

Exploring Educator Movement Between Districts

October 4, 2017



Meet the presenters:



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Ph.D.

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Ed.D.

*Deputy
Superintendent for
Educator
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*Principal
Researcher,
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Bruggeman

*Special Assistant
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Department of
Education*

Meet the presenters:



Kate Sullivan,
PhD

*Senior
Researcher,
REL Southwest*



Valeriy Lazarev,
Ph.D.

*Senior Research
Scientist,
REL Southwest*



Jackie Burniske

*Senior Technical
Assistance
Consultant,
REL Midwest
and
REL Southwest*

Agenda

1. An Examination of the Movement of Educators Within and Across Three Midwest Region States
2. State Education Agency Perspective: Oklahoma
3. First Question and Answer Session

Agenda

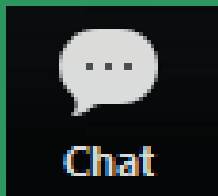
4. Strategies for Estimating Teacher Supply and Demand Using Student and Teacher Data
5. State Education Agency Perspective: Minnesota
6. Second Question and Answer Session
7. Preview of Upcoming REL Southwest Research

Using the Zoom Platform



- If you aren't already connected to audio, click Join Audio in the Zoom toolbar. You have the option to listen through computer audio or use the phone line:

(408) 638-0968; Meeting ID: 620-684-223



- Click on the Chat box to introduce yourself, ask questions for the presenters, or let us know about any technical issues.

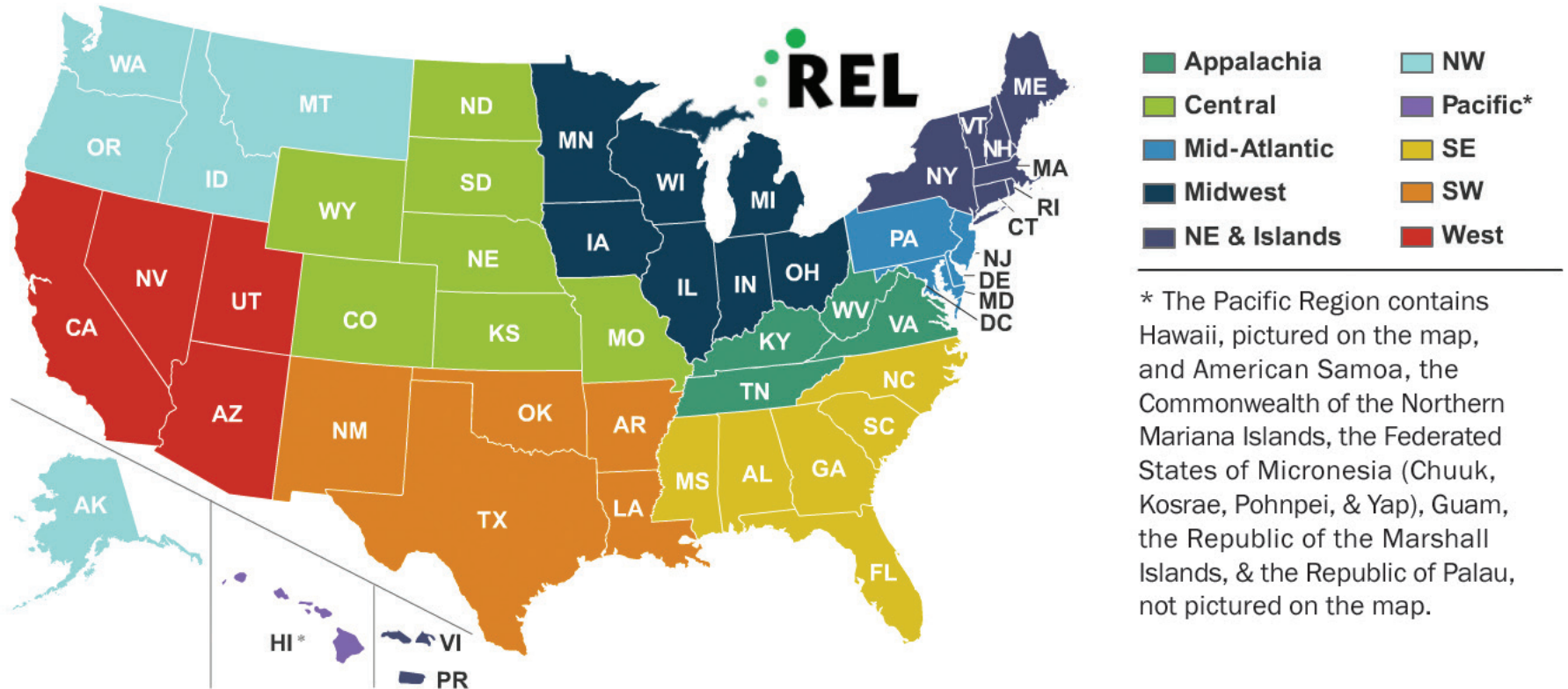


- We have live closed captioning available during the webinar – to see the captions, click on Closed Caption.

Chat Options in Zoom

- **All Panelists** – allows you to message presenters and hosts
 - Troubleshooting technical issues
 - Asking logistical questions
- **All Panelists and Attendees** – allows you to share a message with the entire audience
 - Introducing yourself
 - Asking questions for Q&A sessions
- **Individuals** – allows you to send a private message to an individual attendee or presenter

Regional Educational Laboratories



The RELs are funded by the U.S. Department of Education's Institute of Education Sciences (IES).

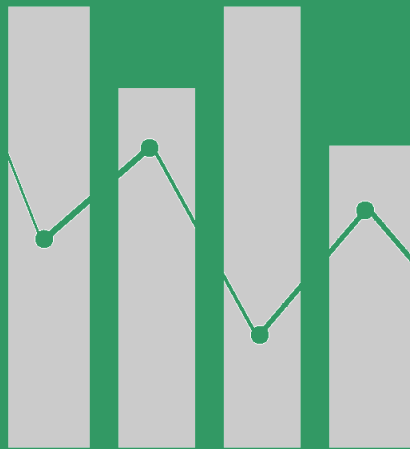
With whom do REL Midwest and REL Southwest work?

School districts, state education agencies, and other education organizations in Arkansas, Illinois, Indiana, Iowa, Louisiana, Michigan, Minnesota, New Mexico, Ohio, Oklahoma, Texas, and Wisconsin



What do REL Midwest and REL Southwest do?

Applied research, technical assistance, and engagement activities to help partners understand research and evidence.





REL Midwest Research Partnerships

Four research alliances:

- Midwest Alliance to Improve Teacher Preparation
- Midwest Achievement Gap Research Alliance
- Midwest Career Readiness Research Alliance
- Midwest Early Childhood Education Research Alliance

One networked improvement community:

- Iowa Learning and technology Networked Improvement Community



REL Southwest Research Alliances

- Arkansas Prekindergarten
- Educator Effectiveness
- English Learners
- Louisiana Charter Schools
- New Mexico Achievement Gap
- New Mexico Prekindergarten
- Oklahoma Rural Schools
- Texas Hispanic STEM

Goals of Today's Webinar

- Share research findings on the factors associated with teachers changing schools within and across states.
- Share research-based strategies that can be used to analyze teacher supply and demand trends.
- Highlight state-level initiatives to promote equitable distribution of high-quality educators.



An examination of the movement of educators within and across three Midwest Region states

Yinmei Wan | Senior Researcher

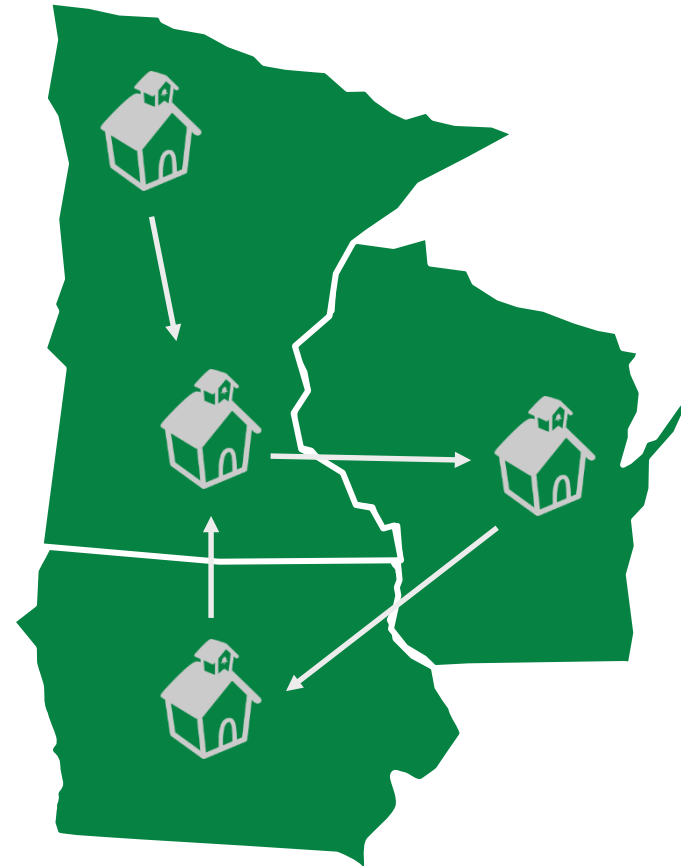


Study Context



Research Questions

- What were intrastate and interstate mobility rates for educators in Iowa, Minnesota, and Wisconsin?
- **Intra**state mobility rates measured in 2006/07 and 2010/11
- **Inter**state rates measured in 2005/06 and 2011/12



Definition of **Mobility**

Departure of educators from positions in one school to fill positions in another school within and across IA, MN, and WI.

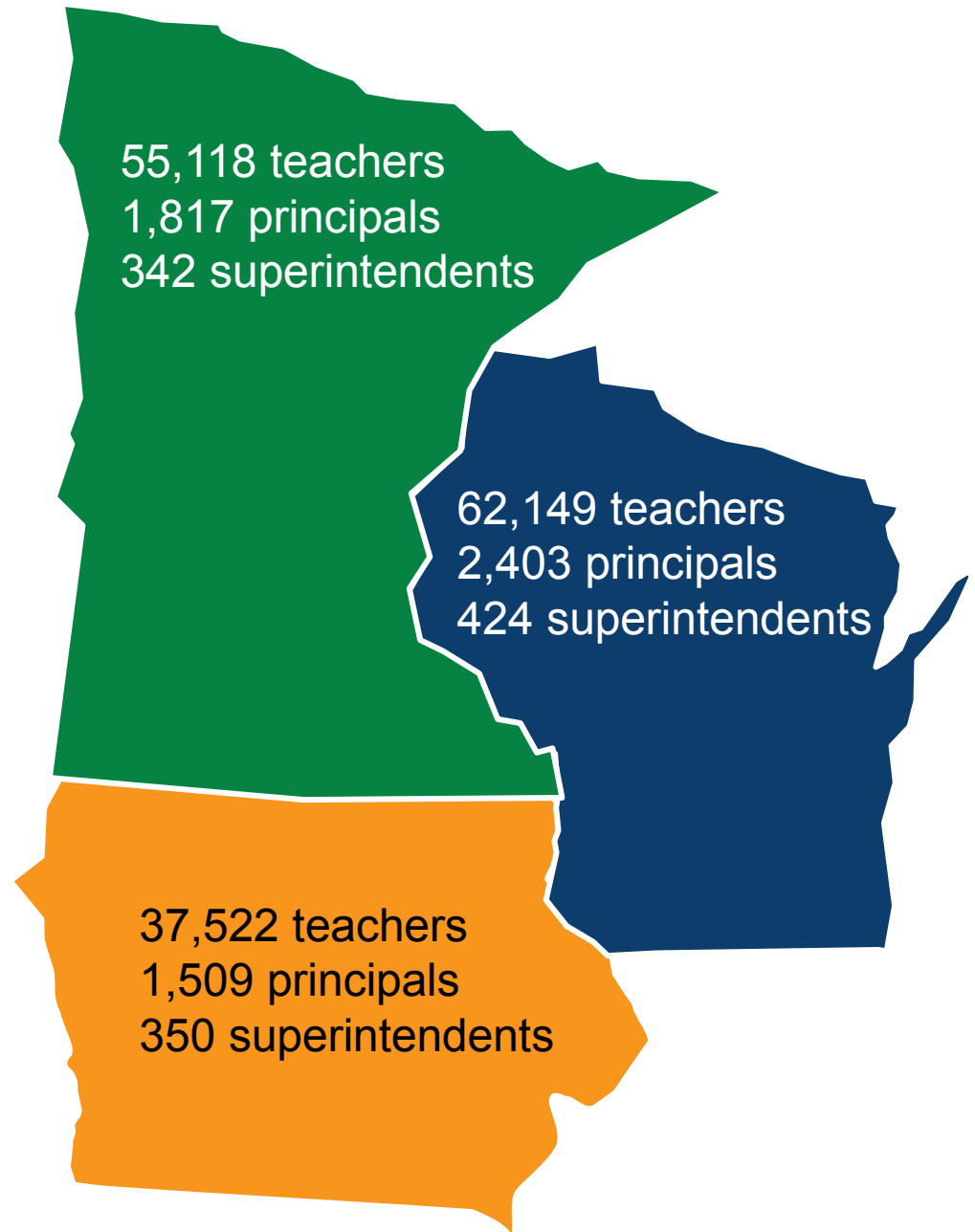


Data

- Educator staffing data for the 2005/06 through 2012/13 school years
- School-level standardized test data
- Characteristics of enrolled students



