

# Understanding Teacher-Autonomy in Grand Valley State University Charter Public Schools, Year 2 Report

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This report uses teacher survey data to examine the extent Grand Valley State University charter public schools demonstrate characteristics of Teacher-Powered Schools.

Key findings include:

- Between 3 to 22 percent of teachers report having dismissal, administrative, hiring, or educational program autonomy.
- The percentage of teachers reporting hiring autonomy increased by 2 percentage points in the past year, while the share of teachers reporting learning program autonomy declined by eight percentage points.
- Significant shifts in teachers' responses over the past year reveal changing patterns in their opportunities to hire teachers and classified staff, shape the learning program, and determine school-level policies.

Recommendations include:

- Support schools to identify areas feasible for teachers to have greater independence to make decisions.
- Inquire about school-level policies or practices that shifted in the past year and significantly altered teachers' perception of autonomy.

## Introduction

Teacher autonomy is the independence, flexibility, and authority teachers have to make decisions related to their school and students (Garvin, 2007; Kara & Bozkurt, 2022; Ramos, 2006). Prior literature has found that teachers' perceptions of autonomy are associated with improved job satisfaction and lower levels of attrition (Suarez & Wright, 2019). This is particularly meaningful given that teacher attrition has a detrimental effect on students' reading and math achievement and is more profound in lower-performing schools (Ronfeldt et al., 2013).

One method for expanding teacher autonomy is transitioning responsibility to teacher teams to design and lead schools. In these teacher-powered schools, teachers are given the freedom and authority to make decisions impacting school and student success, the professional development (PD) calendar, personnel hiring, and budget allocations. The rise in these teacher-powered schools—300 schools in 27 states—is a testament to the importance of teacher autonomy on workplace satisfaction, retention, and student achievement.

In recent years, the Grand Valley State University (GVSU) Charter School Office (CSO) has partnered with Teacher-Powered Schools (TPS)<sup>1</sup>, a project of Education Evolving, to provide trainings through the professional education program to build awareness of the structures and practices in place in teacher-led schools. The emerging partnership is a representation of the GVSU CSO's commitment to supporting 79 charter public schools under its authorization in fostering environments that promote teacher autonomy and collective responsibility. In this report, we analyze survey data from the second administration of the teacher-powered schools survey to explore (a) the prevalence of teacher-powered characteristics in GVSU schools and (b) how these characteristics have changed in the past year. The findings from this report will inform CSO initiatives to enhance teacher autonomy in interested schools and identify policy shifts that significantly impacted teachers' sense of independence in CSO-authorized schools.

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<sup>1</sup> Teacher-Powered Schools (TPS), a project of education evolving, refers to the company the GVSU CSO has partnered with. For most of the report, we refer to teacher-powered schools as individual schools being led by teacher teams.

## Research Questions

This report examines the following research questions:

1. To what extent do GVSU schools demonstrate characteristics of teacher-powered schools? How have these characteristics changed in the past year?
2. To what extent do GVSU schools use teacher-powered practices? How has the use of these practices changed in the past year?

## Methods

**Data Sources.** This report draws on data from the spring 2024 administration of the GVSU CSO School Working Environment Survey. The survey includes items aligned to (a) TPS areas of collective autonomy and (b) teacher-powered practices (Junge, 2019; Junge & Farris-Berg, 2018). The former refers to teachers having the independence to make decisions in [15 areas](#) grouped into three high-level categories: program autonomy, personnel autonomy, and administrative autonomy. The latter describes nine common practices observed in teacher-powered schools. We then shared the survey items with GVSU CSO leadership for review and approval (see Appendix A for copy of survey instrument). We administered the survey through Sogolytics.

**Sample.** We distributed survey invitations to 1,684 full-time teachers working in 74 K-12 schools authorized by the GVSU CSO. At the conclusion of the survey window, 626 teachers (37 percent) completed the entire survey (see Appendix B for school response rates). We further restricted our analytic sample to the 205 teachers working in 57 schools with complete responses from the 2023 and 2024 administrations of the survey. This sample restriction reduces the degree to which results are influenced by changes in the sample of teachers completing the survey.

**Measures.** In this section, we describe the focal measures used in this report. We constructed four measures – administrative autonomy, hiring autonomy, dismissal autonomy, educational program autonomy – derived from an exploratory factor analysis (EFA) of the Teacher Autonomy survey. The EFA explores the relationship between survey items and groups items with common themes into underlying concepts or constructs. Measures obtained from the EFA include multiple questions that group together because of similar patterns in responses. We discuss the four measures below.

- **Administrative Autonomy.** Survey items associated with this measure include how often teachers determine hours related to the workday, staff patterns, staff compensation, and school schedules. Questions used in this measure are included in Appendix A, 1.13-1.19.
- **Hiring Autonomy.** This measure consists of three items gauging how often teachers hire teachers, school leaders, and classified staff for employment. Questions used in this measure are included in Appendix A, 1.6-1.8.
- **Dismissal Autonomy.** Items related to this measure inquire about how frequently teachers dismiss teachers from employment, dismiss school leaders from employment, and determine tenure policy, if any. Questions used in this measure are included in Appendix A, 1.9-1.11, 1.13.
- **Educational Program Autonomy.** Survey items associated with this measure include how frequently teachers determine whether to take Charter Management Organization (CMO)/authorizer assessments, make formal arrangements with the CMO/authorizer to use multiple measures to assess school performance, and determine teacher PD. Questions used in this measure are included in Appendix A, 1.1-1.5.

The measures we identified in the GVSU CSO survey mostly align to the three high-level categories of autonomy cited in TPS literature: program autonomy, personnel autonomy, and administrative autonomy (June & Farris-Berg, 2018). TPS groups items related to hiring and dismissal into the personnel autonomy; results from the EFA of the GVSU CSO survey suggest these items could be grouped into separate constructs. A copy of survey validation results is available upon request.

**Analytic Strategy.** We discuss our analytic process by research question below.

### **1 | To what extent do GVSU schools demonstrate characteristics of teacher-powered schools? How have these characteristics changed in the past year?**

We conducted a series of descriptive and inferential analyses to answer this research question. First, we explored the percentage of teachers who reported having administrative, dismissal, hiring, or educational program autonomy. We classified teachers as having autonomy if they selected “often” or “always” (i.e., the top two answer choices) for at least half of the items associated with each area of autonomy. For instance, if a teacher selected “often” to having the opportunity to hire teachers and classified staff, then they were considered to have hiring autonomy. Second, we report on the distribution of responses to the items associated with respective areas of autonomy. This analysis sought to identify items that may facilitate or hinder teachers’ perceptions of autonomy. Third, we conducted a comparative analysis of responses from the spring 2023 and 2024 surveys to assess shifts in perceived autonomy over time. Finally, we conducted a Chi-squared test to determine if there were statistically significant changes in the distribution of responses across all four response options to the administrative, dismissal, hiring, or educational program autonomy items. We employed the following equation:

$$\chi^2 = \sum \frac{(O_i - E_i)^2}{E_i}$$

Where  $O_i$  represents the observed frequency, and  $E_i$  is the expected frequency. This formula will help determine if the difference in responses to the respective autonomy items between the survey periods is statistically significant.

### **2 | To what extent do GVSU schools use teacher-powered practices? How has the use of these practices changed in the past year?**

To answer this research question, we first explored the percentage of teachers who report their school frequently uses teacher-powered practices. We classified schools as frequently implementing teacher-powered practices if teachers selected “often” or “always” to at least half of the nine items associated with this block of questions. For example, if a teacher selected “always” to schools honoring student voice, encouraging a collaborative culture, taking on a learner mindset, engaging in peer observations, and meaningfully involving families, then they perceive themselves as working in a school that uses teacher-powered practices. We then implemented the same steps used to address the first research questions.

