Educators' Perspectives of Administrative Support and Accountability in High-Poverty Schools

By

Andre M. Dukes

B.S., Charleston Southern University, 2003

M.B.A., Webster University, 2005

M.Ed., Charleston Southern University, 2006

A Dissertation Submitted to the Graduate Faculty of North Greenville University in Partial

Fulfillment of the Requirements for the Degree

Doctor of Education

Tigerville, South Carolina

2020

Educators' Perspectives of Administrative Support and Accountability in High-Poverty Schools

By Andre M. Dukes

A Dissertation Presented in Partial Fulfillment

of the Requirements for the Degree

Doctor of Education

North Greenville University, Tigerville, SC

2020

APPROVED BY:

Shelly Dugle, Ed.D., Committee Chair

Harold Long, Ed.D., Committee Member

Carolyn Styles, Ed.D., Committee Member

Acknowledgments

This work is dedicated my dear grandfather, James J. Dukes, who passed away unexpectedly in October 2020. Also, thanks go to all my teacher and administrator colleagues who helped me grow as an educator and to my family and friends whose support and guidance gave me the courage to complete this program. It is impossible for me to fully articulate the extent to which advisors, mentors, colleagues, classmates, friends, and loved ones made a difference throughout my educational journey.

Abstract

This phenomenological study examined how educators perceived administrative support and levels of accountability within the context of a high-poverty school. The study included two high-poverty school sites, which consisted of teachers and administrators from a South Carolina upstate school district. The participants in the study included 29 teachers and 4 administrators. The findings demonstrated that the perceptions of administrative support were generally positive for teachers with 1 to 5 years of teaching experience and then shifted in a more negative direction as teachers gained more experience. Perceptions of accountability were generally positive from teachers with 1 to 5 years of experience, but accountability was perceived as negative from teachers with 6 or more years of experience. Administrators and teachers perceived administrative support and the level of accountability was different. This study's implications may provide information that schools or districts can use to help them reduce teacher turnover in high-poverty schools.

Keywords: teachers, administrators, administrative support, accountability, teacher turnover rate

Table of Contents

List of Tables

Educators' Perspectives of Administrative Support and

Accountability in High-Poverty Schools

Overview

The role of the teacher brings with it a host of challenges unknown to other professions. The consequences of high teacher turnover rates in schools have attracted numerous studies to analyze why teachers move between schools or leave the profession. Research shows that teachers are the single most important contributing factor to student achievement (Sutcher, Darling-Hammond, & Carver-Thomas, 2016). Educator turnover is not merely an issue for high-poverty schools, but it is also an issue for kindergarten to Grade 12 education across the nation (Ingersoll, Merrill, & Stuckey, 2018). Researchers have sought to describe causes and effects of teacher turnover (Ingersoll, 2001a, 2001b; Ingersoll et al., 2018). Educator turnover has a more significant impact in impoverished schools, as the phenomenon has long been elevated in high-poverty schools. According to Ingersoll et al. (2018), about half of all educator turnover takes place in 25% of public schools. High-poverty, high-minority, urban, and rural public schools have the highest rates of turnover (Ingersoll et al., 2018). Teacher turnover rates in high-poverty schools can be as much as 20% to 50% higher than those in more affluent schools (Ingersoll, 2001a; Ingersoll et al., 2018).

As student enrollment increases in kindergarten to Grade 12 education and veteran teachers retire, the supply of highly qualified teachers will not be adequate to staff U.S. schools (Ingersoll, Merrill, & May, 2016). School districts are searching for creative solutions to reduce high teacher turnover rates, yet the problem of retaining quality teachers in schools continues, especially in high-poverty schools (Simon & Johnson, 2015). A high turnover rate was cited as the reason that teacher quality was lower for poor, low-performing, and minority students

(Ingersoll, 2001a, 200b; Ingersoll, Merrill, Stuckey, & Collins, 2018). According to a study by Sutcher et al. (2016), teacher turnover was 50% higher in high-poverty schools and 70% higher for teachers who taught in schools with higher proportions of students of color. This turnover cycle resulted in lower student achievement and stability for the students who could most benefit from a stable teaching experience.

Research has shown that instructional expertise is vital to the success of all students, yet teacher turnover has continued to plague schools, especially in high-poverty, high-minority urban areas (Ingersoll, 2001a; Ingersoll et al., 2018). The problem of teacher turnover exists nationally, and teacher turnover rates tend to increase in economically disadvantaged areas (Adamson & Darling-Hammond, 2012). A shortage of teachers affects students, teachers, and the public education system. Lack of qualified teachers and staff instability lowers student achievement and reduces teacher effectiveness, and high teacher turnover consumes economic resources that could be better deployed elsewhere (Garcia & Weiss, 2019).

Statement of the Problem

Turnover rates in the teaching profession have been relatively higher "compared to many other occupations and professions, such as lawyers, engineers, architects, professors, pharmacists, and nurses" (Ingersoll, 2012, p. 47). Since 1988, the percentage of U.S. public school teachers who either move to another school or leave the teaching profession has been chronically high, fluctuating between 16.5% and 12.4% (Haynes, 2014). For example, in 2012, more than a half-million public school teachers either moved (271,900) to another school or left (259,400) the profession entirely (Haynes, 2014).

New and experienced teachers face many challenges. Finding out why teachers leave can give greater understanding to teacher retention, reduce trickle-down effects, and motivate

experienced teachers to remain as teachers (Boe, Cook, & Sunderland, 2008). People quit or are terminated from their jobs in all careers, but the data indicate a problem exists, as teacher turnover is a widespread issue. It is essential to not only find out what factors influence teachers' decisions to leave the profession, but also use the knowledge obtained to reduce teacher turnover. (Boe et al., 2008).

In Donovan's (2014) study of teacher retention, nearly 50% of new teachers left their positions before starting their sixth year. The National Education Association cited three main reasons teachers seek other employment: standardized testing (accountability), student discipline, and too little administrative support (Kopkowski, 2008). Scholastic and the Bill and Melinda Gates Foundation (2009) surveyed 40,000 U.S. teachers and found that 70% of teachers stated that administrative support is "absolutely essential" as a factor in teacher retention (p. 93).

Administrative support and level of accountability for educators represent topics that are discussed and studied at length by researchers, administrators, and teachers; however, perceptions of administrative support and accountability differ. Administrators and teachers approach administrative support and accountability and their expectations of such from their own perspectives. There is a disparity between teachers' and administrators' perceptions of administrative support and the level of accountability, and there is a need to add to and clarify the body of research that may help keep qualified educators in the profession. This study examined the perceptions of administrative support and the level of accountability within the context of a high-poverty school from two different perspectives: teachers and administrators.

Purpose of the Study

Much research has been conducted into the reasons why teachers leave the field of education, but there is less research on the lived experiences of teachers and administrators

working in a high-poverty school. This phenomenological research study examined how teachers and administrators perceived administrative support and level of accountability within the context of a high-poverty school. This phenomenological study examined the lived experiences of teachers and administrators who work in high-poverty schools. Their perceptions of administrative support and level of accountability determined their desire to leave the profession all together or leave their current school to do a similar position at a non-high-poverty school.

Teachers and administrators from two South Carolina high-poverty, high-minority schools participated in this study. Administrator and teacher perceptions of administrative support and level of accountability were examined to determine their influence on the likelihood they would leave high-poverty schools. This research contributed to the literature on teacher turnover in high-poverty schools by examining teachers' and administrators' lived experiences of administrative support and level of accountability in high-poverty schools. This study contributed to the understanding of teacher turnover by examining how teachers and administrators perceive administrative support and accountability within the context of a high-poverty school. Understanding teachers' and administrators' perceptions of administrative support and level of accountability will help school leaders understand the influence of these theoretical issues. The implications are that educators can develop support systems that will reduce teacher turnover rates in high-poverty schools.

Conceptual Framework for the Study

The perceptions of administrative support and level of accountability within the context of a high-poverty school served as the central focus of this study. Multiple constructs formed the conceptual framework of this study: (a) teacher turnover rates, (b) poverty rates, and (c) teachers' and administrators' perceptions of accountability and administrative support. The study included

an examination of the literature related to administrative support and a higher level of accountability imposed on high-poverty schools. The study summarized the prominent themes in these areas. The conceptual framework of this study was based on administrative support and a high level of accountability of teachers associated with high-poverty schools.

Teacher turnover creates organizational instability and contributed to a cycle of poor working conditions (Kraft, 2015). According to Kraft, Marinell, and Yee (2016), the school environment in which teachers work profoundly shapes their career decisions. Johnson, Berg, and Donaldson (2005) found that, if a large portion of a school's student population comes from economically and educationally disadvantaged backgrounds and the teachers do not have the skills, training, or support needed to meet the students' needs, teachers are likely to become discouraged and consider leaving the school or district.

Research Questions

The following four research questions were established to guide this qualitative study:

1. How are teachers in a high-poverty school impacted by accountability?

2. How are teachers in a high-poverty school impacted by administrative support?

3. How are administrators in a high-poverty school impacted by accountability?

4. How are administrators in a high-poverty school impacted by administrative support?

Definitions of Key Terms

Accountability refers to any system that measures or rates the effectiveness of students, teachers, administrators, schools, school districts, or statewide educational systems based on specific learning outcomes and applies consequences or interventions to people or groups that fail to meet a specified standard (Myung, Martinez, & Nordstrum, 2013).

Administrative support can be defined as behaviors of school administrators that "make teachers' work easier and improve their teaching" (Boyd et al., 2011, p. 307) and that lead teachers to believe that they are "cared for and loved, esteemed, and a member of a network of mutual obligations" (Cordeau, 2003, p. 100). It includes various administrative behaviors "that positively contribute to the capacity of teachers to effectively cope with the challenges inherent in the teaching profession" (Cordeau, 2003, p. 18).

High-poverty school refers to schools where least 75% of students receive free or reduced- priced lunch (National Center for Education Statistics, 2007).

Poverty is defined as the percentage of students who are eligible for free or reduced-price lunch. The highest poverty schools are those in the highest quartile in a State (South Carolina Department of Education, 2019a).

Teacher/educator turnover is the movement of teachers/administrators away from the teaching profession or teachers who transfer to teaching jobs in other schools (Ingersoll, 2001b).

Working conditions refers to a school's culture, the principal's leadership, and the teachers' relationships with their colleagues. These conditions shape the social context of teaching and learning (Johnson, Kraft, & Papay, 2012).

Limitations and Delimitations of the Study

There were some limitations and delimitations to this study. First, the study was limited to teachers and administrators at two school sites in the upstate of South Carolina. Another study limitation was the small sample size. The sample size of two high-poverty schools, in teacher and administrator allocations, may not be representative of South Carolina's large number of high-poverty schools. This study was also limited to nonrandomized participants and their

experience with the phenomena of administrative support and levels of accountability at high-poverty schools.

Regarding delimitations, this study did not employ all data from research studies (past and present) but instead used selected variables (administrative support and levels of accountability) guided by the research questions. Another delimitation was the potential for participants' bias given the researcher's role as a principal in the district; hence, this may influence some participant responses. It was possible teachers would be influenced by the researcher's role as a supervisor or someone who would repeat what they revealed during the research process. Additionally, the administrators in the study may also be influenced by their participation, which would be perceived a weakness related to them or their staff. This study was heavily dependent on perspectives of teachers and administrators, which could not detect overstatements or understatements. With self-report, even if anonymity was assured, it is still possible that some respondents were less candid about their perspectives for administrative support and level of accountability.

Significance of the Study

This phenomenological study was significant because it examined how teachers and administrators perceive administrative support and accountability within the context of a high-poverty school. This phenomenological study was also significant because it provided detailed descriptions of teachers' and administrators' perceptions of administrative support and level of accountability in two high-poverty schools. A teacher survey was conducted to ascertain the perceptions of administrative support and level of accountability and how those experiences have impacted their decision to leave the profession all together or seek employment in a non-high-poverty school. Structured interviews were conducted with administrators to study the

phenomena of administrative support and level of accountability. The study included an analysis of teachers' and administrators' perceptions of administrative support and the level of accountability. The data from this study provided an understanding of the experiences of administrators and teachers working in high-poverty schools. The findings of this study may provide information that schools or districts can use to help them reduce teacher turnover rates in high-poverty schools. Schools throughout the state may also benefit from the study findings as they concern teacher turnover rates in high-poverty schools.

Summary

Kindergarten to Grade 12 populations are growing and becoming more diverse with every year (Farinde-Wu, Allen-Handy, & Lewis, 2017). High turnover rates among teachers represent a significant problem in our educational system. Research has established a strong relationship between high-quality teachers and student outcomes, yet retaining quality teachers in high-poverty schools might be even more critical to influencing student outcomes in the United States (Stronge, Ward, & Grant, 2011). Effective teacher instruction continues to be the most important contributor to student learning (Schmoker, 2011). In high-poverty schools, the importance of effective teachers is even greater.

To explain the issues, a phenomenological research approach was identified as the best method to use. In this study, a sample size of 29 teachers and four administrators who work in high-poverty schools in the upstate of South Carolina was analyzed. The purpose of this phenomenological study was to examine how teachers and administrators perceive administrative support and level of accountability within the context of a high-poverty school in an effort to understand how these phenomena might affect teacher turnover rates in high-poverty schools. The findings from this study provided a better understanding of the experiences of

teachers and administrators working in a high-poverty school. The study also examined literature published on teacher turnover rates, poverty, and factors that contribute to high teacher turnover rates, administrative support, level of accountability, and approaches to solving the issue of teacher turnover rates in high-poverty schools.

Review of the Related Literature

Teaching has one of the highest turnover rates among the professions. The teaching profession represents a significant percentage (4%) of the American workforce (Harrison, 2006). Teacher turnover governs the rate that classroom teachers depart from the profession (Lindqvist, Nordanger, & Carlsson, 2014). The turnover rate is calculated by the period in which a teacher remains for any given period (Carver-Thomas & Darling-Hammond, 2017). Teachers leaving the profession can be seen as a negative representation that continues to impact students' academic success. Teacher retention creates issues; regardless of whether only one or two teachers leave, the impact will yet affect the school and students (Carver-Thomas & Darling-Hammond, 2017). The National Center for Education Statistics (2013) showed that teachers in the United States are consistently leaving their current schools. Research has further shown that teachers have not only left their schools, but have also changed careers all together (Podolsky, Kini, Bishop, & Darling-Hammond, 2016). The challenge for schools in the United States is to retain teachers, especially in urban schools (Bland, Church, & Luo, 2014; McKee, 2003).

According to Sutcher et al. (2016), turnover was 50% higher in high-poverty schools and 70% higher for teachers who taught in schools with higher proportions of color students. The problem of teacher turnover exists nationally, and teacher turnover rates are more prevalent in economically disadvantaged areas (Adamson & Darling-Hammond, 2012). Teacher turnover is a significant concern in educational research because of the demand it creates for replacement teachers (Boe et al., 2008). Teacher turnover, defined as "change in teachers from one year to the next in a particular school setting" (Sorenson & Ladd, 2018, p. 1), has been a persistent problem often described as a revolving door in the teaching profession (Ingersoll, 2002). Teacher turnover includes teachers who move to a different school (movers) and those who either leave the

profession to retire or leave voluntarily prior to retirement, called leavers (Carver-Thomas & Darling-Hammond, 2019). Movers and leavers together represent the teacher workforce's degree of turnover (Atteberry, Loeb, & Wyckoff, 2017; Ingersoll et al., 2018), while leavers, considered separately, represent the rate of attrition in the workforce. The teacher turnover rates vary significantly across states, districts, and schools, as well as subject areas and student populations (Papay, Bacher-Hicks, Page, & Marinell, 2017; Redding & Henry, 2018).

Teacher quality is one of the most important variables for student success. Teachers with stronger qualifications (academic ability, strong content knowledge, full preparation before entry, certification in the field taught, and experience) produce higher student achievement (Adamson & Darling-Hammond, 2012). The purpose of this qualitative, phenomenological study was to provide a deeper understanding of the lived experiences of teachers and principals who work in high-poverty schools and their perceptions of administrative support and levels of accountability. Many teachers who have left the teaching profession stated a lack of administrative support and a higher level of accountability as factors for leaving.

The literature review provides a critical summary evaluation of research on teacher turnover rates in high-poverty schools. The exploration of the conceptual framework and the study of relevant literature will provide greater context for the research. The literature review focuses on topics that are relevant to teacher turnover rates. The literature review will include an analysis of other issues closely related to teacher turnover rates, including factors that influence teacher turnover rates, teacher turnover rates in high-poverty schools, teacher turnover, and students' academic impact. This literature review is a synthesis of scholarly research pertaining to factors on teacher turnover rates in high-poverty schools. The chapter culminates with a

summary of what is evident and relevant, what is still unknown, and how this study intends to fill the gap in understanding factors that influence teacher turnover in impoverished schools.

Theoretical Framework

A growing number of research studies suggests that teachers go through various stages during their careers, and their developmental needs may change in each stage (Eros, 2011; Podsen, 2002; Zepeda, 2008). The extant literature on teacher development agrees that teachers at different stages of their careers have predictable job skills, knowledge, perceptions, attitudes, and concerns (Burden, 1982; Burke, Christensen, & Fessler, 1984). Given these similarities, teachers' perceived needs for administrative support may also follow similar patterns based on where they are on their career path. Teacher turnover rates confirm that teachers in earlier stages of their careers are more likely to move between schools or leave the profession all together (Podsen, 2002). Podsen (2002) espoused that factors that impact career retention vary at different stages of teaching.

The theoretical model of Burden (1979) was developed to explain and further study the predictability of patterns and transitions teachers face at each career stage. Burden's Career Stages of Teachers model was the best fit for this study as it only focuses on in-service teachers and provides a clear distinction between each career stage as determined by years of teaching experience. Burden's career stages model allows teachers' perceived administrative support to be studied in three distinct stages during the first 5 years, where most teacher turnover occurs.