Sample



Building Analytic Dataset

Classify each person's **end-of-year** employment status:

- Stayers
- Leavers
- Stop-outs

Building Analytic Dataset

Classify each person's **beginning-of-year** employment status:

- New Employees
- Stayers
- Movers

Calculate **Intra**state Mobility Rates

Annual mobility rates:

$$M_t = \frac{\text{Number of **movers** between years } t \text{ and } t + 1}{\text{Total number of educators in year } t}$$

Calculate **Intra**state Mobility Rates

Five-year mobility rates:

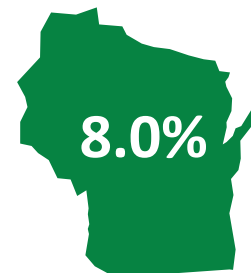
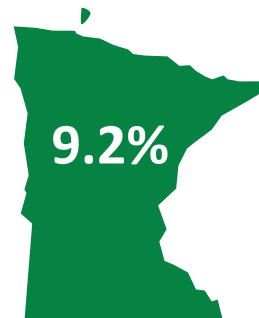
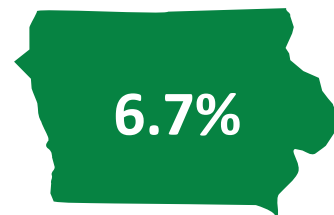
$$\frac{\text{Number of educators in 2006/07 identified in 2011/12, but in a **different** school}}{\text{Total number of educators in 2006/07}}$$

Calculate **Interstate** Mobility

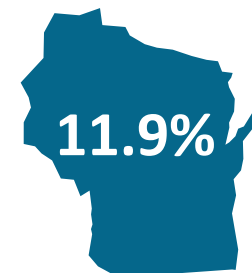
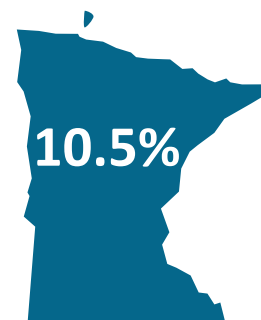
- An **interstate** mover is an educator
 - who was coded as a leaver in year t in state A, and
 - whose identifying information was matched to school employment data from state B or C in year $t+1$ or later.

Average Annual **Intra**state Mobility Rates

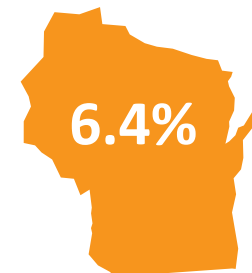
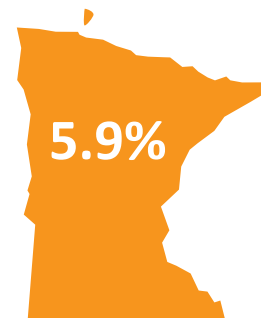
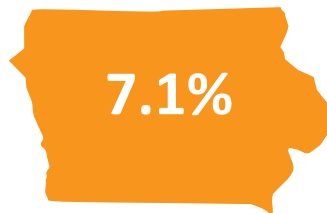
Teachers



Principals

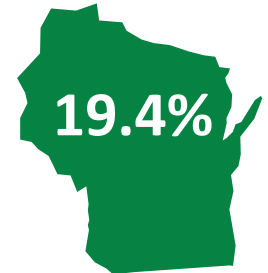
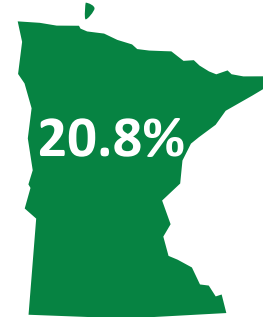


Superintendents

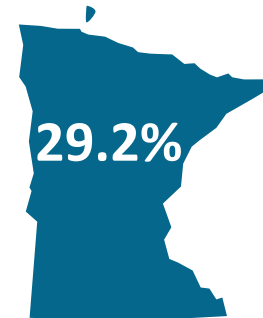
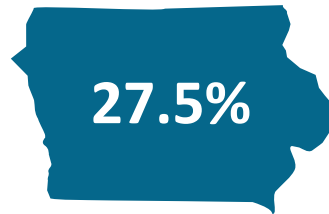


Five-Year Mobility Rates

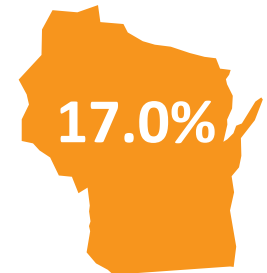
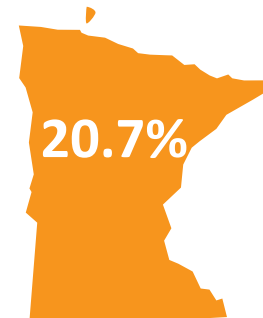
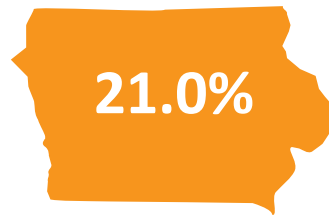
Teachers



Principals



Superintendents



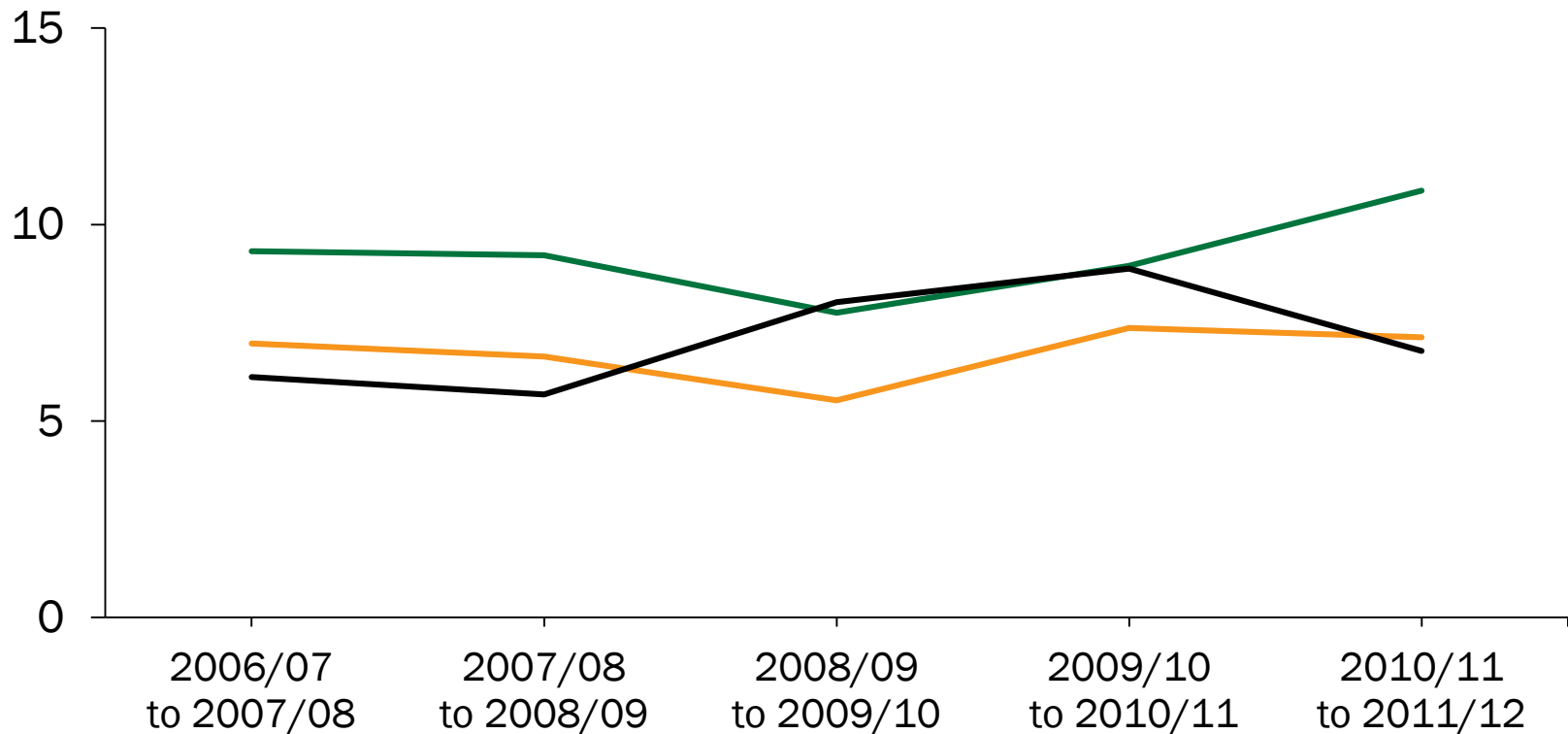
Trends in Annual Mobility Rates



Iowa

Mobility rate
(percent)

— Teachers — Principals — Superintendents



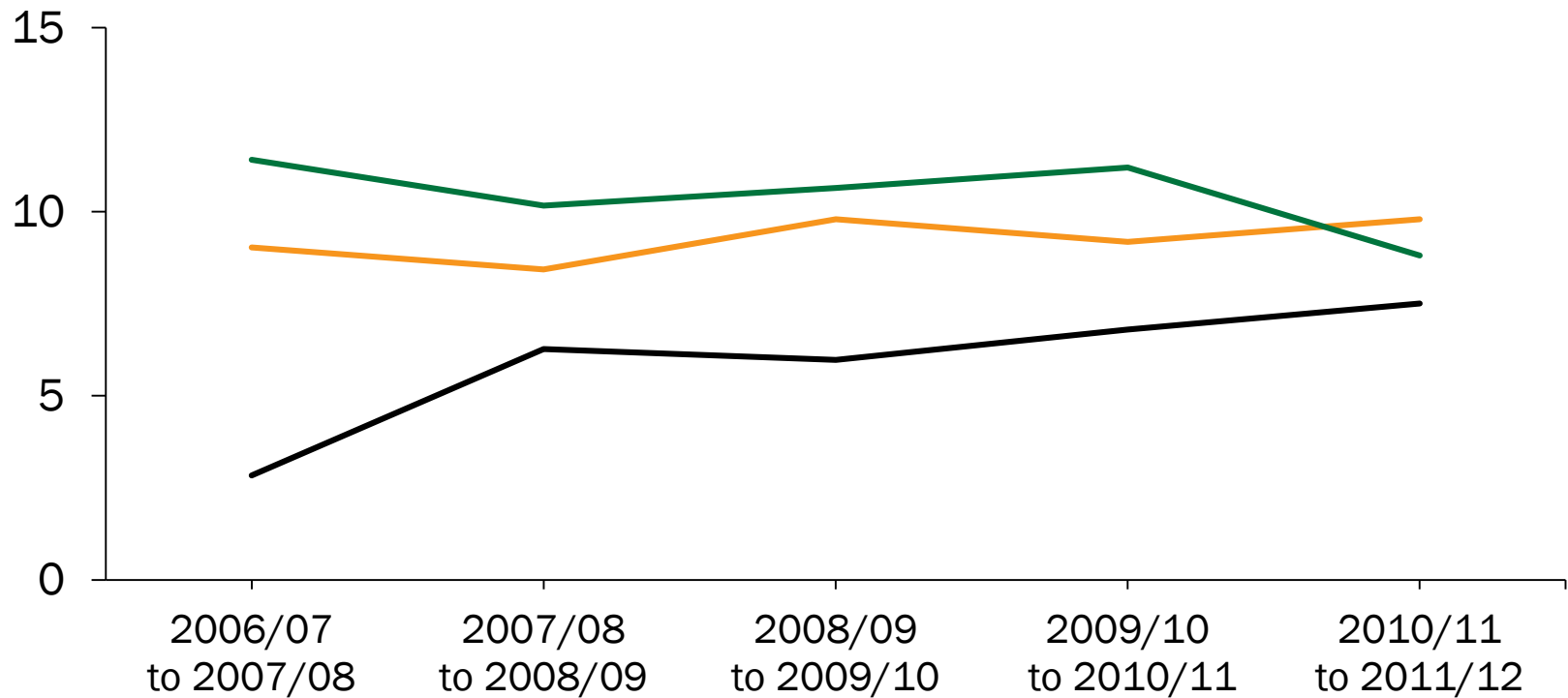
Trends in Annual Mobility Rates



Minnesota

Mobility rate
(percent)

