



Recruitment and Retention Data P-20 Council



February 22, 2021



Delaware
Department of Education



Recap of Previous Conversations

- [Introductory overview of data on teacher recruitment and retention \(April 2019\)](#)
- [Update on teacher evaluation, teacher residencies, and recruitment efforts \(April 2020\)](#)
- [Introduction to DDOE's Teacher Recruitment and Retention Initiatives \(Sept. 2020\)](#)
- Panel Discussion with DASA, Redding Consortium's Educator Work Group and Rodel (Nov. 2020)

With feedback from members in between meetings regarding next steps.



Our Agenda

- **Recruitment and Retention Data Conversation**
(Information)
- **Panel with DDOE and Institutions of Higher Education**
(Application)



Objectives

- Develop common understanding on the following topics related to recruitment/retention:
 - Educator Demographics
 - Educator Demand
 - Educator Supply
 - Reasons for Mobility
- Determine opportunities to communicate and coordinate initiatives across IHEs, LEAs, and policymakers;



Norms

- Focus on state-level data, with questions about the state landscape;
- Consider challenges/gaps displayed in this data and where the P-20 Council or your organization can support this work
- Questions specific to an organization can be addressed by contacting presenters to schedule a follow-up meeting;



Discussion Questions

As we review the data and prepare for the panel discussion, please keep the following in mind –

- Do you have high-level questions about the data presented?
- Do you feel there is additional information the P-20 Council needs to help facilitate next steps?

As you listen to the panel discussion, please keep the following in mind -

- What are some solutions that can be
 - Implemented by member organizations through their own initiatives (e.g. IHEs, LEAs)?
 - Addressed by policymakers (DDOE, SBE, General Assembly)?
 - Addressed via strengthened coordination across partners (e.g. coordinated recruitment strategy, communication plan, etc.)



Focus Areas

Demographics
of Current
Educators

Educator
Demand

Educator
Supply

Reasons for
Mobility



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Workforce Demographics Highlights

Current state

- The teacher and paraeducator workforce are predominantly female, whereas the gap for school leaders is much more narrow.
- In terms of racial diversity, while there has been a slight increase in diversity of teacher and paraeducator workforce in the last five years (SL remained mostly stagnant), the gap is still significant when compared to student demographics.
- Over the next ten years, teacher workforce is projected to steadily grow each year.



Workforce Context

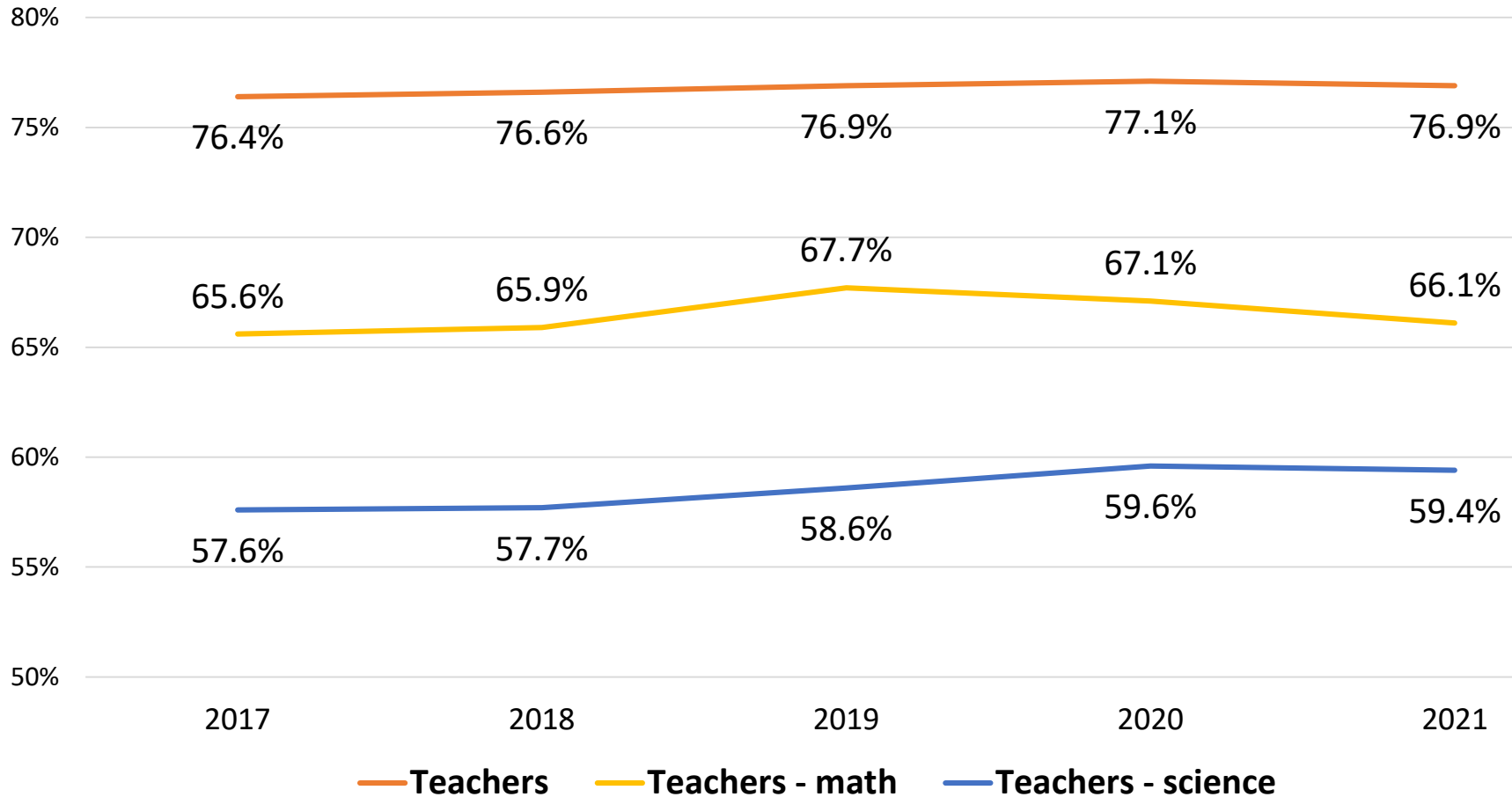
- **In 2021, there were:**
 - **534 educators employed as school leaders**
 - **9,955 educators employed as teachers**
 - **3,183 educators employed as para-educators**
- **Between 2017-2021 the teacher workforce increased by 7.5%**
 - **Between 2021-2026, the teacher workforce is projected to increase by 3.2%**
 - **Between 2021-2031, the teacher workforce is projected to increase by 6.3%**