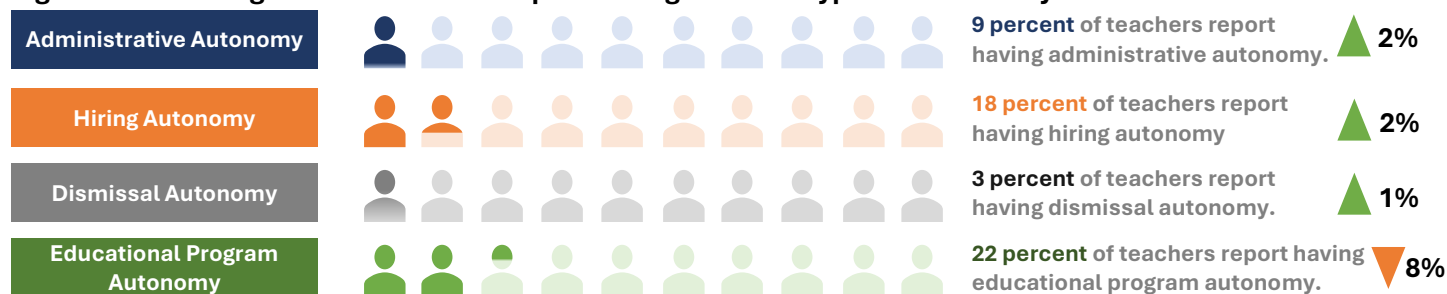
## Results

### 1 | To what extent do GVSU schools demonstrate characteristics of teacher-powered schools?

***Nine percent of teachers report having administrative autonomy which represents a two percentage point increase when compared to 2023.***

The survey included six questions related to administrative autonomy, including having opportunities to access the principal’s discretionary funds, determining hours related to teacher workday, and determining staff compensation. Results in Figure 1 indicate that nine percent of teachers report having administrative autonomy in GVSU schools. This represents a two percentage point increase when compared to results from the prior year. For context, data provided by TPS indicates that 61 percent of schools that joined the national TPS network<sup>2</sup> reported having complete or partial administrative autonomy upon entry.

**Figure 1: Percentage of teachers who report having different types of autonomy in GVSU schools.**

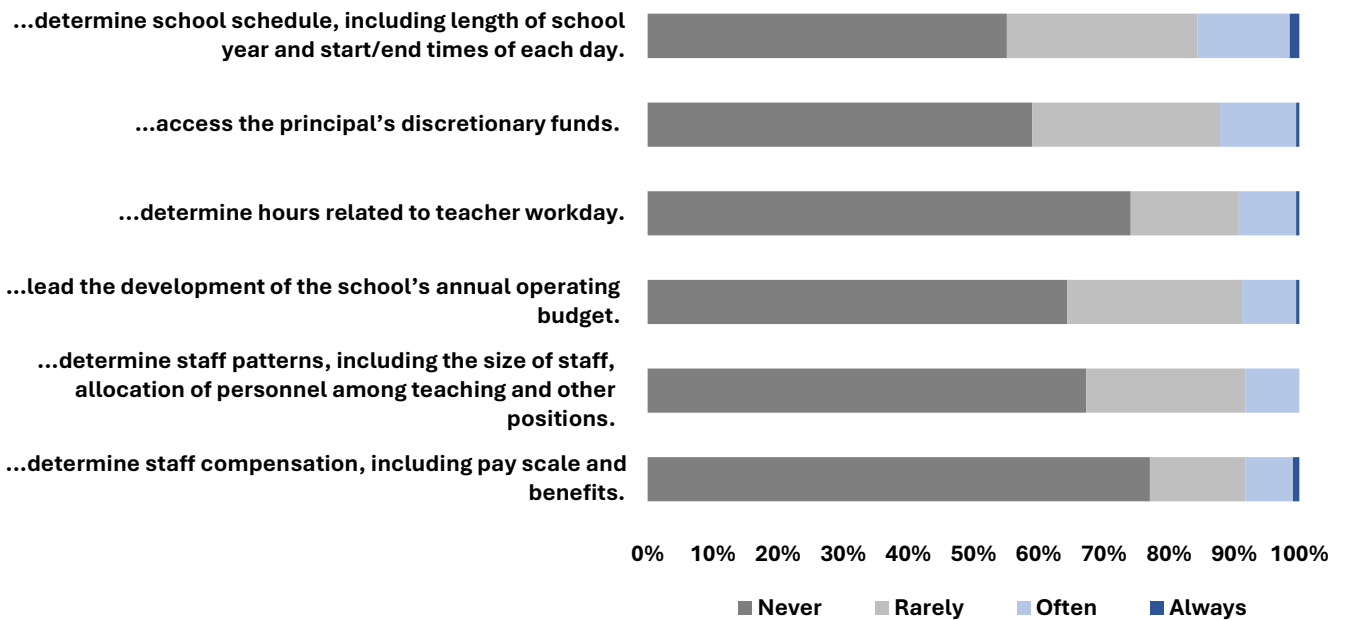


Source: GVSU CSO School Working Environment Survey; author’s analysis

When we explored the distribution of teachers’ responses to administrative autonomy items, Figure 2 reveals that between 9 and 16 percent of teachers reported having regular opportunities (i.e., selecting “always” or “often”) to determine or lead aspects associated with administrative autonomy. Of these items, teachers had the most frequent opportunity to determine the school schedule (16 percent) and access the principal’s discretionary funds (12 percent). In contrast, 77 percent of teachers reported never having the opportunity to determine staff compensation, while approximately two-thirds reported never leading the development of the school’s annual operating budget or determining staff patterns, including the size of staff and allocation of personnel. Finally, we find that the distribution of responses for respondents included in the analytic sample is comparable to the distribution of responses for the full sample.

<sup>2</sup> No GVSU schools are included in the national TPS network at the time of publication.

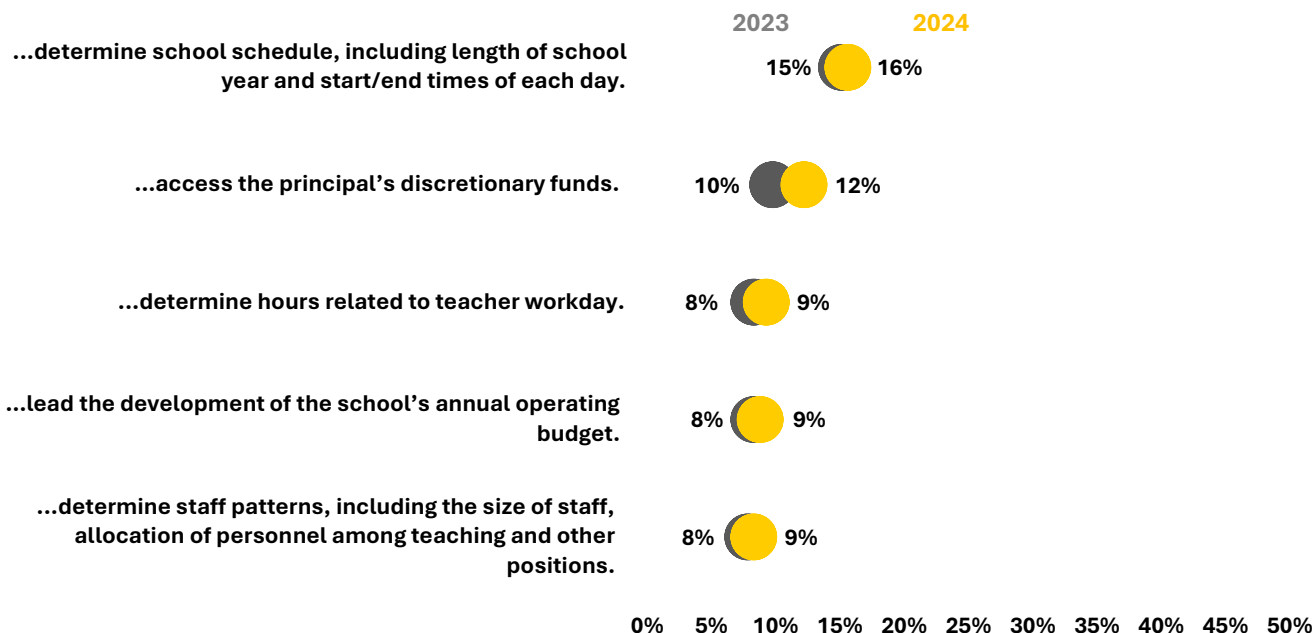
**Figure 2: Distribution of teachers’ responses to administrative autonomy items.**



Source: GVSU CSO School Working Environment Survey; author’s analysis

Lastly, we explored how the percentage of teachers reporting more regular opportunities to engage in administrative autonomy practices changed in the past year. To do so, we compared the percentage of teachers who selected “often” or “always” to administrative autonomy items in 2023 and 2024. Results in Figure 3 reveal a slight increase of one to two percentage points in the past year of teachers reporting more frequent engagement in these practices. For instance, the share of teachers reporting more frequent opportunities to access the principal’s discretionary funds increased by two percentage points in the past year. Additionally, we conducted a Chi-squared test to determine if there were statistically significant changes in the distribution of responses across all four response options to the administrative autonomy items. The results of this test were not statistically significant for any of the administrative autonomy items, which suggests that while there has been a slight increase in teachers reporting more administrative autonomy, we cannot attribute this to any specific changes in school policies or practices.