— Teachers — Principals — Superintendents



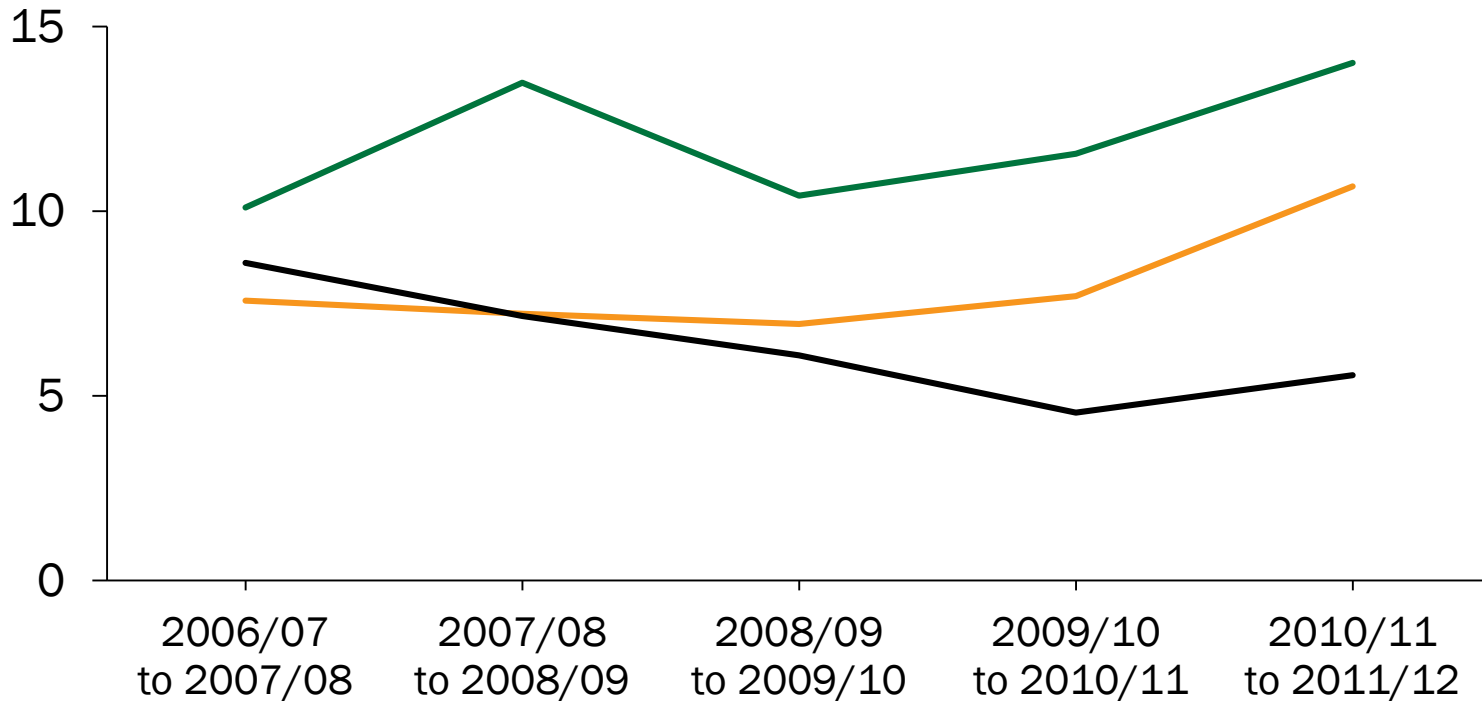
Trends in Annual Mobility Rates



Wisconsin

Mobility rate
(percent)

— Teachers — Principals — Superintendents

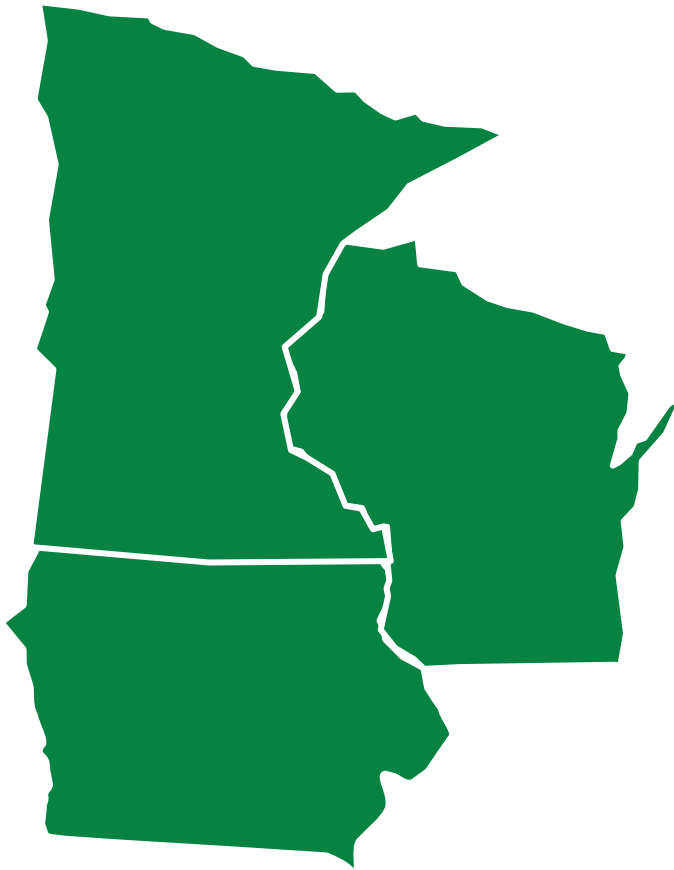


Mobility by Subject

Special education teachers and foreign language teachers had higher intrastate mobility rates than did teachers in other subject areas in all three states.



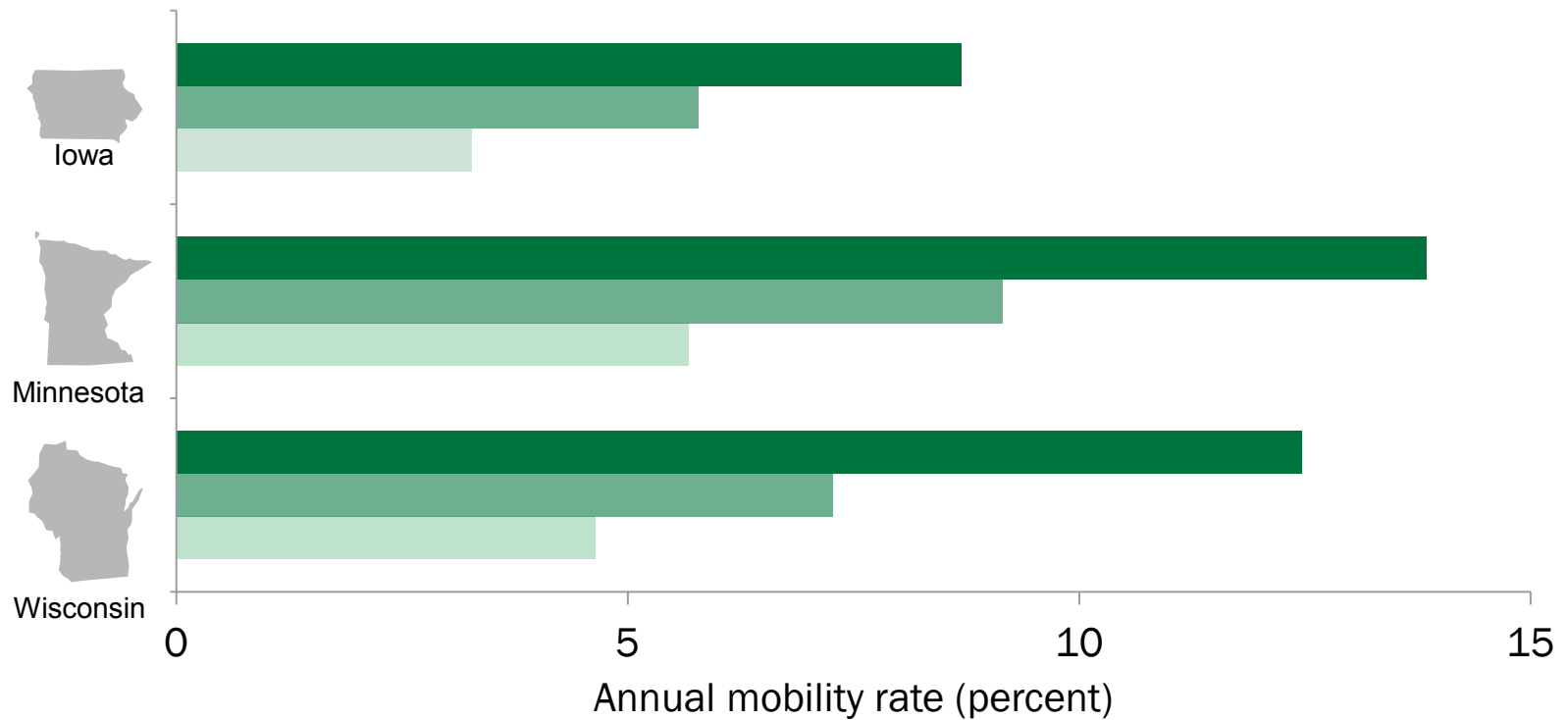
Mobility by Region



- Teacher mobility rates varied across regions in all three states
- Principal mobility rates varied across regions in Iowa and Wisconsin but not in Minnesota.

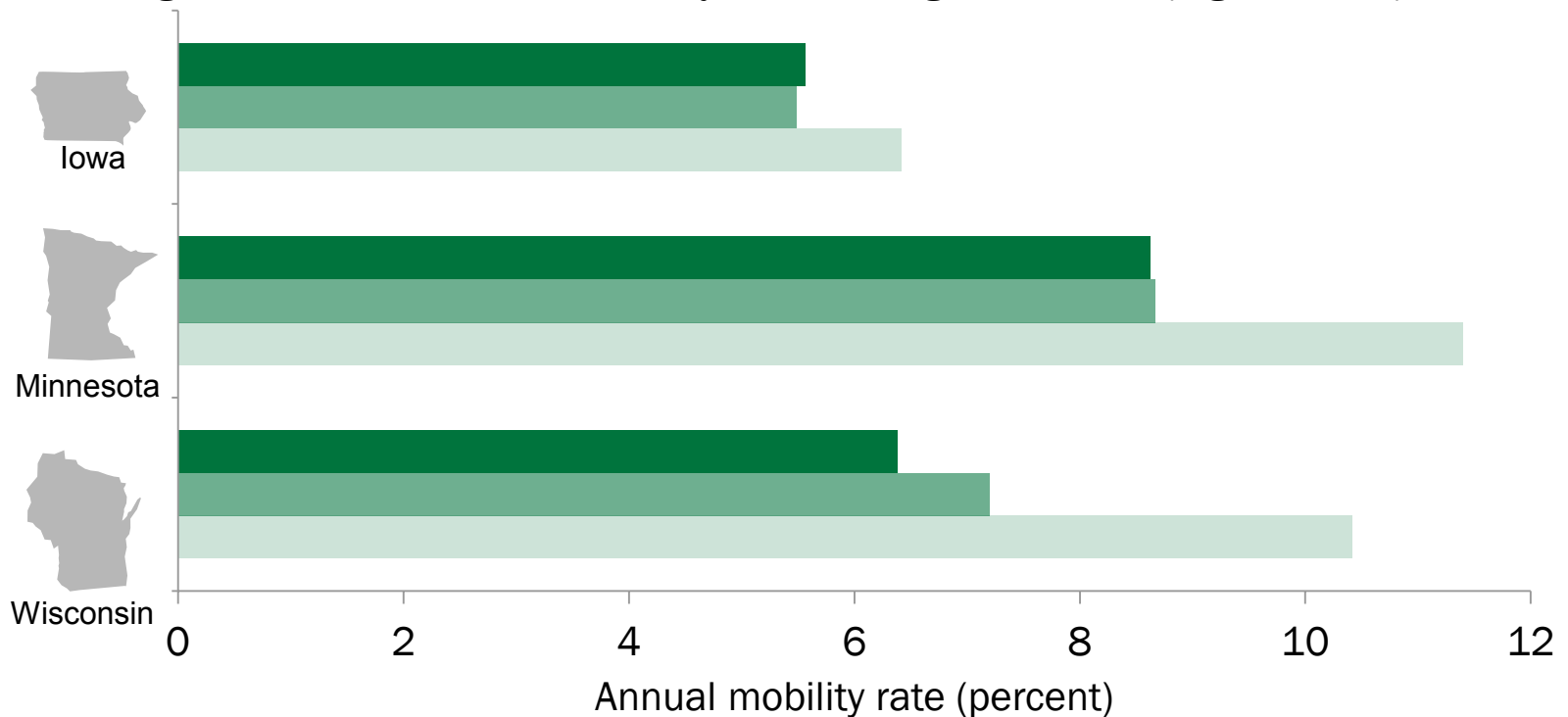
Teachers with fewer years of experience were more likely to move to another school

■ 0–5 years of experience ■ 6–20 years of experience ■ 21 or more years of experience



Teachers in high-poverty schools were more likely to move to another school

- Low concentration of economically disadvantaged students (lowest 25%)
- Medium concentration of economically disadvantaged students (middle 50%)
- High concentration of economically disadvantaged students (highest 25%)



Interstate mobility : Cumulative moves between 2005/06 and 2011/12

State that educators left	State to which educators moved			Total from each state
	Iowa	Minnesota	Wisconsin	
Iowa	-	150	94	244
Minnesota	121	-	288	409
Wisconsin	119	282	-	401
Total moving to each state	240	432	382	1,054 total educators moved

Implications

- Can serve as baseline for future comparisons
- Help state policymakers identify root causes for inequalities in staffing and consider ways of addressing the inequalities



Limitations

- Reasons for observed mobility could not be reliably determined from the data
- Did not attempt to discern educators' reasons for moving to another position
- Findings are not generalizable to other states

