%) indicating that it had deteriorated a great deal. Veteran teachers who had taught for more than 11 years, library science teachers and teachers who taught in urban districts believed it had deteriorated the most.

Interestingly, those who had left public schools to teach in private or parochial schools were most likely to say the working environment had deteriorated a great deal, followed closely by those working outside education or full time within education but not as teachers or administrators. In terms of credentials, nationally certified teachers were more likely to cite a great deal of deterioration in working environment than those with advanced degrees, alternatively certified teachers and retired educators.

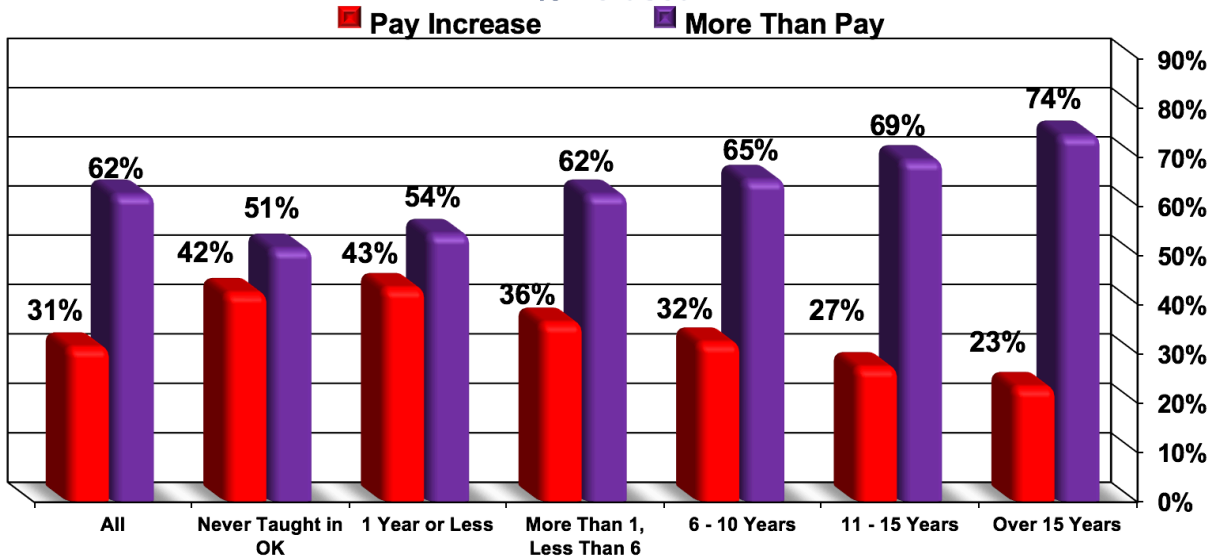
When asked why the working environment had deteriorated, respondents cited lack of funding (18%) as even more important than low pay (15%).

Other Findings

- Male teachers were significantly more likely to cite pay or other opportunities for career advancement as a reason to leave than were female teachers.
- Those now teaching in another state were most likely to strongly agree that most have quit teaching in Oklahoma because of pay.
- Pay was the top concern for all teachers, with the strongest responses among nonwhite – i.e. African American, Native American, Hispanic and Asian – teachers.
- Secondary teachers were most concerned about pay, while early childhood and elementary school teachers were more concerned with how teaching is practiced.
- Increasing pay alone would entice 31% of the respondents to again enter an Oklahoma

public school classroom. Fully 62% say it would take reforms of more than pay to entice them back to the classroom. Here, we see a very strong correlation with how long the respondent had taught in the classroom. (See chart below.)

**31% Teach Again if Pay Increased; 62% To Go Back, More Than Pay Increase;
7% Refused**



Conclusion

This study reveals that while pay is a top concern of many former teachers and increasing pay could attract 31% of former teachers with active credentials back to Oklahoma’s public school system, pay does not appear to be the only potential remedy for the teacher shortage. Pay is a greater factor in the decision-making process of male teachers, those with secondary or special education certifications, and those who taught five or fewer years. For veteran teachers, classroom management and freedom to practice their craft were almost as important as pay. Nonetheless, if nearly one-third of certified teachers returned to the classroom, it would lessen the teacher shortage considerably.



Questionnaire



**A Survey of 7,546 Holding Oklahoma Teaching Certifications but Not
Currently Teaching in the State of Oklahoma
Conducted Online September 26 – October 16, 2017
Margin of error: < 1%**

Below percentages are for the 5,487 under the age of 65 who completed the study.

This survey has been commissioned with the aspiration of improving the work experience of teachers, retaining teachers in the profession, and potentially recruiting those who have left the profession back to it. Additionally, survey responses will serve as feedback for Oklahoma’s Every Student Succeeds Act consolidated state plan. All of your answers will be kept confidential. Your responses will be aggregated with those of other respondents to look for trends and specific tasks which can be done to improve education in Oklahoma.

1. In what year did you first receive your Oklahoma teaching certification? (Pick year)

2%	2017	3%	2010	2%	2003
2%	2016	4%	2009	2%	2002
4%	2015	3%	2008	2%	2001
3%	2014	3%	2007	2%	2000
3%	2013	4%	2006	47%	Before 2000
3%	2012	3%	2005		
3%	2011	3%	2004		

2. What was the last year you taught in an Oklahoma Public School? (Pick year – include option of “Never taught in an Oklahoma Public School”)

16%	Never Taught in Ok. Public School	6%	2012	2%	2005
		4%	2011	2%	2004
7%	2017	4%	2010	1%	2003
8%	2016	3%	2009	1%	2002
12%	2015	3%	2008	1%	2001
8%	2014	3%	2007	1%	2000
7%	2013	2%	2006	9%	Before 2000

3. From when you started, until your last year, would you say the quality of the working environment for teachers in Oklahoma improved or deteriorated? (After response, ask:) Would you say it (improved / deteriorated) a great deal, or only somewhat (improved / deteriorated)?

2%	Improved a great deal
13%	Improved only somewhat
31%	Deteriorated only somewhat
49%	Deteriorated a great deal
5%	Refused

4. Why do you say that it (improved / deteriorated)? (Open ended)

<u>IMPROVED</u>		<u>DETERIORATED</u>	
4%	Class Size	6%	Too Much Testing
6%	Administration	6%	Lack of Discipline
12%	Working Conditions	5%	No Respect
12%	Improved Resources	15%	Low Pay
13%	Technology	9%	Poor Leadership
19%	Pay / Salary	9%	Heavy Workload
5%	Stayed the Same	7%	Class Size
8%	District Specific	18%	No Funding
0%	Security	9%	Lack of Support
2%	Miscellaneous	0%	District Specific
20%	Do Not Know	1%	Stayed the Same
		1%	Miscellaneous
		15%	Do Not Know

(Terminate study if the 2016-17 year was the last taught in Oklahoma Public Schools)

5. Why did you quit teaching in Oklahoma Public Schools? (Open ended)

8%	Retirement	19%	Moved States
20%	Pay / Salary	6%	Not Valued / Respected
2%	Funding	16%	Personal Reasons
6%	Leadership / Regulations	1%	Miscellaneous
14%	Better Opportunity	2%	Do Not Know
7%	Hiring Difficulties		

6. Do you agree or disagree with the following statement: Most people who have quit teaching in Oklahoma quit because the pay is too low.

55%	Strongly agree
35%	Somewhat agree
6%	Somewhat disagree
2%	Strongly disagree
2%	Refused

Below are a list of some possible reasons why someone might quit teaching in public schools in Oklahoma. Thinking about yourself, please rate each on a scale of 1 to 7, where 1 means it was not a factor at all to 7 meaning it was the most important factor in your decision to not currently being an Oklahoma public school teacher. Please limit the number of issues ranked as a 7 to no more than 5. (Randomize series)

	1	2	3	4	5	6	7	Refused
7. Pay / Salary was too low.	6%	3%	4%	7%	10%	18%	48%	2%

8. No or too few opportunities for advancement.	27%	11%	10%	14%	14%	13%	9%	2%
9. Personal family situation changed.	40%	8%	7%	8%	8%	7%	20%	2%
10. Not enough support from school site administrators.	23%	11%	11%	13%	12%	14%	14%	2%
	1	2	3	4	5	6	7	Refused
11. Not enough support from district administrators.	21%	10%	11%	14%	14%	14%	13%	2%
12. Bad work environment.	26%	14%	12%	15%	12%	10%	9%	2%
13. Too much testing.	13%	6%	8%	13%	18%	20%	19%	2%
14. Too restricted by state and district standards and curriculum and unable to practice the art of teaching.	12%	7%	8%	12%	16%	20%	23%	2%
15. Not supported by administrators when it comes to discipline issues	22%	11%	10%	12%	14%	15%	15%	2%
16. Little or no parent support.	18%	13%	13%	16%	16%	13%	8%	2%
17. Kids have are different today than they used to be.	30%	12%	11%	14%	13%	12%	7%	2%
18. Instead of just teaching, expected to take on social worker, nursing, and other roles in the lives of children.	22%	11%	10%	13%	15%	15%	11%	2%
19. Could make more money in another state.	26%	5%	4%	7%	9%	17%	31%	2%
20. Little or no community support.	26%	15%	14%	16%	13%	9%	5%	2%
21. Lack of supplies and tools necessary to do my job.	16%	9%	11%	14%	18%	18%	13%	2%
22. Needed more professional development opportunities.	42%	16%	13%	13%	8%	4%	3%	2%
23. Responsibilities such as lunch, recess, and other duties outside of actual classroom learning.	27%	13%	12%	15%	14%	11%	6%	2%
24. Held responsible for outcomes beyond my control as one classroom teacher.	15%	7%	8%	12%	16%	21%	20%	2%
25. Decisions involving instruction too often are made outside the classroom, not inside.	10%	5%	8%	12%	17%	24%	23%	2%
26. Too much time required outside the normal workday.	16%	9%	10%	13%	16%	18%	16%	2%
27. Lack of respect from students, parents, and the community	16%	11%	10%	13%	15%	18%	15%	2%
28. Spending more time dealing with unruly students than teaching those who want to learn.	15%	10%	11%	14%	16%	17%	16%	2%

29. Are there any other reasons teachers have quit which you think were missed on that list? (Open ended)

4%	Pay / Salary	9%	No Respect / Support
4%	Stress	1%	Retired
2%	Class Size	0%	Miscellaneous
3%	Personal Reasons	75%	Do Not Know / Nothing Missed
1%	Hiring Difficulties		

30. Overall, which statement comes closest to your belief: (Randomize)

31%	If the pay would increase, I would like to teach again.
62%	For me to go back to teaching, it would take more than just an increase in pay.
7%	Refused

31. How many years did you teach in Oklahoma?

9%	Never taught in Oklahoma
8%	One school year or less
26%	More than 1 but less than six years
18%	6 – 10 years
10%	11 – 15 years
24%	Over 15 years
4%	Refused

32. How many years did you teach in Oklahoma Public Schools?

12%	Never taught in Oklahoma
10%	One school year or less
27%	More than 1 but less than six years
16%	6 – 10 years
9%	11 – 15 years
20%	Over 15 years
5%	Refused

33. Prior to teaching in Oklahoma, did you teach in another state?

19%	Yes
77%	No
4%	Refused

34. What teaching certifications do you hold?

9%	Early Childhood
31%	Elementary Education

- 45% Secondary Education
- 9% Special Education / Speech Pathology
- 1% Library Science
- 4% Refused

35. Which best describes the school district in which you spent most of your Oklahoma career?

- 14% An urban school district like Tulsa or Oklahoma City Public Schools
- 26% A large suburban school district like Edmond, Moore, Norman, Mid-Del, Mustang, Yukon, Sapulpa, Sand Springs, Bixby, Broken Arrow, Owasso, Jenks, Putnam City, or Union Schools
- 5% A smaller school district in either the Oklahoma City or Tulsa metro areas
- 11% A class 5A or 6A school district outside of the two metro areas like Lawton, Muskogee, Ardmore, Bartlesville, Enid, or Woodward
- 18% A class 2A, 3A, or 4A school outside of the two metro areas
- 13% A smaller school outside the two metro areas
- 3% A dependent school district
- 9% Refused

36. Which of the following, if any, apply to you? (Multiple responses accepted – percentages may exceed 100%)

- 7% Nationally certified teacher
- 49% Master's Degree
- 5% Doctorate Degree
- 15% Alternatively certified
- 16% Currently teaching in another state
- 10% Currently teaching in a private / parochial school
- 4% Working full time as a school administrator
- 13% Working full time in education field, but not as a teacher or administrator
- 13% Retired, not working
- 25% Working in a field outside of education
- 6% Expect to return to teaching
- 23% Would like to return to teaching someday

37. Since you are not working as a public school teacher in Oklahoma, why do you keep your teaching certification active? (Randomize list)

- 40% I want to reserve teaching as a back-up plan for my career
- 7% I expect to go back into teaching in the next few years
- 15% An active certificate contributes to my current employment
- 7% Teaching is a potential second profession in retirement
- 18% I still think of myself as a teacher
- 3% Not Going to Renew Certification
- 9% Refused

38. Other than American, what do you consider to be your ethnic heritage? Are you:

- 73% White / Caucasian
- 2% African American
- 10% Native American
- 2% Hispanic / Latino
- 1% Asian
- 13% Refused

39. Gender

- 22% Male
- 74% Female
- 5% Refused

40. Which of the following age groups is correct for you?

- 2% 18 to 24
- 18% 25 to 34
- 24% 35 to 44
- 22% 45 to 54
- 29% 55 to 64
- 6% Refused

41. Which region of the state best reflects your most recent public school teaching position in Oklahoma?

- 6% Rural Northwest
- 11% Rural Northeast
- 8% Rural Southwest
- 9% Rural Southeast
- 40% Central Oklahoma
- 20% Tulsa Area
- 7% Refused

42. And for most of your local television, do you watch television stations out of:

- 45% Oklahoma City
- 28% Tulsa
- 4% Lawton / Wichita Falls
- 5% Ada/Ardmore / Sherman
- 1% Joplin / Pittsburg
- 2% Ft. Smith
- 1% Amarillo
- 1% Shreveport
- 12% Refused



Summary

A Survey of 5,487 Holding Oklahoma Teaching Certifications but Not Currently Teaching in Oklahoma Public Schools Under the Age of 65

Margin of Error: < 1%

Interviewing Conducted September 26 – October 16, 2017

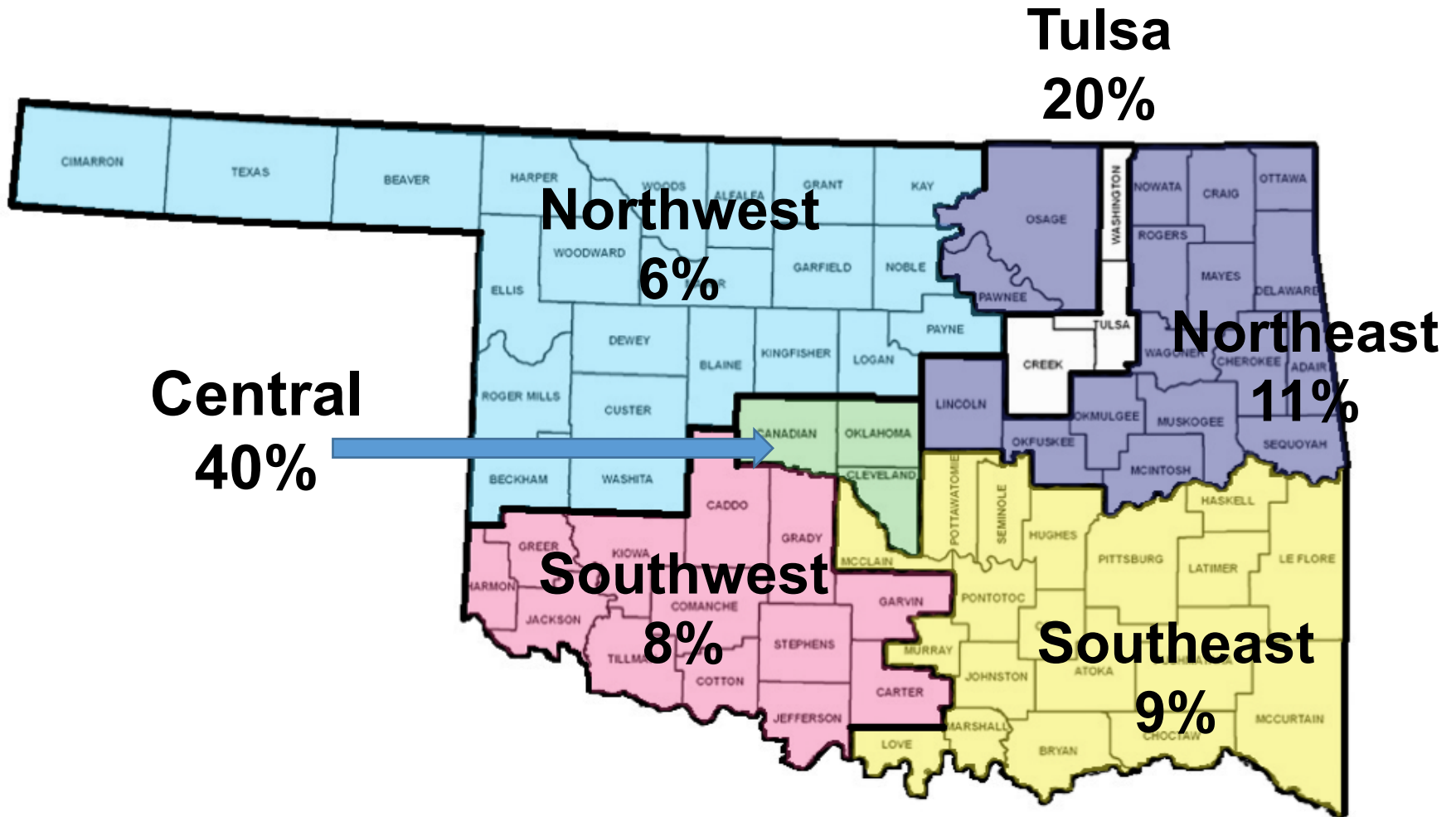
Pat McFerron

President

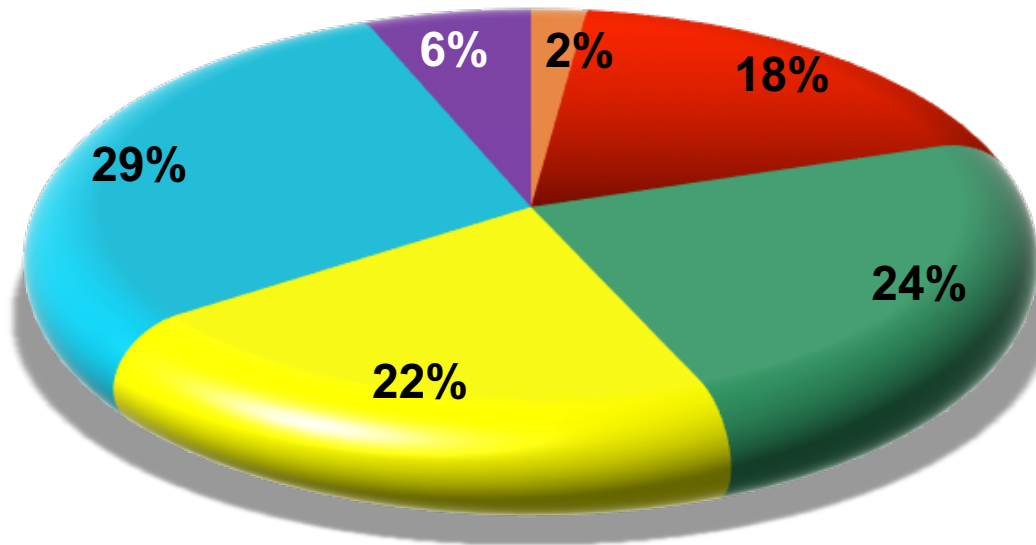
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Regions



Age of Respondents



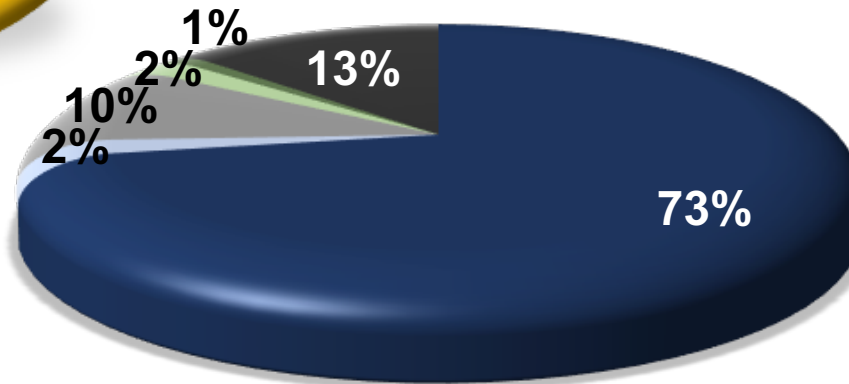
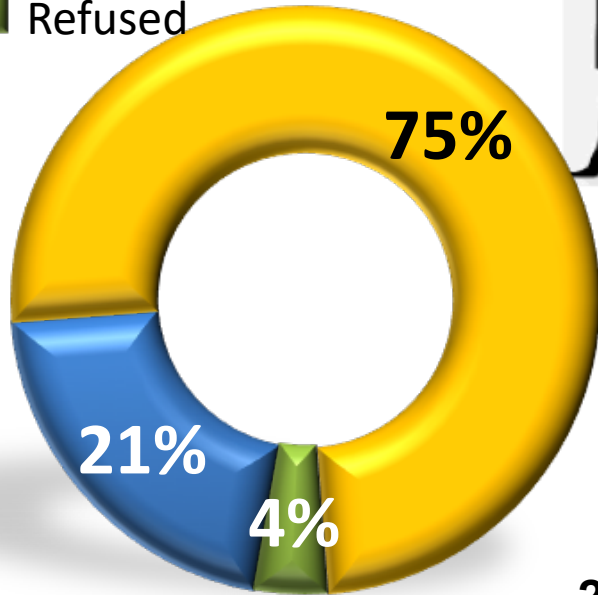
A broader study was conducted; however, this presentation focuses exclusively on those under the age of 65.