**Figure 3: The percentage of teachers reporting more regular opportunities to engage in administrative autonomy practices by year.**



Source: GVSU CSO School Working Environment Survey; author's analysis

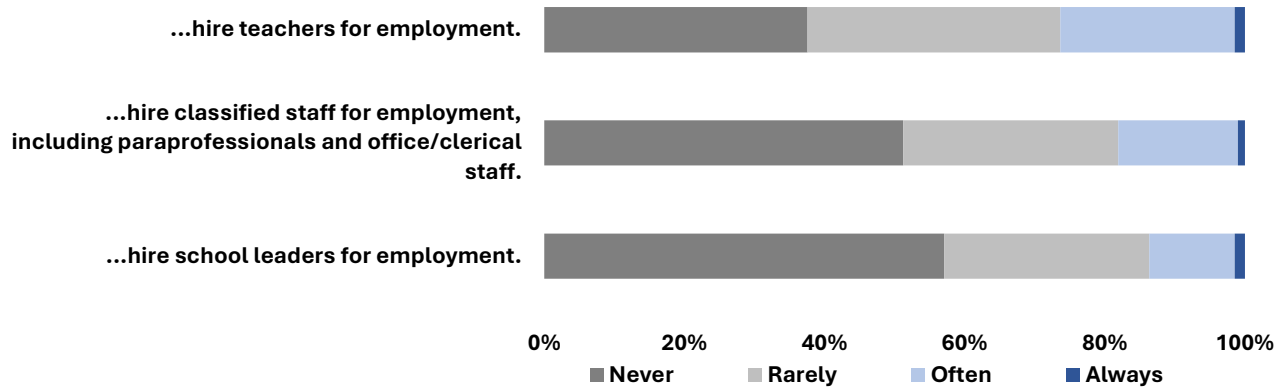
***Eighteen percent of teachers report having hiring autonomy which represents a two percentage point increase when compared to 2023.***

The survey asked teachers three questions about hiring autonomy, including having opportunities to hire school leaders, teachers, and classified staff. Eighteen percent of teachers report having hiring autonomy in GVSU schools (see Figure 1, Page 6). This represents a two percentage point increase compared to results from the prior year. For comparison, 73 percent of schools reported having complete or partial hiring autonomy upon entry into the national TPS network.

When we explored the distribution of teachers' responses to hiring autonomy items, Figure 4 reveals that between 14 and 26 percent of teachers reported having regular opportunities (i.e., selecting "always" or "often") to hire school personnel. Of these items, teachers were more likely to report having the opportunity to hire teachers (26 percent) as compared to classified staff (18 percent) or school leaders (26 percent). Finally, we find that the distribution of responses for respondents included in the analytic sample is comparable to the distribution of responses for the full sample.



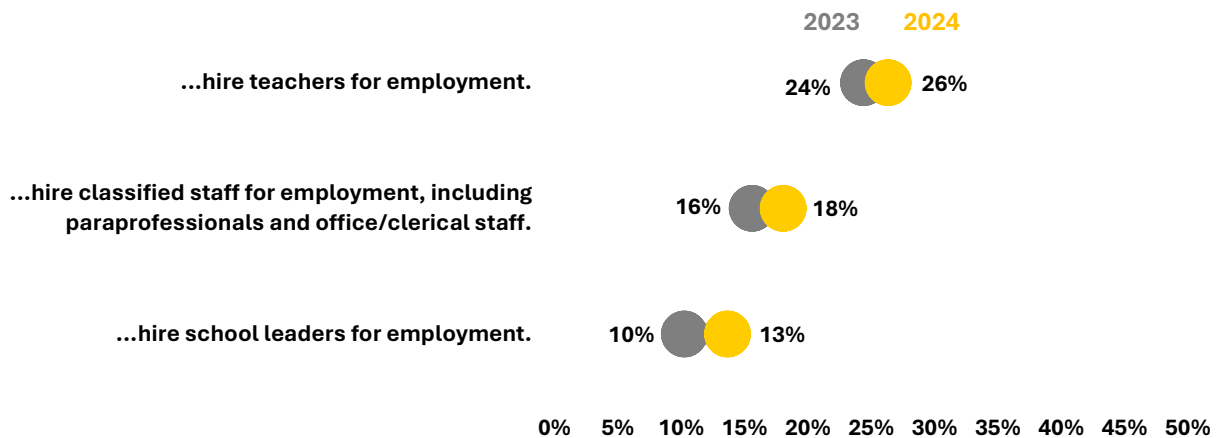
**Figure 4: Distribution of teachers' responses to hiring autonomy items.**



Source: GVSU CSO School Working Environment Survey; author's analysis

Next, we explored changes in the frequency with which teachers reported more regular opportunities to engage in hiring autonomy practices over the past year. To do so, we compared the percentage of teachers who selected “often” or “always” to hiring autonomy items in 2023 and 2024. Results in Figure 5 show a slight increase of two to three percentage points in the past year in the share of teachers reporting more frequent engagement in these practices. For instance, there was a two percentage point increase in teachers reporting more frequent opportunities to hire classified staff. Additionally, we conducted a Chi-squared test to determine if there were statistically significant changes in the distribution of responses across all four response options to the hiring autonomy items. The results of this test were statistically significant for hiring teachers and classified staff for employment, indicating the pattern of responses changed in a meaningful way in the past year. This suggests that there may have been changes in school policies or practices over the past year that has impacted teachers' involvement in hiring decisions.

**Figure 5: The percentage of teachers reporting more regular opportunities to engage in hiring autonomy practices by year.**



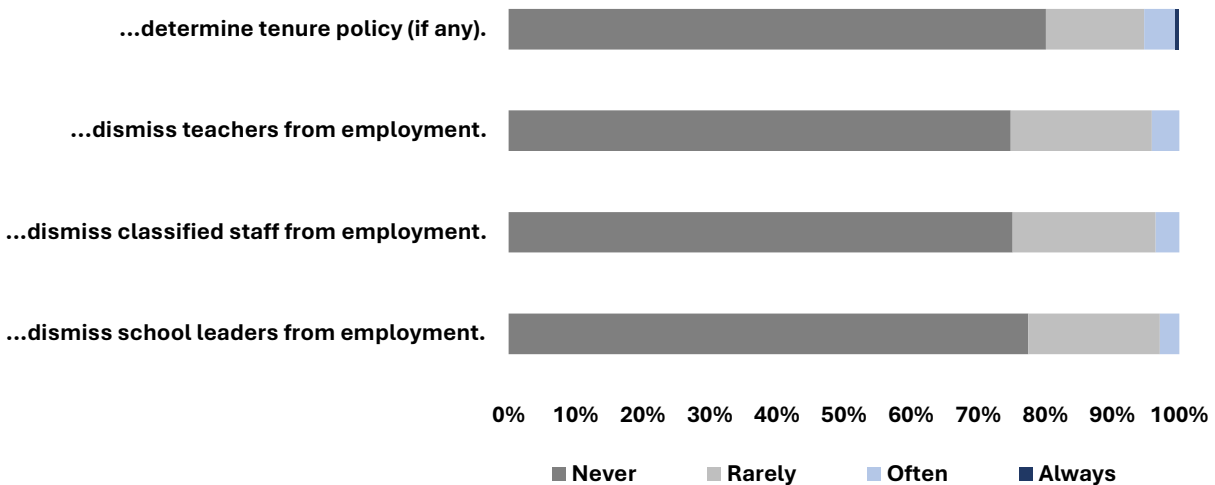
Source: GVSU CSO School Working Environment Survey; author's analysis

**Three percent of teachers report having dismissal autonomy which represents a one percentage point increase when compared to 2023.**

Additionally, the survey asked four questions about dismissal autonomy, including opportunities to dismiss teachers and leaders from employment. Three percent of teachers report having dismissal autonomy in GVSU schools (See Figure 1, Page 6). This represents a one percentage point increase compared to results from the prior year. For context, data from TPS indicates that 44 percent of schools that joined the national TPS network reported having complete or partial dismissal autonomy upon entry.