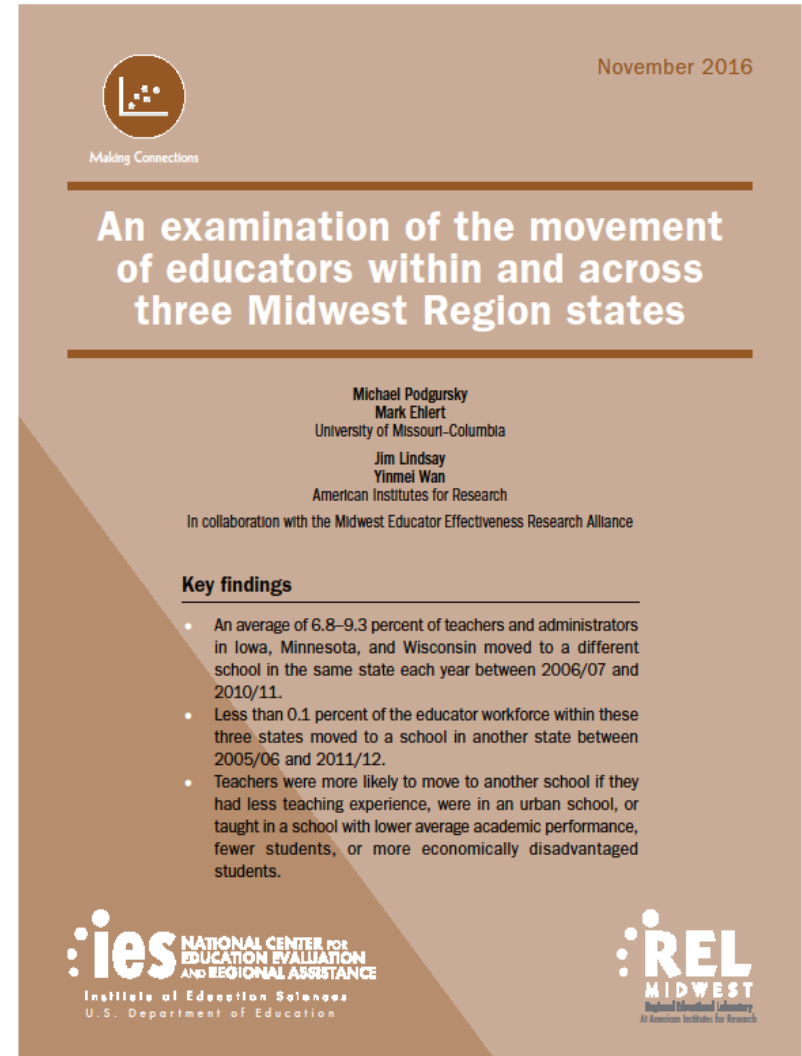
Access the Report

Download the full report and three short reports with state-specific findings:


<https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectId=387>

Watch a short video

<https://www.youtube.com/watch?v=g3pIDpfK27M>



November 2016


Making Connections

An examination of the movement of educators within and across three Midwest Region states


Michael Podgursky
Mark Ehler
University of Missouri-Columbia


Jim Lindsay
Yinmei Wan
American Institutes for Research

In collaboration with the Midwest Educator Effectiveness Research Alliance

Key findings

- An average of 6.8–9.3 percent of teachers and administrators in Iowa, Minnesota, and Wisconsin moved to a different school in the same state each year between 2006/07 and 2010/11.
- Less than 0.1 percent of the educator workforce within these three states moved to a school in another state between 2005/06 and 2011/12.
- Teachers were more likely to move to another school if they had less teaching experience, were in an urban school, or taught in a school with lower average academic performance, fewer students, or more economically disadvantaged students.

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Institute of Education Sciences
U.S. Department of Education

 **REL MIDWEST**
Regional Educational Laboratory
At American Institutes for Research



Reflection on the Research: Oklahoma Perspective

Robyn Miller

Deputy Superintendent for Educator Effectiveness and Policy Research
Oklahoma State Department of Education

Teacher Shortage Task Force Recommendations

- Recruit
- Retain
- Reward

Oklahoma's

TEACHER SHORTAGE

By the Numbers

536 teaching vacancies

480 teaching positions eliminated

1,430 emergency certificates
*includes 575 pending requests

larger class sizes

fewer courses

68%

superintendents who said the teacher shortage is WORSE compared to last year

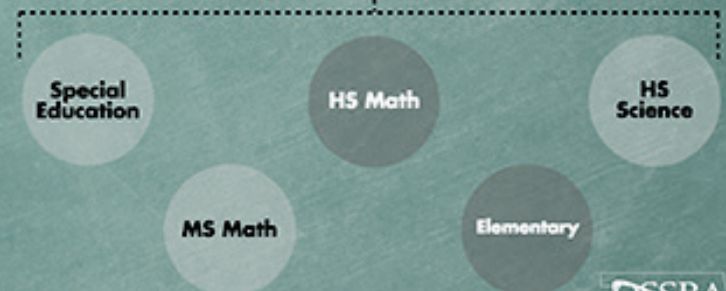
55%

superintendents who said they expect to INCREASE class sizes

33%

superintendents who said they expect to DECREASE course offerings

What are the most difficult areas in which to hire?

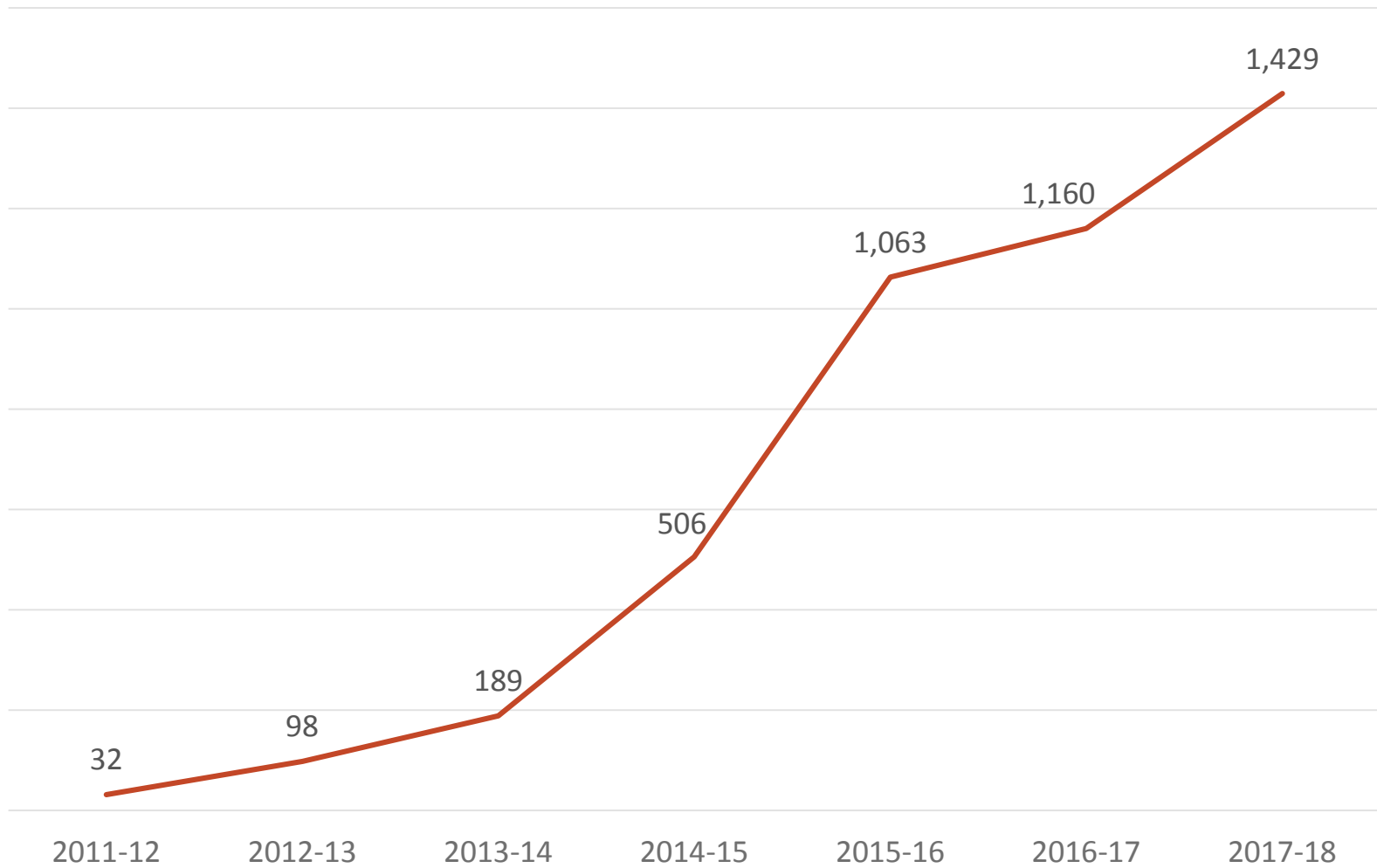


Emergency Certification

After exhausting every option to find an appropriately certified individual for an open position, a district superintendent makes request for the applicant.



Emergency Teacher Certifications Issued



Source: Oklahoma State Department of Education

Every child deserves and must have the opportunity for a strong, competitive education that can lead to a productive and fulfilling life.

**Achieve Academic Success | Build Exceptional Educators and Schools
Create Engaged Communities**



Every Student Succeeds Act (ESSA)



GOALS | INITIATIVES | EQUITY TRAITS

Individualized Approach: student learning, professional development and school support

Question & Answer Session



Yinmei Wan,
Ph.D.

*Senior
Researcher,
REL Midwest*



Robyn Miller,
Ed.D.

*Deputy
Superintendent for
Educator
Effectiveness &
Policy Research,
Oklahoma State
Department of
Education*



Studies of Teacher Supply and Demand

Jim Lindsay | Principal Researcher



Teacher Shortages in the News

“Emergency effort to address teacher shortages reflects larger educational issues”

–Milwaukee Journal Sentinel
July 10, 2017



Teacher Shortages in the News

“Teacher shortage is a statewide problem”

–Illinois Homepage
February 21, 2017

Newsviews: “Teacher Shortage”

–ABC 7 Eyewitness News
January 22, 2017



Teacher Shortages in the News

“Study: Indiana ranks among lowest in teacher recruitment, retention”

–Indianapolis Star
September 15, 2016



Teacher Shortages in the News

“Drop in education majors sends Ohio schools scrambling for teachers”

–Columbus Dispatch
March 31, 2016

“Iowa readies for teacher shortage”

–The Des Moines Register
January 11, 2017



Policymakers:

- Are teacher shortages a problem in my state?
- Are shortages pervasive or localized?
- Why is the educator pipeline not working?



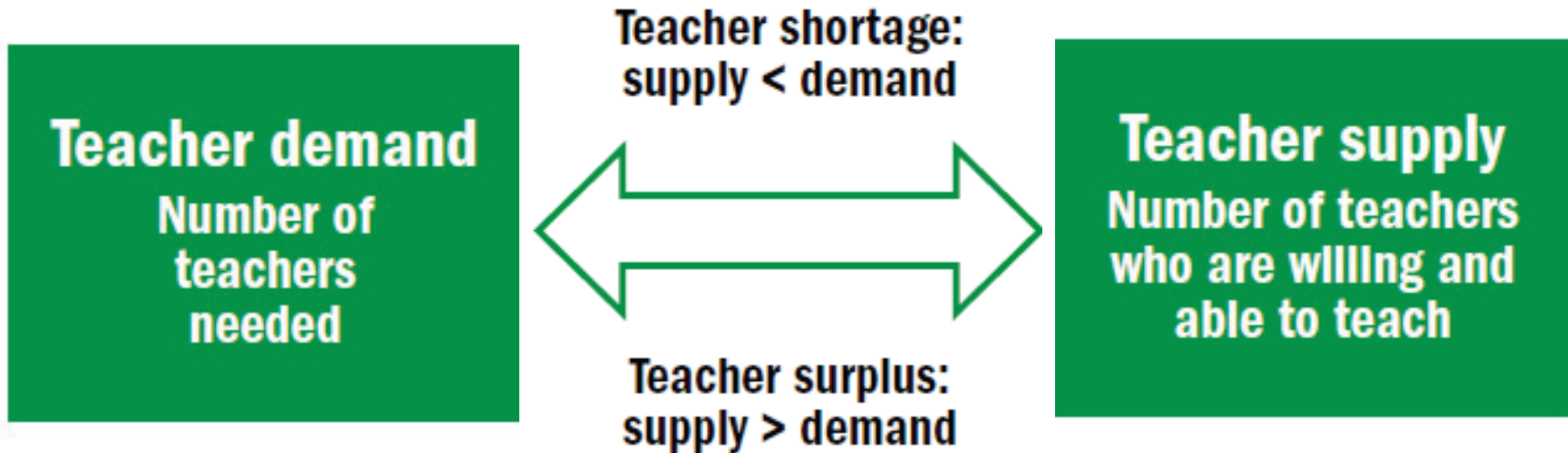
Policymakers:

- Are teacher shortages a problem in my state?
- Are shortages pervasive or localized?
- Why is the educator pipeline not working?

How do we know?