Demographics

- Male
- Female
- Refused



This group may be slightly more male than are teachers as a whole in Oklahoma and may be not quite as white.

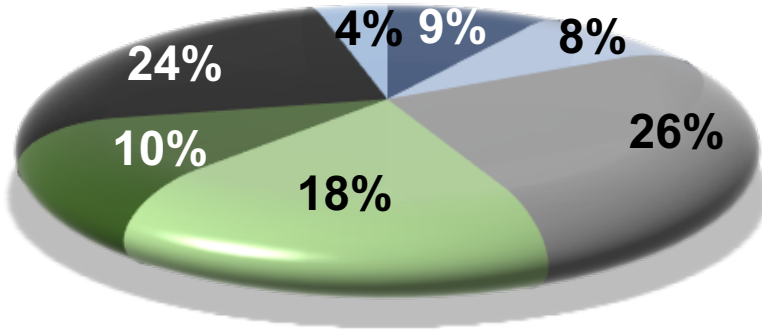


Ethnicity

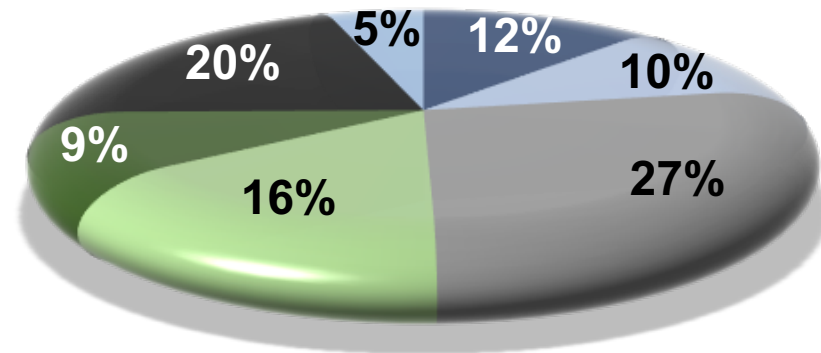
- White / Caucasian
- African American
- Native American
- Hispanic / Latino
- Asian
- Refused

History of Teaching

Years Taught in Oklahoma

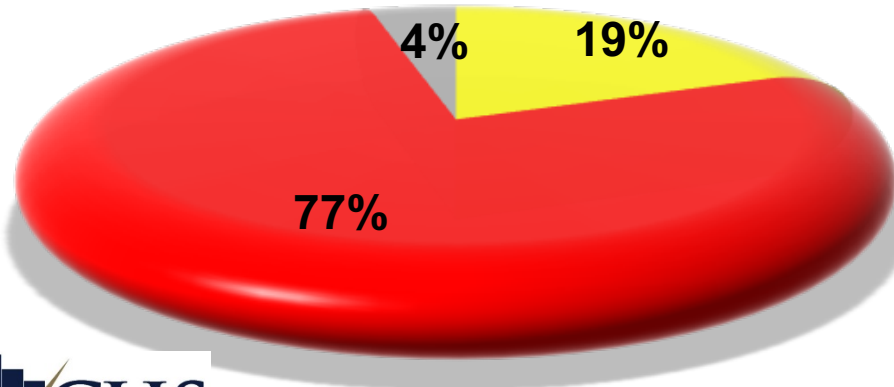


Years Taught in Oklahoma Public Schools



- Never
- One or Less
- 1 - 6
- 6 - 10
- 11 - 15
- Over 15
- Refused

Taught in Another State Prior to Teaching in Oklahoma?

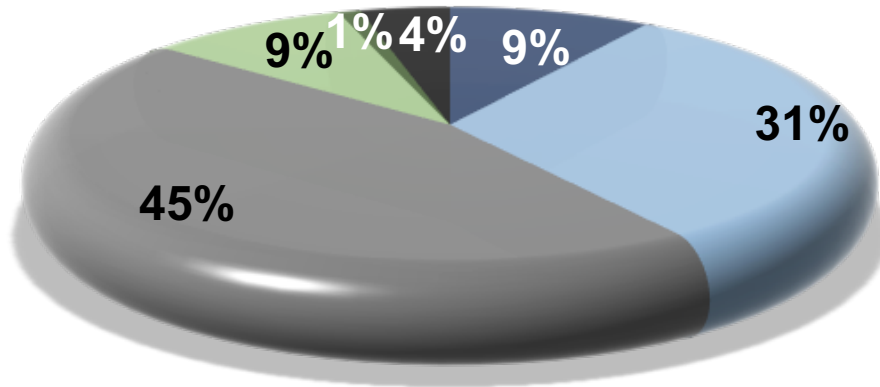


We do see 12% have never taught in Oklahoma public schools. We also have a solid sample size to see if those who started their careers in other states have different opinions than those who started in Oklahoma.

- Yes
- No
- Refused

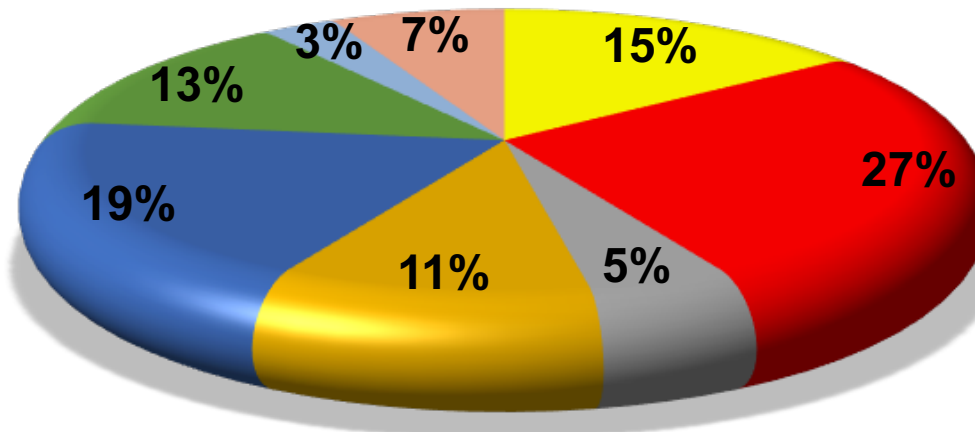
Demographics

Certification Type



- Early Childhood
- Elem. Education
- Secondary Ed.
- Special Ed. / Speech
- Library Science
- Refused

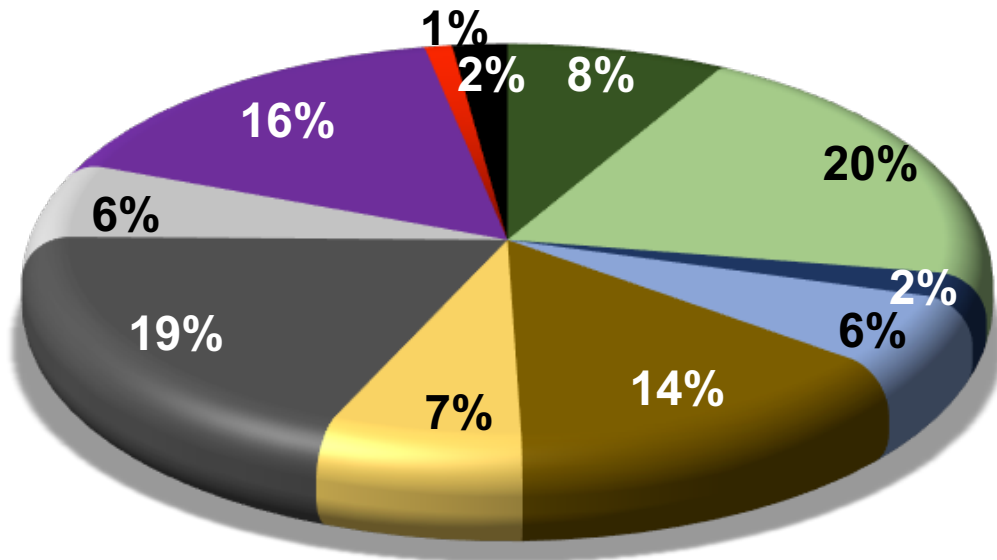
Type of District?



- Urban
- Large Suburban
- Small Metro
- Non-Metro 5/6A
- Non-Metro 2/3/4A
- Smaller Non-Metro
- Dependent District
- Refused

* Percentages may not add to 100% due to refusals and / or rounding.

Q5. Why Quit Teaching In Oklahoma Public Schools?



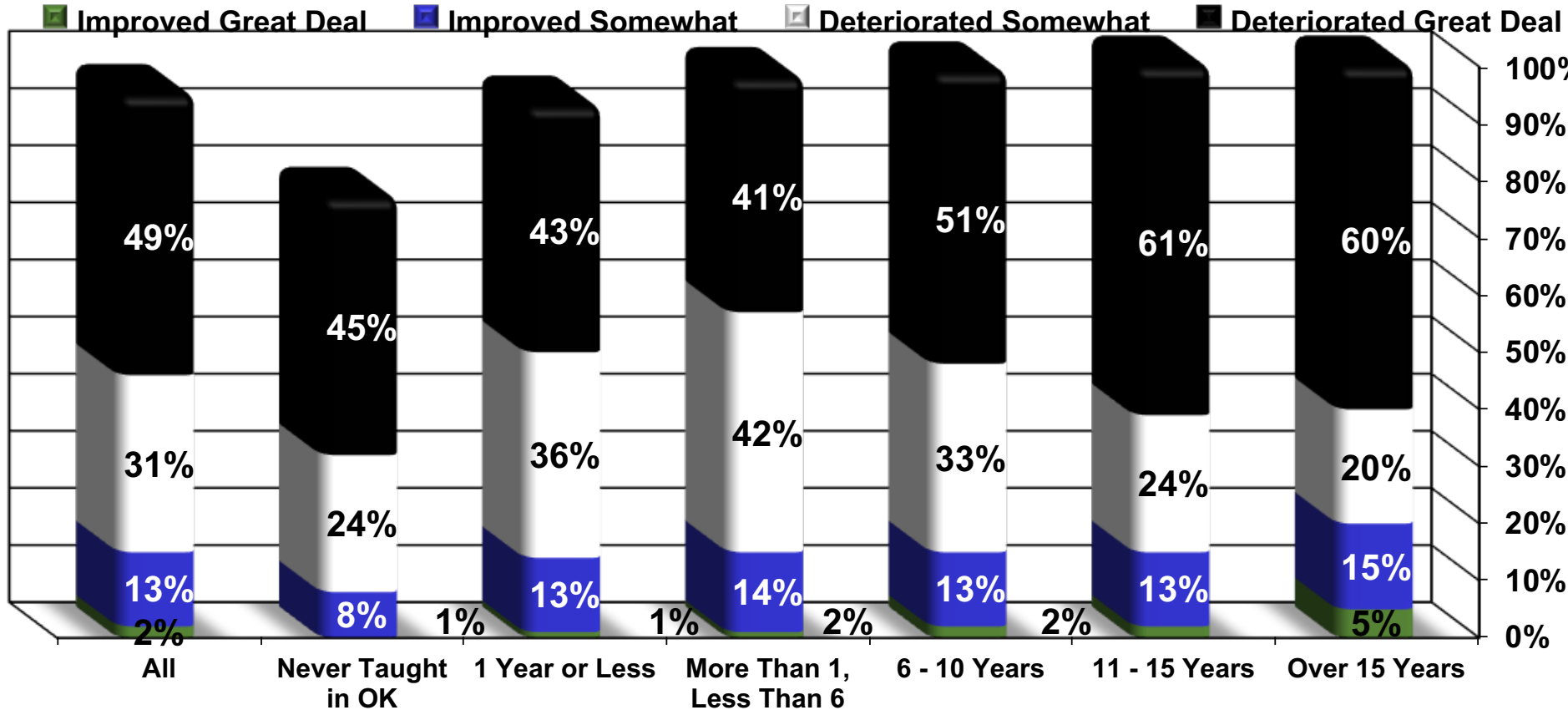
- Retirement
- Pay / Salary
- Funding
- Leadership / Regulations
- Better Opportunity
- Hiring Difficulties
- Moved States
- Not Valued / Respected
- Personal Reasons
- Miscellaneous
- Do Not Know

Low pay is the top reason respondents quit – but it is not the only one. It is possible the moving of states and better opportunity could also be related to pay.

Pay is higher among men (23%) than women and among those who taught in Oklahoma less than six years (23%). In comparison, those who taught 15+, only 12% cite pay.

Q3. Quality of Working Environment Over Time?

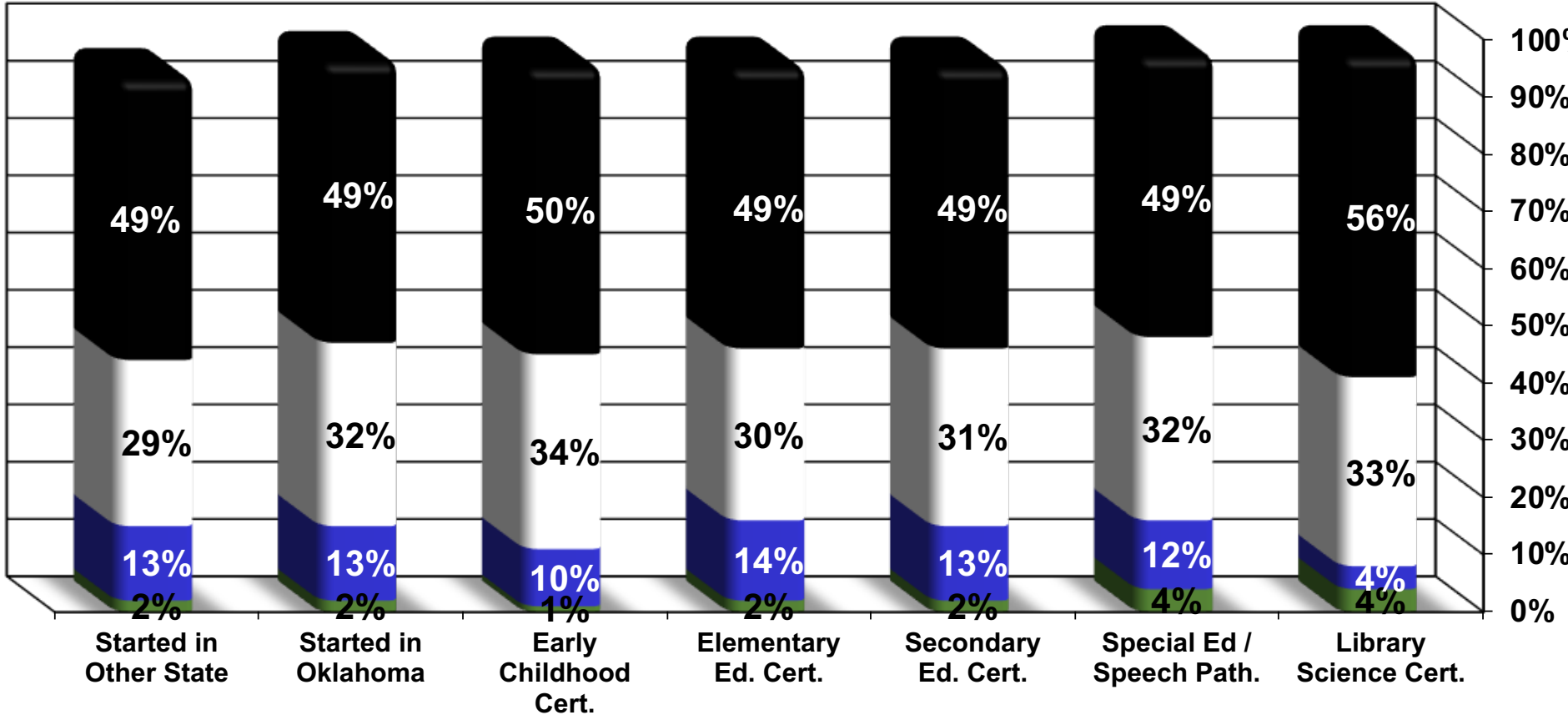
2% Improved a Great Deal; 13% Improved Only Somewhat;
31% Deteriorated Only Somewhat; 49% Deteriorated a Great Deal



Regardless of how long one taught, we see a tremendous belief that the work environment has deteriorated. Among those who taught more than 10 years, a majority say it has “greatly deteriorated.”