Based on his research, Burden (1979) concluded that teachers experience various changes during their teaching career and categorized them as (a) job skills, knowledge, and 62 behaviors in areas such as teaching methods, discipline strategies, curriculum, planning, rules, and procedures; (b) attitudes and outlooks in areas such as images of teaching, professional

confidence and maturity, willingness to try new teaching methods, satisfactions, concerns, values and beliefs; and (c) job events in areas such as changes in grade level, school, or district; involvement in additional professional responsibilities; and age of entry and retirement. According to the Career Stages of Teachers model of Burden, teachers go through three distinct career stages: Stage-I (Year 1), Stage-II (Years 2-4), and Stage-III (Years 5 and later).

Stage-I. This stage occurs during the first year of teaching, which is also known as the Survival Stage. During this stage, teachers reported feelings of confusion and uncertainty, as well as limited knowledge of teaching activities and environment, they were subject-centered and felt they had little professional insight, and they lacked confidence and were unwilling to try new methods. They found themselves conforming to their preconceived image of the teacher. In this stage, "teachers spend most of their time refining their efforts to control classes and learning what and how to teach" (Burke et al., 1984, p. 4). Other researchers added that teachers are very likely to need more support and guidance at this stage.

Stage-II. This stage occurs between the second and fourth years of teaching and is also known as Adjustment Stage. During this period, teachers reported that they were learning a great deal about planning and organization, children, curriculum, and methods. They gradually gain confidence in themselves as they become more adept at planning, organization, and methods.

Stage-III. This stage starts with the fifth year of teaching and is also known as the Mature Stage. In this stage, teachers felt they had a good command of teaching activities and the environment. They were more child-centered, felt confident, and secure, and they were willing to try new teaching methods. Teachers noticed that they gradually abandoned their image of a teacher and had gained professional insight and felt they could handle most unique situations to examine if and how teachers' perceived level of accountability and administrative support

change as they gain more teaching experience. This study utilized the Career Stages of Teachers model by Burden (1979).

Historical Review of Education

Historically, the purpose of education has evolved according to the needs of society (Rury, 2016). Rury (2016) stated, "American Schools continued to serve some conflicting and contradictory purposes, just as they have in the past" (p. 218). Throughout the history of formal education, the aims of public education have ranged from instructing youth in religious doctrine to preparing them to live in a democracy, assimilating immigrants into mainstream society, and preparing workers for the industrialized 20th-century workplace (Rury, 2016). Rury also asserted, "Economic development contributed to the expansion and improvement of education; as income grew and the economy became more complex, people attached greater value to schooling" (p. 49). Kindergarten to Grade 12 education, in both the colonial and modern eras, has evolved. According to Rury, the evolving relationship between education and social change examined the various ways that schools have contributed to social change, particularly for certain social groups and not for others. Education "has been influenced by changes in the economy, the political system, and other facets of the social structure" (Rury, 2016, p. 4).

The foundation of today's educational structures is rooted in the philosophy of John Dewey (Rury, 2016), whose main objective was to educate the whole child by attending to the student's physical and emotional being, as well as intellectual growth. John Dewey saw the curriculum as the child's present experience and the subject matter of studies (Rury, 2016). During the turn of the 20th century, America evolved from a rural, agricultural society into an urban, industrialized nation. Globalization provided a stronger link between education and the economy (Rury, 2016). This influx of children with diverse needs challenged both rural and

urban areas (Massey, Warrington, & Holmes, 2014). Horace Mann, the nation's leading educational reformer, reorganized our nation's one-room schoolhouses into educational systems that provided support for teacher training, pupils' grading by age and ability, and a lengthened school year (Rury, 2016).

After World War II, the United States became the world's most powerful nation, and schooling's importance grew (Rury, 2016). According to Rury (2016), Presidents Kennedy and Johnson allocated significant revenue in an attempt to break the cycle of poverty, and education was one of the areas receiving those funds. President Johnson emphasized that the Elementary and Secondary Education Act of 1965 (Public Law 89-10) was designed to bridge the gap between helplessness and hope for more than five million educationally deprived children. He said the nation had made a new commitment to quality and equality in the education of its young people.

According to Rury (2016), "globalization of education referred to worldwide networks, processes, and institutions affecting local education practices and policies" (p. 1). Across the nation, especially in high-poverty schools, limited economic resources, coupled with underpaid, inexperienced teachers working in poor conditions, affected student achievement and triggered an examination of public schools in the report entitled *A Nation at Risk* (National Commission on Excellence in Education, 1983). In this report, the National Commission on Excellence in Education examined the quality of education in the United States and found an immediate need for reform. Rapidly declining test scores, inadequate teaching salaries, and poor teacher training programs led to a high turnover rate among educators (Rury, 2016).

Historical Review of Poverty

Researchers concluded that social issues of race and income have challenged the

American dream (Rury, 2016). According to Rury (2016), "the problem of race and social status

went far beyond schooling. However, African Americans who did manage to acquire an

advanced education faced severe discrimination" (p. 113). The inequitable distribution of well-

qualified teachers in the United States has received growing public attention (Adamson &

Darling-Hammond, 2012). Poverty in America is difficult to define, nor can its causes be easily

explained (Berman et al., 2018). Historically, poverty was studied using one of two paradigms:

(a) the structural/economic paradigm and (b) the cultural/behavioral paradigm (Rury, 2016).

Through the structural/economic lens, poverty is regarded as a result of a lack of equal

opportunities. This opinion was emphasized by moderates and liberals (Rury, 2016). The

cultural/behavioral view, generally favored by conservatives, is that poverty is a consequence of

"the poor's behavior, values, and cultures" (Rury, 2016, p. 69). A person's poverty status is

determined by comparing his or her resources against a measure of need (Rury, 2016).

Historical Review of Teacher Turnover

Teacher turnover is widely regarded as a serious problem for students, schools, and

school systems (Adamson & Darling-Hammond, 2012). The National Commission on Teaching

and America's Future (2003) described teacher turnover as a crisis and a critical challenge.

According to Ingersoll (2001b), school staffing problems were primarily due to the excessive

demands of a revolving door where a large number of teachers departed their jobs for reasons

other than retirement. The National Center for Education Statistics (2013) indicated that, each

year, approximately 13% of public school teachers in the United States either transfer (6%) or

leave the profession all together (7%). Moreover, teachers leave high-poverty, high-minority,

and low-performing schools at much higher rates than they do other schools (Borman & Dowling, 2008; Darling-Hammond, Loeb, & Luczak, 2005; Guarino, Santibanez, & Daley, 2006; Hanushek, Kain, & Rivkin, 2004; Hughes, 2012; Ingersoll, 2001b; Ladd, 2011; Lankford, Loeb, & Wyckoff, 2002; Redding & Henry, 2018).

Many teachers enter the classroom unprepared to work with high-needs students. In a study conducted by Allensworth, Ponisciak, and Mazzeo (2009), in the Chicago public school district, teacher stability rates were 10% higher in schools with low crime rates compared to schools in areas with high rates of crimes. This study found that, although most teachers were equipped with the required teacher credentials and the desire to impact student achievement positively, they did not know the community and lacked the culturally relevant pedagogy to teach effectively. This study's findings revealed that students in high-needs schools often lack basic needs such as food, shelter, or clothing and have limited resources that influence home-school communication, such as computer access.

Rury (2016) stated, "An educated manpower is one of the most crucial inputs in the economy of any country" (p. 4). According to Schmoker (2011), teachers are crucial to students' success, yet many of them leave the profession, particularly in poorer, lower performing schools. The U.S. Department of Education distinguished between leavers, movers, and stayers: those who leave the teaching profession, those who migrate to a different school, and those who remain at the same school (Goldring, Taie, & Riddles, 2014). Other authors have made the same distinction (Burke et al., 1984; Ingersoll, 2001b; Kukla-Acevedo, 2009; Shen, 1997). Ingersoll (2001b) noted that, even in times of rapid enrollment growth, most U.S. schools do not suffer from recruitment problems. Largely, the ones that do are high-poverty schools, where teacher turnover rates have risen since the 1980s (Simon & Johnson, 2015).

Since the late 1990s, increased teacher turnover rates have drawn attention, and studies have identified the factors that influenced teachers' decisions to transfer from schools or to leave the profession all together (Boyd et al., 2009, 2011; Darling-Hammond et al., 2005; Ingersoll, 2001b). Teacher turnover rates tend to be highest in schools serving high percentages of low-income students and students of color (Ingersoll, 2001b). Darling-Hammond (2010) stated that 40% to 50% of teachers in high-poverty schools left their school within the first 5 years. According to Boe et al. (2008), 21% of teachers left high-poverty schools compared to 14% of teachers who left low-poverty schools. In our nation's high-poverty, high-minority, urban schools, the importance of effective teachers is even greater (Ronfeldt, Loeb, & Wyckoff, 2013). In 2016, the National Association of State Boards of Education conducted a study on the challenges facing rural schools. Rural schools and districts faced obstacles similar to urban districts, increased percentages of students living in poverty, a decrease in state and federal funding, and the continuous need to replace teachers exiting the profession.

Approximately 30% of public school teachers left within the first 5 years of teaching, and the turnover rate was about 50% higher in high-poverty, urban schools (Ingersoll et al., 2018). Teacher turnover has increased by 28% since the early 1990s, but the turnover is not the same among all districts and schools (Ingersoll & Merrill, 2017). The data from the Schools and Staffing Survey of 2010 showed that teachers are moving "from poor to wealthier schools, from high-minority to low-minority schools, and from urban to suburban schools" (Ingersoll & Merrill, 2017, p. 19). Ingersoll, May, and Collins (2017) found that, between 2004 and 2005, 45% of all public school turnover occurred in just 25% of U.S. public schools, with the highest percentage of teacher turnover taking place in high-poverty, high-minority rural and urban schools.

Ingersoll (2012) referred to the phenomenon of "asymmetric reshuffling" (p. 47) of teachers from high-poverty schools to schools with higher income families and from schools with large populations of non-Whites to schools with small minority enrollment. In an analysis of the impact of classroom characteristics on teacher mobility, the data showed that higher percentages of minority student enrollment increased the risk of teachers exiting to other professions, inter-district moving, and intra-district moving. A school was classified as hard to staff when both the proportion of minority students at the school exceeds the district average and the proportion of students receiving free and reduced lunch at the school is greater than the district average (Feng, 2009).

Teacher Shortages and Teacher Turnover Rates

Teacher turnover has a significant impact on student achievement and school quality, and attrition rates are highest in urban schools serving low-income and minority students leading to an inequitable distribution of quality and experienced teachers (Steele, Pepper, Springer, & Lockwood, 2015). The National Center for Education Statistics uses data from the annual Teacher Follow-Up Survey and Schools and Staffing Survey to provide information on teacher job turnover and shortages on a national scale. The National Center for Education Statistics uses a subsample of respondents to the Schools and Staffing Survey to ascertain their current teaching status after the survey from the prior year. Public school teachers who are no longer teachers and have left the profession entirely are called leavers (Gray & Taie, 2015). Teachers who stay in the profession but move to other schools and school districts are called movers. The 2015-2016 school year data indicated that, during the comparison of movers and leavers on the 2008-2009 versus the 2012-2013 survey, the differences were not drastic (National Center for Education Statistics, 2013).

Mobility classifies teachers into three categories: stayers, movers, and leavers (Kena et al., 2016). Stayers are teachers who remain in their current teaching position from one year to the next. Movers, on the other hand, are teachers who leave their teaching position at the end of a school year and move to another school (intra-district movers) or another school district (interdistrict movers); leavers are teachers who leave the profession entirely (Gray & Taie, 2015). Recruiting and retaining excellent educators are especially urgent in high-poverty schools because teacher turnover disproportionately impacts their schools (Podolsky et al., 2016). In 2012, approximately one in 10 new teachers who taught in high-poverty public schools left the profession after 1 year on the job, and one in 15 teachers also abandoned the position as an educator. The persistently higher rates of turnover in high-poverty, high-minority schools contribute to a concentration of inexperienced and underprepared teachers in these schools (Podolsky et al., 2016).

Financial Costs of Teacher Turnover

Forty-eight states, including the District of Columbia, reported shortages in the 2015-2016 school year. The cost of teacher replacement represents a looming financial issue to all school districts, with urban schools costing school districts a significant amount of money (Sutcher et al., 2016). High-poverty schools recruit and hire a large percentage of new teachers each year, and many of those teachers are inexperienced (Feng, 2009). According to Cochran-Smith and Zeichner (2010), high-poverty schools staffed with willing but unqualified and inexperienced teachers were the detriment of their students. The escalating rate of teacher turnover placed high financial costs on the U.S. economy (Haynes, 2014).

Each year, the United States spends approximately 2.2 billion dollars recruiting, hiring, training, and replacing teachers (Haynes, 2014). The 2014 report produced by the Alliance for

Excellent Education (Haynes, 2014) estimated the annual cost for recruiting and retaining novice teachers at almost 2.2 billion dollars. States and local districts have allocated or increased funding directed toward recruitment efforts in rural and high-poverty areas with little, if any, improvement. According to Haynes (2014), by focusing only on the recruitment of new teachers, states have neglected teachers' early career support to increase retention. In 2016, the South Carolina legislature approved the Rural Recruiting Initiative to address the shortage of teachers, which allowed the state to allocate $1.5 million to recruit in rural areas (Center for Educator Recruitment, Retention, and Advancement, 2017).

Ingersoll (2001b) used data collected from the Schools and Staffing Survey to examine teacher turnover and school staffing. The results stated that inadequate school performance is the inability of schools to staff classrooms with well-qualified teachers. The results of Ingersoll's study showed that teacher turnover is a significant phenomenon contributing to the demand for new teachers, and led to difficulty staffing in high-poverty schools. Ingersoll also proposed that teacher turnover required an examination of the organizations' character and conditions within which employees work. Ingersoll found that teachers make up 4% of the civilian workforce, and the demand for teachers has increased. The increased was not primarily due to student enrollment but high rates of teacher turnover. For high-poverty schools, teachers departed due to job dissatisfaction (Ingersoll, 2001b). The report suggested that teacher turnover was a significant phenomenon and a dominant factor driving demand for new teachers and, in turn, created school staffing problems. Although student enrollments have increased, new teachers' demand was primarily due to teachers moving from or leaving their jobs at relatively high rates (Ingersoll, 2001b, p. 524).

Lack of Equity and Teacher Turnover

Increased rates of teacher turnover in high-poverty schools created a disparity in equitable access to experienced teachers as a result of teachers moving from schools with large populations of poor minority students to schools with more White and middle- to upper-class students (Guarino et al., 2006; Ronfeldt et al., 2013). The current shortage of experienced teaching staff in high-poverty, high-minority schools can be traced to desegregation (Rury, 2016). Declaring racial segregation of schools unconstitutional, the landmark case of Brown v. Board of Education in 1954 intended to bring equal opportunities for quality education to students of color through the integration of the nation's public schools. The shortage of teachers is not just a concern for the disadvantaged communities but also a challenge for every community across America (Adamson & Darling-Hammond, 2012). Adamson and Darling-Hammond (2012) reported that teacher quality is one of the most important variables for student success and that teachers with stronger qualifications (academic ability, strong content knowledge, full preparation before entry, certification in the field taught, and experience) produce higher student achievement.

Student achievement is affected by factors outside the schools' control, and schools must address unequal opportunities (Carter & Welner, 2013). Americans have expected our schools to solve social, political, and economic problems. The opportunity gap shifted communities' attention from outcomes to inputs (Carter & Welner 2013). According to Carter and Welner (2013), opportunity and achievement, while inextricably connected, are very different issues. In communities across the United States, children lack the crucial resources and opportunities, inside and outside of school, needed to reach their potential in college, career, and citizenship (Carter & Welner, 2013).

Teacher Turnover and Poverty in South Carolina Schools

South Carolina has nearly 300,000 children living in poverty (South Carolina Department of Education, 2019a). According to the Annie E. Casey Foundation, 22% of South Carolina families live in poverty, and 42% of single-parent families live in poverty. The issue of poverty plagues South Carolina's schools. In all schools, the most important resource for continuous improvement is retaining the best teachers (South Carolina Department of Education, 2019b). Like many other states, South Carolina experiences teaching shortages and high turnover rates in impoverished schools and districts. By the 2027-2028 school year, South Carolina is projected to need 6,000 teachers, or 11%, including guidance counselors and other specialists (South Carolina Department of Education, 2019b). Content areas of math, science, special education, and social studies classes will be hit the most, as 2,500 teacher vacancies are anticipated (South Carolina Department of Education, 2019b).

Poverty is defined using the percentage of students who are eligible for free or reduced-price lunch, called the Supplemental Nutrition Assistance Program, Temporary Assistance for Needy Families, and Foster with the addition of Medicaid, Migrant, and Homeless (South Carolina Department of Education, 2019b). Schools, districts, and state education agencies identified economic need based on students' eligibility for the free and reduced-price lunch program. This free and reduced program's thresholds are nearly twice the federal poverty level (South Carolina Department of Education, 2019b). Children from poverty are known to struggle academically. With the passage of the No Child Left Behind Act of 2001, an update of the Elementary and Secondary Education Act of 1965, schools were held more accountable than ever before for the performance of these students (Vilson, 2015).

Statewide, the teacher turnover rate increased to 12.6% from 11.39% over the 2013-2014 school year (South Carolina Department of Education, 2019b). According to the Center for Educator Recruitment, Retention, and Advancement (2017), South Carolina school districts reported a 33% increase in teacher vacancies at the start of the 2016-2017 school year. Over 5,300 certified teachers who taught in the 2015-2016 school year did not return to their positions the following school year. Of these 5,300 certified teachers, 39% left before the sixth year of their career (Center for Educator Recruitment, Retention, and Advancement, 2017), and 14% of first-year teachers left their teaching positions in the 2015-2016 school year in South Carolina (Center for Educator Recruitment, Retention, and Advancement, 2017).