Components of Supply and Demand

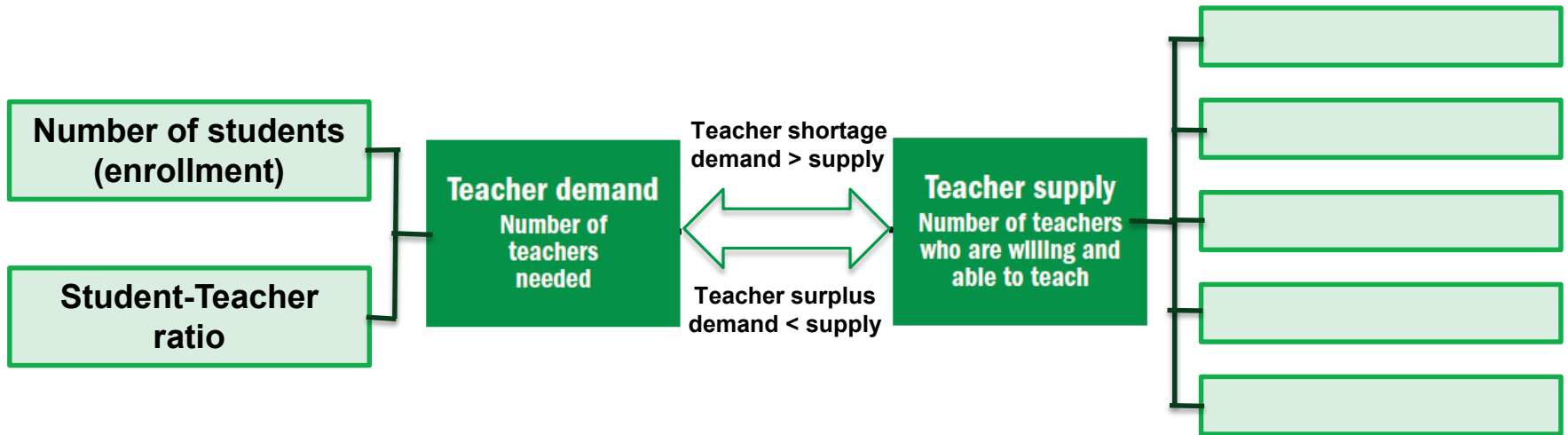


School administrators know about demand

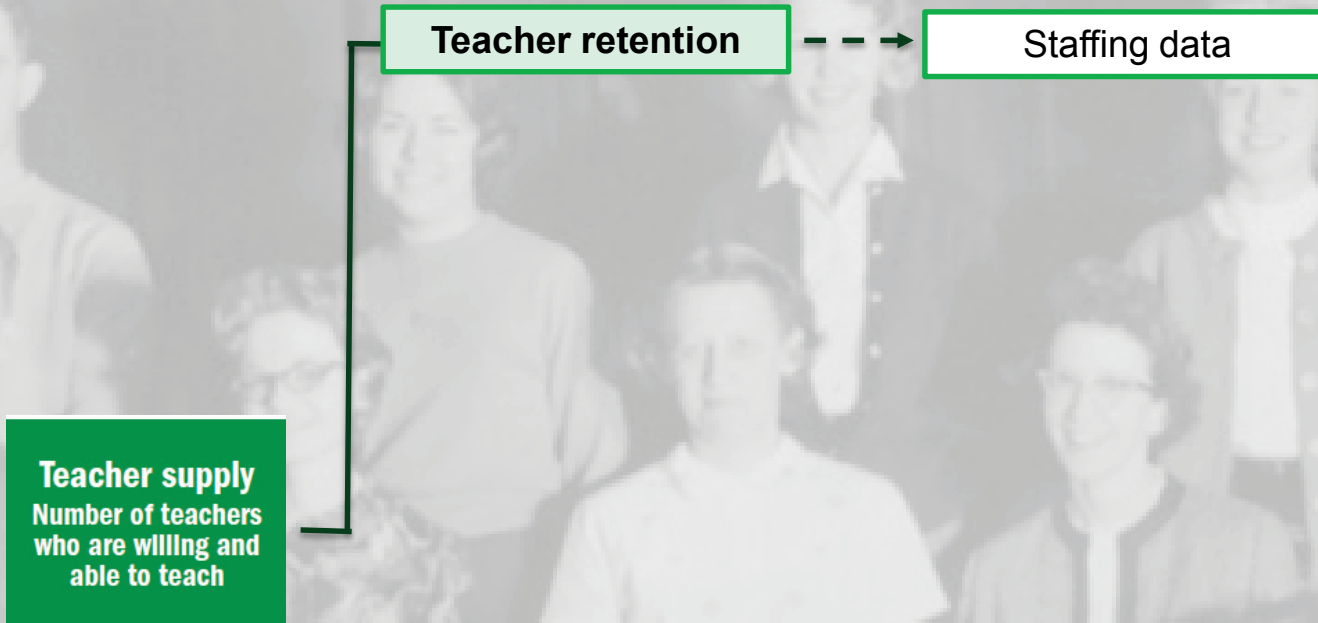
$$\frac{\textit{Student enrollment}}{\textit{Student – Teacher ratio}} = \textit{Number of teachers needed (Demand)}$$



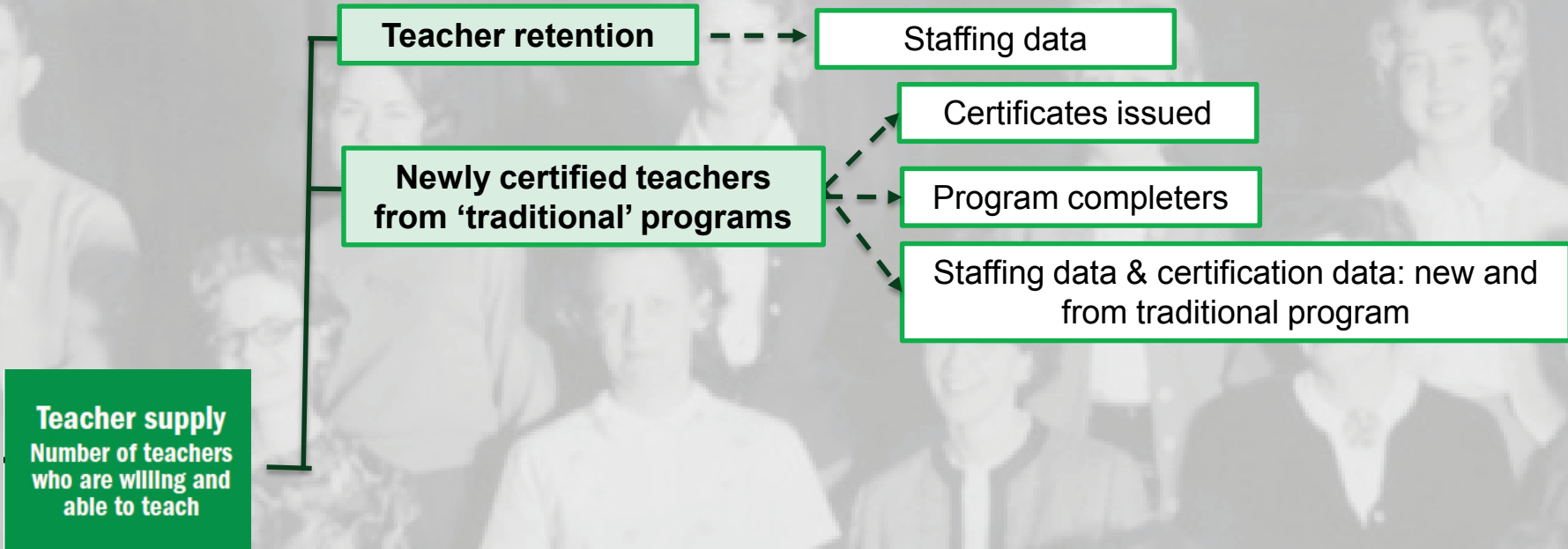
Components of Supply and Demand



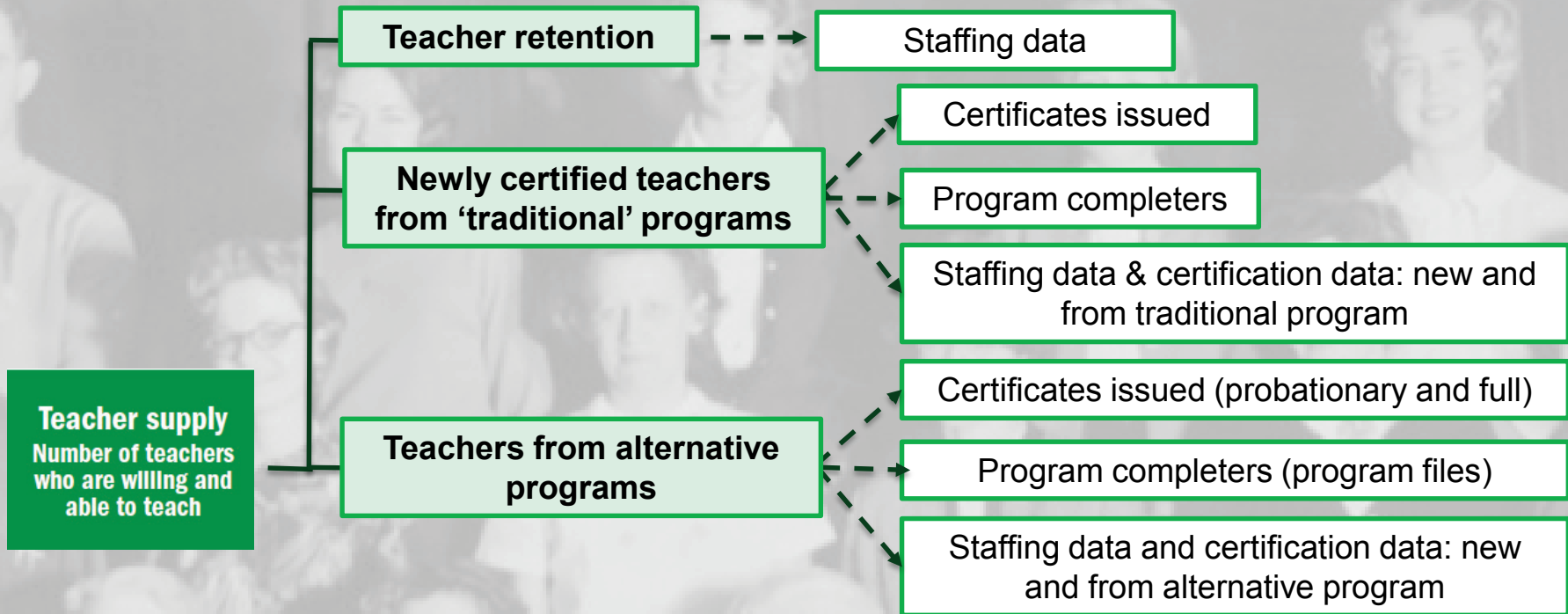
Teacher Supply: Where do teachers come from?



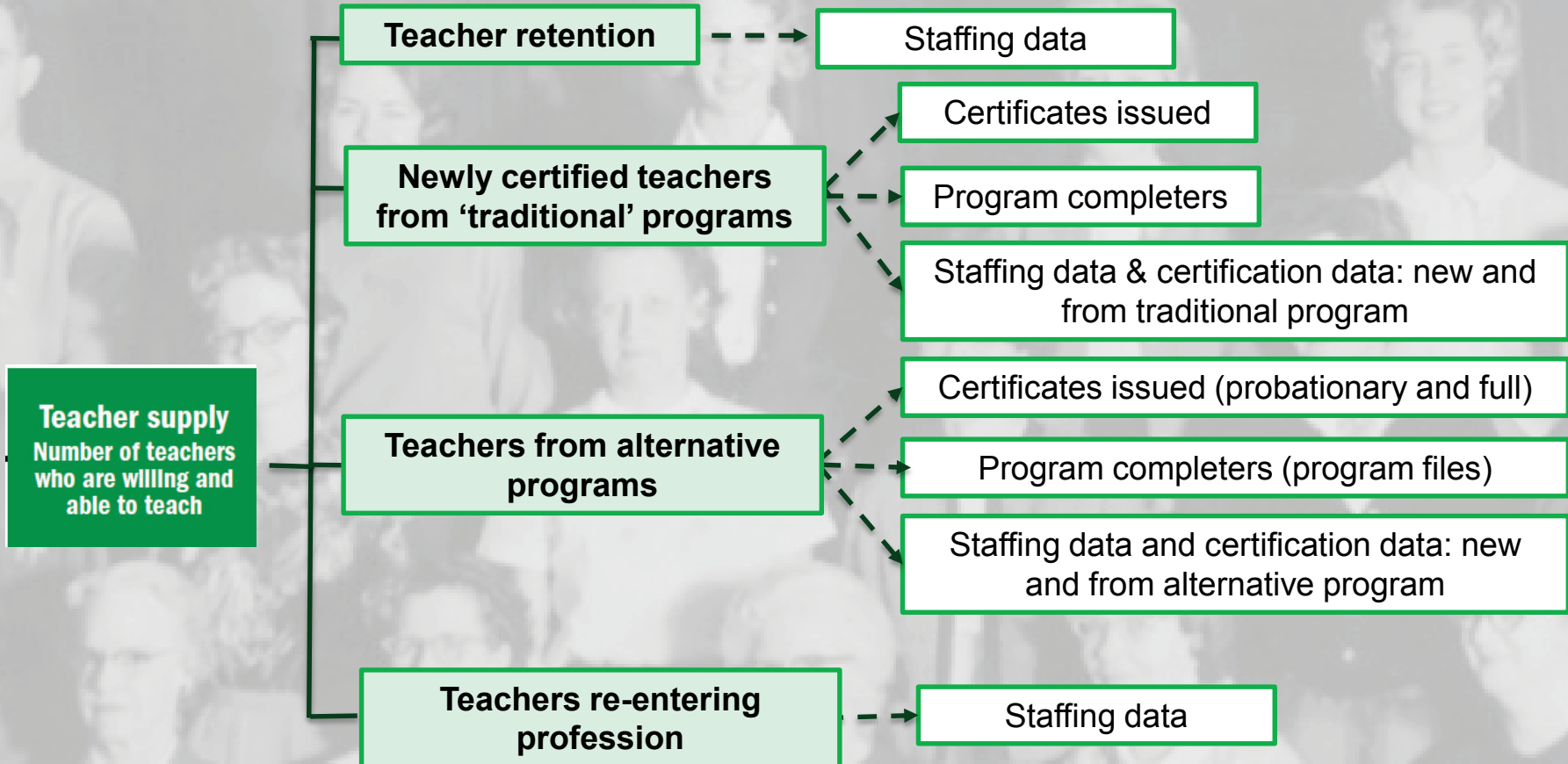
Teacher Supply: Where do teachers come from?