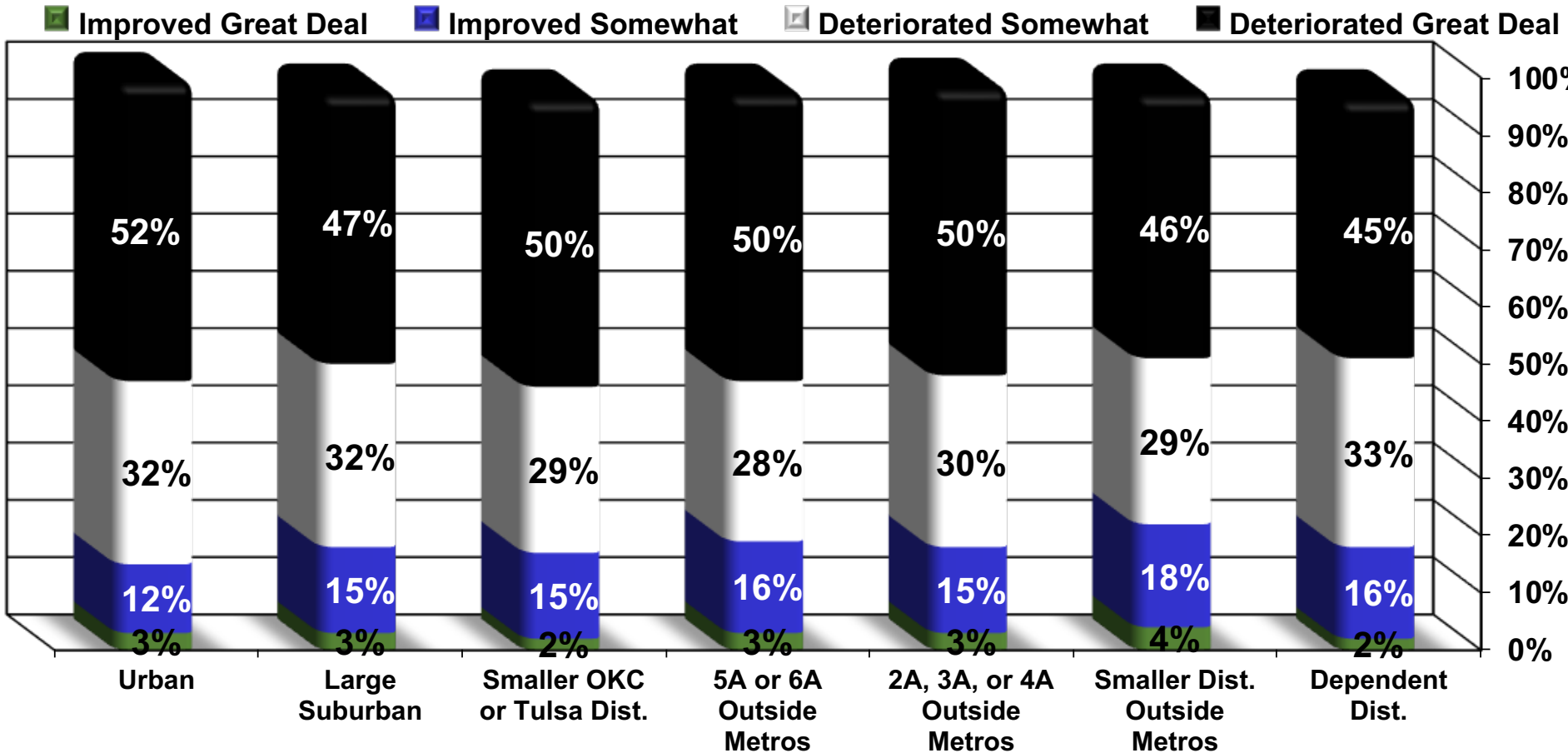
Q3. Working Environment Over Time-by Certification

■ Improved Great Deal
 ■ Improved Somewhat
 ■ Deteriorated Somewhat
 ■ Deteriorated Great Deal



We do see those with library science certifications being the most negative about the changing work environment, but generally there are not significant differences along these categories.

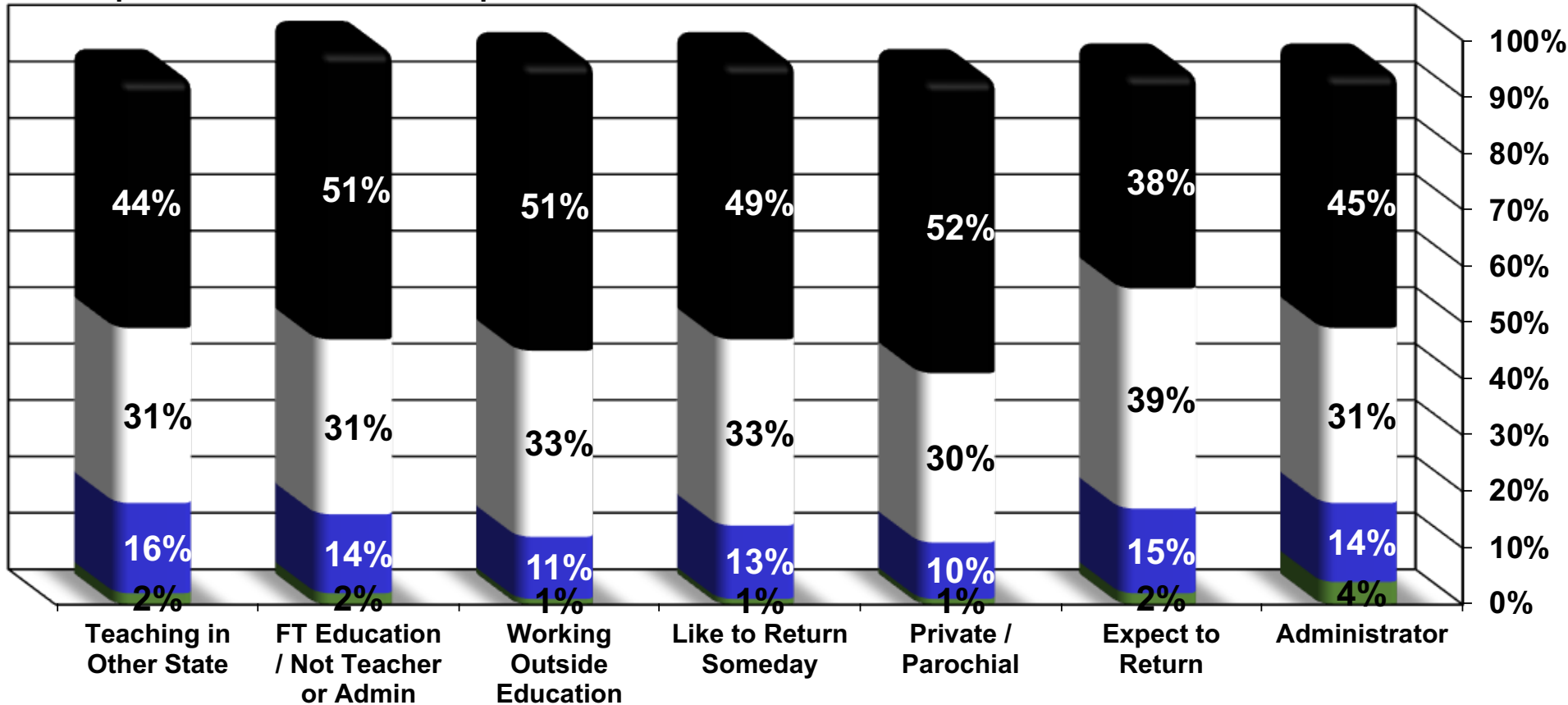
Q3. Working Environment Over Time-Type of District



When looking at the type of school in which the respondent most recently taught, we see only minor variances. The worst numbers do come from those who were teaching in Tulsa or OKC public schools.

Q3. Working Environment Over Time-Current Status

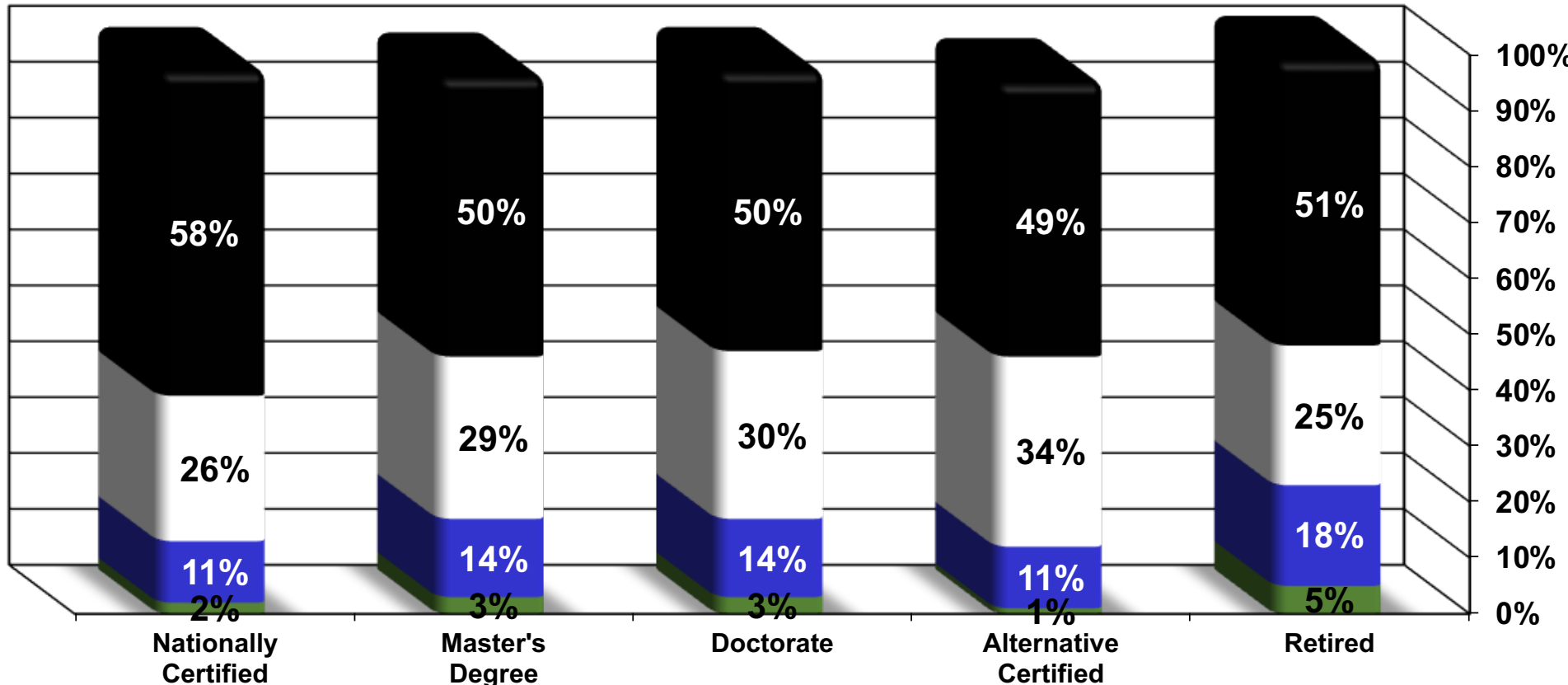
■ Improved Great Deal
 ■ Improved Somewhat
 ■ Deteriorated Somewhat
 ■ Deteriorated Great Deal



Those who have left to teach in other states – while still negative – are the least critical of the direction of the work environment in Oklahoma public schools. They are even less critical than are those who say they are likely to return to teaching.

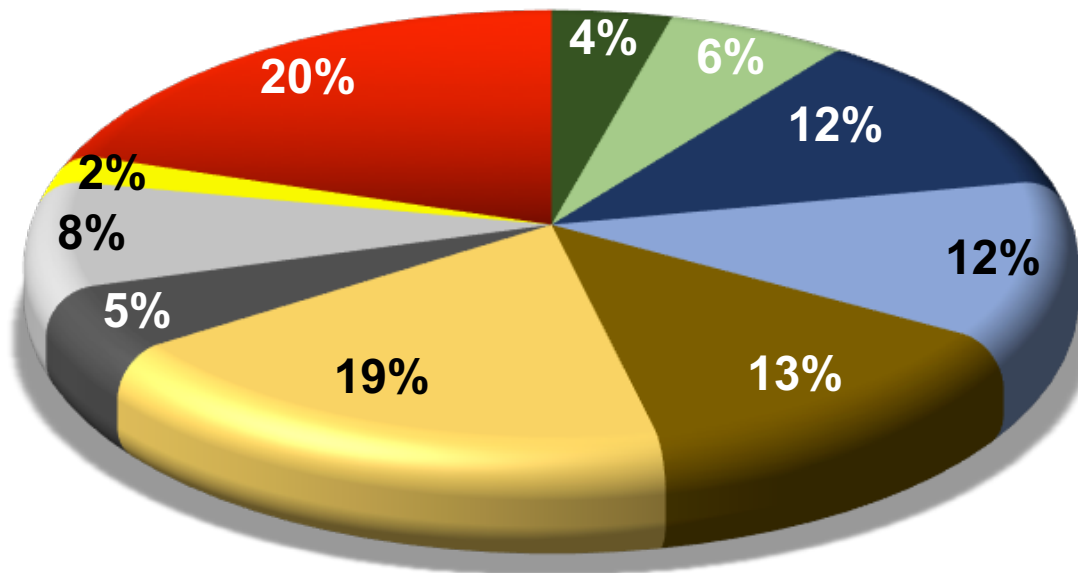
Q3. Working Environment Over Time-by Traits

■ Improved Great Deal
 ■ Improved Somewhat
 ■ Deteriorated Somewhat
 ■ Deteriorated Great Deal



Nationally certified teachers are among the most dissatisfied with the deterioration in the system. Retirees actually have a significant number who believe it has gotten better.

Q4. Why Do You Say It Improved?

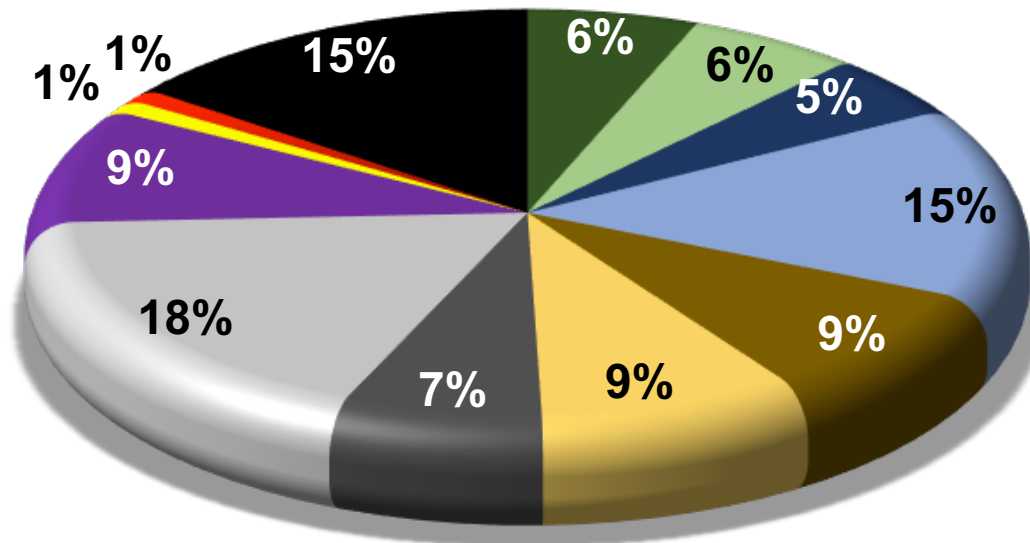


- Class Size
- Administration
- Working Conditions
- Improved Resources
- Technology
- Pay / Salary
- Stayed the Same
- District Specific
- Miscellaneous
- Do Not Know

Interestingly, increased pay and salary is the top reason why 19% of respondents say things have improved in education. We see more saying they have better technology and improved resources.

* Percentages may not add to 100% due to refusals and / or rounding.

Q4. Why Do You Say It Deteriorated?



- Too Much Testing
- Lack of Discipline
- No Respect
- Low Pay
- Poor Leadership
- Heavy Workload
- Class Size
- No Funding
- Lack of Support
- Stayed the Same
- Miscellaneous
- Do Not Know

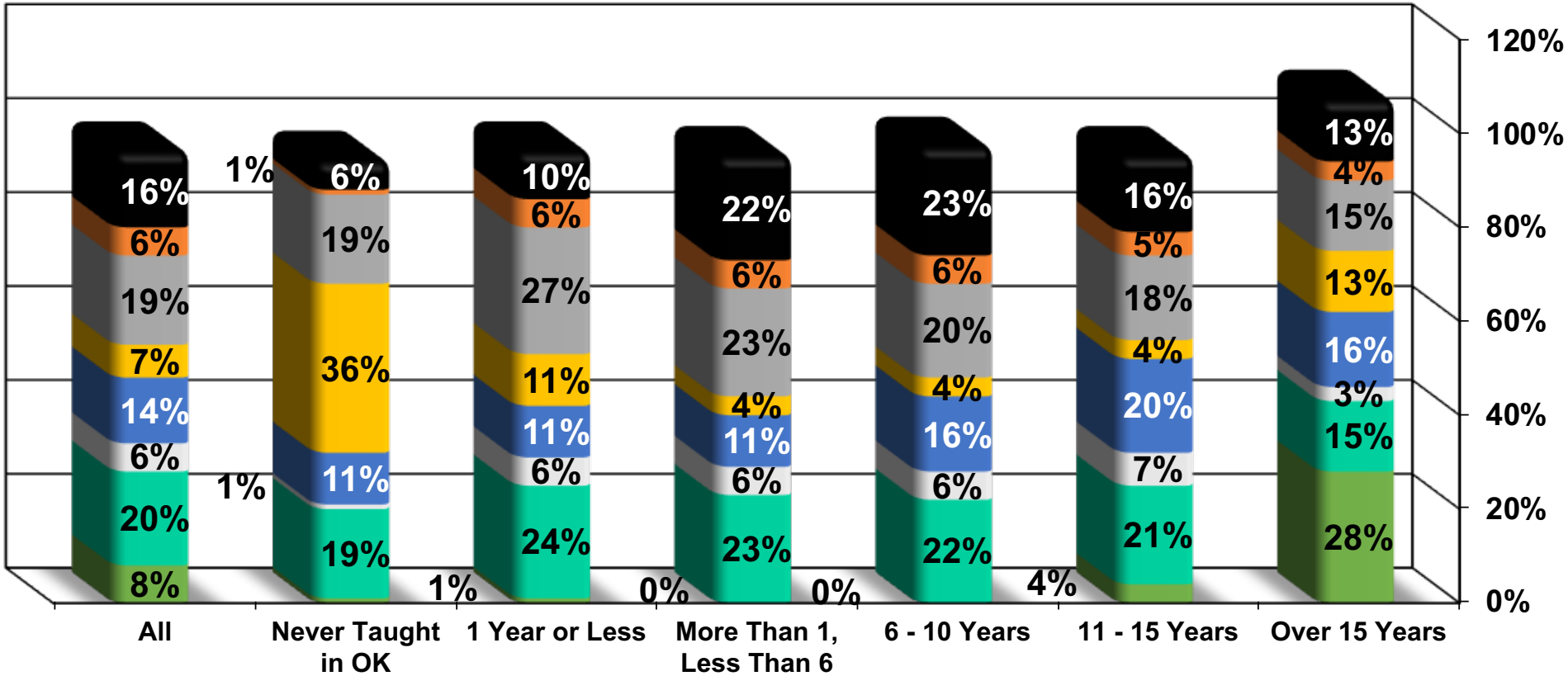
Lack of funding is slightly higher than low pay when it comes to why the vast majority of this group say the environment has deteriorated. We do see quite a few other items garnering significant support.

* Percentages may not add to 100% due to refusals and / or rounding.

Q5. Why Did You Quit?