The South Carolina House of Representatives proposed to distribute 9.1 million dollars to 42 high-poverty school districts to improve teacher recruitment and retention (Center for Educator Recruitment, Retention, and Advancement, 2017). Large numbers of high-poverty schools in three South Carolina regions account for nearly two thirds of the vacancies, yet they collectively employed less than half of the state's certified teachers (Center for Educator Recruitment, Retention, and Advancement, 2017). This study sought to understand South Carolina's new teacher turnover challenges by showing how novice teachers experienced administrative support in South Carolina's poor, rural, and high-minority schools.

The Center for Educator Recruitment, Retention, and Advancement (2019) reported results from the South Carolina Annual Educator Supply and Demand Survey of 2019 and those leaving their classrooms and the number of vacant teaching positions. Key findings of the study from the 2018-2019 school year indicated that districts reported an increase in the number of teaching positions, teachers or administrators hired, teacher vacancies, and teacher departures. In addition, the number of South Carolina students who completed a teacher education program has

declined by 32% since 2012-2013. Districts are hiring more teachers from other countries. This year, South Carolina districts hired nearly 400 international teachers; in 2013, roughly 100 were hired. Approximately 7,300 teachers left their positions during or at the end of the 2017-2018 school year; this is an increase of nearly 10% compared to the number of teachers who left during or at the end of the 2016-2017 school year. Twenty-seven percent of these teachers reportedly went to teach in another South Carolina public school district, leaving more than 5,300 teachers who are no longer teaching in any South Carolina public school Center for Educator Recruitment, Retention, and Advancement, 2019).

Findings also indicated that 35% of all teachers who left had 5 or fewer years of experience in a South Carolina public school classroom, and 13% had taught in South Carolina no more than 1 year (Center for Educator Recruitment, Retention, and Advancement, 2019). The percentages reported last year (2017) were 38% and 13%, respectively. The number of hires who graduated from an in-state teacher preparation program increased for the first time since 2013-2014, accounting for 24% of all new hires. Twenty-five percent of first-year teachers hired for the 2017-2018 school year left their positions during or at the end of that school year and are no longer teaching in any South Carolina public school. This percentage was 22% the previous year. South Carolina districts reported 621 vacant teaching positions. This was a 13% increase compared to vacancies reported at the beginning of the 2017-2018 school year and a 29% increase compared to 2016-2017. Thirty South Carolina districts were eligible to participate in the state's Rural Recruitment Initiative during the 2017-2018 school year. All 30 districts requested funds for teacher recruitment and/or retention incentives during Fiscal Year 2018; 17 of them reported fewer teachers leaving and/or fewer vacant teacher positions compared to the previous year.

School Culture and Teacher Turnover

Grover (2014) stated, "For many years, the catalyst for change has come from outside the education establishment" (p. 20). Additionally, to inspire systems to change, politicians and business leaders have worked to influence and create for good or bad public education policy, with the hope that their efforts would bring about better results in public education (Grover, 2014). Robbins (2015) identified the "single most powerful school-based influence on student achievement" (p. 111) as the classroom teacher, with school culture a close second. Culture is often understood as something that occurs either at home or school, rather than as something dynamic that encompasses these two aspects of life (Fraise & Brooks, 2015). School culture is the "ephemeral, taken for granted aspect of school" (Deal & Peterson, 2009, p. 7), including prevailing norms and values expressed through individuals' practices and behaviors. A strong, positive school culture reinforces the sense of community and social trust necessary for school improvement (Deal & Peterson, 2009).

Allensworth et al. (2009) found that teacher-parent relationships predicted a statistically significant turnover rate in both elementary and high schools. Also, teachers were more likely to remain at schools that provided safe and supportive environments for students. This was true for high schools, where students' reports of appropriate academic behavior among peers as well as teachers' perceptions of school safety predicted stability rates among teachers that were 6% higher than in comparison schools.

Johnson et al. (2012) studied school culture as a predictor of teacher satisfaction and teacher turnover. Features of culture and teacher turnover were defined in various ways in the study. The culture was described as "the extent to which the school environment is characterized by mutual trust, respect, openness, and commitment to student achievement" (Johnson et al.,

2012, p. 14). Ritchhart (2015) explained, "To understand the culture of a school or classroom, and we need to look at the story the environment is telling" (p. 21). It is critically important for school leaders to recognize the various elements that serve as "leverage points" (Robbins, 2015, p. 112) within a school's culture. A standard definition of culture noted the importance of the elements of tradition, expectations, norms, mores, and established routines within the organization (Stripling, 2015). Stripling (2015) added the factors of behavior, attitudes, and beliefs to this definition. Over several decades, educators have focused special attention on schooling and school culture. Desravines, Aquino, and Fenton (2016) noted that school culture was the essential foundation for effective schools.

Gruenert and Whitaker (2015) recognized that culture is a framework for solving problems rather than an issue that must be solved. Their research indicated that culture provided a school's identity and image. The leader needs to help guide the staff to have a shared vision, mission, collective commitments, and goals (DuFour, 2016). Fraise and Brooks (2015) recognized that school culture also includes the "formal and informal dynamics related to espoused and hidden curricula, instructional strategies, administrator-teacher-staff-student interaction, language, communication, and policy development and implementation" (p. 10). Haraway's (2012) study noted the importance of establishing rapport, building and maintaining healthy relationships among stakeholders, and possessing a willingness to learn from mistakes, forgive one another, and move toward common goals. In terms of observation, Desravines et al. (2016) noted, "You can get a sense of a school's culture from the ways the adults spoke to each other and students, the ways students were disciplined, and the ways students talked about their ability to complete challenging assignments" (p. 99). Gruenert and Whitaker stated that, for a

school to improve its culture, the leaders need to understand why certain actions and behaviors are entrenched in the school's traditions and culture.

In a recent teacher retention survey conducted by Greenville County Schools (2017), the following question was asked: Based on the number one factor you chose that influenced teachers to leave the profession, what specifically is it about that factor that makes teachers want to leave the teaching profession? Half of all teachers reported too much paperwork, responsibilities or duties, excessive training, and/or excessive after-hours/weekend work as the top reasons teachers left the teaching profession. A follow-up, open-ended survey was administered in May 2018, which asked for specific information on paperwork, duties, training, and other work that stymie job satisfaction to where teachers want to leave the profession.

Over 1,800 teachers, including 910 (48%) from the elementary schools, 459 (24%) from the middle schools, and 526 (28%) from the high schools, participated in the follow-up survey. The study asked teachers to comment on other factors beyond those mentioned in previous questions that may motivate a teacher to leave the profession. Of the 1,522 teachers who participated in the study, 50% (771) noted that leadership is the second reason teachers leave the profession. This study's leadership was defined as lack of administrative support, especially in reference to disciplinary referrals, throwing teachers under the bus with parents, poor management, lack of communications, favoritism, lack of response to needs, and public reprimands.

Teacher Turnover in High-Poverty Schools

Teachers of color and teachers working in high-poverty schools have a higher turnover rate (Sutcher et al., 2016). Decades have gone by, and the increase in teacher turnover rates continues to occur in many areas of the United States (Carver-Thomas & Darling-Hammond,

2017). Curbing teachers' constant turnover through high-poverty schools is necessary if students are to receive the education they deserve (Ronfeldt et al., 2013). In areas where the student population is primarily of color, the turnover rate has been as high as 70% (Hanushek, Rivkin, & Schiman, 2016). In high-poverty schools, the teacher population is more prone to be inexperienced with a higher rate of no teacher training (Carver Thomas & Darling-Hammond, 2017).

Schools with high percentages of students from socioeconomically marginalized backgrounds in the United States suffer from high teacher turnover (Kokka, 2016). As many as half of the teachers in under-resourced schools in the United States leave within the first 5 years of teaching and as soon as the first 3 years in some urban districts (Papay et al., 2017). Teacher turnover is twice as high in under-resourced schools as in affluent schools, and the most prominent reason for departure is job dissatisfaction and not retirement (Carver-Thomas & Darling-Hammond, 2017; Kokka, 2016). Attending to teacher turnover is essential because of its adverse effect on student achievement. In the United States, teachers of color are more likely to choose to work in urban schools that predominantly serve students of color (Carver-Thomas & Darling-Hammond, 2017; Ronfeldt et al., 2013). Studies have also indicated that teachers of color can produce better academic results for students of color than White teachers, as measured by standardized tests, attendance, and advanced level course enrollment (Berman et al., 2018).

Factors That Influence Turnover in High-Poverty Schools

Teachers have been leaving the profession, and the numbers have been increasing since the mid-1980s (Ingersoll & Merrill, 2017). The rates at which teachers that have left have risen to roughly 3.5 million in public schools (Vilson, 2015). Leavers and movers within the profession are at a 60% high of teachers who transfer between schools and districts (Gray &

Taie, 2015). The remaining 40% are teachers who have decided not to return to the classroom and teaching all together (Gray & Taie, 2015). Nonetheless, regardless of why teachers leave or where they go, vacancies remain in their wake, and ultimately, schools must cope with their departure (Ingersoll & Merrill, 2017).

High-poverty schools highly concentrated with minority students tend to experience a higher incidence of teachers leaving within the first 5 years (National Center for Education Statistics, 2013). Nationally, teacher turnover rates have risen, and this growing problem is approximately 50% higher in urban, high-poverty schools (Ingersoll, 2001b). The exodus of qualified teachers in our neediest schools created challenges for the students and staff who remain. (Ingersoll, 2001b). A review of research revealed a variety of factors that influenced a teacher's decision to leave high-poverty, high-minority schools (Ingersoll, 2001b; Ingersoll et al., 2018). More effective teachers tend to stay in their initial schools and the teaching profession; however, there is also evidence that teacher mobility is affected by student demographics and achievement levels. The least experienced teachers are disproportionately concentrated in low-income, high-minority schools (Kini & Poldosky, 2016). Teacher turnover rates in high-poverty schools have disrupted the schools' efforts to increase rigor in the curriculum, track students' progress from grade to grade, and promote healthy relationships with the community (Donaldson & Johnson, 2011).

According to a study by Carver-Thomas and Darling-Hammond (2019), addressing teacher turnover is critical to ending teachers' continuing issues leaving the profession. The authors discussed which teachers are leaving, why they are leaving, and which students are most impacted. Carver-Thomas and Darling-Hammond found a higher turnover in the South among math, science, special education, English, and world language teachers in schools serving

students of color. A high turnover rate is one of the reasons that teacher quality is lower for poor, low performing, and minority students (Carver-Thomas & Darling-Hammond, 2019). According to Carver-Thomas and Darling-Hammond, there is a high demand for teachers but a short supply of teachers seeking to teach. According to the study data, teacher turnover rates went from 5.1% in 1992 to 8.4% in 2008. This small amount added about 125,000 to the annual demand for teachers. The Learning Policy Institute recommended policy considerations for compensation, teacher preparation and administrative support, and school accountability.

A recent study by the Wings Institute (Donley, Detrich, Keyworth, & States, 2019) found that dissatisfaction was the most frequently cited by teachers as important in their decision to leave. Leavers most frequently cited testing/accountability (25%), problems with administration (21%), and dissatisfaction with teaching as a career (21%) as sources of dissatisfaction. Two thirds of movers reported dissatisfaction as a reason to move, citing concerns with school administration, lack of influence on school decision making, and school conditions such as inadequate facilities and resources (Carver-Thomas & Darling-Hammond, 2017). The Carver-Thomas and Darling-Hammond (2019) study also found that a perceived lack of administrative support and compensation was significantly related to turnover. These findings highlight the importance of administrative support and levels of accountability. This literature includes a discussion of a higher level of accountability, student discipline, and administrative support as associated factors that affect teacher turnover rates in high-poverty schools (Carver-Thomas & Darling-Hammond, 2019).

Accountability in high-poverty schools. The movement toward accountability in American public education has evolved significantly since the 1983 publication entitled *A Nation at Risk*. The America 2000 and the Goals 2000 legislative acts of Presidents George H. W. Bush

and Bill Clinton, respectively, called for greater accountability and raised the issue of developing national curriculum standards. These calls for more accountability brought about the mathematics and English-language arts standards currently known as the Common Core State Standards Initiative (2019).

Public education is an institution that the masses feel connected to and has become a matter of passionate public debate, reflecting conflicting values and starkly different visions for the future (Rury, 2016). The Every Student Succeeds Act (Public Law No. 114-95), passed in 2015, acknowledged some of the unrealistic elements of No Child Left Behind but maintained an expectation that there will be accountability and action to effect positive change in our lowest performing schools (South Carolina Legislature, 2018; U.S. Department of Education, 2018). Teachers are a critical group of people who impact lives, and the demands of teaching are increasing by way of legislative requirements (Sutcher et al., 2019).

Every education policy is a response to a specific social setting that included economic forces, demographic trends, ideological belief systems, values, and structure and traditions of the political system (Fowler, 2013). Glover (2013) discussed an increased dependence on accountability mandates during the past years. High-stakes standardized testing has affected schools in the United States. In high-poverty schools, schools with 75% to 100% of their students on free and reduced-priced lunches, the push is even greater to improve academic growth. High-stakes testing is any test used to make important decisions about students, educators, schools, or districts, and it is most commonly for the purpose of liability to ensure that students are enrolled in effective schools and are taught by effective teachers (Ritt, 2016). A mixed-methods study conducted by Tye and O'Brien (2002) found that teachers leave the profession due to the pressures of increased accountability, such as high-stakes testing, test

preparation, and changing standards, which was ranked by respondents who had already left teaching as the number one reason for leaving.

Over the past decade, national education accountability measures have generated additional challenges for many high-poverty, urban schools (Massey et al., 2014). The accountability systems created by national and state policy makers to close the achievement gap and lead to greater school improvement have forced the neediest urban schools to compare against their suburban counterparts that face far fewer challenges (Massey et al., 2014). Educational researchers have noted that this current culture of accountability from standardized testing and teacher evaluation has greatly influenced teachers' decisions to seek jobs outside of urban schools (Massey et al., 2014).

The current state of education saturated with accountability measures at the student, teacher, and school levels have affected schools. Recent educational policies, such as No Child Left Behind, Race to the Top, and Common Core, have all called for more attention to student growth measures and teacher effectiveness (U.S. Department of Education, 2019). Because of increased accountability, educational researchers have focused on the valuable connection between teaching and learning by examining the impact of teaching on student achievement. Consistently, studies have concluded that the most significant factor in determining student achievement is the quality of teacher instruction (Darling-Hammond, 1997, 2000; Stronge et al., 2011).

The Every Student Succeeds Act, which replaced the No Child Left Behind Act and Elementary and Secondary School Act, provided a new federal accountability level. The legislation acknowledged school communities' unique challenges and transferred power to state governments to determine accountability measures (U.S. Department of Education, 2018). The

goal of the South Carolina accountability system is to improve teaching and learning so that students are equipped with a strong academic foundation and to ensure that all students graduate with the world-class knowledge, skills, and characteristics, as defined by the Profile of the South Carolina Graduate (South Carolina Department of Education, 2019b). According to the South Carolina Accountability Manual (South Carolina Legislature, 2018), the accountability system is designed to promote high student achievement levels through strong and effective schools. The Education Accountability Act of 1998, as last amended by Act 94 of 2017, provided the foundation and requirements for the South Carolina accountability system for public schools and school districts (South Carolina Legislature, 2018).

The impact of accountability on U.S. schools, for good or bad, is a subject of debate and research (Ingersoll et al., 2016). Ingersoll et al. (2016) recently studied an aspect of accountability that had previously received little attention. Do accountability reforms affect public schools' ability to retain their teachers? According to the authors, by increasing assessment and scrutiny, accountability reforms could place new pressure on teachers and increase teacher turnover, especially in high-poverty schools. Ingersoll et al. used data sources from the nationally representative Schools and Staffing Survey and its supplement, the Teacher Follow-Up Survey. Their study examined whether the implementation of accountability measures—establishing standards, using standardized assessments to measure whether a school's students meet the standards, and applying rewards or sanctions—is related to teachers' subsequent departure from specific schools. The study revealed that school accountability was strongly associated with teacher turnover.

Corbell (2008) conducted a study in North Carolina that explored the extent to which a state's accountability system influenced the challenges that schools serving low-performing

students faced in retaining and attracting high-quality teachers. The author selected North Carolina because of its growth model accountability system in which student assessments are closely aligned with the state's standards and the state's focus on growth in test scores rather than simply test scores in evaluating schools' effectiveness.

Administrative support in high-poverty schools. Administrators are middle managers, with authority over some people and under others' scrutiny and authority (Benson, 2015). The literature is rich with examples of how strong principals "broker strong workplace conditions" (Johnson, 2006, p. 15). Grissom (2011) suggested that principals may be even more critical in high-poverty schools than in wealthier schools. Drawing upon decades of research on teacher turnover in high-poverty schools, Simon and Johnson (2015) suggested that, to minimize the rates of teacher turnover in high-poverty schools, school leaders may need to take a more personalized approach to support. School leadership or administrative support emerged as the most consistently relevant measure of working conditions (Ladd, 2011). Research indicated that the two components of effective schools (teachers and school leaders) are linked and that principals' leadership (or lack thereof) often determined whether teachers are satisfied with their jobs and whether they stay (Beteille, Kalogrides, & Loeb, 2011; Urick, 2016). Teacher perception of leadership is a well-established predictor of attitudes associated with teachers' decisions to stay or leave (Urick, 2016). Administrative support is defined as "assisting teachers with issues such as discipline, instructional methods, curriculum and adjusting to the school environment" (Borman & Dowling, 2008, p. 380).

Grissom (2011) suggested that principals could be even more critical in a high-poverty school. Ingersoll and Smith (2004) found that the more support teachers are given, the more likely they remain in their position. If schools have a well-planned induction support system,

supportive working conditions, and a strong partnership with universities, teachers are more likely to stay (Fall, 2010). Teachers in high-poverty schools require more intensive support measures due to the many challenges they are faced with (Fall, 2010).