When disaggregated by items related to dismissal autonomy, results in Figure 6 reveal that between 2 to 5 percent of teachers reported having regular opportunities (i.e., selecting “often” or “always”) to determine tenure policy or dismiss classified staff, teachers, or school leaders from employment. In contrast, between 75 to 80 percent of teachers reported never having the opportunity to determine or lead tasks associated with dismissal autonomy. Finally, we find that the distribution of responses for respondents included in the analytic sample is comparable to the distribution of responses for the full sample.

**Figure 6: Distribution of teachers’ responses to dismissal autonomy items.**

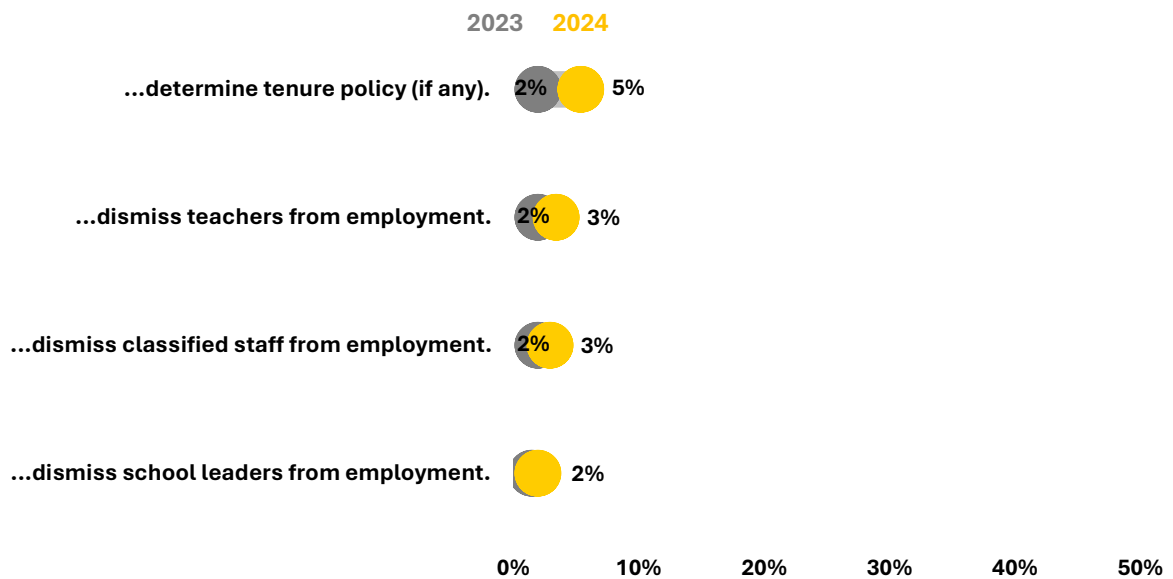


Source: GVSU CSO School Working Environment Survey; author’s analysis

We also explored how the percentage of teachers reporting more regular opportunities to engage in dismissal autonomy practices changed in the past year. To do so, we compared the percentage of teachers who selected “often” or “always” to dismissal autonomy items in 2023 and 2024. Results in Figure 7 show a slight increase of one to three percentage points in the past year in the share of teachers reporting more frequent engagement in these practices. For instance, there was a three-percentage point increase in teachers reporting more frequent opportunities to determine tenure policy. Additionally, we conducted a Chi-squared test to determine if there were statistically significant changes in the distribution of responses across all four response options to the

dismissal autonomy items. The results of this test were not statistically significant for any of the dismissal autonomy items, which suggests that while there has been a slight increase in teachers reporting more dismissal autonomy, we cannot attribute this to any specific changes in school policies or practices. Collectively, results provide further evidence that personnel decisions largely remain the responsibility of building leadership in GVSU schools.

**Figure 7: The percentage of teachers reporting more regular opportunities to engage in dismissal autonomy practices by year.**



Source: GVSU CSO School Working Environment Survey; author's analysis

***Twenty-two percent of teachers report having educational program autonomy, which represents an eight percentage point decrease from 2023.***

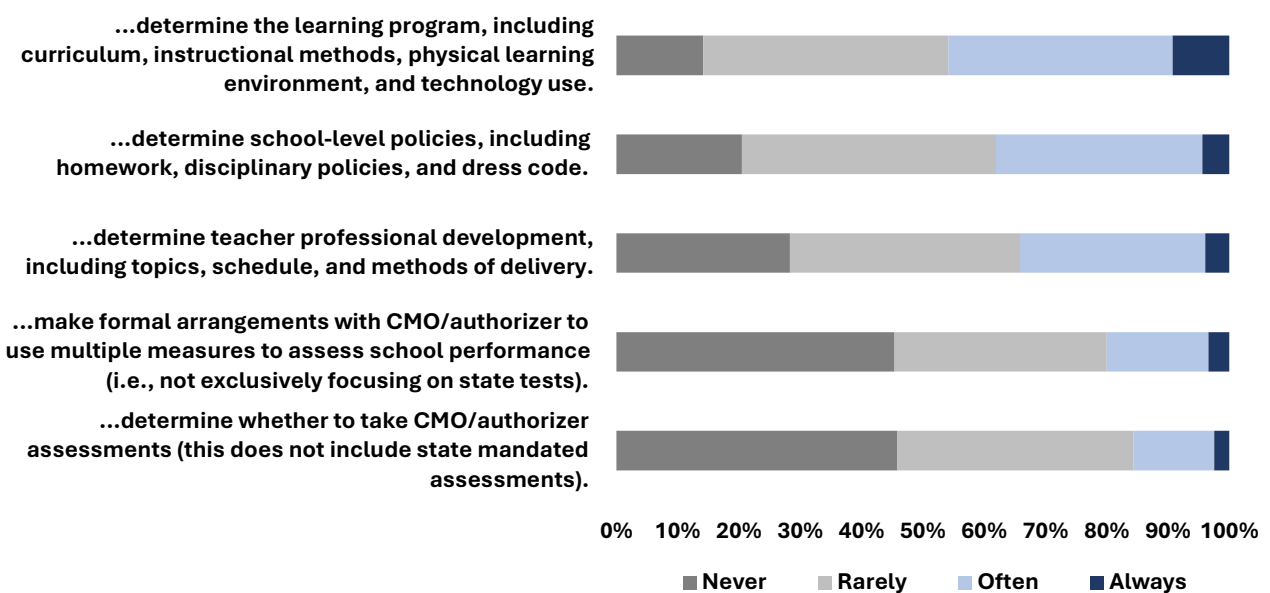
Lastly, the survey asked teachers five questions about educational program autonomy, including having opportunities to determine the learning program, determine professional development, and make arrangements with their CMO or authorizer to use multiple measures to assess school performance. Twenty-two percent of teachers report having educational program autonomy in GVSU schools (See Figure 1, Page 6). This represents an eight percentage point decrease compared to results from the prior year. For comparison, 77 percent of schools reported having complete or partial educational program autonomy<sup>3</sup> upon entry into the national TPS network. Additionally, a larger share of schools joining TPS reported having complete educational program autonomy as compared to the other areas of autonomy, a finding consistent with results from GVSU schools.