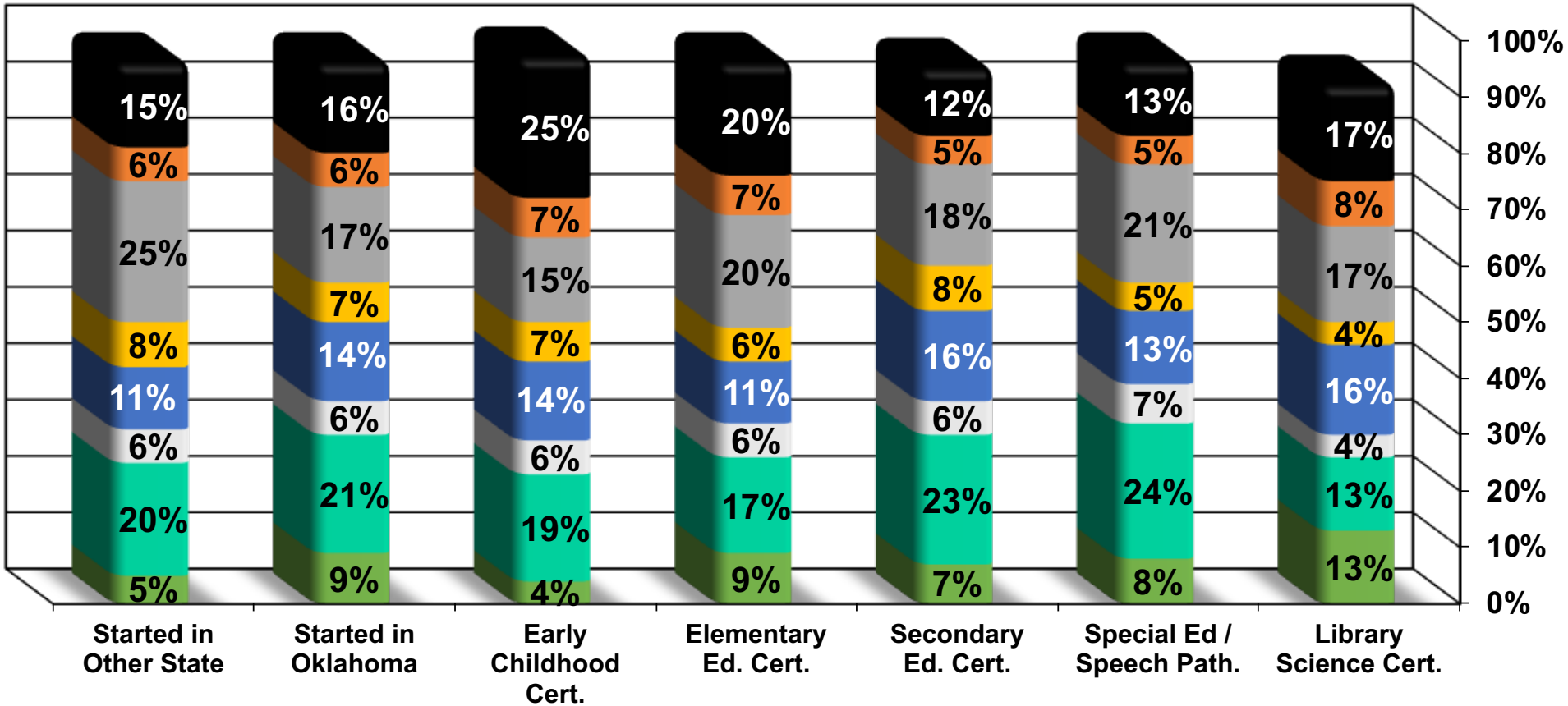
8% Retirement; 20% Pay/Salary; 6% Leadership; 14% Better Opportunity; 7% Hiring Difficulties; 19% Moved States; 6% Not Valued; 16% Personal Reasons

■ Retirement
 ■ Pay
 ■ Leadership
 ■ Opportunity
 ■ Hiring
 ■ Moved
 ■ Not Valued
 ■ Personal



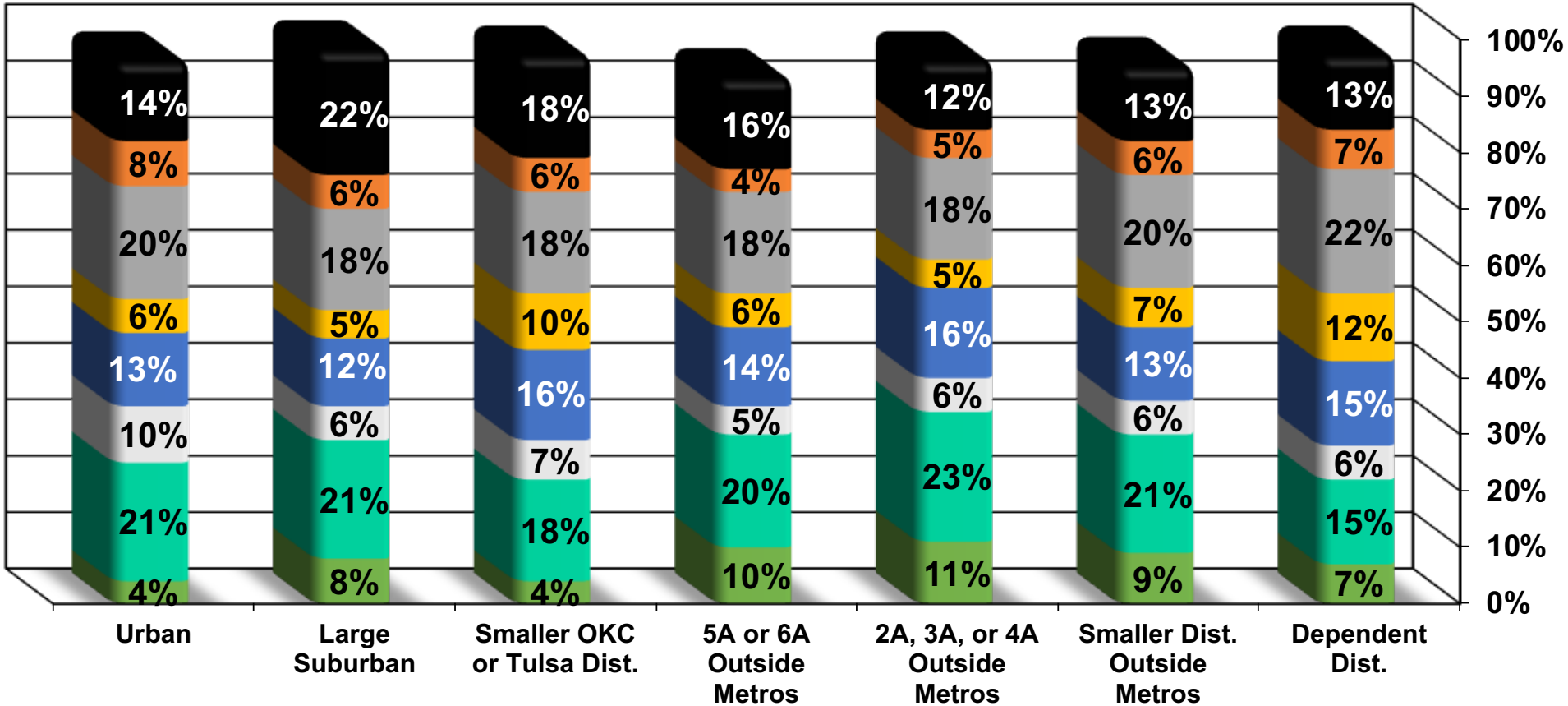
Q5. Why Did You Quit – by Certification

■ Retirement
 ■ Pay
 ■ Leadership
 ■ Opportunity
 ■ Hiring
 ■ Moved
 ■ Not Valued
 ■ Personal



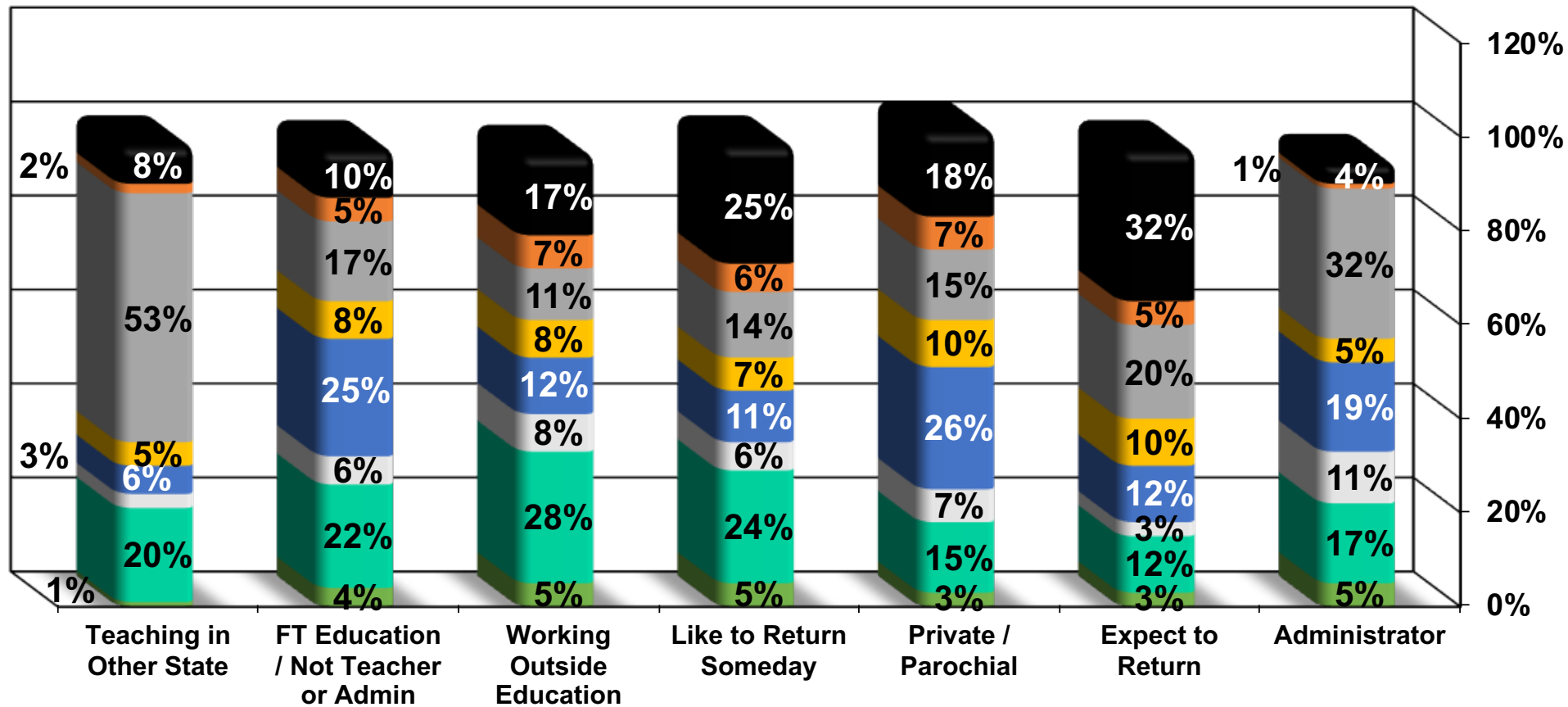
Q5. Why Did You Quit – by Type of District

■ Retirement
 ■ Pay
 ■ Leadership
 ■ Opportunity
 ■ Hiring
 ■ Moved
 ■ Not Valued
 ■ Personal



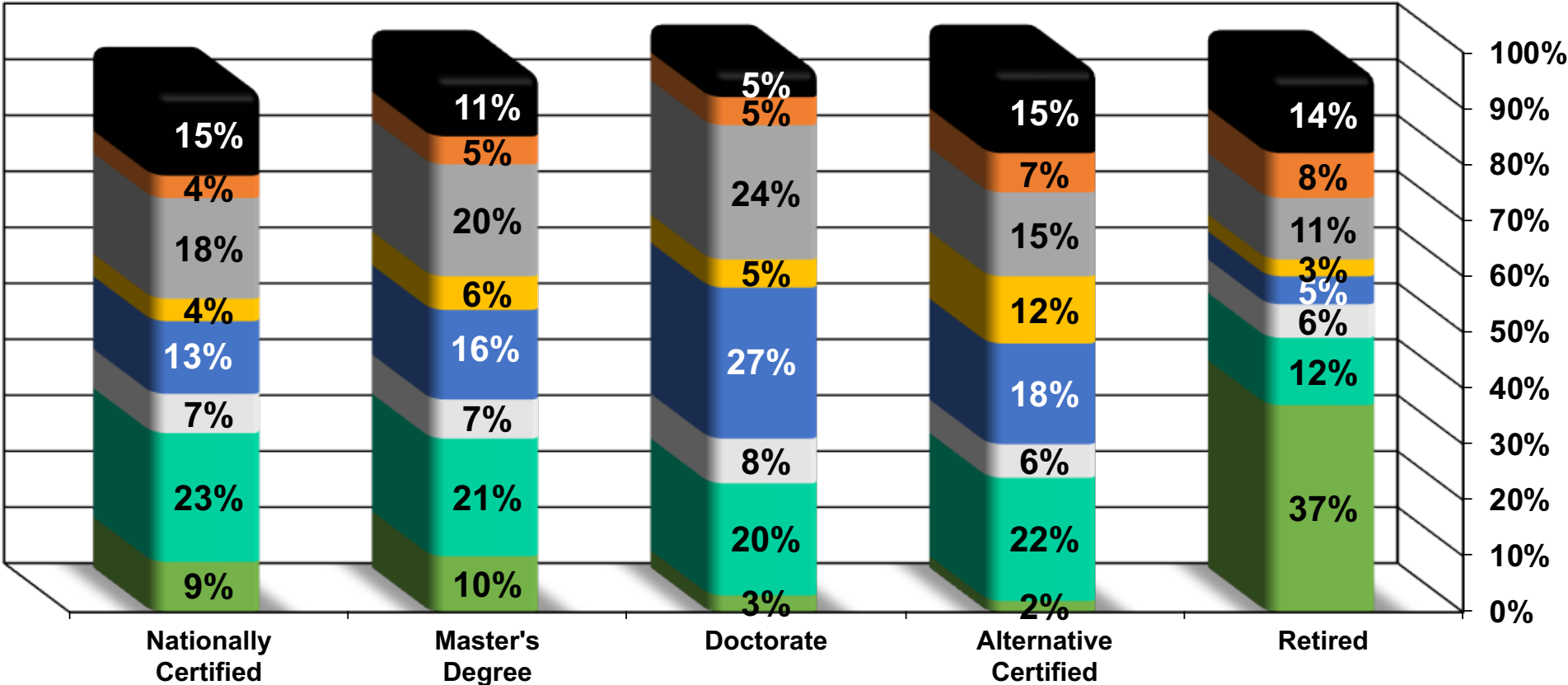
Q5. Why Did You Quit – by Current Status

■ Retirement
 ■ Pay
 ■ Leadership
 ■ Opportunity
 ■ Hiring
 ■ Moved
 ■ Not Valued
 ■ Personal



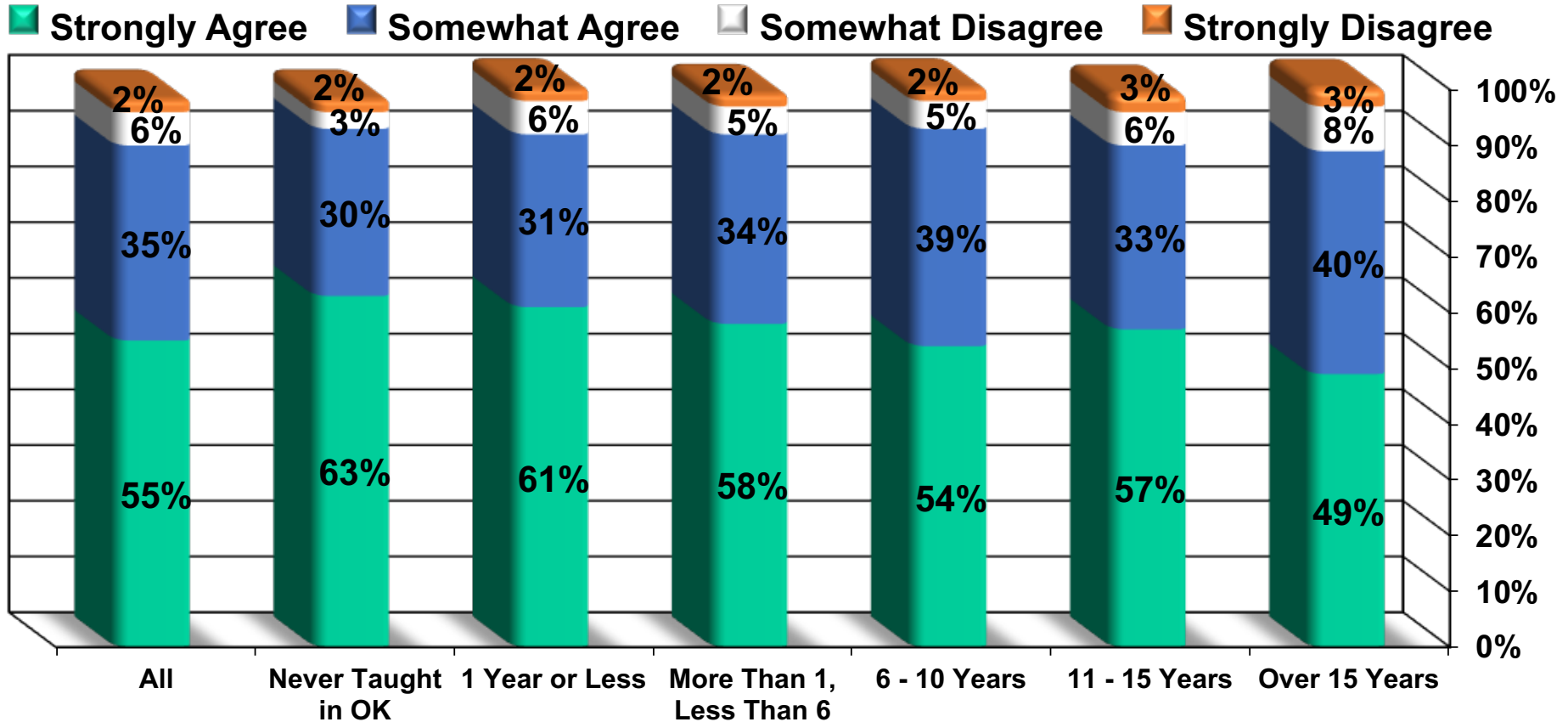
Q5. Why Did You Quit – by Traits

■ Retirement
 ■ Pay
 ■ Leadership
 ■ Opportunity
 ■ Hiring
 ■ Moved
 ■ Not Valued
 ■ Personal



Q6. Most Quit Teaching Because of Pay?

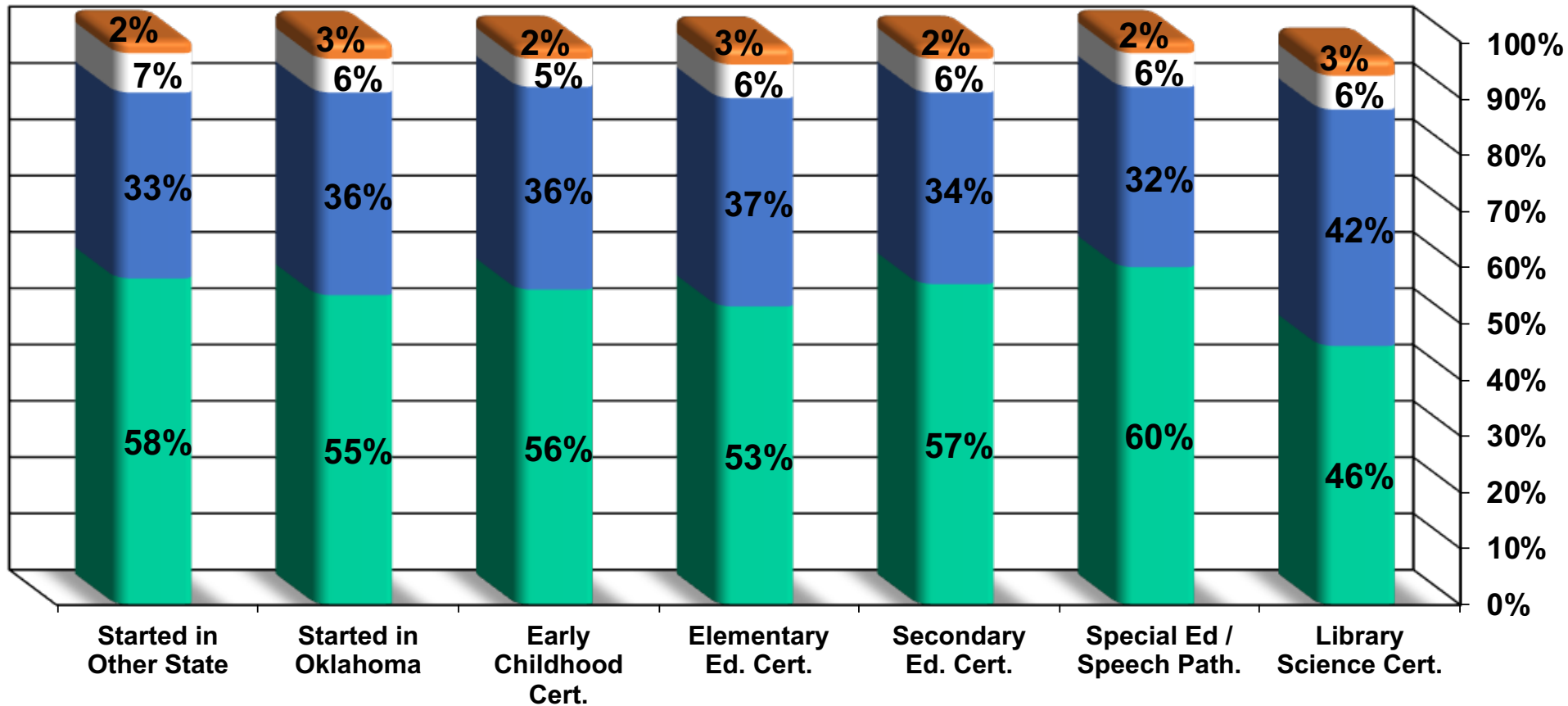
2% Strongly Disagree; 2% Undecided



While all groups see pay as the reason most quit, we do see that intensity drop a bit with longevity.