Trustworthy school leaders must learn to create conditions in which trust can flourish within their school as well as between their school and community (Tschannen-Moran, 2014). Only a few research studies have provided contextual examples of observable behaviors that illustrated administrative support. Brown and Wynn (2009) conducted structured interviews of 12 principals with relatively low attrition rates in a small urban school district. The study aimed to explore specific strategies and leadership styles that led to lower rates of new teacher turnover. Three fourths of the study's principals identified a perceived lack of support as a primary factor in novice teachers' decisions to leave the profession (Brown & Wynn, 2007). This factor is stronger in schools that serve a large number of minority and low-income students, where staffing challenges are much greater (Reininger, 2012).

Administrative support is especially important in high-poverty schools where school leaders face numerous challenges and increasing responsibilities. A case study conducted by Suber (2012) of high-poverty, high-performing schools in South Carolina discovered five characteristics found in the principals of these schools: effective principals aligned instruction and assessment, supervised teacher behavior and student achievement, ensured professional-development activities are aligned with the needs of students and teachers, retained teachers, and promoted a positive school culture. When the principals in this study were interviewed, the common factors that emerged were teacher empowerment, relationships, and setting the example for all stakeholders (Suber, 2012).

Scholastic and the Bill and Melinda Gates Foundation (2009) surveyed 40,000 American teachers, and 70% of teachers stated that administrative support is "absolutely essential" as a factor in teacher retention (p. 93). A repeatedly reported significant contributing factor to teacher turnover has been characterized by the lack of administrative support, loosely described as helpful supervision, collaboration with administration, and creation of a sense of community (Russell, Williams, & Gleason-Gomez, 2010). Lack of administrative support is one of the most frequently cited causes of teacher turnover rates (Billingsley, 1993; Kopkowski, 2008; Littrell & Billingsley, 1994), and, although many studies have asked teachers about their perception of administrative support (Anderson, 2012; Blasé & Blasé, 2001; Bressler, 2012; Cross, 2011; Daugherty, 2012; Melvin, 2011; Rumley, 2010) and others have asked principals to speak to their role in supporting novice teachers (Brown & Wynn, 2009; McCollum, 2012), few have considered the positions of both teachers and administrators.

Although lack of administrative support has been cited as the top reason teachers, especially new teachers, leave the profession, supportive administrators can offset the negative effects of other aspects of a teacher's workload (Burkhauser, 2017; Cancio, Albrecht, & Johns, 2013). Although research indicates that a lack of administrator support for beginning teachers is not uncommon, the consequences are severe, including teachers' loss and invested resources (New Teacher Center, 2013). When asked about teacher retention, nearly all teachers say that non-monetary rewards like supportive leadership and collaborative work environments are the most important factors to retaining good teachers (Donovan, 2014).

Ingersoll (2012) noted that an alarming number of teachers are leaving the teaching profession and citing lack of administrative support for a reason to go. Ingersoll's study consisted of teachers who left the profession and why they did so. Part of the study investigated

and analyzed the former teachers' perceptions of administrative support and the value they placed on specific supportive actions and attitudes. Another aspect of the study investigated current novice teachers and their perceptions of administrative support.

Teachers reported that school working conditions are a key factor in their decisions to leave schools (Simon & Johnson, 2015). Surveys of teachers have shown that working conditions played a major role in decisions to move schools or leave the profession. Teachers' plans to stay in teaching and their reasons for actually having left are strongly associated with how they feel about administrative support, resources for teaching, and teacher input into decision-making (Darling-Hammond, 1997; Ingersoll, 2001a, 2001b, 2002). In the 1994-1995 school year, over one quarter of all school leavers listed dissatisfaction with teaching as a reason for leaving, with those in high-poverty schools more than twice as likely to leave because of dissatisfaction (Darling-Hammond, 1997).

The most important resource for continuous improvement in all schools is retaining the best teachers (Gonzalez, Brown, & Slate, 2008). In their study, Gonzalez et al. (2008) investigated public school teacher attrition in Texas. The study examined the problem by focusing on teachers' predominant reasons for leaving the profession after working only 1 year as a teacher. Texas, like many states, faced a severe teaching shortage and high turnover rates. The authors examined the reasons why teachers left the profession after working for 1 year. Teachers responded that a lack of administrative support, difficulties with student discipline, and low salary levels were the most influential reasons they left the profession. Seven of the eight teachers interviewed responded that a lack of administrative support was the number one reason they departed teaching.

Recent research indicates that the current relatively high teacher turnover rate is a primary contributor to teacher shortages nationally, accounting for close to 90% of annual teacher demand (Sutcher et al., 2019). In a recent study of how teacher attrition affects students and schools (Carver-Thomas & Darling-Hammond, 2019), the researchers' purpose was to determine the factors that currently predict teacher turnover. The workplace condition most predictive of teacher turnover was a perceived lack of administrative support, a construct that measures how teachers rate an administrator's ability to encourage and acknowledge staff, communicate a clear vision and generally run a school well (Carver-Thomas & Darling-Hammond, 2019). This study noted that, when teachers strongly disagree that their administration is supportive, they are more than twice as likely to move schools or leave teaching as when they strongly agree that their administration is supportive.

Daugherty (2012) completed a case study to investigate teachers' perceptions of administrative support and identify specific leadership behaviors that influence job satisfaction and its impact on a teacher's intent to leave or stay in teaching. The researcher interviewed 12 teachers from a variety of school contexts. A common theme was that leadership was related to the principal's visibility and that teachers valued frequent visits from the principal. Participants demonstrated the desire for individual feedback from consistent leadership. Daugherty stated, "School leadership needs to provide teachers support unique to their needs and create a school culture where all can learn" (p. 87). The author stated further, "Teachers perceive administrative support differently based upon their own individual needs" (Daugherty, 2012, p. 89), and "support isn't always what the principal thinks it is" (Daugherty, 2012, p. 90).

Enhanced administrative support can also catalyze teachers' professional growth and provide a greater sense of accomplishment and belonging that can make other school-level

factors less of a concern in their employment-related decisions. There is a widely held belief among researchers and professional educators that administrators play a critical role in schools because they influence almost all school life (Blasé & Kirby, 2009). Given administrative leaders' significant influence on teachers and the school climate, researchers have conducted various studies exploring the effectiveness of different leadership styles and behaviors on teachers' job performance, commitment, and decision to leave their schools or quit teaching (Blasé & Kirby, 2009).

Both qualitative and quantitative studies have repeatedly confirmed that administrative support is significantly correlated with teachers' intent to stay in the profession, job satisfaction, and positive views of their schools (Birkeland & Johnson, 2002; Boyd et al., 2011). As part of the study, Boyd et al. (2011) also wanted to examine why teachers leave or consider leaving their schools. In their follow-up survey with a group of 386 teachers who left their schools during the last school year and 1,587 teachers who indicated that they were considering leaving their schools, Boyd et al. asked each group of teachers to identify the reasons made them leave or consider leaving. Among other popular responses such as salary (9% to 14%), school staffing action (7% to 13%), work closer to home (7% to 10%), and other family or personal reasons (7% to 10%), job dissatisfaction (39% to 42%) was by far the most frequently stated factor in their decisions and/or intention to leave. Furthermore, the participants indicated that lack of administrator support (42%) was the most important source of their job dissatisfaction. Teachers leaving their schools or quitting teaching all together may change across different school sectors, but lack of administrative support remained the leading factor. The aforementioned findings have provided substantial evidence to claim that administrative support is the most crucial factor affecting teacher retention in urban schools.

Teachers improved their ability to raise student achievement when they worked in school environments characterized by feedback opportunities, productive peer collaboration, responsive administrators, and an orderly and disciplined environment (Kraft & Papay, 2014). When schools have a well-planned induction support system and administrative support systems in place, teachers are more likely to stay (Fall, 2010). Ingersoll and Strong (2011) presented data from 15 studies that summarized the effect of induction programs for beginning teachers. The study reported that teacher mentoring programs' overall objective is to give newcomers a local guide, but the character and content of these programs are equally important.

The overwhelming majority of studies supported the claim that induction or mentoring programs positively impacted teacher retention, classroom instructional practices, and positively impacted students (Ingersoll & Strong, 2011). The study outlined that beginning teachers who participated in some induction with a mentoring component had higher satisfaction, commitment, and retention. The study measured satisfaction and motivation on three teacher outcomes: a teacher's first year on the job, teachers' intentions to stay in teaching, and their intentions to remain in the same school. The induction teachers thrived in a culture of collaboration and support (Ingersoll & Strong, 2011).

Mentoring and induction programs have been found to aid in teacher retention and build trust relationships between teachers and administration. Ingersoll (2012) argued that the most important aspect of the teacher induction program is collaboration with other teachers. According to Brown and Wynn (2009), new teachers felt that principals' support for mentoring and induction programs aided in their decision to quit or remain on the job. Brown and Wynn also found an association between having a mentor, common planning time with other teachers in the same subject area, collaboration time, and retention. Mentoring can provide critical

support for new teachers (Johnson, Kardos, Kauffman, Liu & Donaldson, 2004). Having a mentor from the same field, having common planning time with other teachers in the same subject, having regularly scheduled collaboration with other teachers, and being part of an external network of teachers reduces teacher attrition rates (Ingersoll & Smith, 2003, 2004).

Impact of Teacher Turnover Rates on Student Outcomes

Educators are an essential component of instruction in schools everywhere (Kelchtermans, 2017). Successful student learning is accomplished by having teachers give the learning experiences needed to be considered a well-functioning system (Du Plessis, 2016). Turnover not only impacts schools, but the high turnover also undermines student achievement (Carpenter & Ramirez, 2012). The disruption from high turnover is viewed as a key impediment to high-quality instruction, and it is seen as particularly bad for high-poverty schools (Ronfeldt et al., 2013). Research has shown that there are higher turnover rates among teachers in schools with a higher population of communities filled with poverty (Carver-Thomas & Darling-Hammond, 2017).

When teachers leave their jobs, the financial strain is put back on the district, which impacts student learning (Carpenter & Ramirez, 2012). Small changes in turnover rates can have significant effects on the adequacy of supply (Carver-Thomas & Darling-Hammond, 2017). Researchers found that both teacher experiences and turnover rates negatively impact student learning (Carver-Thomas & Darling-Hammond, 2017). Uncertified teachers were also more common in schools with the highest enrollment of students eligible for free and reduced-price lunch (Carver-Thomas & Darling-Hammond, 2017).

Summary

The high rates of teacher turnover rates are discouraging, particularly as exhibited in high-poverty schools; the research suggests a full and thoughtful understanding of the reasons that teachers leave the profession. Those in the educational arena know that teacher turnover has been a problem in the profession for years, and the issue of teacher turnover in high-poverty schools has sparked many debates. The research confirmed that teachers are the single most important factor in student achievement (Sutcher et al., 2016). When given the opportunity, many teachers choose to leave schools serving poor, low-performing, and non-White students (Boyd et al., 2009, 2011).

Much of the research on teacher turnover draws upon large and complex, quantitative, survey-based datasets that illuminated school context elements that are most likely to drive teachers out of high-poverty schools. In this literature review, the researcher has examined how teacher turnover is a significant problem and how teacher turnover permeates our school systems. There is a vast gap in teacher turnover between high-poverty schools and low-poverty schools. The literature presented the factors that are associated with why teachers leave high-poverty schools. The literature presented in this chapter strongly suggested that accountability and administrative support contributed to why teachers leave high-poverty schools.

Methodology

Overview

This chapter describes the methodology used in this study. The chapter also explains the rationale for using a qualitative approach, specifically phenomenology, in this particular study. Additionally, the chapter described participants, data gathering, and analyzing procedures. The problem addressed by this study was the effects of teaching in high-poverty schools on teacher turnover rates. The purpose of this qualitative, phenomenological study was to examine the lived experiences of teachers and administrators who work in high-poverty schools. Their perceptions of administrative support and level of accountability determined their desire to leave the profession all together or leave their current school to do a similar position at a non-high-poverty school.

Emergent themes derived from the study defined administrative support and high levels of accountability that likely contribute to higher teacher turnover rates in high-poverty schools. The research process collected both survey and interview data to study multiple, complex data sources to determine how administrative support and level of accountability affect teacher turnover in high-poverty schools. This chapter consists of sections on the research method and design, participants, sample size, and instrumentation. This chapter also includes information on data collection, research purpose, research sites, processing analysis, assumptions, limitations, delimitations, and ethical considerations.

Research Design

This study used a qualitative, phenomenological research design to examine the perceptions of teachers and administrators with respect to the constructs of administrative support and levels of accountability. The phenomenological methods examined the phenomena

of administrative support and accountability from the participants' perspectives. The research design examined survey responses from teachers and interview data from administrators to reveal the effects of accountability and administrative support on educators' decision to leave the profession all together or seek employment at a non-high-poverty school. This study was also descriptive, as it described phenomenological variables rather than test relationships between variables. The qualitative research methods examined the phenomena of administrative support and the level of accountability within the context of a high-poverty school. A qualitative study intends to understand the lived and shared experiences of a heterogeneous group (Bogdan & Biklen, 2007; Creswell, 2003; Creswell & Creswell, 2018).

This study allowed participants to describe the types of administrative support they received and express their perceptions of accountability in a high-poverty school. This phenomenological study provided a detailed description of teachers' and administrators' experience of administrative support and level of accountability in high-poverty schools and their likeness to leave the profession or seek employment in a non-high-poverty school. By employing the phenomenological method, the study revealed possible meaning through varying frames of reference, approaching the phenomena from divergent perspectives. The data obtained from the phenomenological approach served as a valuable tool for understanding the perceptions of teachers and administrators working in high-poverty schools.

Research Purpose

This phenomenological research study examined how teachers and administrators perceive administrative support and level of accountability within the context of a high-poverty school. The research method examined lived experiences of teachers and administrators who work in high-poverty schools and determined their likeliness to leave the profession all together

or seek employment in a non-high-poverty school. The research design allowed the participants to define administrative support and accountability within the public school setting and afforded me the opportunity to examine the perceptions of teachers and administrators in high-poverty schools. This study collected survey and interview data. An analysis of those data showed the extent to which educators' work in a high-poverty school is likely affected by level of accountability and administrative support. The following research questions guided the study:

1. How are teachers in a high-poverty school impacted by accountability?

2. How are teachers in a high-poverty school impacted by administrative support?

3. How are administrators in a high-poverty school impacted by accountability?

4. How are administrators in a high-poverty school impacted by administrative support?

Ethical Considerations

Institutional Review Board approval was obtained from the research site's sponsoring district before any interaction with potential research sites, participants, or the collection of data or selection of participants. This study followed the ethical standards and guidelines for protecting participants as outlined by North Greenville University. Informed consent was obtained by those participants who voluntarily agreed to participate in a survey disseminated to teachers in two school sites. In addition to surveys, interviews were conducted with administrators who also work in the two school sites. Informed consent, along with their voluntary participation, obtained data through structured personal interviews. Participants were notified of the purpose of the study, as well as the planned dissemination of the findings.

Due to the sensitivity of the participants' information, no participants' identifying information was publicly disclosed. The information gathered from the participants was confidential and shared only with those approved to access data related to this study. The teacher

survey was completed by voluntary participation from teachers using Google Forms. Google Forms did not record the participants' identity. All participants were assigned a pseudonym (Respondent A, B, and so forth) to protect their identity. Privacy was maintained because no identifiable personal information was collected, and all data were permanently deleted at the conclusion of the study. Furthermore, all data would be securely stored for 2 years and destroyed, according to the ethical requirements outlined by the ethical consideration's methods of the sponsoring district and the university's Institutional Review Board. No incentives were provided for participants' participation.

Research Sites

This phenomenological study examined administrative support and level of accountability at two research sites. Both school sites were classified as high-poverty schools, as defined by the South Carolina Department of Education. The two schools were located in a school district in South Carolina and selected because of the schools' high teacher turnover rates for 6 consecutive years from 2012 to 2018. The two schools were chosen because they were in the same school district where policies, resources, and governance were fixed. The sites provided a representation of teachers in Grades 9 to 12, and they were geographically within a four-mile radius of one another. Both schools were located in a major suburban school district in South Carolina.

According to the U.S. Census Bureau (2019), the school district served all students in a county of 523,542 residents, with approximately 75,000 students enrolled in public schools. County demographic information noted 11% of residents were living at or below the poverty line. State school report card information noted that the other 13 high schools served diverse student populations and employed a diverse faculty and staff. The most impoverished areas of

the school district were located on the eastern part of the county. Both school sites, located in the eastern part of the county, served some of the highest percentage of impoverished students in the district. School report card data noted both schools also have experienced a 3-year turnover rate of 20% or higher (South Carolina Department of Education, 2019a).

School A. According to the 2019 South Carolina School Report Card, School A served 750 students. The principal has served at the school for 9 years; however, he served at the school for 15 years in the roles of principal, assistant principal, and teacher. Demographic data noted 75% of students identified as African American, 25% Hispanic. All students (100%) qualified for free and reduced-price meals under the National School Lunch Program and the School Breakfast Program. Eligibility is determined on guidelines established by the U.S. Department of Agriculture (2018) for income and household size, and most students at this school met the standards of the U.S. Department of Agriculture. School A employed 55 teachers with a yearly turnover rate of 25% each year for the previous 6 years (2012-2018).

More than 50% of the teaching staff who taught core academic classes at School A during the last school year (2018-2019) were inexperienced teachers (less than 5 years). State report card data also noted 25% of teachers from the previous year (2017-2018) did not return for the 2018-2019 school year. It is also important to note that 7% represented the number of inexperienced teachers teaching in core classes. School A scored a rating of unsatisfactory on the 2019 South Carolina School Report Card, which means that the school failed to meet the criteria to ensure all students meet the Profile of the South Carolina Graduate. This was the only high school in the county that received an unsatisfactory rating.