When disaggregated by items related to educational program autonomy, results in Figure 8 reveal that between 34 to 46 percent of teachers report having regular opportunities to determine teacher professional development, school-level policies, and the learning program. We suspect these

<sup>3</sup> TPS refers to educational program autonomy as “program” autonomy. The items comprising this area of autonomy are comparable between the GVSU survey and TPS literature.

items occur with greater frequency because they do not require extensive restructuring of school systems or processes. In contrast, less than 20 percent of teachers report having frequent opportunities to make formal arrangements with their CMO/authorizers to use multiple measures to assess performance or determine whether to take CMO/authorizer assessments. Another noteworthy finding is the percentage of teachers who report never having the opportunity to make formal arrangements with their CMO/authorizer (45 percent) or determine whether to take CMO/authorizer assessments (46 percent) is considerably larger than the percentage of teachers selecting this frequency for the other three items associated with educational program autonomy. Finally, we find that the distribution of responses for respondents included in the analytic sample is comparable to the distribution of responses for the full sample.

**Factor 8: Distribution of teachers’ responses to educational program autonomy items.**



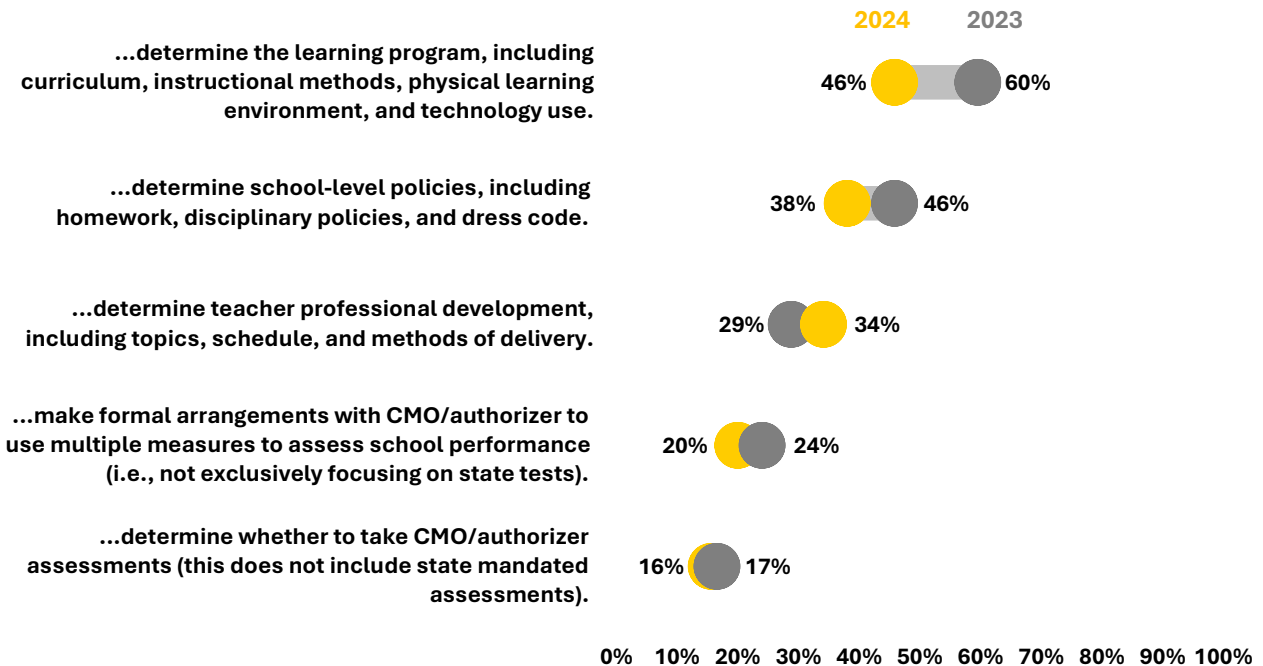
Source: GVSU Teacher-Powered Schools survey; author’s analysis.

We also explored how the percentage of teachers reporting more regular opportunities to engage in educational programming autonomy practices changed in the past year. To do so, we compared the percentage of teachers who selected “often” or “always” to educational programming autonomy items in 2023 and 2024. Results in Figure 9 show a decrease in the share of teachers reporting more frequent engagement in five of the six educational programming autonomy practices. The decline is particularly noticeable for teachers reporting more regular opportunities to determine the learning program (14 percentage point difference) and determine school-level policies (8 percentage point difference). In contrast, the share of teachers who report more frequent opportunities to determine teacher professional development increased by five percentage points in the past year.

Additionally, we conducted a Chi-squared test to determine if there were statistically significant changes in the distribution of responses across all four response options to the educational programming autonomy items. The results of this test were statistically significant for determining

the learning program and school-level policies, indicating that the pattern of responses changed meaningfully in the past year. This suggests that there may have been changes in school policies or practices over the past year that have impacted teachers' involvement in educational programming decisions.

**Figure 9: The percentage of teachers reporting more regular opportunities to engage in educational programming autonomy practices by year.**



Source: GVSU CSO School Working Environment Survey; author's analysis

## 2 | To what extent do GVSU schools use teacher-powered practices?

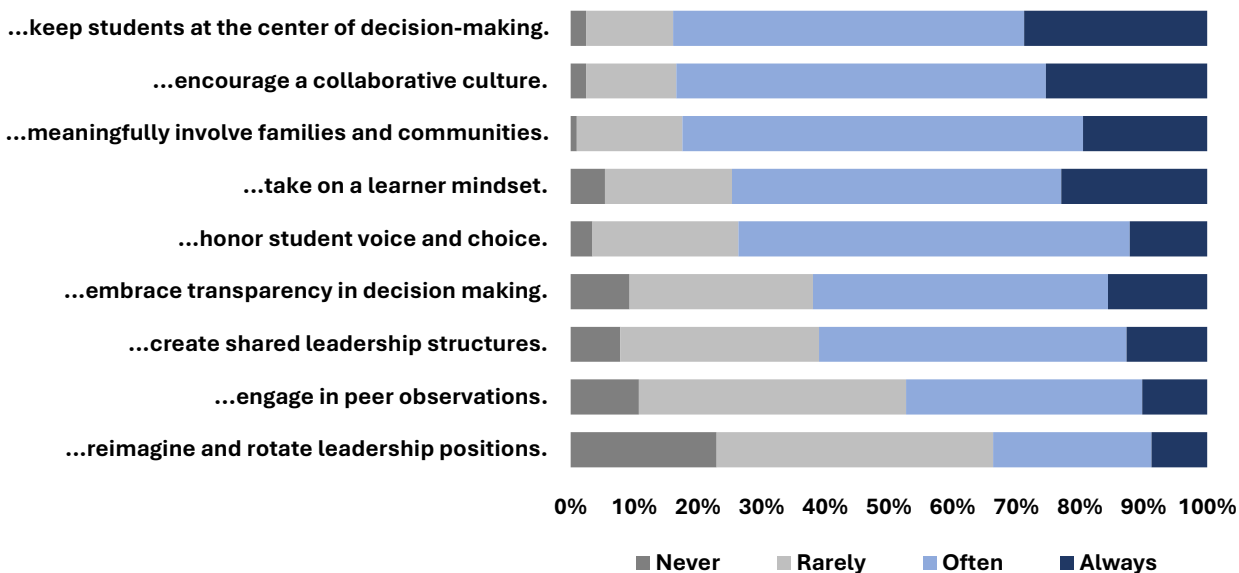
**Seventy-four percent of teachers report their school frequently implements teacher-powered practices, which represents a four-percentage point increase from 2023.**

The survey asked teachers nine questions about how often their school uses teacher-powered practices, including keeping students at the center of decision-making, embracing transparency in decision-making, and reimagining and rotating leadership positions (See Questions 2.1-2.9 in Appendix A). Seventy-four percent of teachers report their school frequently implements teacher-powered practices. This represents a four percentage point increase when compared to results from the prior year.