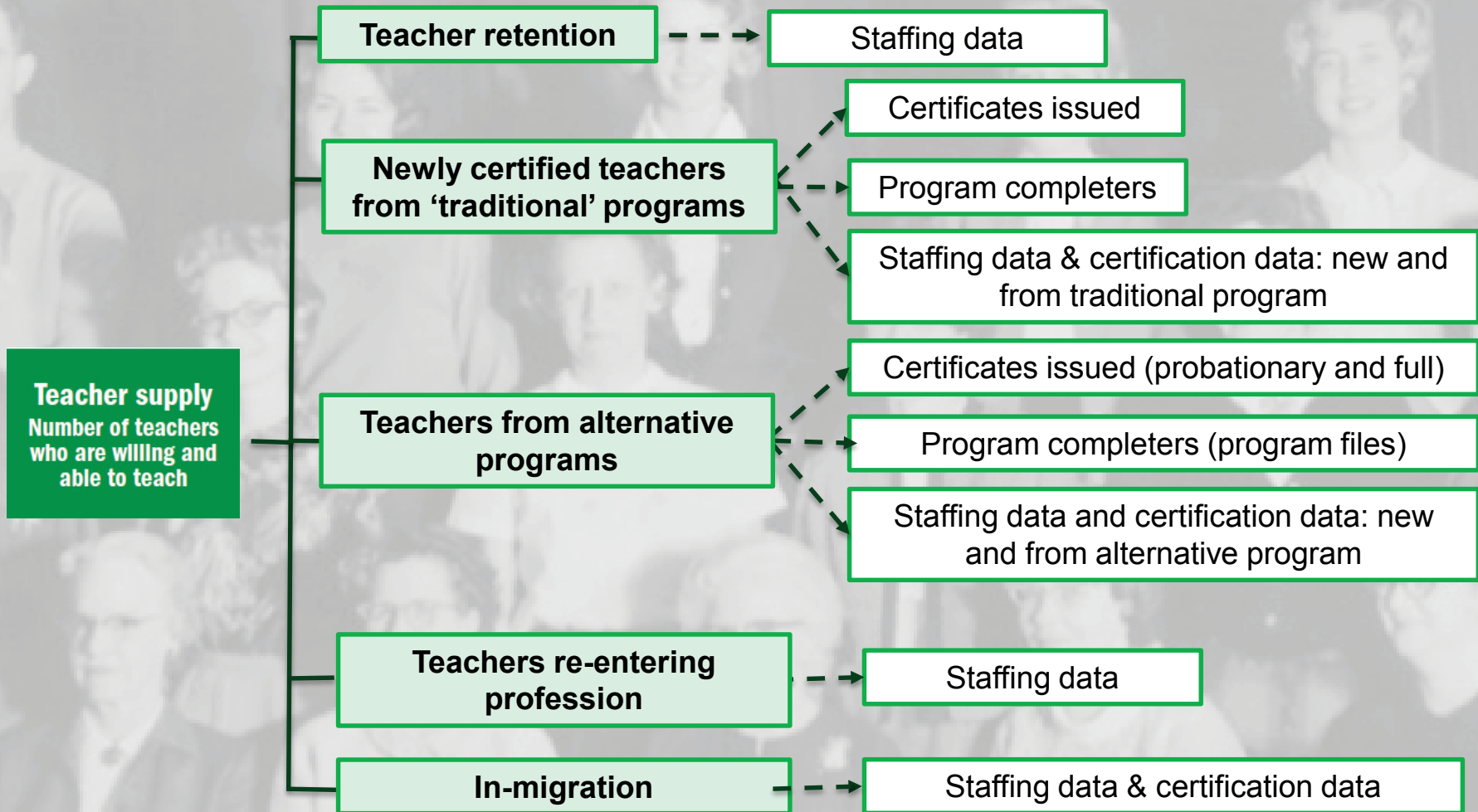
Teacher Supply: Where do teachers come from?



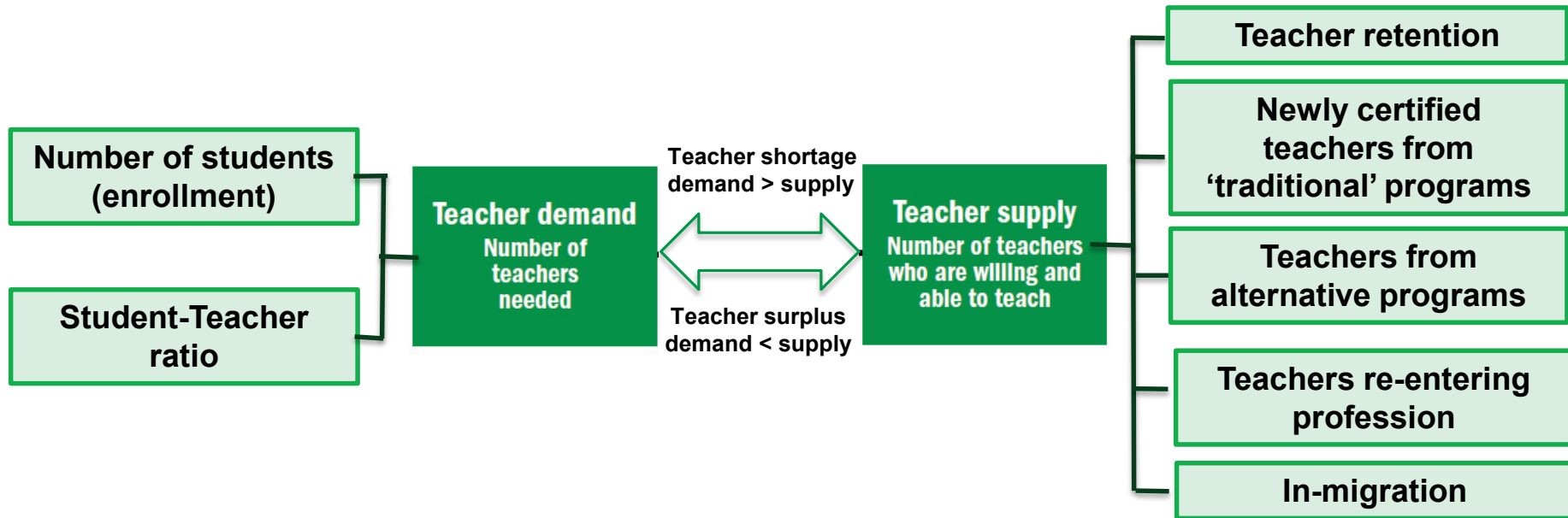
Teacher Supply: Where do teachers come from?



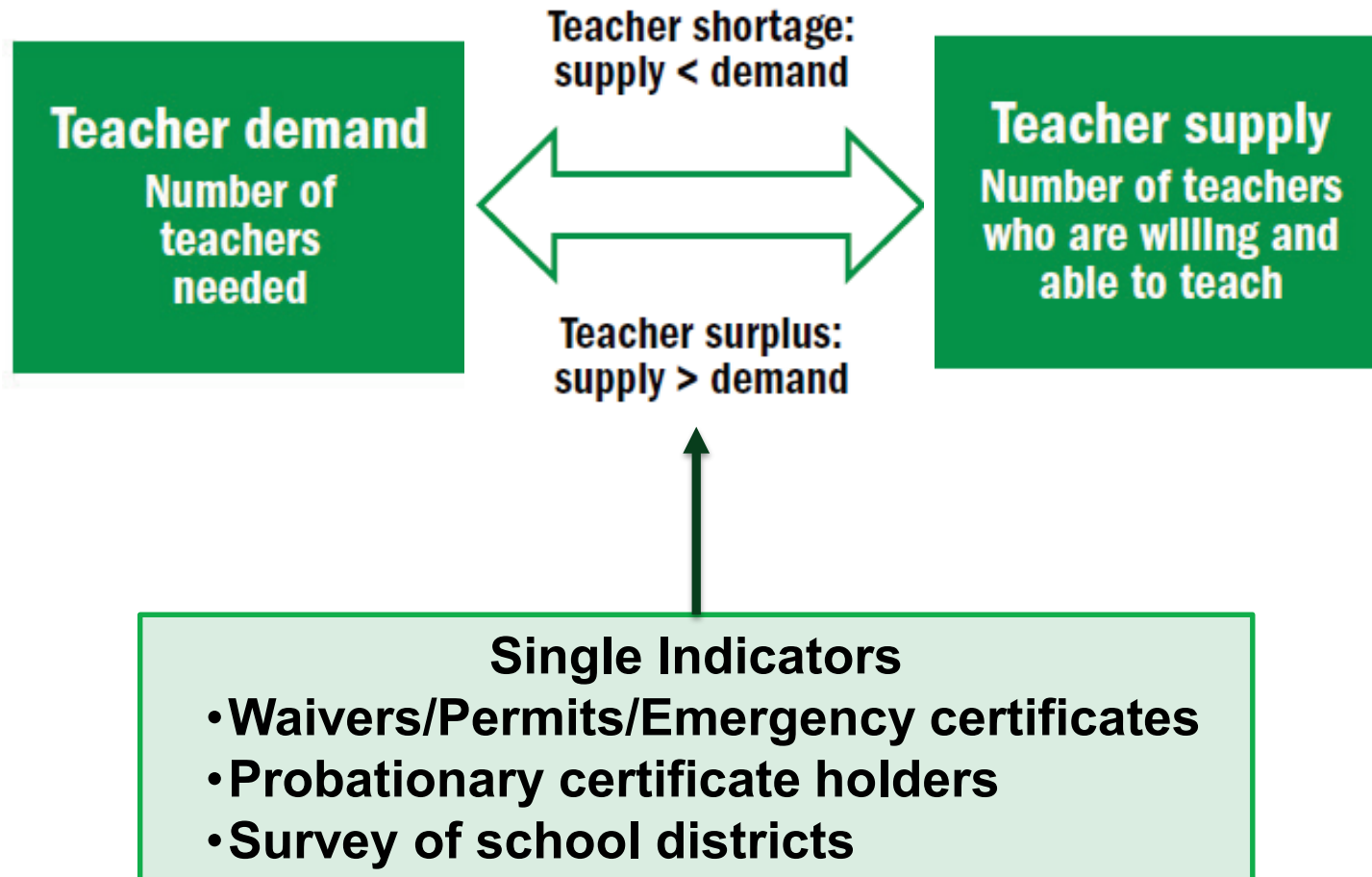
Teacher Supply: Where do teachers come from?



Components of Supply and Demand



Single Indicators of Shortage or Surplus



Strategies for estimating teacher supply and demand using student and teacher data



Applied Research Methods

Jim Lindsay
Yinmei Wan
Alexander Berg-Jacobson
Jill Walston
Jeremy Redford
American Institutes for Research

In collaboration with the Midwest Educator Effectiveness Research Alliance

The Minnesota Department of Education partnered with Regional Educational Laboratory Midwest to redesign the state's teacher supply and demand study in order to increase its utility for stakeholders. This report summarizes the four-step process that was followed in redesigning the study, focusing on the state data sources and analytic methods that can address the study and other states.

ISSUES & ANSWERS

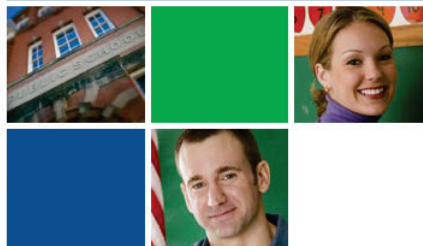
REL 2009-NO. 080

REL
MIDWEST
Regional Educational Laboratory
At Learning Points Associates

Methodologies used by Midwest Region states for studying teacher supply and demand

Every year the subject areas, tion, Office of available in a is less than or geographic Education each loan deferment

ies
Institute of Education Sciences
U.S. Department of Education



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Institute of Education Sciences
U.S. Department of Education

Additional Resources

- 2016 REL Midwest research methods report
 - <https://ies.ed.gov/ncee/edlabs/projects/project.asp?projectID=4515>
- 2009 REL Midwest description of states' studies
 - <https://nces.ed.gov/pubsearch/pubsinfo.asp?pubid=REL2009080>