School B. School B is located in a major suburban school district in South Carolina. The principal has been in place for 3 years but served in various leadership capacity throughout the

district prior to her assignment as principal. School B served 240 students in the 2019-2020 school year. Of the total student population, more than 90% were economically disadvantaged and all qualified for free or reduced-price lunch. About 30% of the students who attended CAHS also lived in the same attendance zone as AHS. School B employed 22 teachers and ranked among the highest in teacher turnover rates in the district. About 30% of the teachers left within 1 to 3 years. This school also housed several innovative programs in which teachers must be trained in order to work at the school. These trainings were in addition to the regular professional-development training program. South Carolina Department of Education, the school's principal, the local community college, local school district, and a National Educational Consortium governed the accountability model at the school.

Instrumentation

Administrators and teachers approached administrative support and level of accountability differently, and their perceptions of such different experiences determined their desire to leave the profession all together or leave their current environment. This study examined a sample of teachers and administrators from both schools to seek their perspectives of administrative support and levels of accountability. This phenomenological, qualitative study determined how administrative support and level of accountability contributed to an educator's decision to remain in the profession or seek employment in a non-high-poverty school. This phenomenological research study used an online teacher survey and structured interviews with administrators to examine their interactions and perceptions of administrative support and accountability levels at high-poverty schools.

Research Procedures

Approval to conduct this study was obtained from both the North Greenville University Institutional Review Board (see Appendix A) and the sponsoring school district (see Appendix B). The collected information from teachers and administrators recorded their responses related to the topics of their lived experiences and perceptions of administrative support and level of accountability working in a high-poverty school. Teachers and administrators were invited to participate, and participation was voluntary. Before data collection, teachers received a recruitment email (see Appendix C) that outlined the study's purpose and their requested role Personal site visits were made to the administrators, asking if they would like to participate in the study. The informed consent form (see Appendix D) contained comprehensive information about the study, such as the purpose of the study, study procedures, reasonable risks associated with participation in the study, and confirmation that the participant may end participation in the study without penalty. This information was communicated on the online teacher survey (see Appendix E).

After reading the consent form, if participants agreed to participate, they clicked a link at the bottom of the email to access the electronic teacher survey via Google Forms. The electronic survey remained open to the participants for 1 month. Several notifications were given to the participants as reminders throughout the allotted time of 1 month. Twenty-nine teachers completed the electronic survey. The electronic survey response rate was 45%. After their personal site visit, the administrators received an email to schedule a time to participate in a structured interview (see Appendix F). Four administrators agreed to participate in the study. Two administrators respectfully declined the interview invitation. Each structured interview was completed in 45 minutes at the interviewee's school. The procedures protected all participants'

due process rights to ensure all were protected during the collection of data (Creswell, 2003; Creswell & Creswell, 2018).

Participants

In this study, teachers were surveyed and administrators were interviewed to examine the accountability and administrative support phenomena. Teachers and administrators from two high-poverty schools provided information-rich experiences on administrative support and level of accountability. The teachers involved in this study had a broad spectrum of backgrounds and teaching experiences. Many of them had varying years of experience; most participants (55%) had 1 to 5 years of teaching experience. The administrators at the two school sites had varying backgrounds and experiences. The administrators who were a part of this study had taught various subjects in their teaching careers and had been administrators for different periods of time. The study used purposeful sampling in two high-poverty school sites, which consisted of teachers and administrators from the sponsoring school district. There were approximately 70 teachers and six administrators at both schools at the time of the study. The study was conducted with current teachers who voluntarily participated in this study. The sample size for this study included 29 teachers and four administrators. The response rate for the survey was 45%. Two administrators respectfully declined to participate; therefore, the participation rate was 67%.

Identification and Invitation

The selection process was purposive and focused on teachers and administrators in two high-poverty schools. For this study, all teachers and administrators were qualified participants to participate in the study. The administrator of each school was instrumental in communication with their respective teachers. All teachers at the two schools were sent emails requesting their participation in the study. Teacher participants were selected based on their promptness to

participate and their completion of the electronic survey included in the email. Email reminders were sent to teachers for 30 days. The administrators agreed to participate before approval from the sponsoring district was granted. This was a required step in the approval process of the sponsoring school district. Principals were required to agree to participate and give consent for research to be conducted on their respective campuses.

Informed Consent

The consent form contained comprehensive information about the study, such as the purpose of the study, research procedures, reasonable risks associated with participation in the study, and information that the participant may end participation without penalty at any time. The consent form was emailed to all participants who chose to participate. The completion of the survey was agreed upon as consent from the participants. If individuals chose not to participate, they did not complete the survey or accept the interview invitation.

Teacher Survey

An electronic survey was employed to determine perceptions of administrative support and level of accountability from teachers. The teacher survey, administered electronically using Google Forms, was used to assist with the data collection process. Teachers at both school sites were emailed a recruitment letter, and interested participants clicked a link in the email that took them to the electronic survey and consent form. The survey was an appropriate tool for this study because it reached several participants in a brief amount of time. The survey was part of the research study designed to examine how participants perceive certain phenomena in a high-poverty school and their desire to leave the profession all together or seek employment in a non-high-poverty school. The purpose was to examine the lived experiences of teachers who work in high-poverty schools and determine their perceptions of administrative support and levels of

accountability. Teachers voluntarily participated in a brief independent survey and shared their perceptions of administrative support and accountability. No personal identifying information was given; only their responses were provided as they related to the topics of study. The survey's goal was to have participants reflect on their professional experience with accountability and administrative support.

The electronic survey began with a basic introduction that included the goals of the research study, an explanation of the research procedures, and assurances of confidentiality. Teachers from both schools were invited voluntarily to participate in the survey. The electronic survey consisted of seven questions. The questions recorded the participants' perceptions (in general) of administrative support and accountability levels at high-poverty schools. The survey collected comparable data among teachers; similar questions were asked regarding their educational background and perceptions of administrative support and level of accountability. Survey questions did not focus on an individual leader but overall perceptions of administrative support and accountability within the context of a high-poverty school. The results were used to determine teachers' perceptions regarding administrative support and level of accountability and if their perceptions impacted their decision to leave the profession all together or seek employment in a non-high-poverty school.

Interview Procedures

The interview protocol consisted of a basic introduction that included the research study's purpose, an explanation of the research procedures, and assurances of confidentiality. The structured interviews were conducted with administrators of two high-poverty schools. Interviews were conducted at the school sites and during times after the regular school day ended. The interviews lasted approximately 45 minutes. The interviews involved structured,

specific questions that were few in number and focused on eliciting the participants' views and perceptions. During the individual interviews, administrators were asked a series of questions concerning administrative support and level of accountability experiences. The questions were clear and concise, and most importantly, measurable. Administrators answered the interview questions with very specific answers. Interviews were scripted for later transcription and analysis. To ensure accuracy, participants were asked to verify correctness, clarify any discrepancies, and further remark on the inquiry before concluding the interview. The interview questions were designed to obtain a detailed description of administrative support and level of accountability and determine their desire to leave the profession all together or seek employment in a non-high-poverty school. A structured interview protocol was used.

Data

Multiple sources of data were employed in this study. Data sources included individual interviews with administrators and an electronic survey for teachers. The qualitative interview notes and electronic survey responses were coded to maintain anonymity and combined data analysis to protect participant privacy further. The study data allowed for a more in-depth review of teacher turnover rates and researching perspectives and contributing factors that led to a more in-depth understanding of administrative support and level of accountability in the contexts of a high-poverty school.

Data collection. The data collection process recorded the perceptions of teachers and administrators. Data were gathered through an electronic survey and structured face-to-face interviews. Two data collection protocols were developed for this study: (a) an interview protocol for school administrators and (b) an electronic survey for teachers. The data obtained from the phenomenological approach examined the depth of teachers' and administrators'

perspectives of administrative support and level of accountability based on their experiences working in a high-poverty school. Data were stored electronically via Google Forms, Microsoft excel, removable hard drives, databases, and a password-protected computer.

Data protection and destruction. This study followed the ethical standards and guidelines for protecting participants as outlined by the sponsoring school district and university's Institutional Review Board procedures. Privacy was maintained as no identifiable personal information was collected, and all data were permanently deleted at the conclusion of the study. Furthermore, all data would be securely stored for 1 year and then destroyed, according to the sponsoring district, state, and Institutional Review Board guidelines.

Data analysis. Data analysis included those data collected from administrators' interviews and the teacher survey. The data collection was performed by surveying with teachers and interviews with administrators. The teachers' responses represented their perceived administrative support and level of accountability. The same was true regarding the interview data collected from administrators. The data analysis process began with organizing perceptions to understand common languages or phrases to make conceptual comparisons. The conversational data gathered from the interviews and surveys were transcribed and coded to capture all participants' actual and conceptual perspectives. Once the survey and interviews were completed, the numerical data were entered into and analyzed using SPSS to perform analysis. Comparative and descriptive analysis was used to examine the data to determine why teachers leave the profession or seek employment in a non-high-poverty school.

Summary

The methodology examined how teachers and administrators perceive administrative support and accountability within the context of a high-poverty school. The researcher justified

his decision to embrace a qualitative study navigated by a phenomenological method, which provided for research focused on the participants' lived experiences. The phenomenological approach allowed the use of smaller sample sizes, allowing an in-depth data collection among the participants. Furthermore, using a few open-ended questions allowed teachers and administrators to reveal in-depth information regarding their perspectives to leave the profession all together or seek employment in a non-high-poverty school.

Findings

Overview

      This study examined how teachers and administrators perceive administrative support and accountability in two high-poverty schools. The study used purposeful sampling in two secondary poverty school sites, which consisted of teachers and administrators from the two schools in an urban district. The sample size for this study resulted in 29 teachers and four administrators. The response rate for the survey was 45%. Data obtained from an online teacher survey and face-to-face interviews with administrators were compiled and analyzed to answer the research questions. The findings derived from the study were expected to show how administrative support and how high levels of accountability likely contribute to higher teacher turnover rates in high-poverty schools. This study collected perceptions of teachers and administrators on administrative support and level of accountability. Analytic software was used to organize the data for analysis as well as Microsoft Excel to identify themes of the language for qualitative analysis. This chapter presents the results of the study in two forms: descriptive and comparative findings.

Descriptive Findings

      Teacher survey. The results of the data collection from the teacher survey involved 29 respondents. The descriptive information for the teachers was based on a teacher survey. The survey was distributed through the two school principals. The survey was sent, via email, to teachers in both schools. Two schools were invited to participate in the survey. Of the two schools invited to participate, there were 29 teachers, of whom 16 (55.2%) had 1-5 years of experience, six (20.7%) had 6-11 years of experience, six (20.7%) had 12-20 years of experience, and one (3.4%) had 21 or more years of experience. Between both invited schools,

65 teachers received the survey, and 29 teachers attempted the survey. The response rate for the survey was 45%.

Teachers' perspectives on accountability. The findings for the research question revealed the lived perspectives of teachers using common responses in their survey results regarding accountability. The teachers showed that accountability is providing a standard of expectations and holding one responsible. Also, more than 50% of the teachers indicated accountability means working with an expectation of helping students grow as human beings as they learn the particular skills and content in a specific academic area. In a high-poverty school, accountability means looking at educational data through the lens of the students' context and their families. In addition, 75% of the teachers believed accountability is merely doing your job, taking pride in your duties no matter what your position is. Forty-five percent of the respondents believed that accountability is the act of showing responsibility. Teachers also reported that accountability is how students grow educationally and perform based on a teacher's instruction. Over 50% of the respondents believed that accountability means showing students' growth and being responsible for academic growth.

Teachers' perspectives on administrative support. The findings for the research question revealed that there is a level of support by the administration at some high-poverty schools (see Table 1). Half of the teachers (50%) believed that administrative support is providing some form of professional development. Administrators in a high-poverty school can provide support by assisting teachers with strategies to reach all students. Teachers in this study also stated that the best way that administration supports teachers is through information. Student information about home lives, physical issues, current difficulties, and so forth helps teachers think through how to best present instruction that students will see as necessary and relevant.

Table 1

Teacher Perspectives of Administrative Support

_____

Years of experience	Characteristic support statements
1-5	Administration provides support with information and resources. Administration provides ongoing communication.
6-11	Administration provides ongoing professional development. Administration supports me through professional development.
12-20	Administration offers support by offering and often requiring professional development. Administration provides professional development and support for all students.
21+	The school vision and instructional coaches are in place to guide and support every teacher.

_____

Several teachers stated that administrative support is very important, and the

administration is very helpful with the teachers in high-poverty schools. Some of the most

important administrative support responses for teachers with 1-5 years of experience became

gradually less important for other teachers in later stages of their careers. For example, the

survey item that stated, "Offers constructive feedback after observing my teaching" was the most

important item for teachers with 1-5 years of experience, and it gradually decreased for teachers

with more years of experience.

Structured Interviews

A portion of this study included structured interviews with school administrators. Each of

the administrators who participated in this study had worked in the school district for several

years. Four administrators participated in structured interviews. The response rate was 66%.

Administrator A had served as an administrator for 15 years, and nine years as the current

building administrator. Administrator B had served as an administrator for 5 years and 2 years as the existing building-level administrator. Administrator C had served as the building-level administrator for 2 years. Administrator D had served as a building level administrator for 2 years.

Administrators' perspectives on administrative support. Analysis of interview transcripts revealed that administrators emphasized professional-development opportunities and resources as a primary means of administrative support (see Table 2). The findings revealed that administrators believe that providing resources and observing teachers were the best ways to provide administrative support. One hundred percent of the administrators revealed that the administration supports all teachers in teaching and learning. They also offer professional development for all teachers.

Table 2

Administrator Perspectives of Administrative Support

Years of experience	Characteristic support statements
3	Give teachers confidence of their craft. Provide teachers with meaningful and engaging professional development.
5	Support by providing resources and observing teachers. We have instructional coaches in place to support teachers. We have more support here than you would see at other schools.
6	Provide instructional, emotional, and physical support for teachers to effectively teach their students.
9	Take anything extra (meetings that do not have a purpose) off teachers so they can focus on instruction.

Respondents revealed that taking anything extra (i.e., meetings, lesson plans) off teachers so they can focus on instruction was an indicator of administrative support. Each administrator had a commitment to professional development, not just for themselves but also for their teachers. Administrators also believed that school administrators must consistently support teachers and provide feedback to teachers to improve teaching. All four administrators noted the importance of providing support for new teachers and agreed that these teachers required much more support than more experienced teachers.

Administrators' perspectives on accountability. The findings from the structured interviews revealed that accountability is the key to making gains and creating a culture. Fifty percent of the administrators indicated that accountability could also can kill creativity and spirit. Two administrators included evaluating students' learning, supporting student growth experiences, and opportunities in their descriptions of accountability. Seventy-five percent of administrators revealed that accountability is being responsible for your actions. Administrators stated that teachers and administrators are held to high professional standards for providing high-quality education to all students. All administrators expressed a commitment to using student achievement data and research-based instructional methodology to meet their students' needs as a method of accountability. The administrators mentioned that they use student data and current realities of students (i.e., poverty level) to determine the level of professional accountability and administrative support.

Comparative Findings

Teacher descriptions of accountability. The survey findings are organized by the research question: How are teachers in a high-poverty school impacted by accountability? Teachers were asked to consider the level of accountability in their work at this high-poverty

school and rate the likelihood of leaving the education profession all together (see Table 3). The results of these data revealed the following for 16 teachers with 1 to 5 years of experience: 10 (63%) are unlikely to leave the profession, three (18.5%) are likely to leave the profession, and three (18.5%) are very unlikely to leave the profession. Of the six teachers with 6-11 years of experience, four (67%) teachers responded that they are likely to leave the profession, and one (17%) teacher answered being very likely to leave the profession. Of the six teachers with 12-20 years of experience, four (66.6%) teachers responded that they are unlikely to leave the profession, one (16.6%) responded being very unlikely to leave the profession, and one (16.6%) respondent indicated being likely to leave the profession. One teacher with 21+ years of experience noted being unlikely to leave the profession.

Table 3

Teacher Likelihood of Leaving the Profession Due to Accountability

Years of experience	Very unlikely	Unlikely	Likely	Very likely
1-5	3 (19)	10 (62)	3 (19)	0 (0)
6-11	0 (0)	1 (17)	4 (66)	1 (17)
12-20	1 (17)	4 (66)	1 (17)	0 (0)
21+	0 (0)	1 (100)	0 (0)	0 (0)

Note. Percentage of years of experience categories are in parentheses.

Teachers were asked to consider the level of accountability and rate the likelihood of leaving this high-poverty school to do the same job in a non-high-poverty school. The results of these data revealed that teachers (seven or 44%) with 1-5 years of experience are likely to leave their current school to teach in a non-high-poverty school. Four (25%) teachers reported that they

are very likely to leave to teach at a non-high-poverty school. The results also revealed that two (13%) teachers are unlikely to leave, and three (18%) teachers are very unlikely to leave this high-poverty school to do the same job in a non-high-poverty school.

The results for teachers with 6-11 years of teaching experience indicated that three (50%) teachers are unlikely to consider leaving this high-poverty school. Two teachers (33%) reported that they are very unlikely to leave. Only one teacher (17%) reported being likely to leave high school to do the same job in another school. Also, the data collected from six teachers with 12-20 experienced revealed that three (50%) teachers are unlikely to leave this high-poverty school to do the same job in a non-high-poverty school. One teacher reported being very likely to leave this high-poverty school to do the same job in a non-high-poverty school. Of the remaining two teachers, both reported that they are likely and very likely to leave their positions, respectively. The data collection also revealed that one teacher with 21+ teaching experience reported being likely to leave this high-poverty school to do the same job in a non-high-poverty school.

Administrator descriptions of accountability. Four administrators responded to how are administrators in a high-poverty school are impacted by accountability. The data results revealed that 75% of administrators are unlikely to leave the professional all together, given the current accountability level. Twenty-five percent are likely to leave the profession. The data also revealed that 75% of the participants are likely to seek employment in a non-high-poverty school. One participant responded being unlikely to leave the current school to seek employment in a non-high-poverty school.