Q6. Most Quit Teaching Because of Pay?

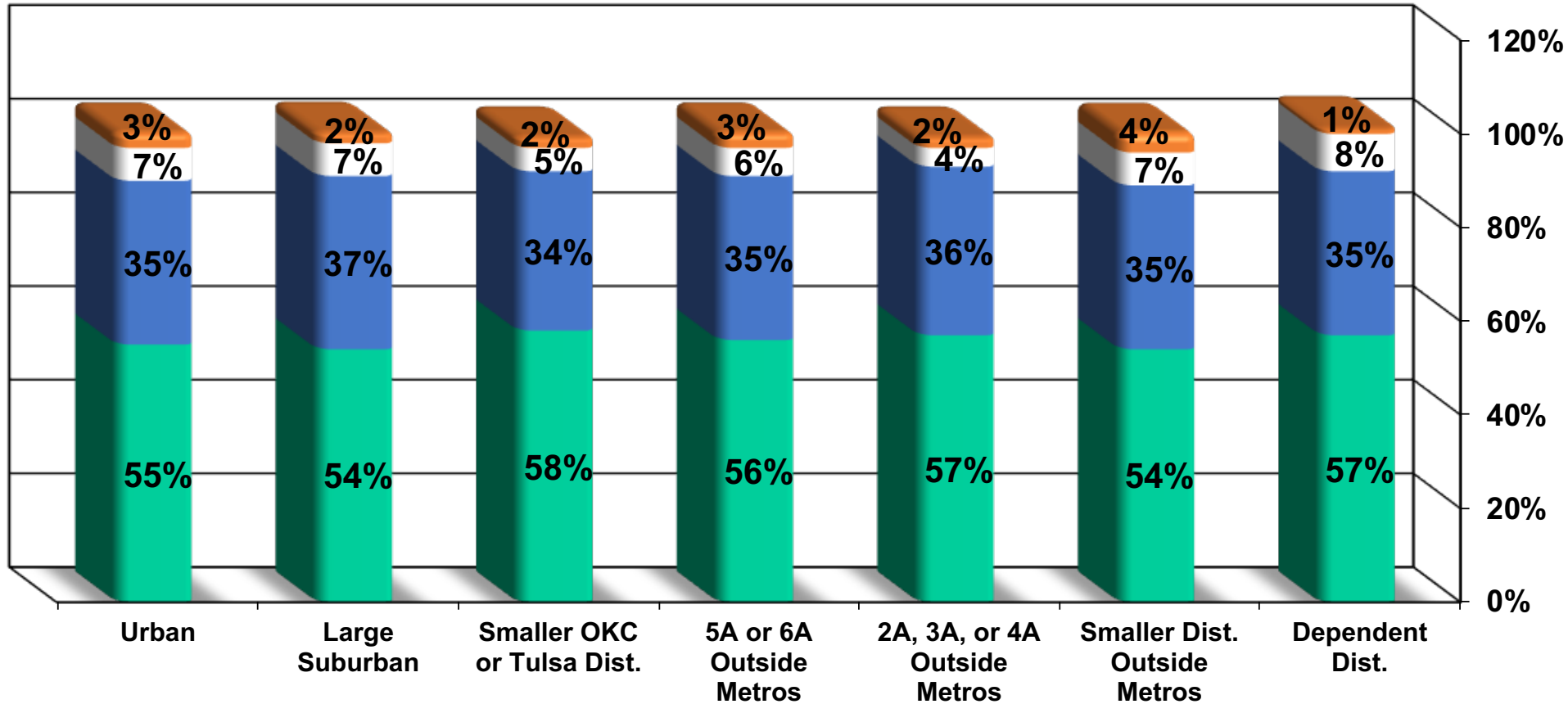
■ Strongly Agree
 ■ Somewhat Agree
 ■ Somewhat Disagree
 ■ Strongly Disagree



This sentiment is strong throughout the various backgrounds of the respondents.

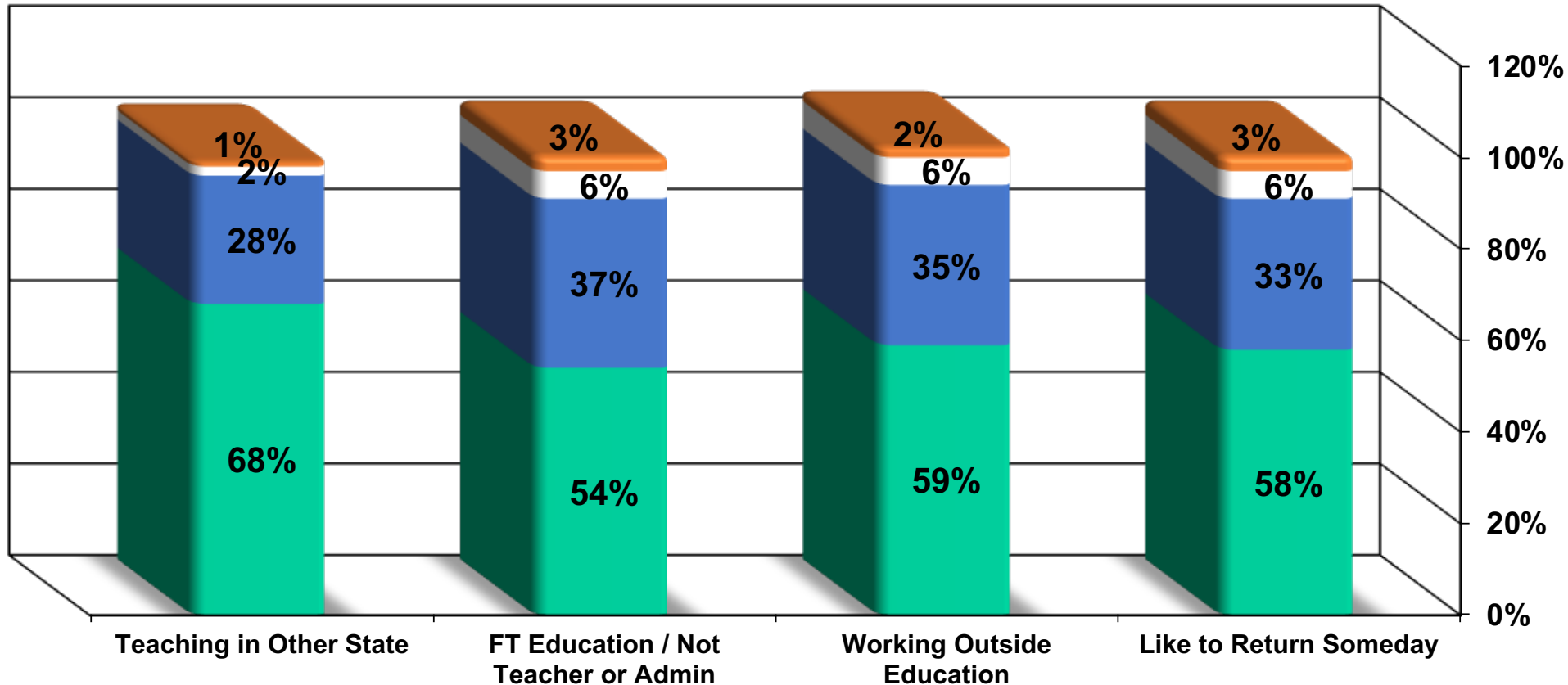
Q6. Most Quit Teaching Because of Pay?

■ Strongly Agree
 ■ Somewhat Agree
 ■ Somewhat Disagree
 ■ Strongly Disagree



Q6. Most Quit Teaching Because of Pay?

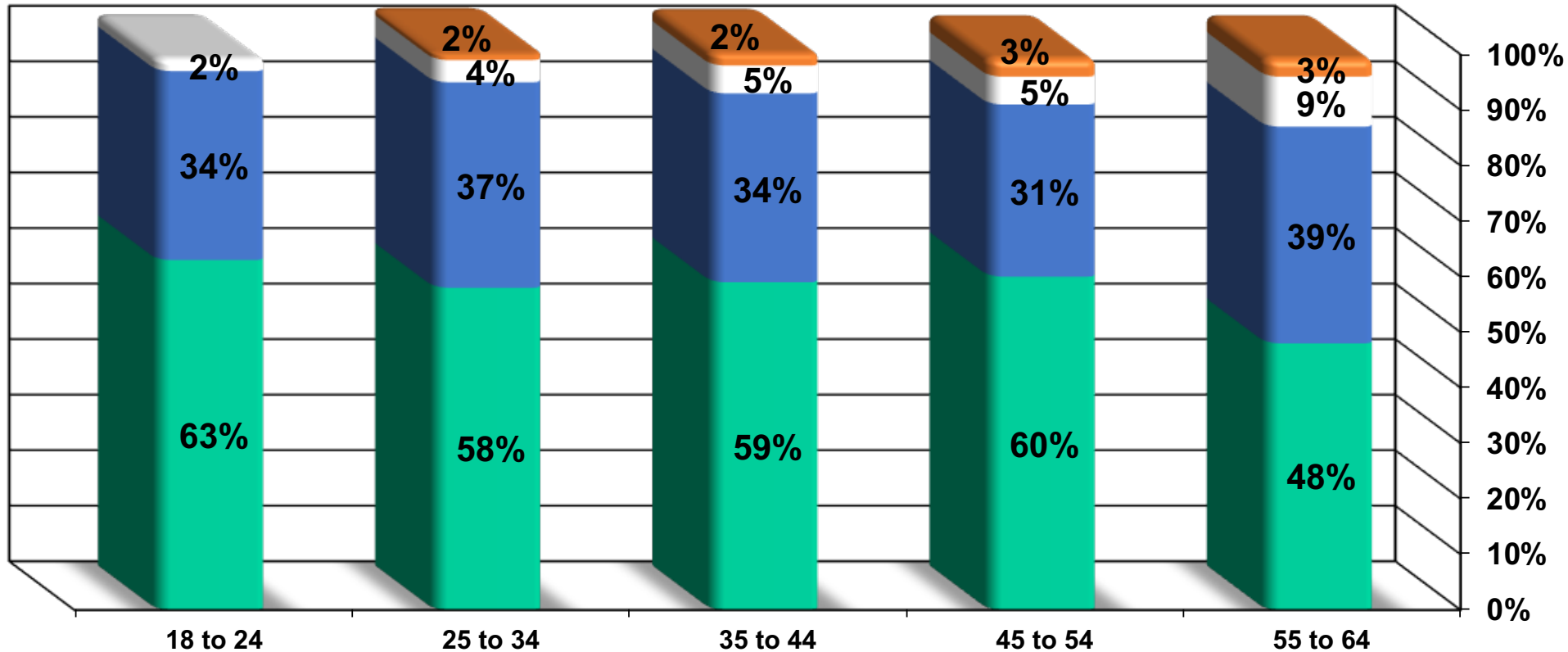
Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree



We do see in those who have chosen to teach in another state that a belief that most quit because of pay is a much stronger sentiment.

Q6. Most Quit Teaching Because of Pay?

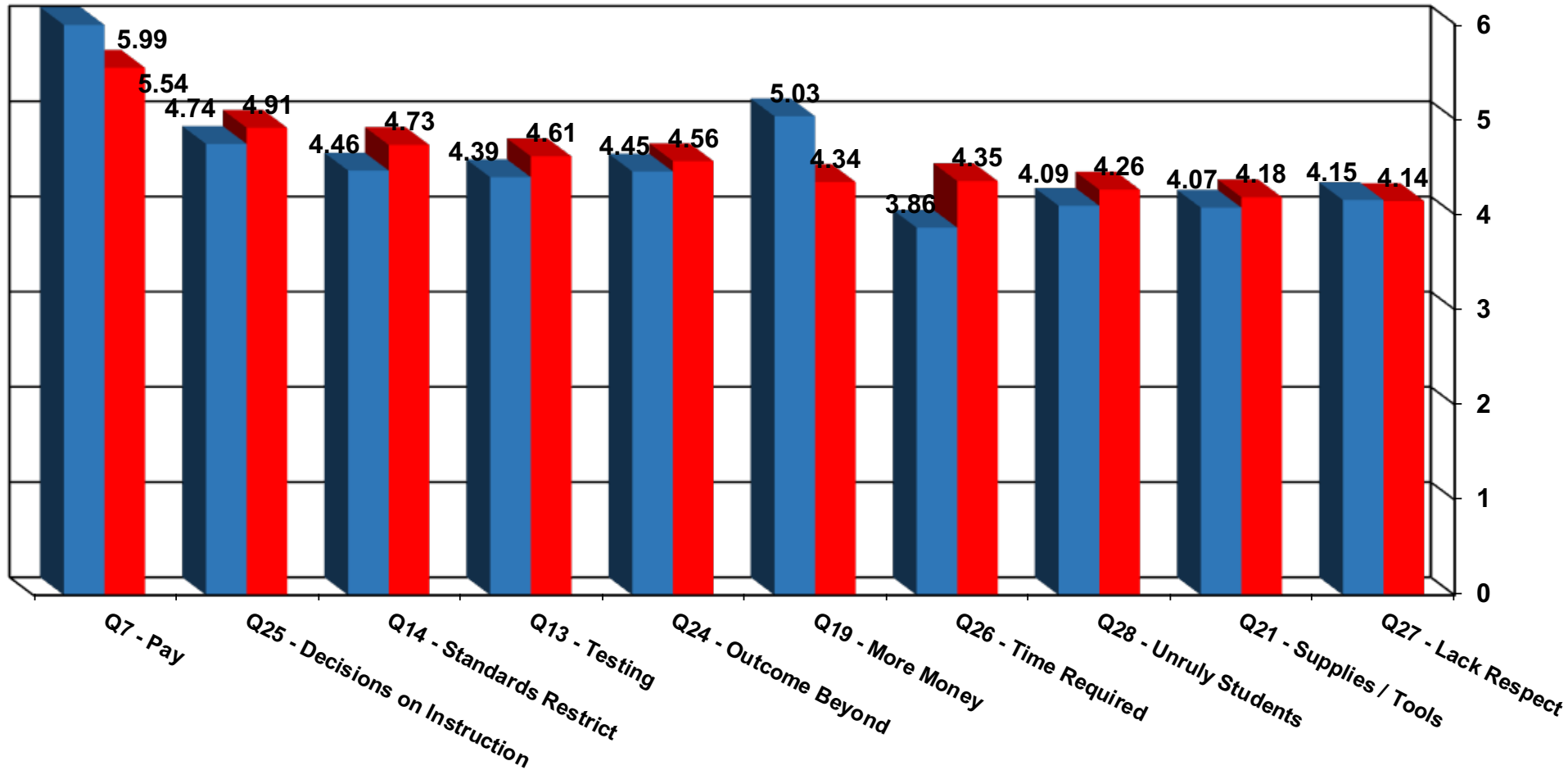
Strongly Agree Somewhat Agree Somewhat Disagree Strongly Disagree



This belief others quit because of pay tends to decrease a bit with age.

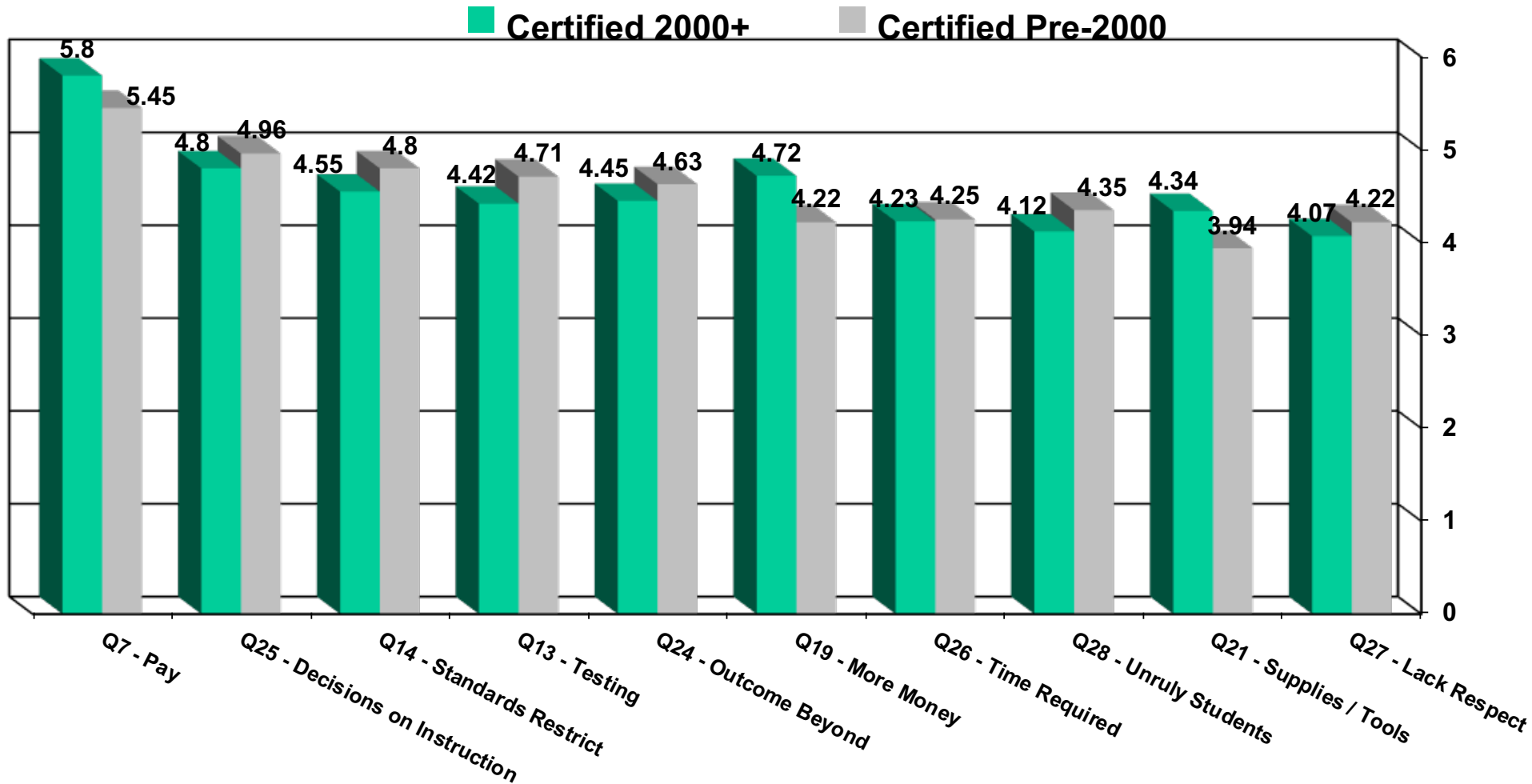
Q7-28. Factors in No Longer Being OK Teacher

Male Female



We do see pay, and the ability to make more money in another job, being more important to men than women. For female teachers, we see the time required jump a little bit.