Reflection on the Research: Minnesota Perspective

Elia Bruggeman | Special Assistant to the Commissioner

Educator Quality and Equitable Access to Teachers

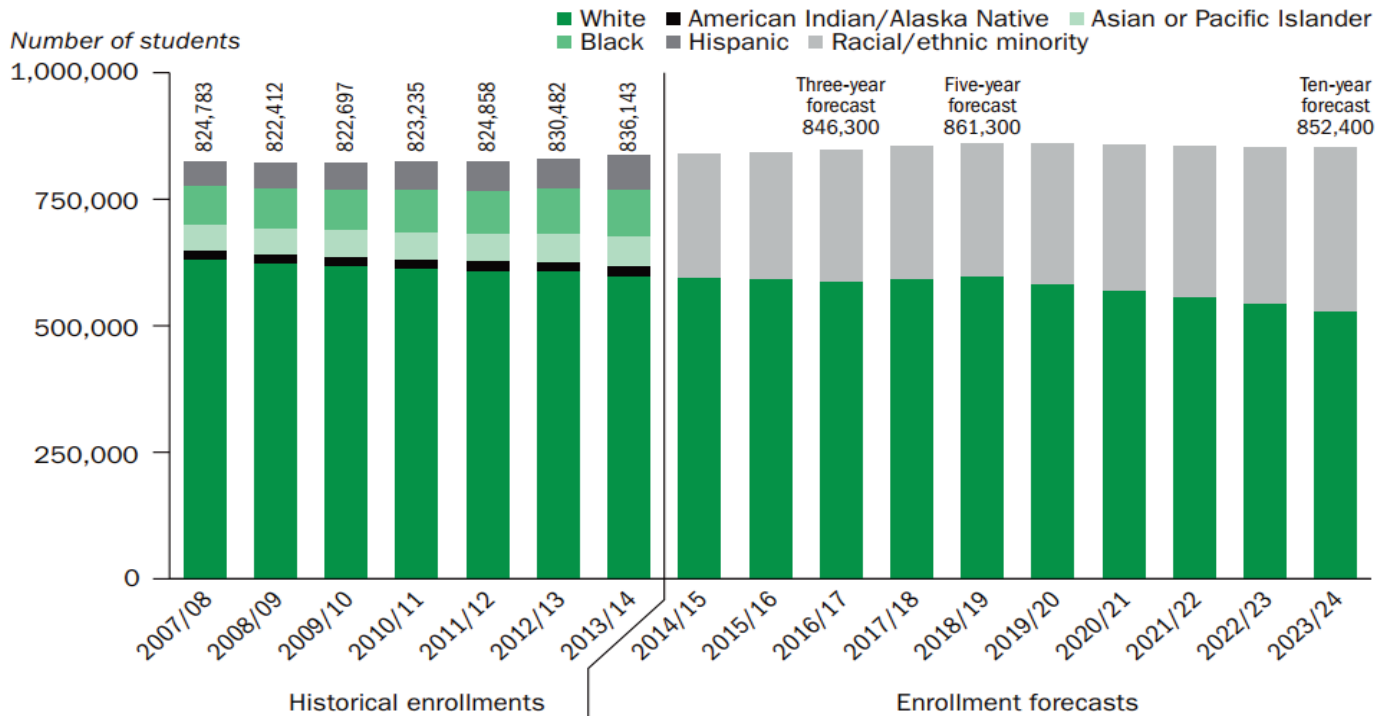
Every Student Succeeds Act (ESSA)

Districts will create and regularly update plans for ensuring low-income students, students of color, and American Indian students have equitable access to effective, experienced and in-field teachers

In addition, the plans will **improve student access** to teachers of color and American Indian teachers.

Projected Student Enrollment in Minnesota Public Schools

Figure 4. Sample graph displaying statewide forecasts made in 2013/14 of overall enrollments and percentages of racial/ethnic minority students for K–12 public schools



Note: The figure does not reflect real data. Numbers above stacked columns are historical and forecast total student enrollments for grades K–12. Racial/ethnic minority groups are combined in forecasts for better accuracy.

2017 Legislation: Funding to Increase Teacher Diversity in Minnesota

- Grow your Own Grants
 - Total \$1.5M per fiscal year
- Concurrent Enrollment Teacher Pathways for Secondary Schools
- Collaborative Urban and Greater MN Educators of Color Grants
 - Total \$1M – FY18 &19
- Minnesota Indian Teacher Training Program
 - Total \$460,000
- Southwest Minnesota State University Paraprofessionals
 - Total \$385,000



Other Sources of Funding



Other Legislative Programs to recruit, retain, and induct potential teacher candidates of color:

- Grants to Teacher Candidates (Higher Ed)
- Teacher Shortage Loan Forgiveness
- Hiring Bonuses and GYO in Alternative Pay Systems
- Rural Career and Tech Ed Consortia
- African American Registry **Cultural Competency** for First Teaching License Partnership with Metro State and St. Thomas University

Professional Educator Licensing and Standards Board (PELSB)

PELSB created to oversee and implement teacher licensing beginning on January 1, 2018.

PELSB responsibilities:

1. Developing the teacher's code of ethics.
2. Adopting rules to license public school teachers.
3. Adopting rules for and approving teacher preparation programs.



Professional Educator Licensing and Standards Board (PELSB)



PELSB responsibilities (continued):

4. Issuing or denying license applications.
5. Suspending, revoking, or denying a license based on qualifying grounds.
6. Verifying district and charter school licensure compliance.

Teacher Tiered Licensure System

Tiered licensure in Minnesota

TIER 1 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CAREER & TECHNICAL ED (CTE)
OR CAREER PATHWAYS COURSE OF STUDY (CP)*

OR

*CTE OR CP CANDIDATES MUST
HAVE **ONE** OF THE FOLLOWING:

AA degree

Professional certification

Five years of relevant work experience

Candidate must have a BA degree unless teaching Career and Tech Ed or Career Pathways, in which case must have AA degree, professional certification, or five years of relevant work experience.

- ▶ Good for one year and can be renewed three times, though there are conditions under which districts can renew further.
- ▶ District and teacher apply jointly. District must show it could not find a Tier 2, 3, or 4 teacher.
- ▶ These teachers are not in the teacher bargaining unit and are not earning credit toward probation. Teachers at Tier 1 do not have continuing contract rights.

ANTICIPATED TRANSITION
DETAILS CAN BE FOUND AT
[HTTPS://EDUCATIONMINNESOTA.ORG/
RESOURCES.ASPX#CREDENTIALS-LICENSE.](https://educationminnesota.org/resources.aspx#credentials-licensure)

Revised August 29, 2017. Subject to change.

TIER 2 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

**TEACHER PREPARATION
PROGRAM ENROLLMENT**

OR

MASTER'S DEGREE

OR

TWO OF THE FOLLOWING:

Completed teacher preparation program

Eight upper-division credits in subject area

Training in subject-specific teaching methods

Passing scores on state tests in subject area

Two or more years experience
teaching in subject area

Candidate must be enrolled in a teacher preparation program, OR have a master's degree, OR have two of the following: completed teacher preparation program; eight upper-division credits in subject area; training in subject-specific teaching methods; two years of experience teaching in subject area; passing scores on state tests in subject area.

- ▶ Good for two years and can be renewed three times.
- ▶ District and teacher apply jointly.
- ▶ These teachers are in the teacher bargaining unit and are not probationary. However, if these teachers get to Tier 3, then two years of successful teaching at Tier 2 can count toward the Tier 3 requirement of three years of probation. Teachers at Tier 2 do not have continuing contract rights.

TIER 3 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

PASSING SCORES
CONTENT AND PEDAGOGY

AND

ONE OF THE FOLLOWING:

Completion of a Minnesota-approved
teacher preparation program (traditional
or alternative, if accredited)

Completion of a prep program from
another state that includes field-
specific student teaching equivalent
to requirements of MN programs

Portfolio in a given licensure field

Three years teaching experience at Tier 2
without being placed on an improvement plan

Professional teaching license from
another state, license in good standing,
and two years of teaching experience

Candidate has BA degree for all subjects except CTE or CP, passing scores on content and pedagogy exams, and ONE of the following: Completion of a Minnesota-approved teacher preparation program (traditional or alternative, if accredited); completion of a prep program from another state that includes field-specific student teaching equivalent to requirements of MN programs; portfolio in a given licensure field; professional teaching license from another state; license in good standing, and two years of teaching experience; three years of teaching experience under a Tier 2 license and evidence of summative evaluations that did not result in placement on an improvement plan.

- ▶ Good for three years and can be renewed indefinitely.
- ▶ Teacher applies for the license.
- ▶ These teachers are in the bargaining unit and must complete three years of probation. If a teacher at Tier 3 got to Tier 3 via Tier 2, two years of teaching at Tier 2 can count toward the three-year probationary requirement. Teachers at Tier 3 have continuing contract rights after completion of the probationary period.

TIER 4 REQUIREMENTS

BACHELOR'S DEGREE
FOR ALL SUBJECTS EXCEPT CTE OR CP*

AND

**COMPLETION OF
PREPARATION PROGRAM**

AND

PASSING SCORES
CONTENT AND PEDAGOGY

AND

**PASSING SCORES ON BOARD-
APPROVED SKILLS EXAM**

AND

**THREE YEARS TEACHING
EXPERIENCE IN MINNESOTA**

AND

**MOST RECENT SUMMATIVE EVALUATION MUST NOT
HAVE RESULTED IN AN IMPROVEMENT PLAN**

The candidate must meet all Tier 3 requirements, have completed a preparation program or portfolio, have passing scores on content and pedagogy exams and passing scores on board-approved skills exam. In addition, the most recent summative evaluation must not have resulted in placing the teacher on an improvement plan.

- ▶ Good for five years and can be renewed indefinitely.
- ▶ Teacher applies for the license.
- ▶ These teachers are in the bargaining unit. Teachers at Tier 4 have continuing contract rights after completion of the applicable probationary requirement.



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Other Licenses

Teachers of English as a Second Language (ESL): MN grandfathers ESL teachers to provide instruction/credit in a district or charter school *until the end of the 2018-19 school year* who:

1. Held a K-12 ESL license during the 2016-17 school year;
2. Provided content instruction as a Highly Qualified teacher under the No Child Left Behind Act; and,
3. Taught in a classroom where both state content standards and English Language development standards were satisfied.



Other Licenses



Academic and Behavioral Strategist Licensure

By September 1, 2017, the Board of Teaching must amend rules so that Academic and Behavioral Strategist (ABS) licenses do not require an additional full-professional license.

Exemption for Career and Technical Education Instructors

After June 30, 2020, a person who taught in a part time vocational or career and technical education program may apply for a teaching license.

Special Education License Review

PELSB must conduct a review of all the available teacher of special education licenses to determine the options for cross-categorical licenses for teachers of special education.

Future Plans

- Recruit, retain, and induction for potential teacher candidates of color by focusing on existing funding
- Pathways to Teaching—systemic program for high school students
- Regional Centers of Excellence – Teacher committees in rural areas



Thank You!

Elia Dimayuga-Bruggeman

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Question & Answer Session



Jim Lindsay,
Ph.D.

*Principal
Researcher,
REL Midwest*



Elia Dimayuga-
Bruggeman

*Special Assistant
to the
Commissioner,
Minnesota
Department of
Education*



Descriptive Study of Teacher Mobility in Texas

Kate Sullivan | Senior Researcher



**Special thanks to Elizabeth Barkowski,
Jim Lindsay, Valeriy Lazarev, Thanh
Nguyen, Denis Newman, and Li Lin for
their help preparing the final reports.**

In Texas...

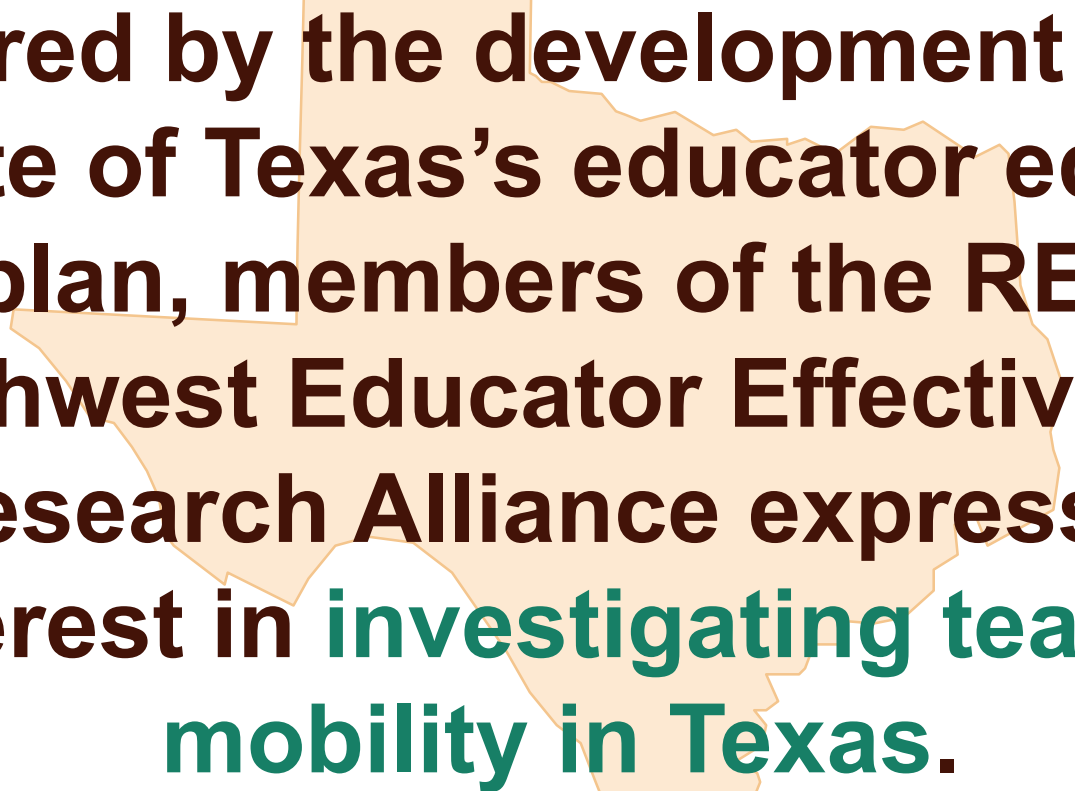
Student enrollment in Texas public schools has grown from 4.8 million in 2009-10 to **5.3 million in 2015-16**

Approximately **350,000** teachers in Texas public schools

Landmark analysis of teacher mobility not updated since 2010

- Hanushek, Kain & Rivkin 2004
- Sass, Flores, Claeys, & Pérez, 2012;
- Garcia, Slate, & Delgado, 2009