Teacher descriptions of administrative support. How are teachers in a high-poverty school impacted by administrative support? The results for 16 teachers with 1-5 years of experience showed that nine (56%) teachers rated they are unlikely to leave, and four (25%)

teachers stated they are very unlikely to leave the education profession all together (see Table 4). Three (19%) teachers are likely to leave the profession because of administrative support. Of the six teachers with 6-11 years of experience, 50% reported that they are likely to leave, and the other half revealed that they are unlikely to leave the profession. Data from six teachers with 12-20 years of experience revealed that three (50%) are likely to leave the profession, and two (33%) teachers are very unlikely to leave the profession. One teacher (17%) stated being unlikely to leave the profession. The one teacher with 21+ years of experience reported being unlikely to leave the education profession all together.

Table 4

Teacher Likelihood of Leaving the Profession Due to Administrative Support

Years of experience	Very unlikely	Unlikely	Likely	Very likely
1-5	4 (25)	9 (56)	3 (19)	0 (0)
6-11	0 (0)	3 (50)	3 (50)	0 (0)
12-20	2 (33)	1 (17)	3 (50)	0 (0)
21+	0 (0)	1 (100)	0 (0)	0 (0)

Note. Percentage of years of experience categories are in parentheses.

Teachers were asked to consider the level of administrative support and rate the likelihood of leaving this high-poverty school to do the same job in a non-high-poverty school. The data collection showed that eight (50%) teachers with 1-5 years of experience were likely to leave this high-poverty school to do the same job in a non-high-poverty school, and three (19%) teachers were very likely to leave. Three (19%) teachers reported that they are unlikely to leave, and two (12%) teachers responded that they are very likely to leave.

The following data were collected from teachers with 6-11 years of experience: two (33%) teachers revealed they are likely to leave their current school. Two (33%) teachers also responded that they are unlikely to leave this high-poverty school to do the same job in a non-high-poverty school. In addition, two (33%) teachers also responded they are very unlikely to leave this high-poverty school to do the same job in a non-high-poverty school. The data collected from six teachers with 12-20 years of experience revealed that three (50%) teachers are unlikely to leave, one (17%) teacher was very unlikely, and two (33%) teachers are likely to leave. The one (100%) teacher with 21+ plus years of experience is likely to leave this high-poverty school to do the same job in a non-high-poverty school.

Trustworthiness of the Data

There was an established standard within the research study that ensured trustworthiness of the data with each of the participants. To verify the reliability of the data, the researcher was able to plan a more accurate qualitative phenomenological study following the methods of Creswell (2003). Semi-structured online questions were used to collect the participants' data efficiently for data analysis. The questions used in the qualitative protocol were original creation guided by the research questions and methods. In keeping with a high level of trustworthiness, confidentiality was protected by omitting any identifiable information on the survey.

In this qualitative phenomenological research study, there is a connection with the perceptions of administrative support and level of accountability within the context of a high-poverty school. Moreover, to confirm the credibility of the study, the researcher interviewed each participant using semi-structured interviews. In addition, interview notes were preserved for review and data analysis. The study participants (administrators) conducted member checks by

reviewing the researcher's interview notes for accuracy within 3 days of the interviews. None of the administrators suggested changes to the interview notes.

Summary

This phenomenological study examined how teachers and administrators perceive administrative support and accountability within the context of a high-poverty school. Furthermore, using a teacher survey and structured interviews allowed teachers and administrators to reveal in-depth information regarding reasons their experiences in deciding to stay with or leave their high-poverty school or the profession entirely. Chapter 5 will provide a discussion of the results, implications, recommendations, and conclusions from this research study.

Summary, Conclusions, Implications, and Recommendations

Overview

This chapter presents the conclusions, implications, and recommendations of the phenomenological research exploring how teachers and administrators perceived administrative support and accountability in high-poverty schools. The study examined the lived experiences of teachers and administrators who work in high-poverty schools and their perceived level of accountability and administrative support. Through individual interviews with administrators and an electronic survey for teachers, participants revealed their perception of administrative support and accountability. Composite textual and structural descriptions were synthesized into common thematic responses of the administrative support and level of accountability experiences of all study participants. The following summary of the conclusions resulted from a theme of verbal and written participant language that emerged as well as answers to the research questions that this study intended to answer.

Summary of Conclusions

Several conclusions were drawn from the study results. Perceptions of administrative support were generally positive for teachers with 1-5 years of experience and then shifted as teachers gained more experience. Perceptions of accountability were generally positive from teachers with 1-5 years of experience, but accountability was perceived as negative from teachers with 6 or more years of experience. The study concluded that school administrators should better understand their role in supporting teachers in high-poverty schools. Administrators who take personal interest and responsibility in the development of teachers will ensure that administrative support meets the needs of teachers. Administrators could benefit from developing a comprehensive approach to supporting teachers through professional development.

The conclusion of this study also illustrated how some of the most important administrative support items for first-year teachers became gradually less important for the teachers in later stages of their career. For example, teachers with fewer than 5 years of teaching experience need to see their administrator, receive frequent feedback, and have opportunities for personal conversations. Frequent visits to the classroom to check in or for informal observations with feedback are considered administrative support. Second, teachers with more than 5 years of teaching experience may not need or seek the same types of administrative support. These differences in administrative support are consistent with Daugherty (2012) who found administrative support was based upon a teacher's individual needs.

The study also demonstrated that school accountability was strongly associated with the reasons teachers leave the profession. These conclusions are consistent with the claim that was presented in Schools and Staffing Survey results shared by Ingersoll et al. (2016) about whether the implementation of accountability measures is related to teachers' subsequent departure from specific schools. Finally, the researcher obtained evidence that accountability can have an adverse effect on teacher turnover rates in high-poverty schools. The one conclusion was that more experienced teachers behaved somewhat differently than the less experienced teachers with respect to levels of accountability. The researcher interpreted this conclusion as evidence that, compared to the newer teachers, some of the more experienced teachers were more concentrated on accountability as a form of teacher evaluation and viewed it as negative and punitive. Each question was analyzed, and conclusions were made based on the results.

Conclusions to research question one. This section discusses conclusions from the first research question regarding teachers' perception of the level of accountability. The conclusions from the teacher survey were analyzed to determine a pattern of consistent language. The study

demonstrated that, because of federal accountability laws, numerous teachers feel as if schools have been transformed into a test-driven machine that has ultimately driven teachers out of the education profession. The teachers' perception of accountability demonstrated that those with fewer than 5 years of experience perceived accountability as more personal accountability, and accountability was not the primary reason to leave the profession. However, teachers with more than 5 years of experience cited accountability as a reason to leave the profession. The conclusions show that teachers are directly influenced by accountability for improving student outcomes. The researcher's conclusions highlight frustration among all teachers with increased accountability that contributes to teacher turnover and takes teacher focus away from students. This idea is further supported by the findings that teaching is a highly stressful job, particularly in high-poverty schools.

The study revealed that many teachers believed that working in high-poverty schools is very stressful and very challenging. It is interesting that many teachers reported dissatisfaction with increased accountability but differed in their perceptions of accountability. There is certainly reason to believe that teachers respond to accountability pressure through the ways in which they carry out their jobs. Teachers with 1 to 5 years of teaching experience believed that the concept of accountability encompasses several things, such as delivering classroom instruction to students with a wide range of abilities and being an effective communicator with parents, colleagues, and other district personnel.

Many teachers with fewer than 5 years of teaching experience perceived accountability differently than teachers with more than 5 years of experience. Most of their comments were geared towards their own professional accountability. Teachers with 6 or more years of teaching experience expressed greater dissatisfaction with accountability. More experienced teachers

expressed that accountability is used to determine their overall effectiveness as a teacher and used for evaluation purposes. This conclusion is consistent with previous literature that summarizes accountability in terms of standardized testing and teacher evaluation that influences teachers' decisions to seek jobs outside of high-poverty schools (Massey et al., 2014).

The data show that accountability is linked to dissatisfaction among teachers, and accountability may influence teacher decisions to leave the profession. Teacher perspectives of accountability differed with years of experience, and their likelihood to leave the profession or seek employment in a non-poverty school varied according to years of experience. These conclusions are consistent with findings of Ingersoll et al. (2016), which indicated teachers leave the profession due to the pressures of increased accountability.

Conclusions to research question two. Conclusions of this study revealed that teachers perceived a greater need for administrative support in their first 5 years of teaching compared to teachers with 6 or more years of experience. Regardless of their previous teaching experience, all teachers who participated in this study perceived administrative support as professional development. Participants of this study defined administrative support as meeting the teachers' emotional, instructional, and physical needs. In the researcher's view, the most compelling indication of administrative support was professional development. Professional development was an extremely important characteristic of administrative support to the participants of this study. The participants of this study overwhelmingly felt that professional development is crucial for educators' growth and retention. However, the perception for professional development was discovered to be considerably different at each teacher career stage. In other words, this study found that, as teachers gain more teaching experience, perceived importance of professional-development items shifted gradually. In a similar study, Glewwe, Ilias, and Kremer (2003) found

that, when teachers had the opportunity to acquire new skills to enhance their competency, they had a greater tendency to be more committed to the profession due to higher satisfaction and increased confidence levels.

Another conclusion of this study revealed that administrative support is one of the most significant factors in a teacher's decision to stay or leave the profession. It is interesting that, for this study, teachers with fewer than 5 years of teaching experience are less likely to leave the profession because of administrative support. One interpretation of this conclusion is that administrators tend to spend more time with new teachers, and there are multiple support programs for new teachers then experienced teachers. These conclusions are consistent with Ingersoll and Smith (2004), which indicated that the more support teachers are given, the more likely they remain in their position. Teachers in high-poverty schools require more intensive support measures due to the many challenges they face. When schools have a well-planned induction support system, supportive working conditions, and a strong partnership with universities, teachers are more likely to stay.

Conclusions to research question three. How are administrators in a high-poverty school impacted by accountability? For this question, results from the administrators' interviews were analyzed for common themes or responses about accountability. Participants for this study defined accountability as mandates from district, state, and local government. Conclusions drawn from participant data demonstrated that administrators have increased responsibilities working in high-poverty schools compared to non-high-poverty schools, and accountability is a significant factor in their considerations to leave. For example, a chief concern among four principals in this study was the accountability system's tendency to disconnect them from their students and teachers and the day-to-day classroom life. The conclusions are that administrators are critical of

accountability measures but undecided on whether to leave the profession. The data show that administrators are more willing to do the same job in a non-high-poverty school.

An analysis of interview transcripts revealed that accountability was described in a variety of ways, each of which had an influence on the administrator's work. Administrators complied cynically with state and district demands. Because the subject of accountability is always the object of the public's gaze, it is not surprising that administrators attempt to control the way in which their schools are viewed. For example, the study concluded that administrators continue a pursuit of positive publicity and accountability seems to create a negative aspect of their school operations and teacher retention rate. Thus, administrators in this study were clear in their assertion that the level of accountability was among the most significant responsibilities of their jobs. As bureaucratic control of public education becomes more pervasive, administrators must maintain a successful balance of accountability and autonomy to do their work to serve the interest of children.

Conclusions to research question four. Interviewed principals expressed a desire to retain and grow successful teachers in their schools. From this study, administrators defined administrative support as providing resources to teachers to support teaching and learning. Administrators spoke of the challenges, opportunities, and frustrations of administrative support in this study. The study pointed to feedback and efforts to improve instruction and an understanding that administrators should focus differently when working with teachers of varying years of experience. The conclusions of this study indicate administrators might show sensitivity to the fact that teachers of varying experience levels perceive things differently, and doing so will decrease the turnover rates in high-poverty schools. Administrators could consider the changing perceptions of administrative support in teachers when designing appropriate

professional-development opportunities. This conclusion is similar to a study by Anast-May, Penick, Schroyer, and Howell (2011), which indicated that teachers perceive their administrator's feedback differently based on their years of experience.

In terms of the practical application of the conclusion, a teacher with 5 years or less experience might be given different content and delivery suggestions during professional development than more experienced colleagues. For example, a new teacher may need more help with delivery of a new concept rather than the content itself. More experienced colleagues might need more help with learning the content related to the new technology. The emergent trends demonstrated that administrators should vary their professional-development approaches among teachers based on their years of experience. The differences and trends in the perceptions of teachers of varying years of experience can provide awareness to administrators that experience matters in terms of how teachers perceive administrative support. Administrative support was found to be a key factor in reinforcing teachers' level of confidence and playing a positive role in a teachers' decision to continue teaching.

Limitations of the Study

There are several potential limitations concerning the results of this study. The study was limited to four administrators and 29 teachers in two schools in a South Carolina upstate public school district. The study was also limited to a small sample size and was non-random. This study was dependent on perspectives of teachers and administrators, which could not detect overstatements or understatements. With surveys and interviews, even if anonymity were assured, it is likely that some respondents were less candid about their perspectives for administrative support and level of accountability.

Implications

Despite study imitations, the results of my research suggest both theoretical and practical implications. The implications of the study add to the body of knowledge regarding educator perception of accountability and administrative support in high-poverty schools. The findings from the study may provide information that schools or districts can use to help reduce teacher turnover in high-poverty schools.

Implications for building-level administrators. School administrators can use the findings of this study to customize their professional-development efforts based on their teachers' overall teaching experience and concentrate their efforts on types of support identified from the participants of this study. Having a clear understanding of these trends in teachers' perceived importance of administrative support, school administrators can better customize their support efforts based on the item level analysis provided in this study.

Implications for teachers. This study has implications for teachers in high-poverty schools. The study results showed that there were significant differences in perceived administrative support between teachers with 1 to 5 years of experience and teachers with 6 or more years of experience. There was also a difference in the perception of the level of accountability between teachers with 1 to 5 years of experience and teachers with 6 or more years of experience. These varying perceptions may have a major impact on a teacher's decision to leave the profession all together or simply leave the current position to seek a similar position in a non-high-poverty school.

Implications for administrative policy. The results from this study can help both policy makers and school leaders create more effective policies and teacher-support strategies to address teacher turnover rates at high-poverty schools. These policy efforts and support

strategies should specifically focus on supporting teachers at varied years of experience. Additionally, school leaders and policy makers can use the results of this study to evaluate human resources to ensure that there is a sound plan for supporting teachers in high-poverty schools.

Recommendations for Future Research

The perspectives of the participants in this study provided invaluable information for future study. Additional research may clarify the phenomena of accountability and administrative support. In terms of future research, it would be useful to extend the current trends by examining the following:

1. An expanded study should be conducted with a larger randomized sample of teachers and administrators to clarify reasons teachers are leaving the profession or seek employment in a non-high-poverty school. As this was a qualitative study, the depth of information from teacher input, field observations, and structured interviews from both past and present teachers and administrators could be studied.

2. A quantitative study should be conducted to investigate the relationship between administrative support, level of accountability, and teacher turnover.

3. A study should be conducted with participants who have left the teaching profession. This study examined only the perceptions of teachers still working in two schools. The findings are not as thorough as they could be if teachers who have left the profession had been part of the study.

Recommendations for Future Practice

This study leads to specific recommendations regarding administrative support and levels of accountability in high-poverty schools. The results of this study can potentially inform

professional development for both teachers and administrators alike. Based upon the conclusions of the study, the following should be considered:

1. Understanding the issue of teacher turnover rates in high-poverty schools and the reasons these teachers leave these schools may reduce teacher turnover rates.

2. Administrators should provide opportunities for teachers, especially new teachers, with support of their ideas and hold meaningful conversations as they create a climate that ensures success.

3. Educational leaders must work to provide resources, such as instructional mentors, culturally relevant professional development, and community partnerships, to support teachers in making a positive impact on students in high-poverty schools.

4. The results of this study reinforce the need for individualized leadership approaches by highlighting instructional improvement and feedback, where teacher perceptions significantly differ by years of experience.

Administrators. There are several ways administrators can implement support systems at their schools in order to retain effective teachers. Administrators should work to ensure their teachers have the instructional resources and materials they need to feel equipped to be successful teachers. Administrators can help teachers by giving them other forms of support as they progress through their careers. As evidenced by the survey conclusions, some experienced teachers may not need the same level of administrative support as less experienced teachers. This means that support can almost seem like no support. When administrators have an experienced teacher, their support can be formed by letting them be autonomous in their instructional practices. They can watch them from a distance and support them from behind the scenes by eliminating seemingly irrelevant items that interfere with their instructional day.

Teachers. The data from this study provided a better understanding of the experiences of teachers working in high-poverty schools. It is important to emphasize that networking among teachers will provide a better system of support. Teachers should seek opportunities among colleagues to collaborate with one another.

Summary

The study examined the perspectives of the teachers and administrators who participated in interviews and completed surveys. Every participant in the study, whether the teacher or administrator, agreed that teaching or leading a school is a challenging job with pressure from many sides. In summary, the current study demonstrated that, overall, teachers view administrative support and level of accountability almost equally. The findings revealed that teaching in a high-poverty school is becoming more and more difficult due to varied perceptions of accountability and administrative support.

The research findings in this study support previous research about teaching in high-poverty schools. Educators would appreciate the relief from the level of accountability to properly develop and cultivate the skills needed to support teachers and administrators. This phenomenological study provided useful information and experiences to address the problem that prompted this study. Teacher turnover can affect student learning and school culture. This study is critical because it provides teachers' experiences that may cause them to leave the profession.

The research questions guiding this study asked participants to describe their experiences with administrative support and level of accountability. The results are consistent with those of Ingersoll (2012), who found that teachers are leaving the teaching profession at an alarming rate. The data collected and analyzed in the study examined the perceptions of administrative support

and the level of accountability. Schools and districts need to develop strategies to reduce the

teacher turnover rates in schools. As this study has shown, accountability and administrative

support are evident, influencing the participants' decision to leave the professional all together or

seek employment in non-high-poverty school. Teachers and administrators, if given appropriate

support, will likely remain in high-poverty schools.

References

Adamson, F., & Darling-Hammond, L. (2012). Funding disparities and the inequitable

    distribution of teachers: Evaluating sources and solutions. *Education Policy Analysis*

    Archives, 20(37), 1-9. doi:10.14507/epaa.v20n37.2012

Allensworth, E., Ponisciak, S., & Mazzeo, C. (2009, June). *The schools teachers leave: Teacher*

    mobility in Chicago public schools. Paper presented at the annual Consortium on Chicago

    School Research at the University of Chicago Urban Education Institute, Chicago, IL.