When disaggregated by items related to teacher-powered practices, results in Figure 10 reveal that between 61 to 84 percent of teachers reported their school frequently creates shared leadership structures, embraces transparency in decision-making, honors student voice and choice, takes on a learner mindset, meaningfully involves families and communities, encourages a collaborative

culture, and keeps students at the center of decision-making. In contrast, fewer teachers reported their school frequently reimagines or rotates leadership positions or engages in peer observations. Additionally, we find that the percentage of teachers who report their school has never reimagined or rotated leadership positions (23 percent) is considerably larger than the percentage of teachers selecting this frequency for all other items.

**Figure 10: Distribution of teachers’ responses to schools’ implementation of teacher-powered practices.**

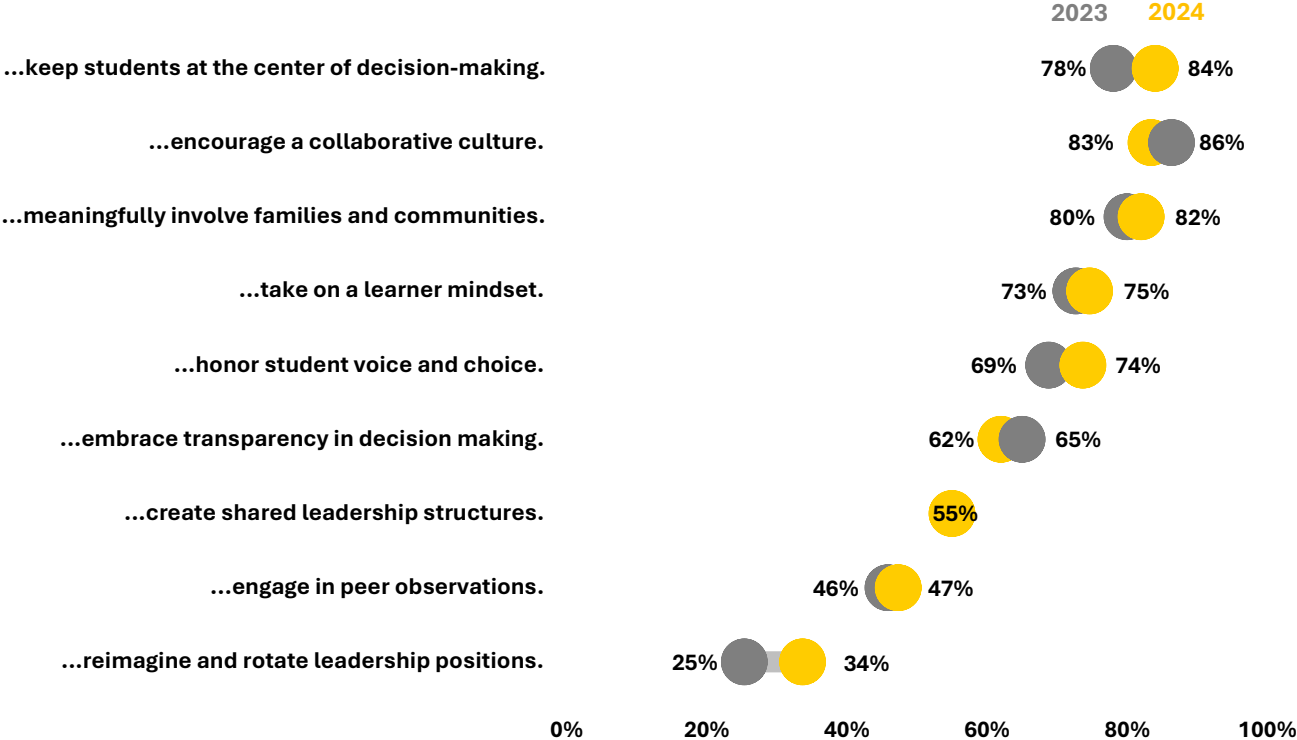


Source: GVSU CSO School Working Environment Survey; author’s analysis

We also explored how the percentage of teachers reporting more frequent implementation of teacher-powered practices changed in the past year. To do so, we compared the percentage of teachers who selected “often” or “always” to the implementation of different teacher-powered practices in 2023 and 2024. Results in Figure 11 reveal more frequent implementation of six teacher-powered practices, with noticeable increases in reimagining and rotating leadership positions (9 percentage point difference) and keeping students at the center of decision-making (6 percentage point difference). In contrast, the share of teachers reporting their school frequently embraces transparency in decision-making and encourages a collaborative culture decreased by three percentage points in the past year.

Finally, we conducted a Chi-squared test to determine if there were statistically significant changes in the distribution of responses across all four response options to the teacher-powered practice items. The results of this test were statistically significant for reimagining and rotating leadership positions, indicating that the pattern of responses changed meaningfully in the past year. This suggests that there may have been changes in school policies or practices over the past year that impacted teachers’ exposure to and engagement in various leadership positions.

**Figure 11: The percentage of teachers reporting more frequent implementation of teacher-powered practices by year.**



Source: GVSU CSO School Working Environment Survey; author’s analysis

## Discussion and Recommendations

This study explored the extent GVSU schools demonstrate characteristics of teacher-powered schools and investigated how these characteristics have evolved in the past year. Here we present three primary findings. First, between 3 to 22 percent of teachers reported having dismissal, administrative, hiring, or educational program autonomy. While perceived dismissal, administrative, and hiring autonomy are mostly comparable year over year, the share of teachers reporting educational program autonomy decreased by eight percentage points. The decline is attributed to a significant shift in teachers' responses to having regular opportunities to determine school-level policies (i.e., determine disciplinary policies and dress code) and the learning program (i.e., determine curriculum and technology use) in the past year. Furthermore, we found significant shifts in teachers' responses to having opportunities to hire teachers and classified staff and reimagine and rotate leadership positions, suggesting that patterns of responses meaningfully changed in the past year. This implies that there may have been changes in school policies or practices over the past year that have impacted teachers' involvement in personnel decisions and access to leadership opportunities.

As mentioned in the previous report, while we examine characteristics of teacher-powered schools and practices present in GVSU schools, this analysis is not intended to serve as a universal recommendation for all schools to adopt the specific model discussed. Teacher Powered Schools<sup>4</sup> believe certain conditions need to be in place at the school, CMO, and authorizer level in order to facilitate the transitioning of responsibility to teacher teams. Enabling conditions at the school level include keeping students at the center of decision-making and using principles of student-centered learning (student-centered); teacher teams prioritize collaboration, learn collaborative skills, practice these skills, and address tensions that arise (collaborative culture); schools embrace transparency and establish trust in the overall model of decision-making (transparency); and teacher teams actively engage in learning and continuous improvement (learner mindsets). Further, schools are best positioned to transition to this model when CMOs and authorizers have the following conditions in place: recognize schools have different needs and provide flexibility with decision-making (site level flexibilities); co-create accountability structures with administrators and teachers (accountability pathways); supports school ideas, requests, and solutions and works to build trusting relationships (ally mentality); establishes board-approved school teacher structures and flexibilities (formalized shared governance); comfortable with establishing collaborative leadership structures, hybrid roles, and rotating leadership positions (adjustments to district systems); and provides teams with dedicated time for collaboration and planning (protection for teams' time). The following two recommendations are intended to support the CSO's future work with interested schools deemed as good fits to transition to the teacher-powered school model. The first recommendation was included in last year's TPS report but warrants inclusion here, given its continued applicability.

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<sup>4</sup> Teacher-Powered Schools (TPS), a project of education evolving, refers to the company the GVSU CSO has partnered with.



## **1 | Support schools to identify areas feasible for teachers to have greater independence to make decisions.**

Several areas of autonomy in teacher-powered schools, including dismissing school leaders and determining staff compensation, require extensive restructuring of the school design in order to transition authority to teachers. However, other areas of autonomy, including determining teacher PD and school-level policies are likely feasible for teachers to assume greater autonomy within the current structure of GVSU schools. Thus, we recommend the CSO work with interested schools in (a) identifying areas feasible for teachers to have greater independence and (b) developing plans for transitioning decision-making to teachers. For example, if a school identifies determining teacher PD as an area to transition decision-making to teacher teams, then the CSO could support the school in (a) identifying the teachers or teams responsible for this area and (b) collaborating with them on the design and facilitation of PD. Finally, it might be a logical starting point to focus on teachers' involvement in determining teacher PD given that (a) it would not require extensive restructuring of the school design or management, and (b) prior literature has demonstrated that teachers' autonomy over PD has potential for improving teacher satisfaction and retention (Worth and Van den Brande, 2020).