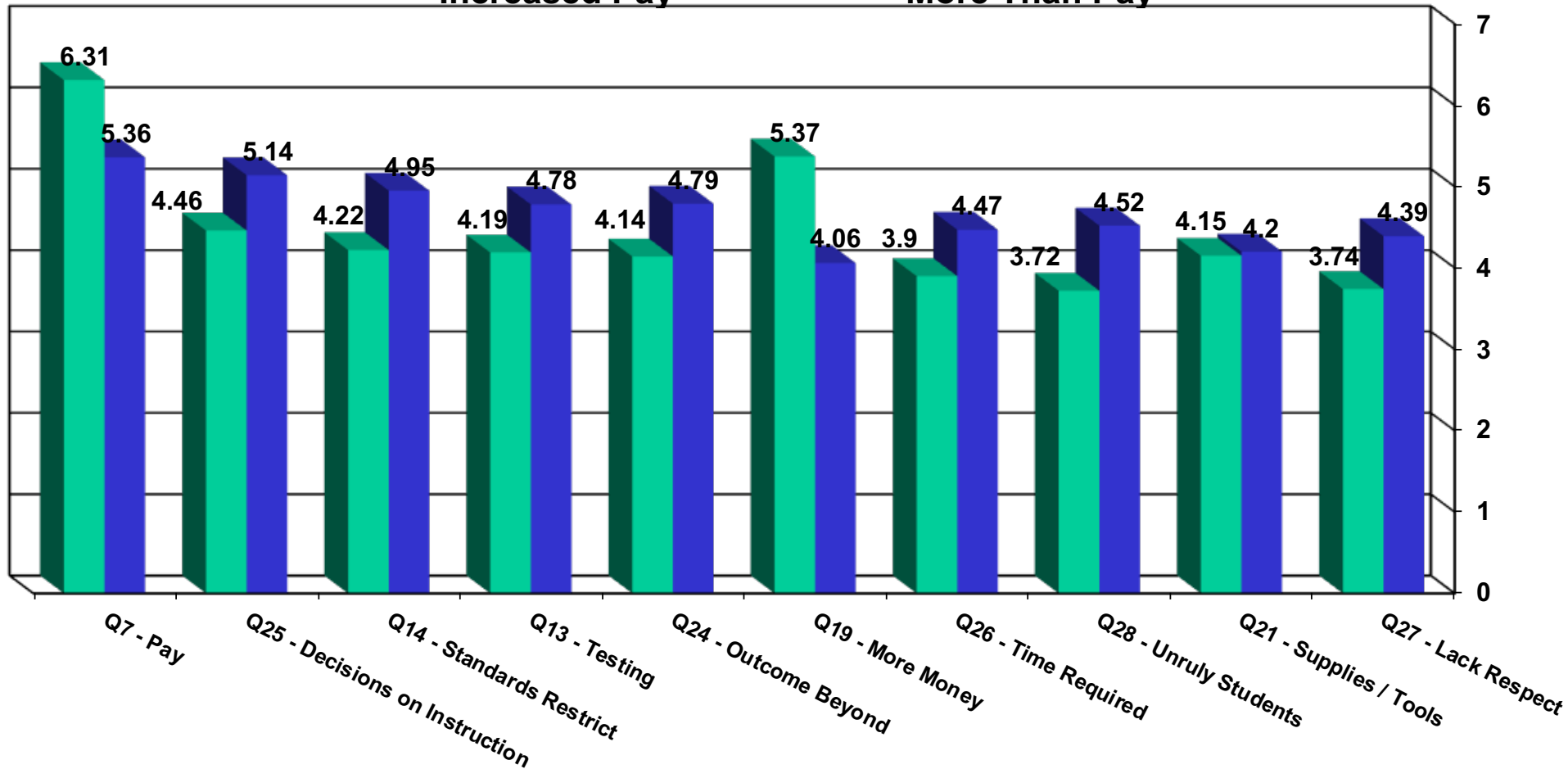
Q7-28. Factors in No Longer Being OK Teacher



Those certified prior to 2000 are more concerned about non-pay issues than are those with new certifications. The converse is also true; newer certs are more concerned with pay.

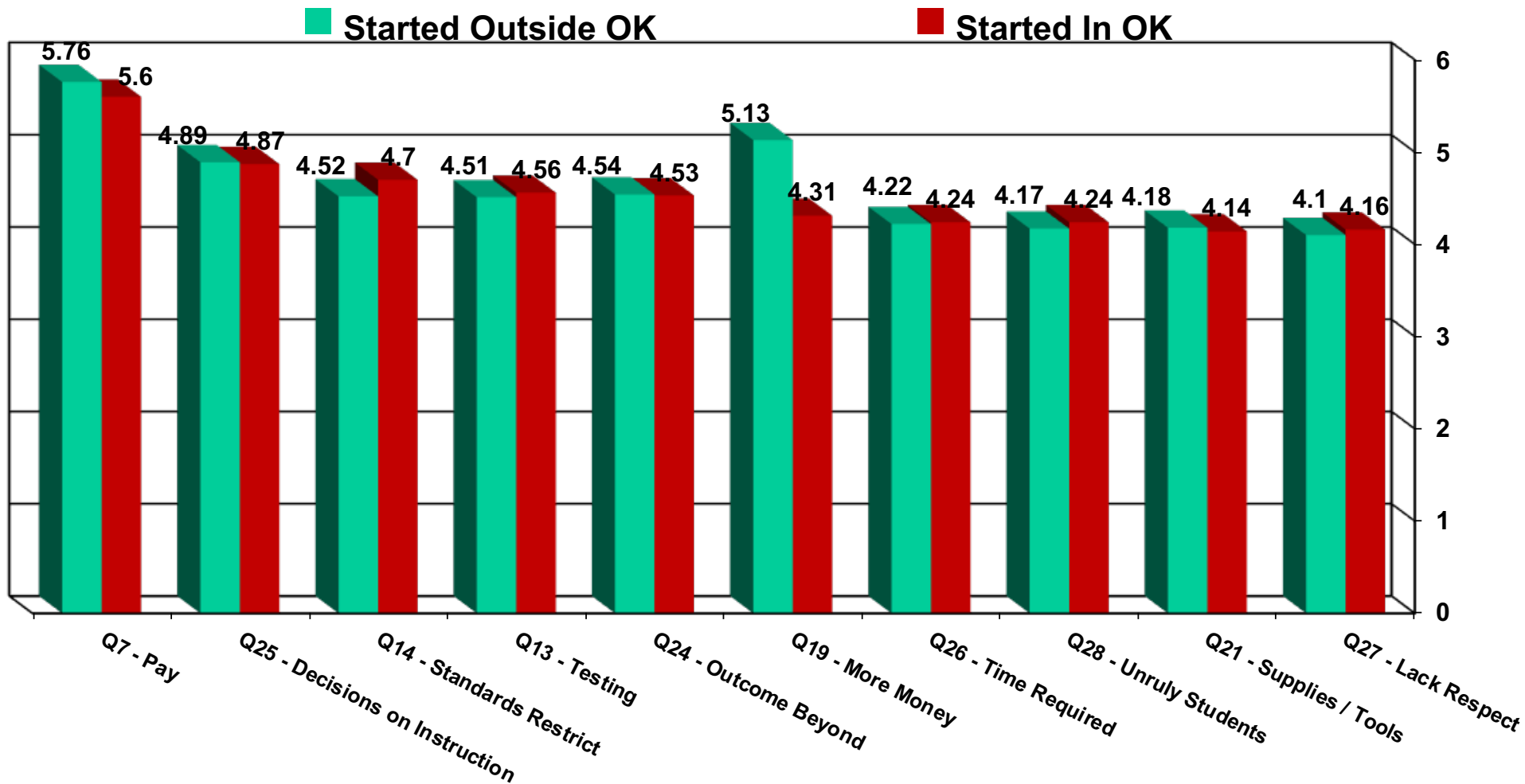
Q7-28. Factors in No Longer Being OK Teacher

■ Increased Pay ■ More Than Pay



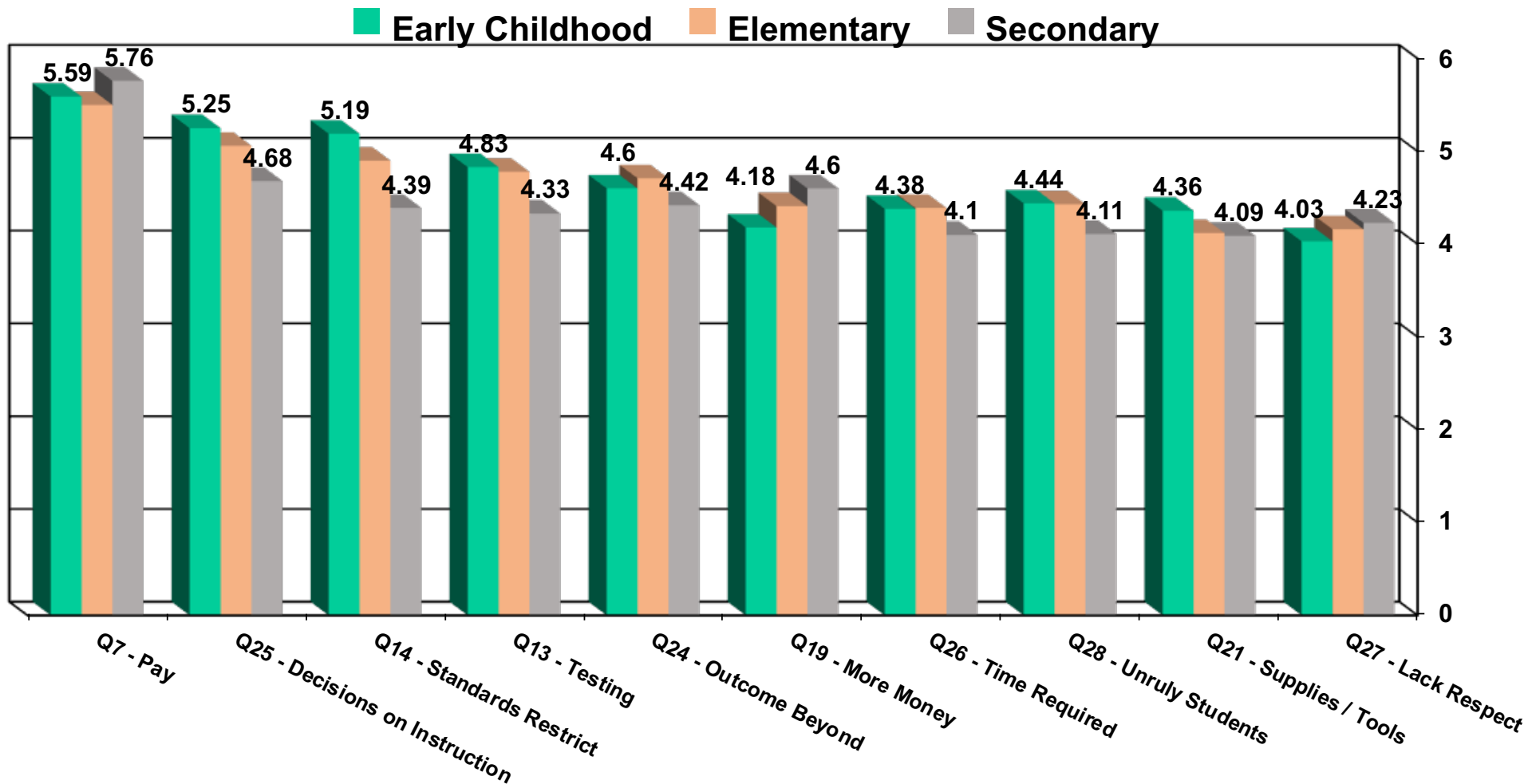
Among those who say they would return, but only if changes other than pay were made, we see issues related to making decisions, standards being restrictive and testing being on par with pay as being a factor in no longer teaching.

Q7-28. Factors in No Longer Being OK Teacher



Pay is a greater concern among those who began their career in another state.

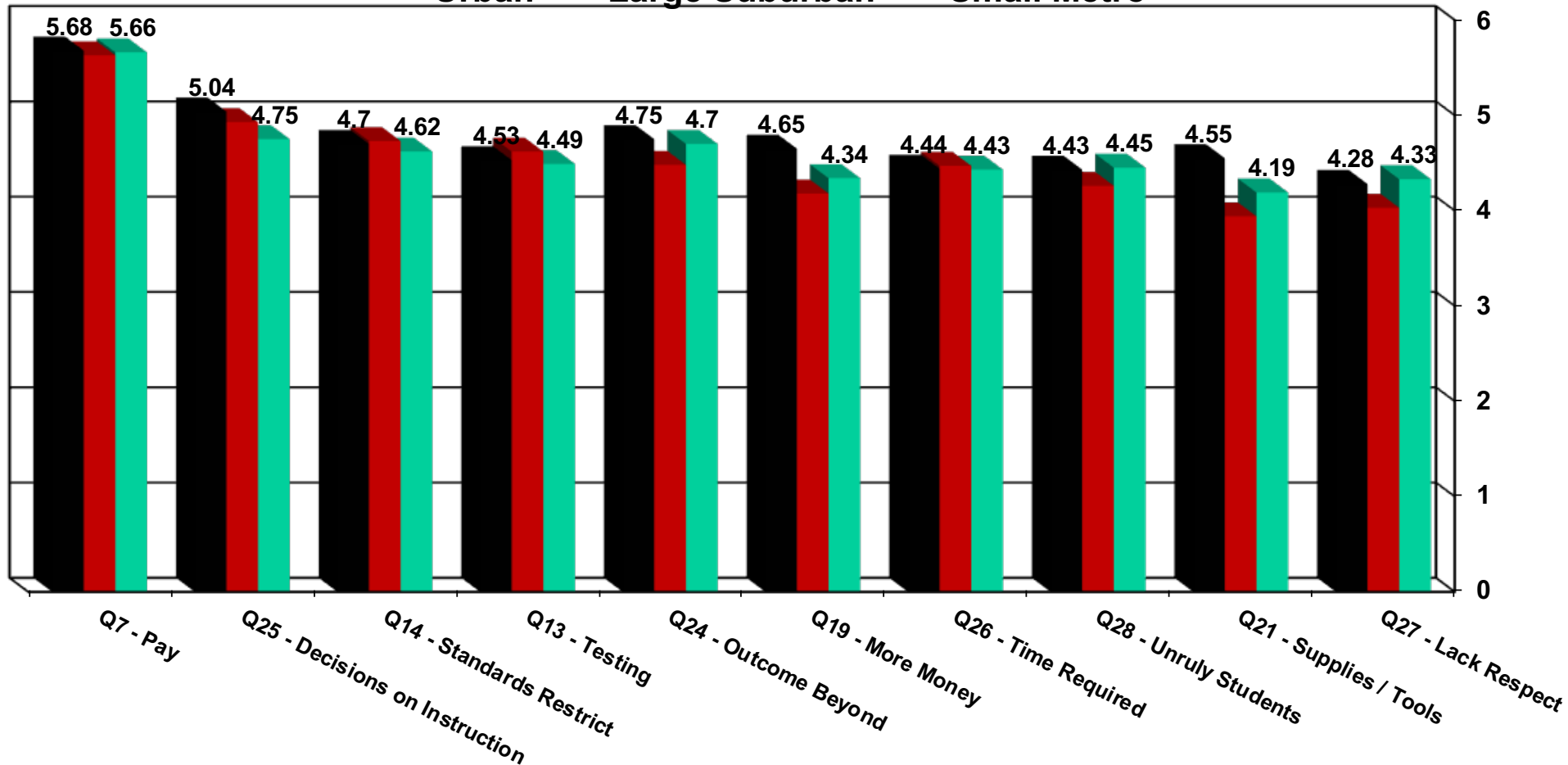
Q7-28. Factors in No Longer Being OK Teacher



Secondary teachers are the most concerned about pay issues, while early childhood and elementary teachers tend to be more concerned with how teaching in the classroom is practiced than are the secondary teachers.

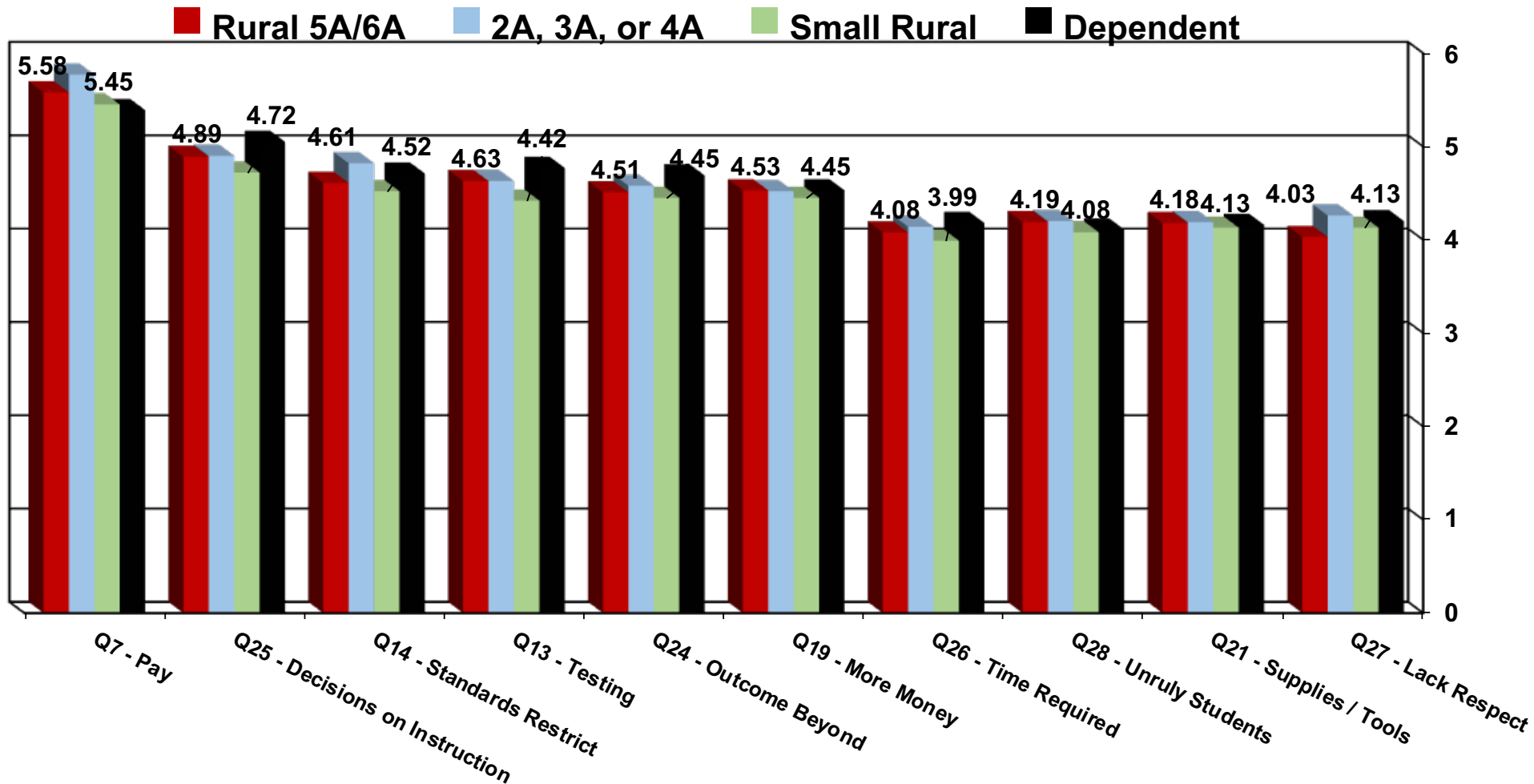
Q7-28. Factors in No Longer Being OK Teacher

■ Urban
 ■ Large Suburban
 ■ Small Metro



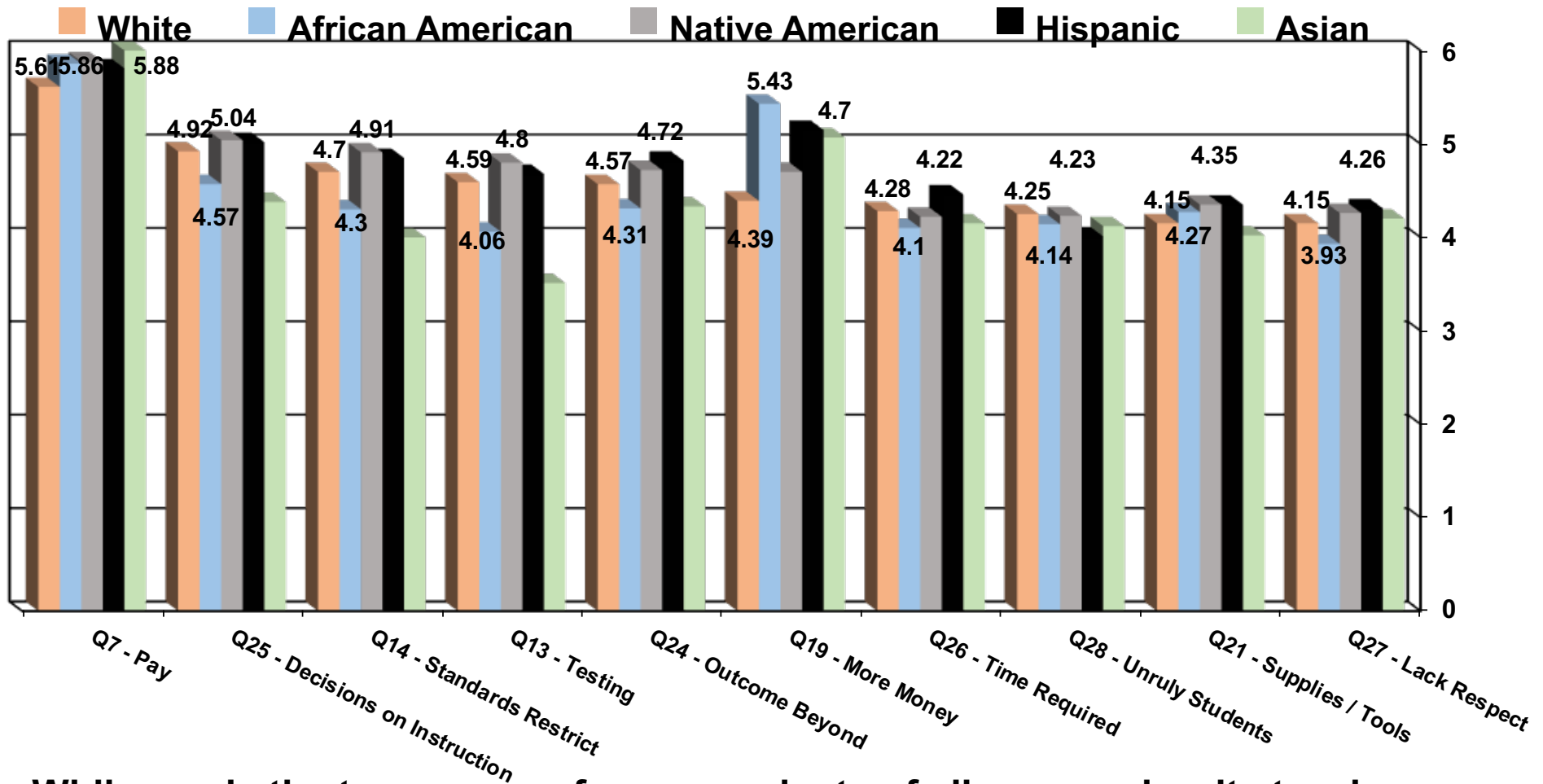
Urban and metro area smaller district respondents are a little more concerned about unruly students and supplies than are those who taught in suburban areas.