    Abstract retrieved from https://consortium.uchicago.edu/publications/schools-teachers-

    leave-teacher-mobility-chicago-public-schools

America 2000: Excellence in Education Act, H.R. 2460, 102nd Cong., U.S. Department of

    Education (1991).

Anast-May, L., Penick, D., Schroyer, R., & Howell, A. (2011). Teacher conferencing and

    feedback: Necessary but missing! *International Journal of Educational Leadership*

    Preparation, *6*(2), 113-120.

Anderson, E. M. (2012). *Administrative support and alternately certified teachers: A mixed*

    methods study on new teacher support and retention (Doctoral dissertation). Retrieved

    from ProQuest Dissertations and Theses database. (Order No. 3519023)

Atteberry, A., Loeb, S., & Wyckoff, J. (2017). Teacher churning: Reassignment rates and

    implications for student achievement. *Educational Evaluation and Policy Analysis*, *39*(1),

    3-30.

Benson, J. (2015). *Ten steps to managing change in schools*. Alexandra, VA: Association for

    Supervision and Curriculum Development.

Berman, J., McCormack, M., Koehler, K., Connolly, F., Clemons-Erby, D., Davis,

    M.,...Curriero, F. (2018). School environmental conditions and links to academic

    performance and absenteeism in urban, mid-Atlantic public schools. *International*

    Journal of Hygiene and Environmental Health, 2(1), 800- 808. doi:10.1016/j.ijheh.2018

    .04.015

Beteille, T., Kalogrides, D., & Loeb, S. (2011). *Effective schools: Managing the recruitment,*

    development, and retention of high-quality teachers. Thousand Oaks, CA: Sage.

Billingsley, B. S. (1993). Teacher retention and attrition in special and general education: A

    critical review of the literature. *Journal of Special Education, 27*(2), 137-174.

Birkeland, S., & Johnson, S. M. (2002). What keeps new teachers in the swim? *Journal of Staff*

    Development, 23(4), 18-21.

Bland, P., Church, E., & Luo, M. (2014). Strategies for attracting and retaining teachers.

    Administrative Issues Journal, 4(1), 9-16. doi:10.5929/2014.4.1.2

Blasé, J., & Blasé, J. (2001). *Empowering teachers: What successful principals do* (2nd ed.).

    Thousand Oaks, CA: Corwin Press.

Blasé, J., & Kirby, P. (2009). *Bringing out the best in teachers: What effective principals do* (3rd

    ed.).Thousand Oaks, CA: Corwin Press.

Boe, E., Cook, L., & Sunderland, R. (2008). Teacher turnover: Examining exit attrition, teaching

    area transfer, and school migration. *Council for Exceptional Children, 75*(1), 7-31.

Bogdan, R., & Biklen, S. (2007). *Qualitative research for education: An introduction to theories*

    and methods. Boston, MA: Pearson.

Borman, G. D., & Dowling, N. M. (2008). Teacher attrition and retention: A meta-analytic and narrative review of the research. *Review of Educational Research*, *78*(3), 367-409. doi:10 .3102/0034654308321455

Boyd, D., Grossman, P., Ing, M., Hamilton, L., Loeb, S., & Wyckoff, J. (2009). *The influence of school administrators on teacher retention decisions*. Washington, DC: National Center for the Analysis of Longitudinal Data in Education Research.

Boyd, D., Grossman, P., Ing, M., Lankford, H., Loeb, S., & Wyckoff, J. (2011). The influence of school administrators on teacher retention decisions: A follow-up. *American Educational Research Journal, 48*(2), 303-333. doi:10.3102/0002831210380788

Bressler, K. M. (2012). *The relationship of high school teachers' job satisfaction to principal support* (Doctoral dissertation). Retrieved from ProQuest Dissertations and Theses database. (Order No. 3514833)

Brown, K. M., & Wynn, S. R. (2007). Teacher retention issues: How some principals are supporting and keeping new teachers. *Journal of School Leadership*, *17*(6), 664-698.

Brown, K. M., & Wynn, S. R. (2009). Finding, supporting, and keeping: The role of the principal in teacher retention issues. *Leadership and Policy in Schools, 8*(1), 37-63. doi:10.1080 /15700760701817371

Burden, P. R. (1979). *Teachers' perceptions on their personal and professional development* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 302952806)

Burden, P. R. (1982). Implications of teacher career development: New roles for teachers, administrators and professors. *Action in Teacher Education, 4*(3-4), 21-26.

Burke, P., Christensen, J., & Fessler, R. (1984). *Teacher career stages: Implications for staff development*. Bloomington, IN: Phi Delta Kappa Educational Foundation.

Burkhauser, S. (2017). How much do school principals' matter when it comes to teacher working conditions? *Educational Evaluation and Policy Analysis, 39*(1), 126-145.

Cancio, E. J., Albrecht, S. F., & Johns, B. H. (2013). Defining administrative support and its relationship to the attrition of teachers of students with emotional and behavioral disorders. *Education and Treatment of Children*, *35*(4), 71-72. doi:10.1353/etc.2013.0035

Carpenter, D. M., & Ramirez, A. (2012). Exploring the underachievement gap. *Christian Higher Education, 11*(2), 115-130. doi:10.1080/15363759.2012.624458

Carter, P., & Welner, K. (2013). *Closing the opportunity gap.* New York, NY: Oxford University Press.

Carver-Thomas, D., & Darling-Hammond, L. (2017). *Teacher turnover: Why it matters and what we can do about it* (Research Report). Retrieved from https://learningpolicyinstitute.org /product/teacher-turnover-report

Carver-Thomas, D., & Darling-Hammond, L. (2019). The trouble with teacher turnover: How teacher attrition affects students and schools. *Education Policy Analysis Archives*, *27*(36), 1-32. doi:10.14507/epaa.27.3699

Center for Educator Recruitment, Retention, and Advancement. (2017). *Educator supply and demand report 2016-17: Executive summary*. Retrieved from https://www.aaee.org/ resources/Documents/AAEE_Supply_Demand_Report_2017_Ex_Summary_fnl.pdf

Center for Educator Recruitment, Retention, and Advancement. (2019). *Educator supply and demand report 2019-20: Executive summary*. Retrieved from https://www.aaee.org/ resources/Documents/AAEE_Supply_Demand_Report_2020_Ex_Summary_fnl.pdf

Cochran-Smith, M., & Zeichner, K. M. (Eds.). (2010). *Studying teacher education: The report of the AERA panel on research and teacher education*. New York, NY: Routledge.

Common Core State Standards Initiative. (2019). *Frequently asked questions*. Washington, DC: Author.

Corbell, K. A. (2008). *Evaluating the perceptions of success inventory for beginning teachers and its connection to teacher retention*. Raleigh: North Carolina State University.

Cordeau, M. S. (2003). *Mentoring alternatively certified teachers: Principals' perceptions* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3098501)

Creswell, J. W. (2003). *Research design: Qualitative, quantitative, and mixed methods approaches* (2nd ed.). Thousand Oaks, CA: Sage.

Creswell, J. W., & Creswell, J. D. (2018). *Research design: Qualitative, quantitative, and mixed methods approaches* (6th ed.). Thousand Oaks, CA: Sage.

Cross, K. (2011). *Examining the role of principals in the retention of new teachers* (Unpublished master's thesis). Dominican University of California, San Diego.

Darling-Hammond, L. (1997). *Doing what matters most: Investing in quality teaching*. New York, NY: National Commission on Teaching and America's Future.

Darling-Hammond, L. (2000). *Solving the dilemmas of teacher supply, demand, and quality*. New York, NY: National Commission on Teaching and America's Future.

Darling-Hammond, L. (2010). *The flat world and education: How America's commitment to equity will determine our future*. New York, NY: Teachers College Press.

Darling-Hammond, L., Loeb, S., & Luczak, J. (2005). How teaching conditions predict teacher turnover in California schools. *Peabody Journal of Education, 80*(3), 44-70.

Daugherty, L. (2012). *Case study: How perceived behaviors of administrative support influence teacher retention decisions* (Doctoral dissertation). Available from ProQuest Dissertations and Theses database. (UMI No. 3523056)

Deal, T. E., & Peterson, K. D. (2009). *Shaping school culture: The heart of leadership*. San Francisco, CA: Jossey-Bass.

Desravines, J., Aquino, J., & Fenton, B. (2016). *Breakthrough principals: A step-by-step guide to building stronger schools.* San Francisco, CA: Jossey-Bass.

Donaldson, M., & Johnson, S. M. (2011). Teach for America teachers: How long do they teach? Why do they leave? *Phi Delta Kappan Magazine, 93*, 47-49.

Donley, J., Detrich, R., Keyworth, R., & States, J. (2019). *Teacher retention analysis overview*. Oakland, CA: Wings Institute.

Donovan, J. (2014). *Teachers tell us why they've left the classroom*. Boston, MA: W-BUR.

DuFour, R. (2016). *In praise of American educators: And how they can become even better.* Bloomington, IN: Solution Tree Press.

Du Plessis, A. E. (2016). Leading teachers through the storm: Looking beyond the numbers and turning the implications of out-of-field teaching practices into positive challenges. *International Journal of Educational Research, 79*, 42-51. doi:10.1016/j.ijer.2016.06.010

Eros, J. (2011). The career cycle and the second stage of teaching: Implications for policy and professional development. *Arts Education Policy Review, 112*(2), 65-70.

Elementary and Secondary Education Act, 20 U.S.C. 6391 *et seq*. (1965).

Every Student Succeeds Act, 20 U.S.C. 6301 § 1001 *et seq.* (2015).

Fall, A. (2010). Recruiting and retaining highly qualified special education teachers in high-poverty school districts and schools: Recommendations for education leaders. *Journal of Special Education Leadership, 23*(2), 76-83.

Farinde-Wu, A., Allen-Handy, A., & Lewis, C. W. (2017). *Black female teachers: Diversifying the United States teacher workforce*. London, England: Emerald.

Feng, L. (2009). Opportunity wages, classroom characteristics, and teacher mobility. *Southern Economic Journal, 75*(4), 165-166.

Fowler, F. (2013). *Policy studies for educational leaders.* Boston, MA: Pearson.

Fraise, N. J., & Brooks, J. S. (2015). Toward a theory of culturally relevant leadership for school-community culture. *International Journal of Multicultural Education*, *34*(1), 6-10.

Garcia, E., & Weiss, E. (2019). *The teacher shortage is real, large and growing, and worse than we thought*. Washington, DC: Economic Policy Institute.

Glewwe, P., Ilias, N., & Kremer, M. (2003). *Teacher incentives*. Cambridge, MA: National Bureau of Economic Research.

Glover, E. S. (2013). *The myth of accountability: What we don't know.* Lanham, MD: Rowman & Littlefield.

Goldring, R., Taie, S., & Riddles, M. (2014). *Teacher attrition and mobility: Results from the 2012-2013 Teacher Follow-up Survey* (NCES Publication No. 2014077). Retrieved from https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=2014077

Gonzalez, L., Brown, M., & Slate, J. (2008). Teachers who left the teaching profession: A qualitative understanding. *Qualitative Report, 13*(1), 11-20.

Gray, L., & Taie, S. (2015). *Public school teacher attrition and mobility in the first five years: Results from the first through fifth waves of the 2007-08 beginning teacher longitudinal*

study (NCES Publication No. 2015337). Retrieved from https://nces.ed.gov/pubsearch/

pubsinfo.asp?pubid=2015337

Greenville County Schools. (2017). *Teacher retention survey*. Greenville, SC: Author.

Grissom, J. A. (2011). Can good principals keep teachers in disadvantaged schools? Linking

principal effectiveness to teacher satisfaction and turnover in hard-to-staff environments.

Teachers College Record, *113*(11), 2552-2585.

Grover, K. O. (2014). Jessica's journey: Transforming school culture. *Educational Horizons*,

92(1), 16-20.

Gruenert, S., & Whitaker, T. (2015). *School culture rewired: How to define, assess, and

transform it*. Alexandria, VA: Association for Supervision and Curriculum Development.

Guarino, C. M., Santibanez, L., & Daley, G. A. (2006). Teacher recruitment and retention: A

review of the recent empirical literature. *Review of Educational Research, 76*(2), 173-

208. doi:10.3102/00346543076002173

Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal

of Human Resources, 39*(2), 326-354.

Hanushek, E. A., Rivkin, S. G., & Schiman, J. C. (2016). Dynamic effects of teacher turnover on

the quality of instruction. *Economics of Education Review, 55*(2), 132-148. doi:10.1016/j

.econedurev.2016.08.004

Haraway, D. L. (2012). Why take the time to teach school culture? *Curriculum and Teaching

Dialogue, 14*(1-2), 77-88.

Harrison, D. (2006, June 11). Teacher turnover spikes: Some former Roanoke teachers say

morale was low and pressure from No Child Left Behind was high. *Roanoke Times*, p. B-

3.

Haynes, M. (2014). *On the path to equity: Improving the effectiveness of beginning teachers*. Washington, DC: Alliance for Excellent Education.

Hughes, G. D. (2012). Teacher retention: Teacher characteristics, school characteristics, organizational characteristics, and teacher efficacy. *Journal of Educational Research, 105*(4), 245-255. doi:10.1080/00220671.2011.584922

Ingersoll, R. M. (2001a). *A different approach to solving the teacher shortage problem* (Policy Brief). Retrieved from University of Pennsylvania, Consortium for Policy Research and Education website: https://repository.upenn.edu/cpre_policybriefs/21/

Ingersoll, R. M. (2001b). Teacher turnover and teacher shortages: An organizational analysis. *American Educational Research Journal*, *38*(3), 499-534.

Ingersoll, R. M. (2002). *Out-of-field teaching, educational inequality, and the organization of schools: An exploratory analysis* (Research Report). Retrieved from University of Pennsylvania, Consortium for Policy Research and Education website: https://repository.upenn.edu/cpre_researchreports/22/

Ingersoll, R. M. (2012). Beginning teacher induction: What the data tell us. *Phi Delta Kappan, 93*, 47-51.

Ingersoll, R. M., May, H., & Collins, G. (2017). *Minority teacher recruitment, employment, and retention: 1987 to 2013*. Palo Alto, CA: Learning Policy Institute.

Ingersoll, R. M., & Merrill, L. (2017). *A quarter century of changes in the elementary and secondary teaching force: From 1987 to 2012*. Washington, DC: National Center for Education Statistics.

Ingersoll, R. M., Merrill, L., & May, H. (2016). Do accountability policies push teachers out? *Educational Leadership, 73*(8), 44-49.

Ingersoll, R. M., Merrill, E., & Stuckey, D. (2018). The changing face of teaching. *Educational Leadership, 75*(8), 44-49.

Ingersoll, R. M., Merrill, E., Stuckey, D., & Collins, G. (2018). *Seven trends: The transformation of the teaching force—updated October 2018* (Research Report). Retrieved from University of Pennsylvania, Consortium for Policy Research and Education website: https://repository.upenn.edu/cpre_researchreports/108/

Ingersoll, R. M., & Smith, T. M. (2003). The wrong solution to the teacher shortage. *Educational Leadership, 60*(8), 30-33.

Ingersoll, R. M., & Smith, T. M. (2004, May). *The impact of induction and mentoring on beginning teacher turnover in high- and low-poverty schools*. Paper presented at the annual meeting of the American Educational Research Association, San Diego, CA.

Ingersoll, R. M., & Strong, M. (2011). The impact of induction and mentoring programs or beginning teachers: a critical review of the research. *Review of Educational Research, 81*(2), 201-233.

Johnson, S. M. (2006). *The workplace matters: Teacher quality, retention, and effectiveness*. Washington, DC: National Education Association Research Department.

Johnson, S. M., Berg, J. H., & Donaldson, M. L. (2005). *Who stays in teaching and why: A review of the literature on teacher retention*. Cambridge, MA: Harvard Graduate School of Education.

Johnson, S. M., Kardos, S. M., Kauffman, D., Liu, E., & Donaldson, M. L. (2004). The support gap: New teachers' experiences in high-income and low-income schools. *Education Policy Analysis Archives*, *12*(1), 25-29.

Johnson, S. M., Kraft, M. A., & Papay, J. P. (2012). How context matters in high-need schools: The effects of teachers' working conditions on their professional satisfaction and their students' achievement. *Teachers College Record*, *114*(10), 1-39.

Kelchtermans, G. (2017). Should I stay or should I go? Unpacking teacher attrition/retention as an educational issue. *Teachers and Teaching, 23*(8), 961-977.

Kena, G., Hussar, W., McFarland, J., de Brey, C., Musu-Gillette, L., Wang, X.,...Velez, E. (2016). *The condition of education 2016: Teachers and staff*. Washington, DC: National Center for Education Statistics.

Kini, T., & Podolsky, A. (2016). *Does teaching experience increase teacher effectiveness? A review of the research*. Palo Alto, CA: Learning Policy Institute.

Kokka, K. (2016). Urban teacher longevity: What keeps teachers of color in one under-resourced urban school? *Teaching and Teacher Education, 59*(2), 169-179. doi:10.1016/j.tate.2016 .05.014

Kopkowski, C. (2008). Why they leave. *NEA Today*, *26*(7), 21-29.

Kraft, M. A. (2015). Teacher layoffs, teacher quality, and student achievement: Evidence from a discretionary layoff policy. *Education Finance and Policy*, *10*(4), 467-507.

Kraft, M. A., Marinell, W. H., & Yee, D. (2016). *Schools as organizations: Examining school climate, teacher turnover, and student achievement in NYC*. New York, NY: Teachers College Press.

Kraft, M. A., & Papay, J. P. (2014). Can professional environments in schools promote teacher development? Explaining heterogeneity in returns to teaching experience. *Educational Evaluation and Policy Analysis*, *36*(4), 476-500.