## **2 | Inquire about school-level policies or practices that shifted in the past year and significantly altered teachers' perception of autonomy.**

Results revealed a significant shift in teachers' responses to having regular opportunities to determine school-level policies, determine the learning program, hire teachers and classified staff, and reimagine and rotate leadership positions. Future research could identify teachers with meaningful changes (i.e., responding never in 2023 and often in 2024 or responding always in 2023 and rarely in 2024) in responses and recruit them to participate in interviews or focus groups. Here, teachers would be asked to (a) provide the rationale for why responses shifted in the past year, (b) describe any school-level policies or practices that occurred, and (c) discuss how these changes inform their perception of autonomy or independence in their current school. Insights from these interviews or focus groups could provide insights into the policies or practices that are either worthwhile and feasible to implement or detrimental to teachers' perceptions of individual autonomy in schools.

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## Appendices

### Appendix A: Teacher-Powered Schools Survey Instrument

| 1. How often do teachers in your school have the opportunity to...   | Never | Rarely | Often | Always |
|--|-------|--------|-------|--------|
| ...determine the learning program, including curriculum, instructional methods, physical learning environment, and technology use (1).                     | 1     | 2      | 3     | 4      |
| ...determine school-level policies, including homework, disciplinary policies, and dress code (2).   | 1     | 2      | 3     | 4      |
| ...determine teacher professional development, including topics, schedule, and methods of delivery (3).  | 1     | 2      | 3     | 4      |
| ...determine whether to take CMO/authorizer assessments (this does not include state mandated assessments) (4).  | 1     | 2      | 3     | 4      |
| ...make formal arrangements with CMO/authorizer to use multiple measures to assess school performance (i.e., not exclusively focusing on state tests) (5). | 1     | 2      | 3     | 4      |
| ...hire teachers for employment (6).   | 1     | 2      | 3     | 4      |
| ...hire school leaders for employment (7).   | 1     | 2      | 3     | 4      |
| ...hire classified staff for employment, including paraprofessionals and office/clerical staff (8).  | 1     | 2      | 3     | 4      |
| ...dismiss teachers from employment (9).   | 1     | 2      | 3     | 4      |
| ...dismiss school leaders from employment (10).  | 1     | 2      | 3     | 4      |
| ...dismiss classified staff from employment (11).  | 1     | 2      | 3     | 4      |
| ...choose the process and methods for teacher evaluation (12).   | 1     | 2      | 3     | 4      |
| ...determine tenure policy (if any) (13).  | 1     | 2      | 3     | 4      |
| ...lead the development of the school's annual operating budget (14).  | 1     | 2      | 3     | 4      |
| ...access the principal's discretionary funds (15).  | 1     | 2      | 3     | 4      |
| ...determine staff patterns, including the size of staff, allocation of personnel among teaching and other positions (16).                                 | 1     | 2      | 3     | 4      |
| ...determine staff compensation, including pay scale and benefits (17).  | 1     | 2      | 3     | 4      |
| ...determine hours related to teacher workday (18).  | 1     | 2      | 3     | 4      |
| ...determine school schedule, including length of school year and start/end times of each day (19).  | 1     | 2      | 3     | 4      |

| <b>2. How often does your school...</b>                | <b>Never</b> | <b>Rarely</b> | <b>Often</b> | <b>Always</b> |
|--|--------------|---------------|--------------|---------------|
| ...keep students at the center of decision-making (1). | 1            | 2             | 3            | 4             |
| ...meaningfully involve families and communities (2).  | 1            | 2             | 3            | 4             |
| ...honor student voice and choice (3).                 | 1            | 2             | 3            | 4             |
| ...encourage a collaborative culture (4).              | 1            | 2             | 3            | 4             |
| ...embrace transparency in decision making (5).        | 1            | 2             | 3            | 4             |
| ...create shared leadership structures (6).            | 1            | 2             | 3            | 4             |
| ...reimagine and rotate leadership positions (7).      | 1            | 2             | 3            | 4             |
| ...engage in peer observations (8).                    | 1            | 2             | 3            | 4             |
| ...take on a learner mindset (9).                      | 1            | 2             | 3            | 4             |

## Appendix B: School Working Environment Survey Response Rates

**Table B1: School Working Environment Survey Response Rate**

| School Name  | Responses | Invites | Response Rate |
|--|-----------|---------|---------------|
| Achieve Charter Academy                            | 19        | 37      | 51%           |
| Black River Elementary School                      | 13        | 21      | 62%           |
| Black River Middle School/High School              | 12        | 21      | 57%           |
| Byron Center Charter School                        | 7         | 20      | 35%           |
| Canton Preparatory High School                     | 6         | 38      | 16%           |
| Chandler Woods Charter Academy                     | 11        | 37      | 30%           |
| Cornerstone Jefferson-Douglass Academy             | 9         | 17      | 53%           |
| Covenant High School Central                       | 5         | 15      | 33%           |
| Covenant High School East                          | 2         | 5       | 40%           |
| Covenant High School Grand Rapids                  | 7         | 11      | 64%           |
| Covenant High School Southwest                     | 2         | 7       | 29%           |
| Crossroads Charter Academy Elementary              | 2         | 10      | 20%           |
| Crossroads Charter Academy Middle/High             | 4         | 12      | 33%           |
| Detroit Achievement Academy                        | 4         | 16      | 25%           |
| Detroit Enterprise Academy                         | 12        | 36      | 33%           |
| Detroit Merit Charter Academy                      | 8         | 30      | 27%           |
| Detroit Premier Academy                            | 5         | 35      | 14%           |
| Detroit Prep                                       | 3         | 20      | 15%           |
| Eagle's Nest Academy                               | 4         | 4       | 100%          |
| East Arbor Charter Academy                         | 8         | 20      | 40%           |
| Endeavor Charter Academy                           | 5         | 27      | 19%           |
| Excel Charter Academy                              | 24        | 39      | 62%           |
| Flint Cultural Center Academy                      | 13        | 30      | 43%           |
| Fostering Leadership Academy                       | 3         | 4       | 75%           |
| Gerald Dawkins Academy                             | 4         | 7       | 57%           |
| Global Heights Academy                             | 4         | 18      | 22%           |
| Grand River Academy                                | 12        | 34      | 35%           |
| Grand River Preparatory High School                | 9         | 28      | 32%           |
| Hanley International Academy                       | 12        | 37      | 32%           |
| Hillsdale Preparatory School                       | 2         | 4       | 50%           |
| Kalamazoo Covenant Academy                         | 1         | 4       | 25%           |
| Knapp Charter Academy                              | 9         | 28      | 32%           |
| Legacy Charter Academy                             | 5         | 34      | 15%           |
| Light of the World Academy                         | 3         | 14      | 21%           |
| Lincoln-King Adams-Young Academy                   | 5         | 23      | 22%           |
| Madison-Carver Academy                             | 2         | 9       | 22%           |
| Martin Luther King Jr. Education Center Academy    | 5         | 17      | 29%           |
| Metro Charter Academy                              | 6         | 24      | 25%           |
| Michigan Mathematics and Science Academy Dequindre | 19        | 29      | 66%           |
| Michigan Mathematics and Science Academy Lorraine  | 9         | 17      | 53%           |
| Muskegon Covenant Academy                          | 1         | 7       | 14%           |