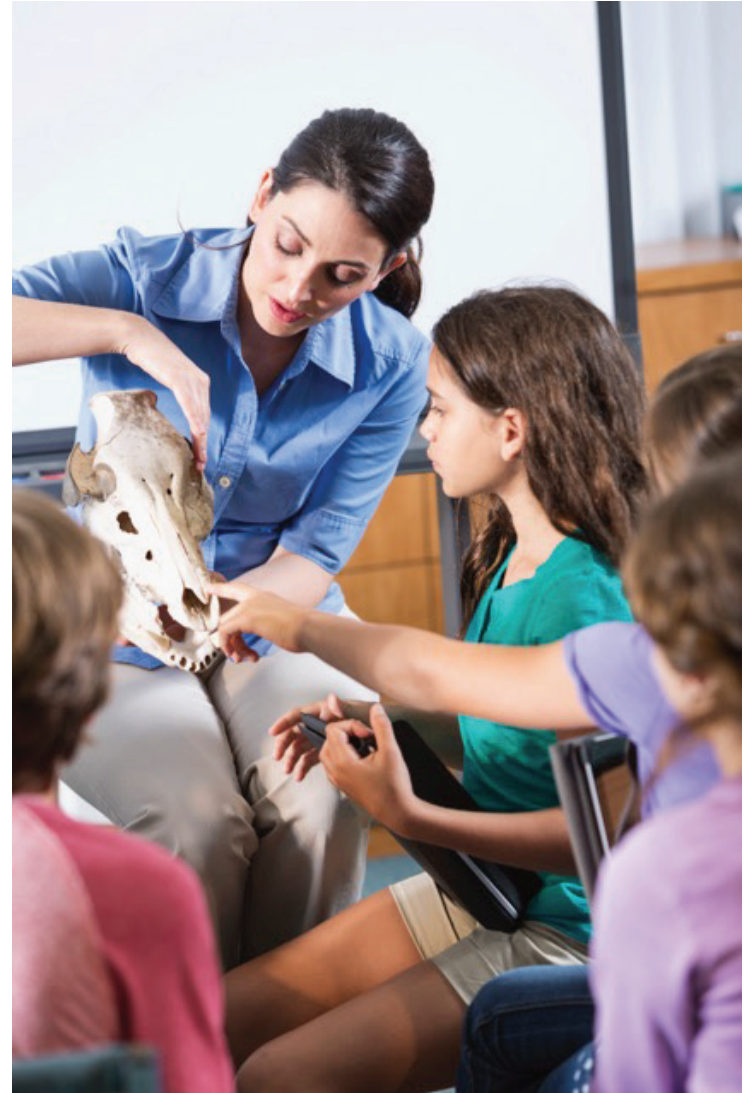




Spurred by the development of the state of Texas's educator equity plan, members of the REL Southwest Educator Effectiveness Research Alliance expressed interest in **investigating teacher mobility in Texas.**

Research Questions

1. What are teacher mobility rates and destination proportions at the regional and state levels in each school year from 2011/12 to 2015/16?
2. What is the association between personal and professional characteristics of Texas public school teachers and their mobility behaviors?

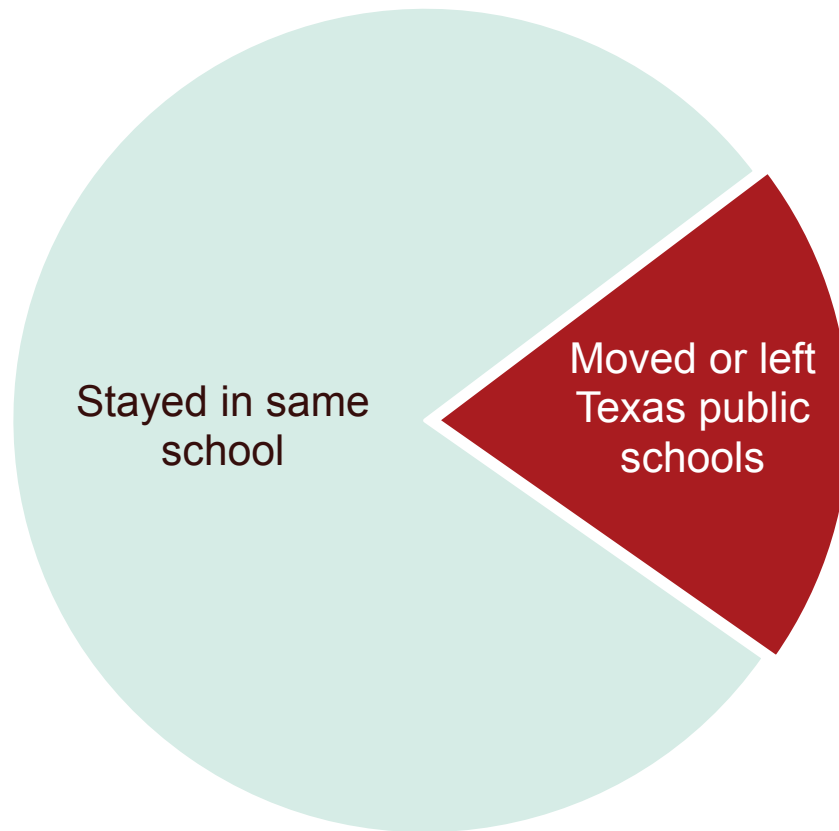


Research Questions



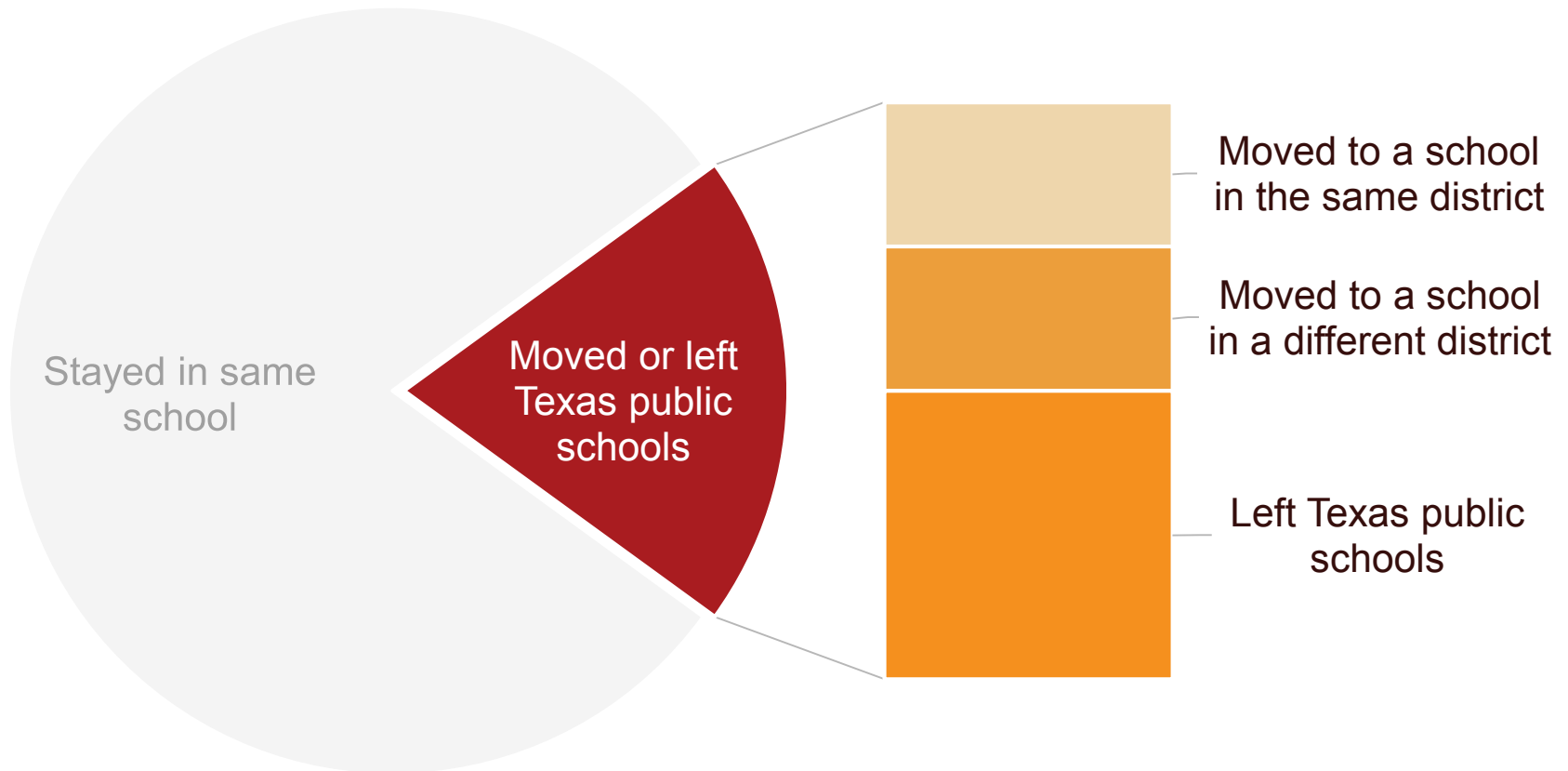
3. What is the association between student/school characteristics and school-level mobility rates?
4. What is the association between school-average rubric ratings of teachers participating in the T-TESS pilot and school-level mobility rates?

Mobility rate: The proportion of teachers who move schools within district, move schools between districts, or leave Texas public schools each year.



Teachers' school assignments are tracked between school-year pairs - that is, a teacher's 2010/11 school assignment compared with the 2011/12 school assignment.

Destination proportion: The proportion of teachers who transition to each of the destinations (to another school within the district, to another district, and to outside of Texas public schools), out of the total number of teachers who leave Texas schools.



References

- Garcia, C. M., Slate, J. R., & Delgado, C. T. (2009). Salary and ranking and teacher turnover: A statewide study. *International Journal of Education Policy and Leadership*, 4(7), 1–8. <http://files.eric.ed.gov/fulltext/EJ898888.pdf>.
- Hanushek, E. A., Kain, J. F., & Rivkin, S. G. (2004). Why public schools lose teachers. *Journal of Human Resources*, 39 (2), 326–354.
- Sass, D. A., Flores, B. B., Claeys, L., & Pérez, B. (2012). Identifying personal and contextual factors that contribute to attrition rates for Texas public school teachers. *Education Policy Analysis Archives*, 20(15). <http://files.eric.ed.gov/fulltext/EJ971430.pdf>.



Indicators of Successful Teacher Recruitment and Retention in Oklahoma Rural Schools

Valeriy Lazarev | Senior Research Scientist



Relevance

Teacher recruitment and retention is an issue in many rural schools.

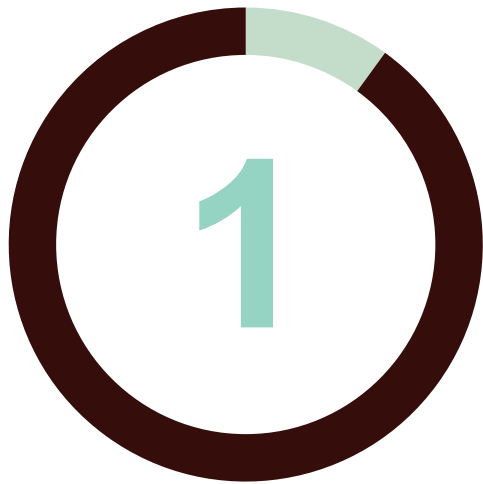
Identifying factors predicting successful recruitment and retention can help districts develop targeted policies.



Research Questions

1. What are the patterns of teacher mobility in rural and nonrural schools in Oklahoma?
2. Which indicators predict successful recruitment of teachers at rural school districts in Oklahoma?
3. Which indicators predict continued retention of tenured teachers at rural school districts in Oklahoma?

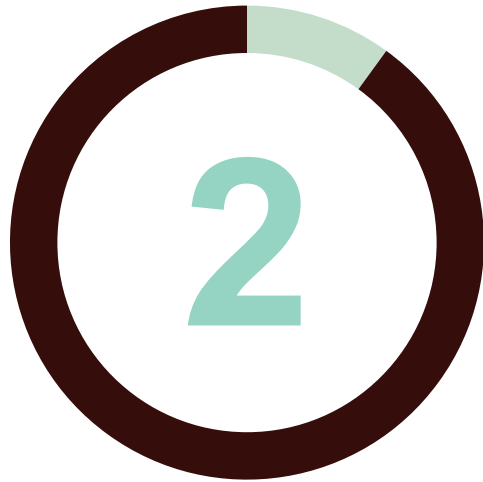
Analytical Strategy



Separate analysis of **recruitment** vs. **retention** of tenured teachers

- Successful recruitment = teacher completes 3-year probationary period and obtains tenure

Analytical Strategy



Identify individual indicators associated with successful recruitment and/or retention

Analytical Strategy



Determine relative importance of *groups* of factors:

- Teacher-level
- District-level
- Community-level

Methods

Recruitment

- Binary outcome (teacher returns for the fourth year)
- Logistic regression

Retention

- Outcome – probability of returning for another year after N years of service
- Survival analysis (Cox regression)



Implications



- Factors identified in this study can potentially be offset or supported by initiatives that target individuals or groups of teachers.
- Identifying teacher-level indicators could inform future efforts to study and evaluate new recruitment and retention policies.
- Determining community-level contextual factors could help policymakers target districts that would benefit most from additional resources.

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**Thank you for attending
today's webinar!**

**Jackie Burniske
jburniske@air.org**