Q7-28. Factors in No Longer Being OK Teacher



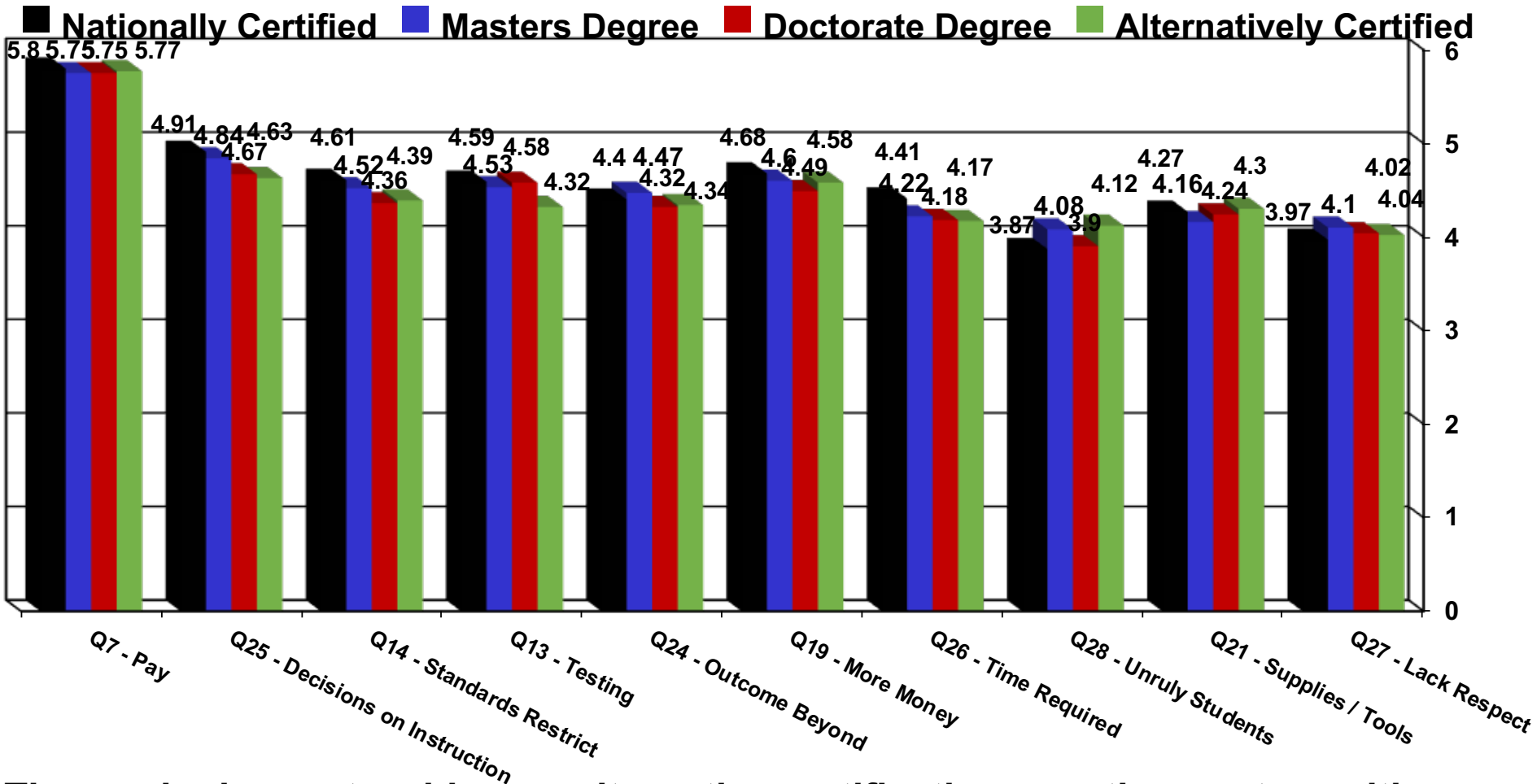
Outside the metro areas, we don't see a great deal of differences.

Q7-28. Factors in No Longer Being OK Teacher



While pay is the top concern for respondents of all races, minority teachers are more concerned. Respondents of Hispanic descent do show more concern about being responsible for outcomes beyond their control, the time outside of school required and the lack of respect.

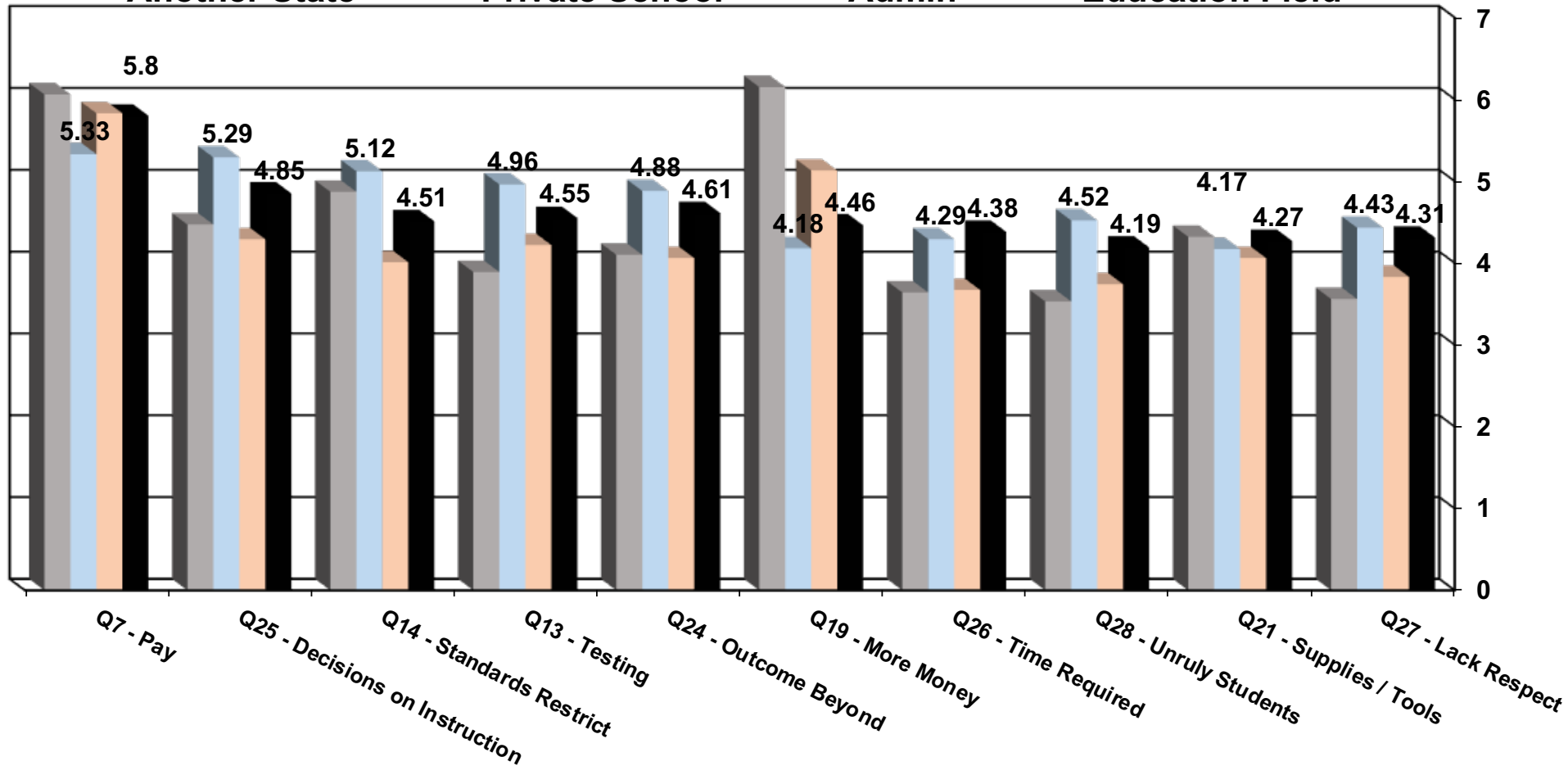
Q7-28. Factors in No Longer Being OK Teacher



Those who began teaching on alternative certifications are the most sensitive about pay. Notice, those with a doctorate rate all of these issues lower. Given that this group is disproportionately in school administration, this may not be surprising.

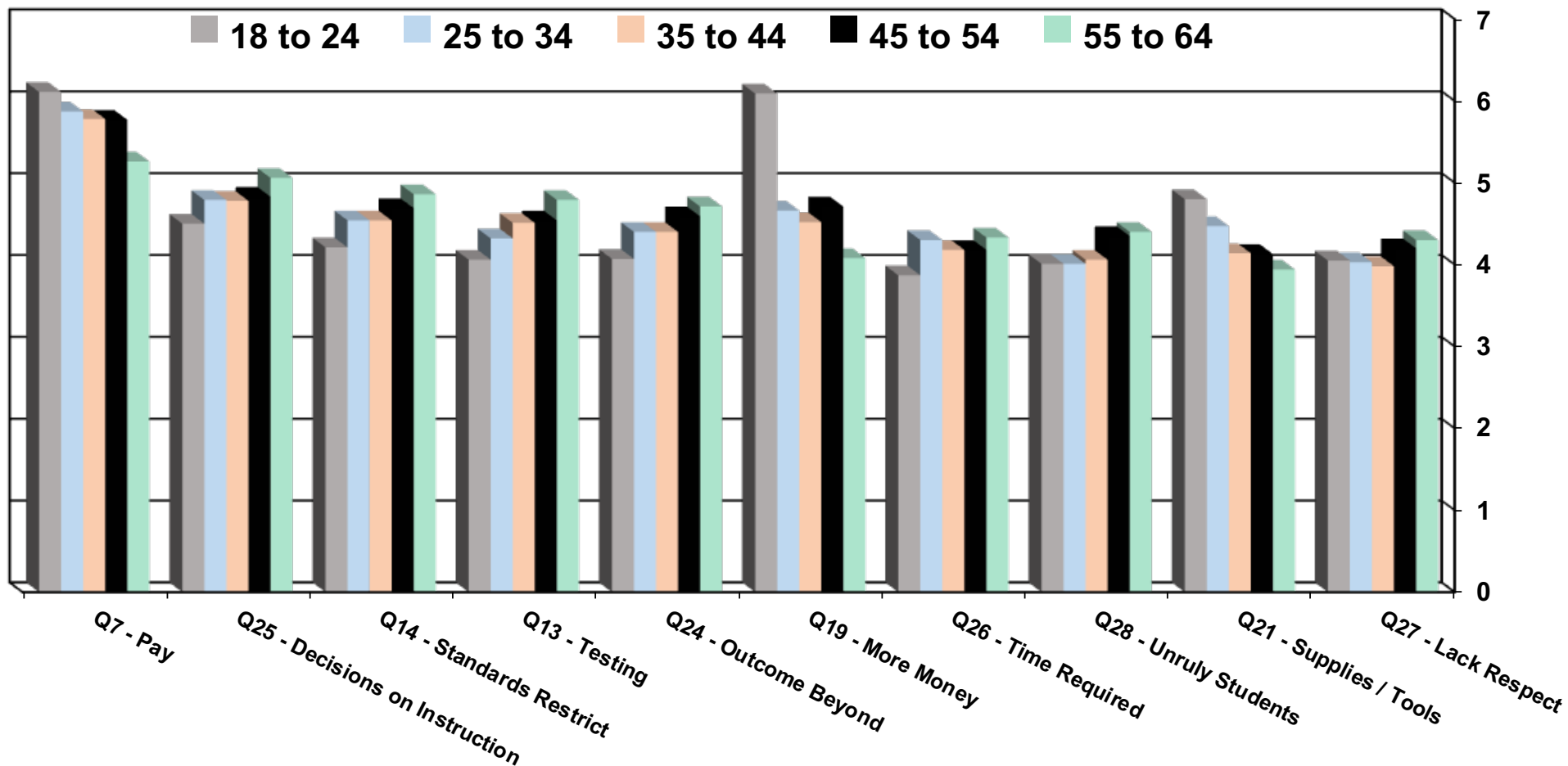
Q7-28. Factors in No Longer Being OK Teacher

Another State
 Private School
 Admin
 Education Field



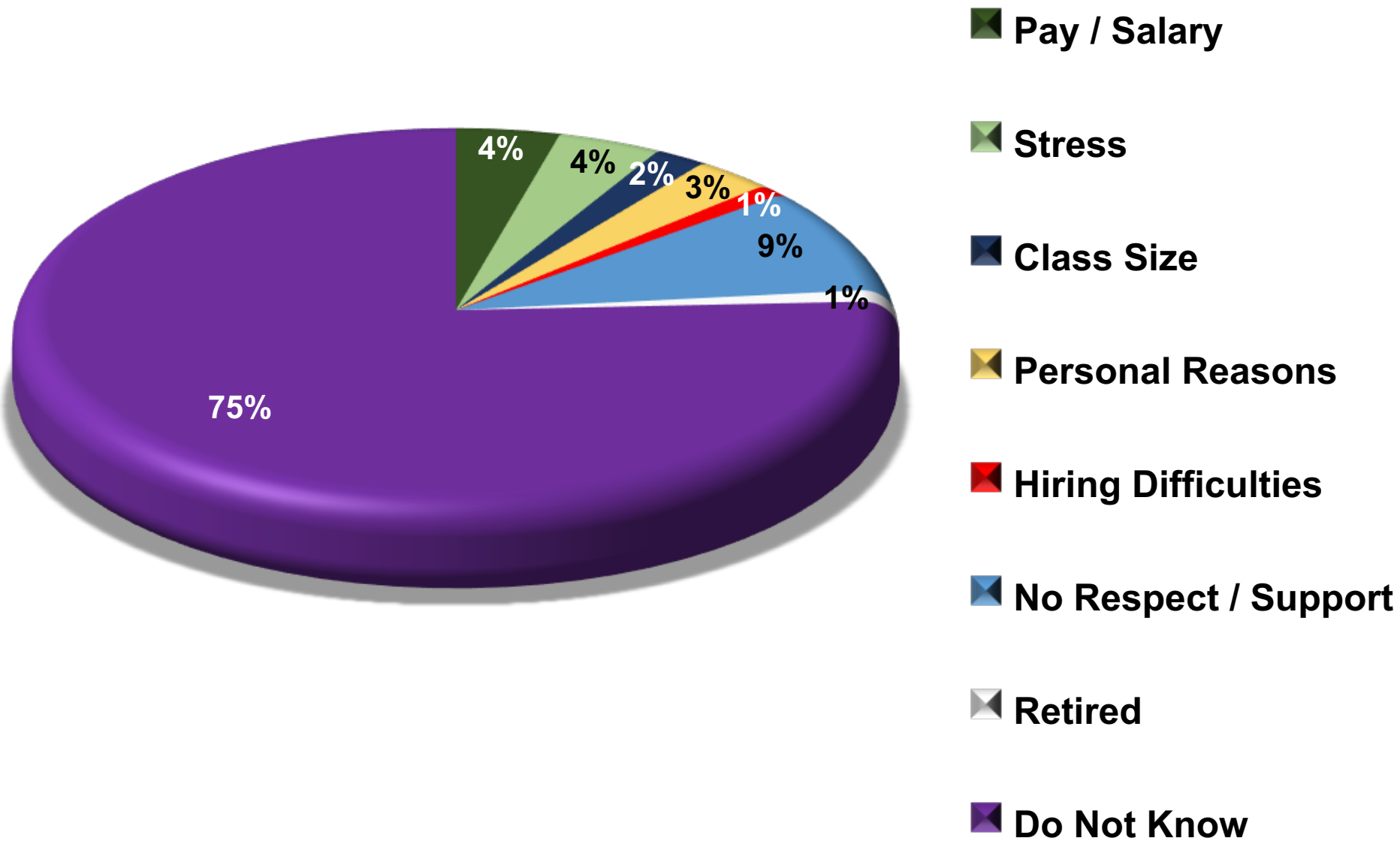
Again, we see those who have left Oklahoma are the most likely to cite pay. Those who are now in private schools tend to focus on classroom management issues.

Q7-28. Factors in No Longer Being OK Teacher



The importance of pay and the availability of school supplies decreases with the age of the respondent. Those in the 55 to 64 age range are the most concerned with classroom management, and these concerns become almost as important as pay.