Kukla-Acevedo, M. (2009). Leavers, movers, and stayers: The role of workplace conditions in

    teacher mobility decisions. *Journal of Educational Research, 102*(6), 443-452.

Ladd, H. F. (2011). Teachers' perceptions of their working conditions. *Educational Evaluation*

    and Policy Analysis, *33*(2), 235-261.

Lankford, H., Loeb, S., & Wyckoff, J. (2002). Teacher sorting and the plight of urban schools: A

    descriptive analysis. *Educational Evaluation and Policy Analysis, 42*(1), 37-62.

Lindqvist, P., Nordanger, U. K., & Carlsson, R. (2014). Teacher attrition the first five years: A

    multifaceted image. *Teaching and Teacher Education, 40*(1), 94-103.

Littrell, P. C., & Billingsley, B. S. (1994). The effects of principal support on special and general

    educators' stress, job satisfaction. *Remedial and Special Education*, *15*(5), 297-298.

    doi:10.1177/074193259401500505

Massey, K. J., Warrington, A. S., & Holmes, K. A. (2014). An overview on urban education: A

    brief history and contemporary issues. *Texas Education Review*, *2*(2), 173-183.

McCollum, J. (2012). *A study of the leadership dimensions of national distinguished principals*

    (Doctoral dissertation). Available from ProQuest Dissertations and Theses database.

    (UMI No. 10898650)

McKee, K. L. (2003). *A study of factors related to teacher retention* (Unpublished master's

    thesis). University of North Texas, Dallas.

Melvin, B. K. (2011). *Teacher perceptions of administrative leadership practices and the impact*

    on retention (Doctoral dissertation). Available from ProQuest Dissertations and Theses

    database. (UMI No. 3439060)

Myung, J., Martinez, K., & Nordstrum, L. (2013). *A human capital framework for a stronger*

    teacher force. Stanford, CA: Carnegie Foundation for the Advancement of Teaching.

National Center for Education Statistics. (2007). *Digest of education statistics 2007*. Retrieved from https://nces.ed.gov/pubs2008/2008022.pdf

National Center for Education Statistics. (2013). *Licensed microdata from the 2012-2013 Teacher Follow-up Survey (TFS)*. Retrieved from https://nces.ed.gov/pubsearch/pubsinfo. asp?pubid=2014077

National Commission on Excellence in Education. (1983). *A nation at risk: The imperative for educational reform*. Retrieved from https://edreform.com/wp-content/uploads/2013/02 /A_Nation_At_Risk_1983.pdf

National Commission on Teaching and America's Future. (2003). *No dream denied*. New York, NY: Author.

New Teacher Center. (2013). *2013 TELL Maryland survey: How different educators perceive teaching conditions*. Santa Cruz, CA: Author.

Papay, J. P., Bacher-Hicks, A., Page, L. C., & Marinell, W. H. (2017). The challenge of teacher retention in urban schools: Evidence of variation from a cross-site analysis. *Educational Researcher, 46*(8), 434-448.

Podolsky, A., Kini, T., Bishop, J., & Darling-Hammond, L. (2016). *Solving the teacher shortage: How to attract and retain excellent educators*. Palo Alto, CA: Learning Policy Institute.

Podsen, I. (2002). *Teacher retention: What is your weakest link?* Larchmont, NY: Eye on Education.

Redding, C., & Henry, G. T. (2018). New evidence on the frequency of teacher turnover: Accounting for within-year turnover. *Educational Researcher*, *47*(9), 577-593.

Reininger, M. (2012). Hometown disadvantage? It depends on where you're from. Teachers'
   location preferences and the implications for staffing schools. *Educational Evaluation
   and Policy Analysis*, *34*(2), 127-145.

Ritchhart, R. O. N. (2015). *Creating cultures of thinking: The 8 forces we must master to truly
   transform our schools*. San Francisco, CA: Jossey-Boss.

Ritt, M. (2016). *The impact of high-stakes testing on the learning environment.* London,
   England: Emerald.

Robbins, P. (2015). *Peer coaching to enrich professional practice, school culture, and student
   learning.* Alexandria, VA: Association for Supervision and Curriculum Development.

Ronfeldt, M., Loeb, S., & Wyckoff, J. (2013). How teacher turnover harms student achievement.
   American Educational Research Journal, 50(1), 4-36.

Rumley, M. A. (2010). *Listening to the voices of beginning teachers: Providing meaningful
   administrative support is a moral act and results in increasing retention among
   beginning educators* (Doctoral dissertation). Available from ProQuest Dissertations and
   Theses database. (UMI No. 3434162)

Rury, J. (2016). *Education and social change: Contours in the history of American schooling*.
   New York, NY: Routledge.

Russell, E. M., Williams, S. W., & Gleason-Gomez, C. (2010). Teachers' perceptions of
   administrative support and antecedents of turnover. *Journal of Research in Childhood
   Education*, *24*(3), 195-208. doi:10.1080/02568543.2010.487397

Schmoker, M. J. (2011). *Focus: Elevating the essentials to radically improve student learning*.
   Alexandria, VA: Association for Supervision and Curriculum Development.

Scholastic and the Bill and Melinda Gates Foundation. (2009). *Primary sources: America's teachers on America's schools*. Seattle, WA: Author.

Shen, J. (1997). Teacher retention and attrition in public schools: Evidence from SASS 91. The *Journal of Educational Research, 91*(1), 81-88.

Simon, N. S., & Johnson, S. M. (2015). Teacher turnover in high-poverty schools: What we know and can do. *Teachers College Record*, *117*(1), 1-36.

Sorensen, L. C., & Ladd, H. (2018). *The hidden costs of teacher turnover*. Washington, DC: National Center for Analysis of Longitudinal Data in Education Research.

South Carolina Department of Education. (2019a). *Assessment information*. Retrieved from http://ed.sc.gov/policy/education-laws-legislation/office-of-governmental-affairs /requests-from-general-assembly/assessment-information/

South Carolina Department of Education. (2019b). *Educator equity profile*. Retrieved from http://ed.sc.gov/districts-schools/school-improvement/feature-boxes/south-carolina -equity-plan/

South Carolina Legislature. (2018). *Education Accountability Act: Excerpts from Section 59-18-325*. Retrieved from https://www.scstatehouse.gov/code/t59c018.php

Steele, J. L., Pepper, M. J., Springer, M. G., & Lockwood, J. (2015). The distribution and mobility of effective teachers: Evidence from a large, urban school district. *Economics of Education Review, 48*(1), 86-101. doi:10.1016/j.econedurev.2015.05.009

Stripling, B. K. (2015). Creating a culture of intellectual freedom through leadership and advocacy. *Knowledge Quest*, *22*(1), 11-19.

Stronge, J. H., Ward, T. J., & Grant, L. W. (2011). What makes good teachers good? A cross-case analysis of the connection between teacher effectiveness and student achievement. *Journal of Teacher Education, 62*(4), 339-355. doi:10.1177/0022487111404241

Suber, C. (2012). Characteristics of effective principals in high-poverty South Carolina elementary schools. *International Journal of Educational Leadership Preparation, 7*(1), 2-16.

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). *A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S* (Research Report). Retrieved from https://learningpolicyinstitute.org/product/coming-crisis-teaching

Sutcher, L., Darling-Hammond, L., & Carver-Thomas, D. (2019). Understanding teacher shortages: An analysis of teacher supply and demand in the United States. *Education Policy Analysis Archives*, *27*(35), 1-39.

Tschannen-Moran, M. (2014). *Trust matters: Leadership for successful schools.* San Francisco, CA: Jossey-Bass.

Tye, B. B., & O'Brien, L. (2002). Why are experienced teachers leaving the profession? *Phi Delta Kappan*, *84*, 24-32. doi:10.1177/003172170208400108

Urick, A. (2016). The influence of typologies of school leaders on teacher retention: A multilevel latent class analysis. *Journal of Educational Administration, 54*(4), 434-468. doi:10.1108 /JEA-08-2014-0090

U.S. Census Bureau. (2019). *Quick facts*. Washington, DC: Author.

U.S. Department of Agriculture. (2018). *National school lunch program: Feeding the future with healthy school lunches*. Washington, DC: Author.

U.S. Department of Education. (2018). *Every Student Succeeds Act (ESSA)*. Retrieved from

    https://www.ed.gov/essa?src=rn

U.S. Department of Education. (2019). *Office of postsecondary education: Teacher shortage*

    areas. Retrieved from https://www2.ed.gov/about/offices/list/ope/pol/tsa.html

Vilson, J. L. (2015). The need for more teachers of color. *American Educator, 39*(2), 27-31.

Zepeda, S. (2008). *Professional development: What works?* Larchmont, NY: Eye on Education.

Appendix A: Institutional Review Board Approval Form

Institutional Review Board (IRB) approval refers to research involving human subjects whether on or off campus. Significant changes in design, participants, or measures must be approved by the IRB. Any unexpected adverse effects on human subjects due to the procedure should be reported to the IRB Chair immediately.

Date:1/7/2020

Principal Investigator: Dr. Dugle

Co - Investigator (if one): Andre Dukes

Application Type: ☐ Exempt   ☒ Expedited   ☐ Full Review

Project Title: Educator Turnvover Rates in High-poverty school

___

Board Comments: Student has approval from Greenville County Schools IRB. He has made all necessary accommodations they required. Student is cleared to complete the study.

Board Decision:
☒　Approved, Minimal Risk
☐　Approved, Expedited
☐　Approved, Exempt Status
☐　Conditional Approval, with the following stipulations:

☐　Not approved for these reasons:

Approval Period: one year

_____　　　4/30/2020
　　　5/1/2021
Chair Signature　　　　　　　　　　　　　　　Date of Approval   Expiration Date

(Form created - 10/20/2015)

Appendix B: Sponsoring District IRB Approval Form

Greenville County Schools IRB Approval

From: Crumbacher, Christine
Sent: Wednesday, February 5, 2020 4:21:27 PM
To: Dukes, Andre
Cc: Beltran, Maria
Subject: RDSA Approved

Good afternoon,

Congrats! Your RDSA has been approved. You may start your research.

Christine Crumbacher, Ph.D.

Evaluation Specialist

Accountability & Quality Assurance

301 E. Camperdown Way

Office: 864-355-3178

Appendix C: Survey Invitation Letter

Dear Colleague,

My name is Andre Dukes (doctoral candidate at North Greenville University), and I am collecting research to examine the lived experiences of teachers and administrators who work in high-poverty schools and to determine their perceptions of administrative support and levels of accountability.

DESCRIPTION: You are invited to participate in **a phenomenological research study** on how teaching in a high-poverty school impacts teacher turnover rates. The focus of this phenomenological study is to provide a deeper understanding of the lived experiences of teachers and administrators that work in high-poverty schools and their perceptions of administrative support and levels of accountability. Understanding teachers' and administrators' perceptions of administrative support and levels of accountability will enable school leaders to examine existing practices and to develop support systems that will decrease teacher turnover rates in high-poverty schools.

The survey is part of a research study designed to examine how participants perceive certain phenomena in a high-poverty school. Please complete this survey at your leisure. I understand that our nation is currently experiencing an unusual situation, which may produce anxiety related to our mental health and our jobs. However, this survey is voluntary, takes approximately 8 minutes to complete, and you may opt-out at any time. Your private information will not be collected, used, or distributed for future research studies.
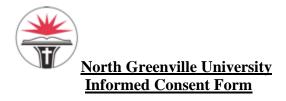
To begin the survey, just click the link below.

https://docs.google.com/forms/d/e/1FAIpQLSeyNNUZDeN6t5nGpuab2PJ3MimSpRRLOlMRCM9VjxU4VD5aDw/viewform

Thank you for your time!

Andre Dukes

For additional questions, please email me at Dukes0914@ngu.edu.

Appendix D: Informed Consent Form

North Greenville University
Informed Consent Form

DESCRIPTION: You are invited to participate in **a phenomenological research study** on the effects of teaching in high-poverty schools have on teacher turnover rates. The focus of this phenomenological study is to provide a deeper understanding of the lived experiences of teachers and administrators that work in high-poverty schools and their perceptions of administrative support and levels of accountability. Understanding teachers and principals' perceptions of administrative support and levels of accountability will enable school leaders to examine existing practices and to develop support systems that will decrease teacher turnover rates in high-poverty schools.

You will be asked to participate in an interview session (administrators) or a focus group interview (teachers). During the interview and or focus group you will be asked four questions that should take approximately 45 minutes. The researcher will take notes during the interview and focus group discussion and will also record the interview and discussion for coding and accuracy purposes. The tapes and notes will be kept for three years and then will be discarded.

TIME INVOLVEMENT: Your participation will take approximately 45 minutes. Your participation will include one 45 minute interview during the second semester of the 2019-2020 school year.

RISKS AND BENEFITS: The risks associated with this study are negligible. The benefits which may reasonably be expected to result from this study are a thorough understanding of teacher turnover by exploring teacher turnover rates in high-poverty schools. This qualitative phenomenological study will provide a rich description of teachers and principals' experience of administrative support and levels of accountability in high-poverty schools. We cannot and do not guarantee or promise that you will receive any benefits from this study. Your decision whether or not to participate in this study will not affect your employment.

PAYMENTS: You will receive no compensation for your participation.

PARTICIPANT'S RIGHTS: If you have read this form and have decided to participate in this project, please understand your **participation is voluntary** and you have the **right to withdraw your consent or discontinue participation at any time without penalty or loss of benefits to which you are otherwise entitled**. **The alternative is not to participate.** You have the right to refuse to answer particular questions. The results of this research study may be presented at scientific or professional meetings or published in scientific journals. Your individual privacy will be maintained in all published and written data resulting from the study.

Your private information collected as part of the research, even if identifiers are removed, will not be used or distributed for future research studies.

CONTACT INFORMATION:
Questions: If you have any questions, concerns or complaints about this research, its procedures, risks and benefits, contact the Protocol Director, **Andre M. Dukes at Dukes0914@ngu.edu.**

Indicate *Yes* or *No*:
I give consent to participate in this study.
___Yes ___No

I give consent to be audiotaped during interviews or focus group.
___Yes ___No

I give consent to be interviewed during this study:
___Yes ___No

I give consent for tapes results from this study to be used for coding and accuracy purposes.
___Yes ___No

The extra copy of this signed and dated consent form is for you to keep.

SIGNATURE _____ DATE _____

Print name of participant _____

Appendix E: Teacher Survey Questions

This survey is part of a research study designed to examine how participants perceive certain phenomena in a high-poverty school. The purpose of this phenomenological study is to examine the lived experiences of educators who work in high-poverty schools and determine their perceptions of administrative support and levels of accountability.

Survey Instructions

You are asked to voluntarily participate in a brief independent survey and share your experiences concerning teaching, support systems, and accountability. No personal identifying information is asked of you, only your response as it relates to the topics of study. The goal of this survey is to have each participant reflect on their professional experience with accountability and administrative support. NOTE: This survey was completed using Google Forms.

1) How many years of experience in your content area have you taught in this school? Mark only one:

   1 to 5 years

   6 to 11 years

   12 to 20 years

   21 years or more

2) As a teacher in a high-poverty school, describe the concept of accountability using only 1 to 2 sentences. Describe as if to a layperson.
3) As a teacher in a high-poverty school, in 1 to 2 sentences describe specific ways that administration supports you. Describe as if to a layperson.
4) Accountability: Consider the level of accountability in your work at this high-poverty school and rate the likelihood of leaving the education profession all together.
   Mark only one:
   Very Likely
   Likely
   Unlikely
   Very Unlikely
5) Administrative Support: Consider the level of administrative support in your work at this high-poverty school and rate the likelihood of leaving the education profession all together.
   Mark only one:
   Very Likely
   Likely
   Unlikely
   Very Unlikely

6) Accountability: Consider the level of accountability and rate the likelihood of leaving this high-poverty school to do the same job in a non-high-poverty school.
   Mark only one:
   Very Likely
   Likely
   Unlikely
   Very Unlikely

7) Administrative Support: Consider the level of administrative support and rate the likelihood of leaving this high-poverty school to do the same job in a non-high-poverty school.
   Mark only one:
   Very Likely
   Likely
   Unlikely
   Very Unlikely

Thank you for your time.

Appendix F: Interview Protocol

INSTRUCTIONS Good morning (afternoon). My name is Andre M. Dukes. Thank you for coming. You have been selected to speak with me today because you have been identified as someone who has a great deal to share about teaching, support systems and accountability measures. There are no right or wrong or desirable or undesirable answers. I would like you to feel comfortable with saying what you really think and how you really feel. The goal is to have the participant reconstruct his or her lived experience (s) on administrative support and levels of accountability. This phenomenological research study is proposed to explore how teachers and principals perceive administrative support and accountability within the context of a high-poverty school. The focus of this phenomenological study is to provide a deeper understanding of the lived experiences of teachers and principals that work in high-poverty schools and their perceptions of administrative support and levels of accountability.

In addition, you must sign a consent form devised to meet our human subject requirements. Essentially, this document states that: (1) all information will be held confidential, (2) your participation is voluntary and you may stop at any time if you feel uncomfortable, and (3) I do not intend to inflict any harm. Thank you for your agreeing to participate.

I have planned this interview to last 45 minutes. During this time, I have several questions that we would like to cover. If time begins to run short, it may be necessary to interrupt you in order to push ahead and complete this line of questioning.

Principal Interview Questions

1. How many years have you been in your current role at this school?

2. In your own words as an administrator, in a high-poverty school, in one to two sentences how would you describe the way that you support your teachers if you were to relay this information to a lay person?

3. Use a few words (no more than 10) describe the concept of accountability in a high-poverty school and what it means to you as an administrator?

4. Now I am going to ask you to consider the level of accountability that you experience in your work in this high-poverty school for just a moment. On a scale between very likely, likely, unlikely, or very unlikely how would you say that the level of accountability is influencing a decision for you to leave the profession all together?

5. How does the level of accountability influence the likeliness that you might seek employment in a non-high-poverty school?

Thank you for your participation.