|  |            |             |            |
|--|------------|-------------|------------|
| New Paradigm College Prep                            | 2          | 3           | 67%        |
| New Paradigm Glazer Academy                          | 5          | 11          | 45%        |
| Oakland Academy                                      | 4          | 11          | 36%        |
| Old Mission Peninsula School                         | 3          | 15          | 20%        |
| Paragon Charter Academy                              | 15         | 35          | 43%        |
| PrepNet Virtual Academy                              | 25         | 56          | 45%        |
| Reach Charter Academy                                | 11         | 27          | 41%        |
| Saginaw Covenant Academy                             | 3          | 5           | 60%        |
| South Canton Scholars Charter Academy                | 13         | 37          | 35%        |
| Taylor Preparatory High School                       | 7          | 21          | 33%        |
| The Greenspire High School                           | 2          | 9           | 22%        |
| The Greenspire School                                | 4          | 9           | 44%        |
| Timberland Charter Academy                           | 12         | 37          | 32%        |
| University Prep Science and Math Elementary - Miller | 5          | 13          | 38%        |
| University Prep Science and Math High School         | 5          | 14          | 36%        |
| University Prep Science and Math Middle School       | 11         | 28          | 39%        |
| University Preparatory Art & Design Elementary       | 4          | 21          | 19%        |
| University Preparatory Art & Design Middle/High      | 12         | 36          | 33%        |
| University Preparatory Elementary - Ellen Thompson   | 8          | 21          | 38%        |
| University Preparatory Elementary - Mark Murray      | 11         | 26          | 42%        |
| University Preparatory High School                   | 17         | 37          | 46%        |
| University Preparatory Middle School                 | 7          | 23          | 30%        |
| Vanderbilt Charter Academy                           | 12         | 28          | 43%        |
| Vanguard Charter Academy                             | 15         | 35          | 43%        |
| Walker Charter Academy                               | 12         | 36          | 33%        |
| Warrendale Charter Academy                           | 12         | 37          | 32%        |
| Washington-Parks Academy                             | 5          | 18          | 28%        |
| West Michigan Academy of Arts and Academics          | 21         | 36          | 58%        |
| West Michigan Aviation Academy                       | 17         | 38          | 45%        |
| Westfield Charter Academy                            | 12         | 41          | 29%        |
| Westfield Preparatory High School                    | 20         | 40          | 50%        |
| William C. Abney Academy                             | 4          | 12          | 33%        |
| Windemere Park Charter Academy                       | 14         | 23          | 61%        |
| <b>CSO Network</b>                                   | <b>626</b> | <b>1685</b> | <b>37%</b> |

**Table B2: School Working Environment Survey Response Rate by Analytic Sample**

| <b>School Name</b>                                 | <b>Analytic Sample</b> | <b>Full Sample</b> | <b>% Analytic Sample</b> |
|--|------------------------|--------------------|--------------------------|
| Achieve Charter Academy                            | 4                      | 19                 | 21%                      |
| Black River Elementary School                      | 3                      | 13                 | 23%                      |
| Black River Middle School/High School              | 4                      | 12                 | 33%                      |
| Byron Center Charter School                        | 5                      | 7                  | 71%                      |
| Canton Preparatory High School                     | 1                      | 6                  | 17%                      |
| Chandler Woods Charter Academy                     | 6                      | 11                 | 55%                      |
| Cornerstone Jefferson-Douglass Academy             | 1                      | 9                  | 11%                      |
| Covenant High School Central                       | 0                      | 5                  | 0%                       |
| Covenant High School East                          | 0                      | 2                  | 0%                       |
| Covenant High School Grand Rapids                  | 3                      | 7                  | 43%                      |
| Covenant High School Southwest                     | 2                      | 2                  | 100%                     |
| Crossroads Charter Academy Elementary              | 1                      | 2                  | 50%                      |
| Crossroads Charter Academy Middle/High             | 2                      | 4                  | 50%                      |
| Detroit Achievement Academy                        | 0                      | 4                  | 0%                       |
| Detroit Enterprise Academy                         | 3                      | 12                 | 25%                      |
| Detroit Merit Charter Academy                      | 3                      | 8                  | 38%                      |
| Detroit Premier Academy                            | 4                      | 5                  | 80%                      |
| Detroit Prep                                       | 0                      | 3                  | 0%                       |
| Eagle's Nest Academy                               | 0                      | 4                  | 0%                       |
| East Arbor Charter Academy                         | 3                      | 8                  | 38%                      |
| Endeavor Charter Academy                           | 1                      | 5                  | 20%                      |
| Excel Charter Academy                              | 8                      | 24                 | 33%                      |
| Flint Cultural Center Academy                      | 2                      | 13                 | 15%                      |
| Fostering Leadership Academy                       | 0                      | 3                  | 0%                       |
| Gerald Dawkins Academy                             | 0                      | 4                  | 0%                       |
| Global Heights Academy                             | 1                      | 4                  | 25%                      |
| Grand River Academy                                | 3                      | 12                 | 25%                      |
| Grand River Preparatory High School                | 6                      | 9                  | 67%                      |
| Hanley International Academy                       | 4                      | 12                 | 33%                      |
| Hillsdale Preparatory School                       | 0                      | 2                  | 0%                       |
| Kalamazoo Covenant Academy                         | 1                      | 1                  | 100%                     |
| Knapp Charter Academy                              | 1                      | 9                  | 11%                      |
| Legacy Charter Academy                             | 2                      | 5                  | 40%                      |
| Light of the World Academy                         | 1                      | 3                  | 33%                      |
| Lincoln-King Adams-Young Academy                   | 0                      | 5                  | 0%                       |
| Madison-Carver Academy                             | 0                      | 2                  | 0%                       |
| Martin Luther King Jr. Education Center Academy    | 0                      | 5                  | 0%                       |
| Metro Charter Academy                              | 1                      | 6                  | 17%                      |
| Michigan Mathematics and Science Academy Dequindre | 9                      | 19                 | 47%                      |
| Michigan Mathematics and Science Academy Lorraine  | 6                      | 9                  | 67%                      |
| Muskegon Covenant Academy                          | 0                      | 1                  | 0%                       |

|  |            |            |            |
|--|------------|------------|------------|
| New Paradigm College Prep                            | 0          | 2          | 0%         |
| New Paradigm Glazer Academy                          | 0          | 5          | 0%         |
| Oakland Academy                                      | 0          | 4          | 0%         |
| Old Mission Peninsula School                         | 1          | 3          | 33%        |
| Paragon Charter Academy                              | 3          | 15         | 20%        |
| PrepNet Virtual Academy                              | 12         | 25         | 48%        |
| Reach Charter Academy                                | 3          | 11         | 27%        |
| Saginaw Covenant Academy                             | 1          | 3          | 33%        |
| South Canton Scholars Charter Academy                | 5          | 13         | 38%        |
| Taylor Preparatory High School                       | 3          | 7          | 43%        |
| The Greenspire High School                           | 0          | 2          | 0%         |
| The Greenspire School                                | 1          | 4          | 25%        |
| Timberland Charter Academy                           | 4          | 12         | 33%        |
| University Prep Science and Math Elementary - Miller | 2          | 5          | 40%        |
| University Prep Science and Math High School         | 3          | 5          | 60%        |
| University Prep Science and Math Middle School       | 3          | 11         | 27%        |
| University Preparatory Art & Design Elementary       | 2          | 4          | 50%        |
| University Preparatory Art & Design Middle/High      | 2          | 12         | 17%        |
| University Preparatory Elementary - Ellen Thompson   | 1          | 8          | 13%        |
| University Preparatory Elementary - Mark Murray      | 6          | 11         | 55%        |
| University Preparatory High School                   | 4          | 17         | 24%        |
| University Preparatory Middle School                 | 5          | 7          | 71%        |
| Vanderbilt Charter Academy                           | 8          | 12         | 67%        |
| Vanguard Charter Academy                             | 1          | 15         | 7%         |
| Walker Charter Academy                               | 4          | 12         | 33%        |
| Warrendale Charter Academy                           | 3          | 12         | 25%        |
| Washington-Parks Academy                             | 2          | 5          | 40%        |
| West Michigan Academy of Arts and Academics          | 10         | 21         | 48%        |
| West Michigan Aviation Academy                       | 13         | 17         | 76%        |
| Westfield Charter Academy                            | 4          | 12         | 33%        |
| Westfield Preparatory High School                    | 5          | 20         | 25%        |
| William C. Abney Academy                             |            | 4          | 0%         |
| Windemere Park Charter Academy                       | 3          | 14         | 21%        |
| <b>CSO Network</b>                                   | <b>205</b> | <b>626</b> | <b>33%</b> |