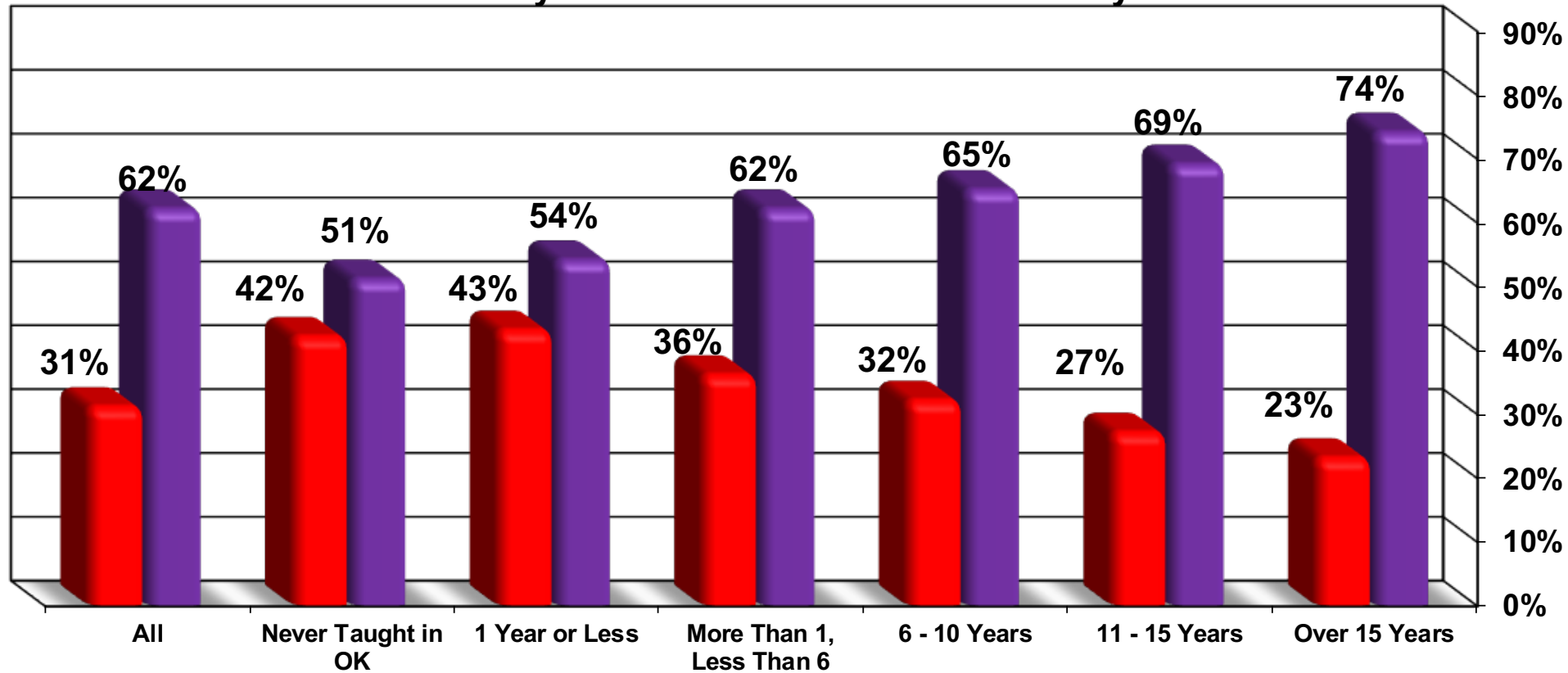
Q30. Other Reasons to Quit?



* Percentages may not add to 100% due to refusals and / or rounding.

Q31. Pay Alone Enough to Teach Again?

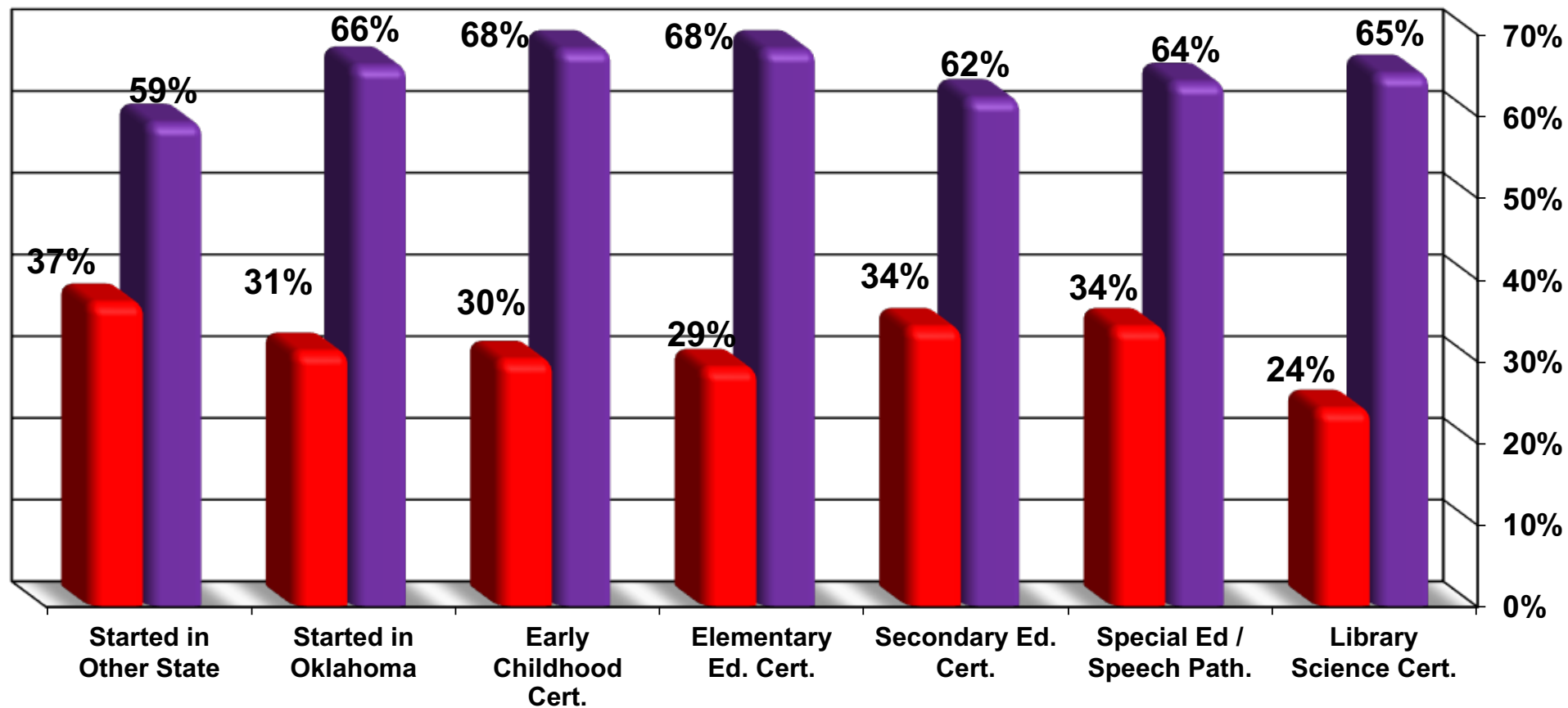
7% Refused
■ Pay Increase ■ More Than Pay



The importance of pay decreases dramatically with how long the respondent taught in the classroom.

Q31. Pay Alone Enough to Teach Again?

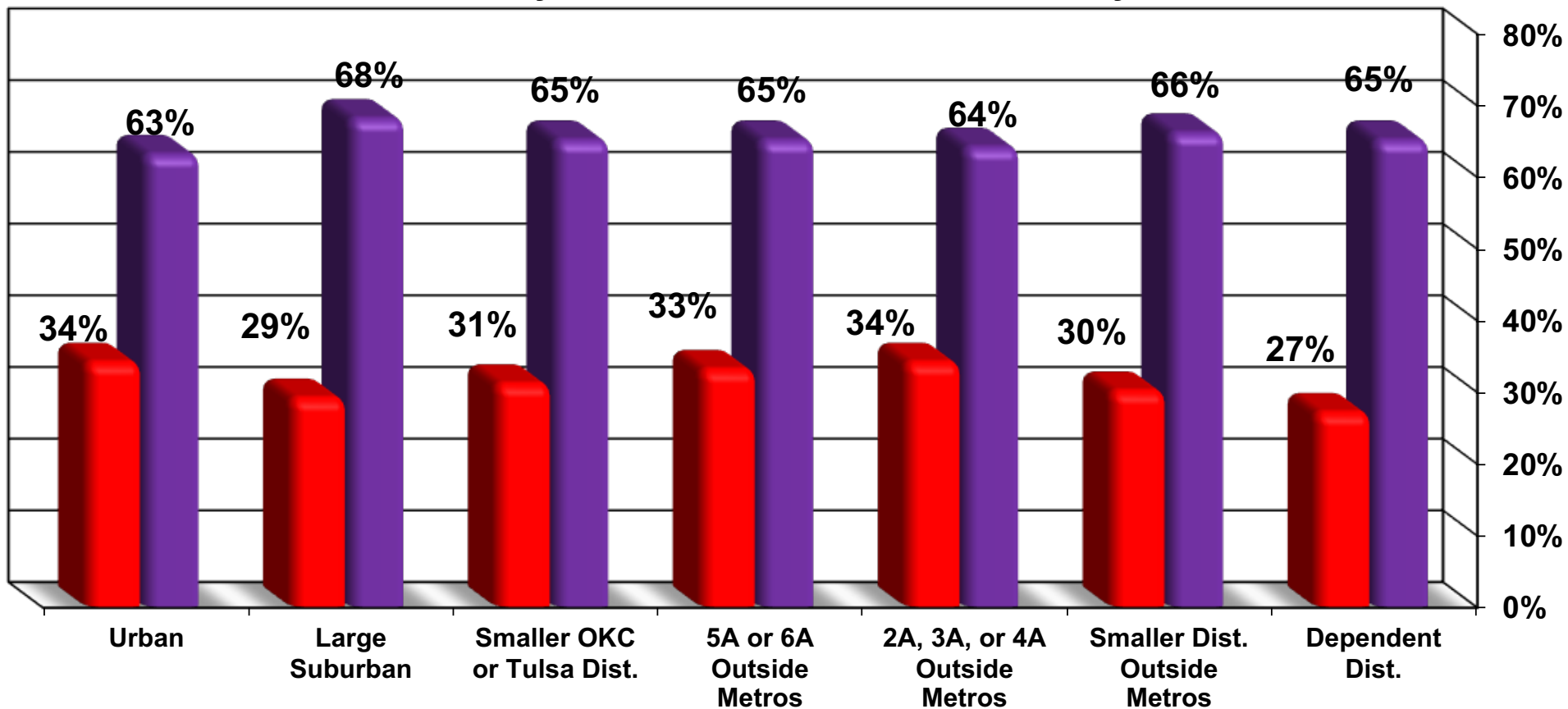
■ Pay Increase ■ More Than Pay



The library science certification holders are the least pay sensitive.

Q31. Pay Alone Enough to Teach Again?

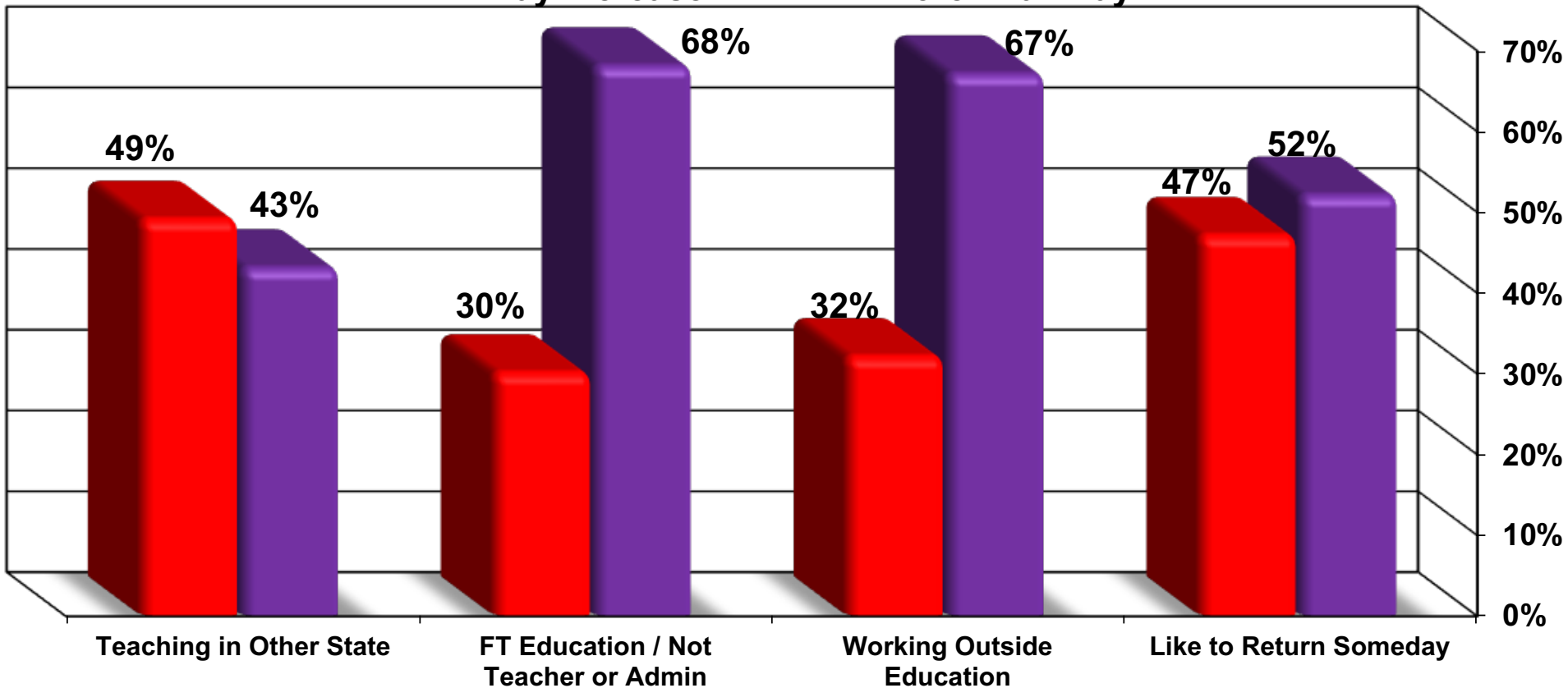
■ Pay Increase ■ More Than Pay



The type of district seems to have little effect on opinion of pay.

Q31. Pay Alone Enough to Teach Again?

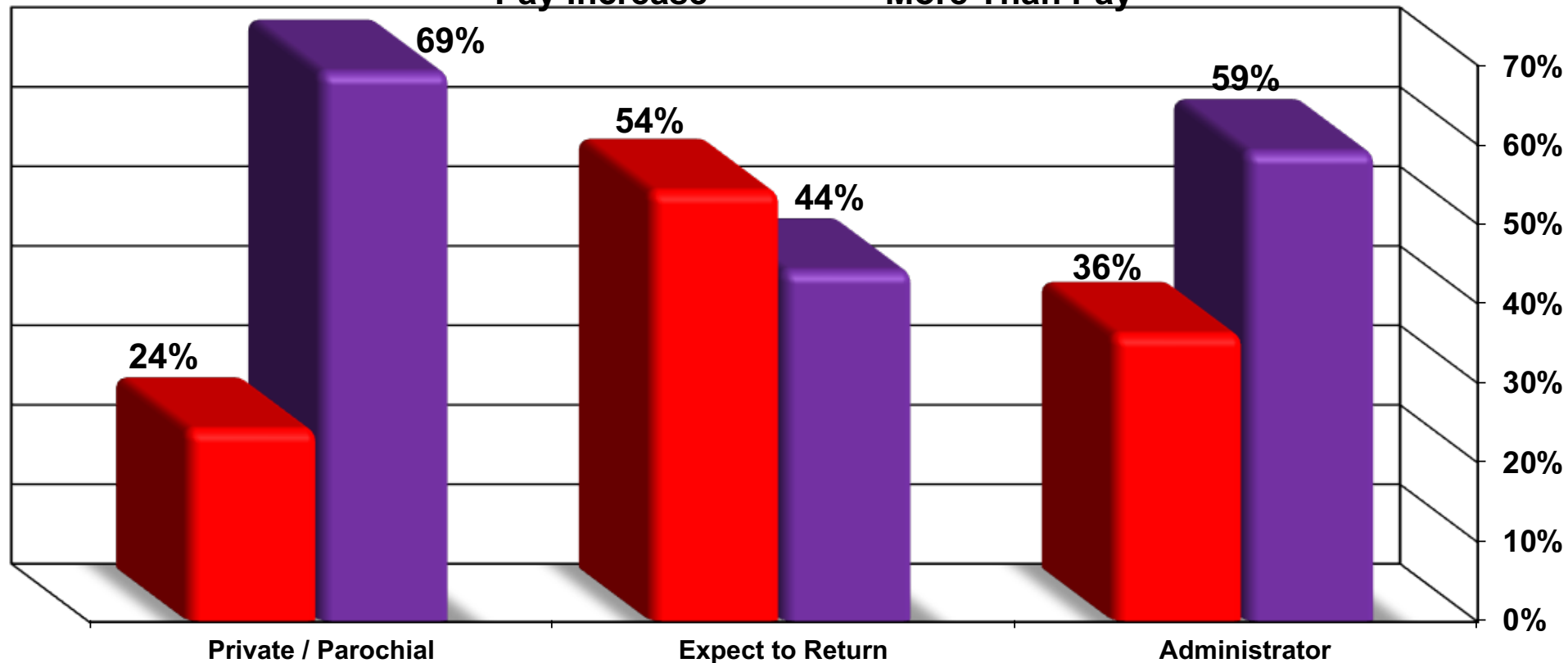
■ Pay Increase ■ More Than Pay



Only among those teaching in another state do we see a plurality saying increase in pay would be enough to bring them back. Those who have left to work outside the system are the most demanding of other reforms.

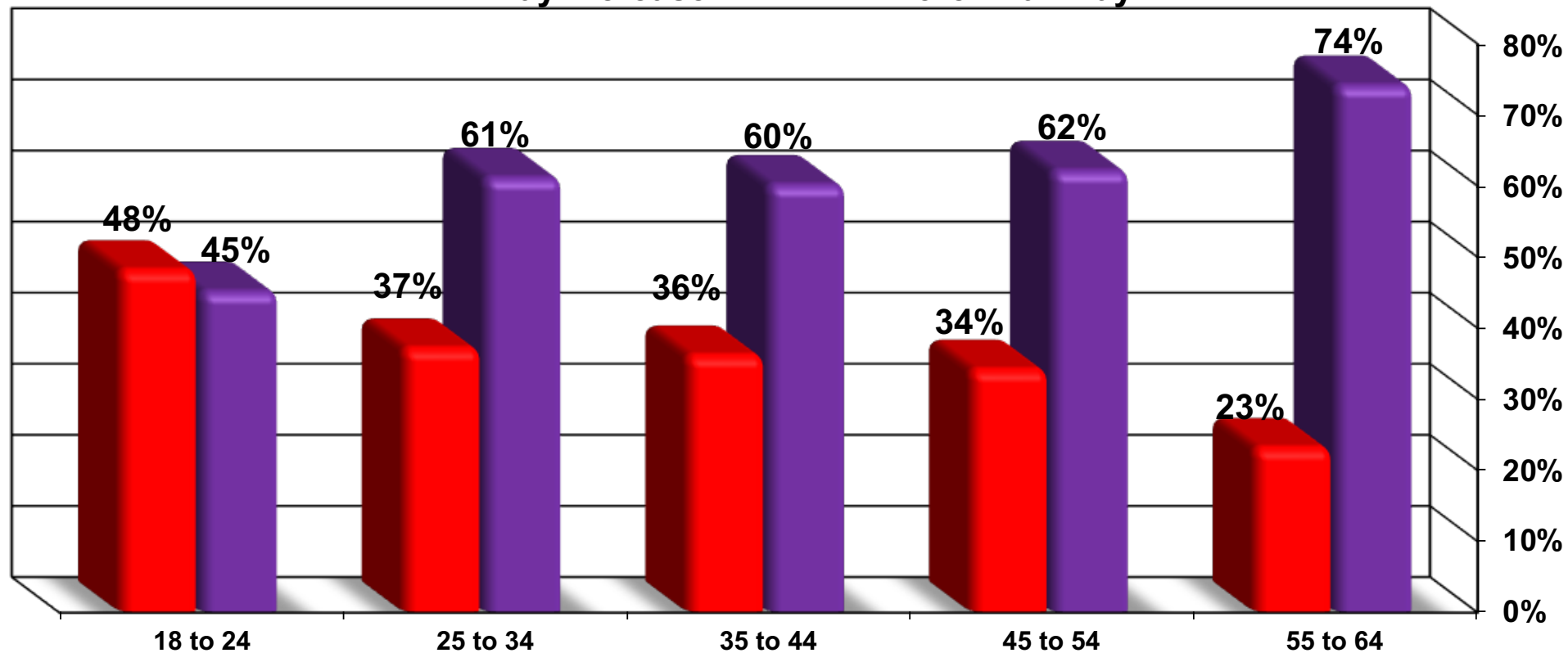
Q31. Pay Alone Enough to Teach Again?

■ Pay Increase ■ More Than Pay



Q31. Pay Alone Enough to Teach Again?

■ Pay Increase ■ More Than Pay



We see a very strong age line on this question. But even among those under 25-34, we see a strong sense that it would take more than pay changes to bring them back to teaching.