See slide 17 for additional detail.



Overall Educator Employment by Gender (% female)

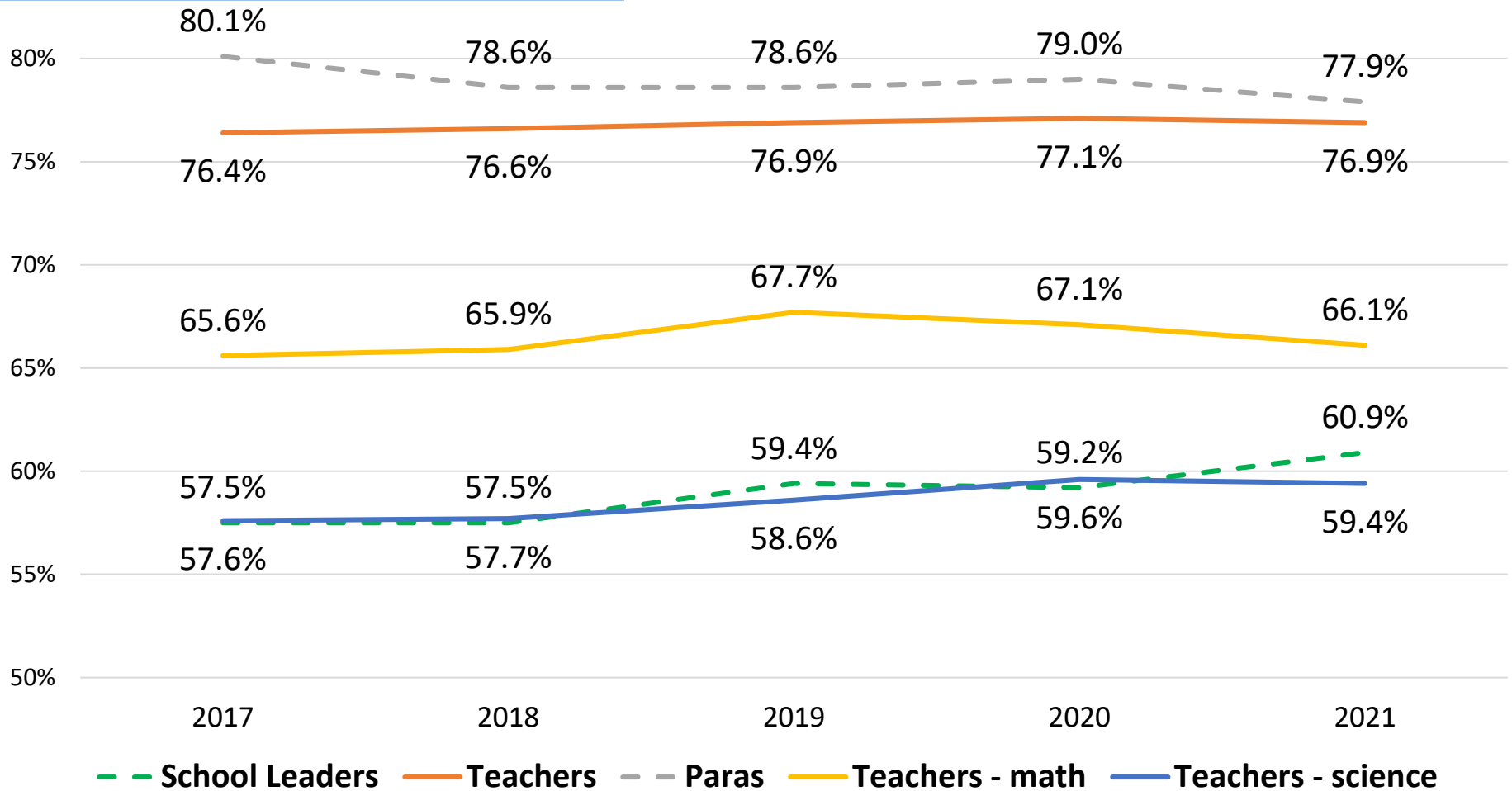
Demographics of Current Educators





Overall Educator Employment by Gender (% female)

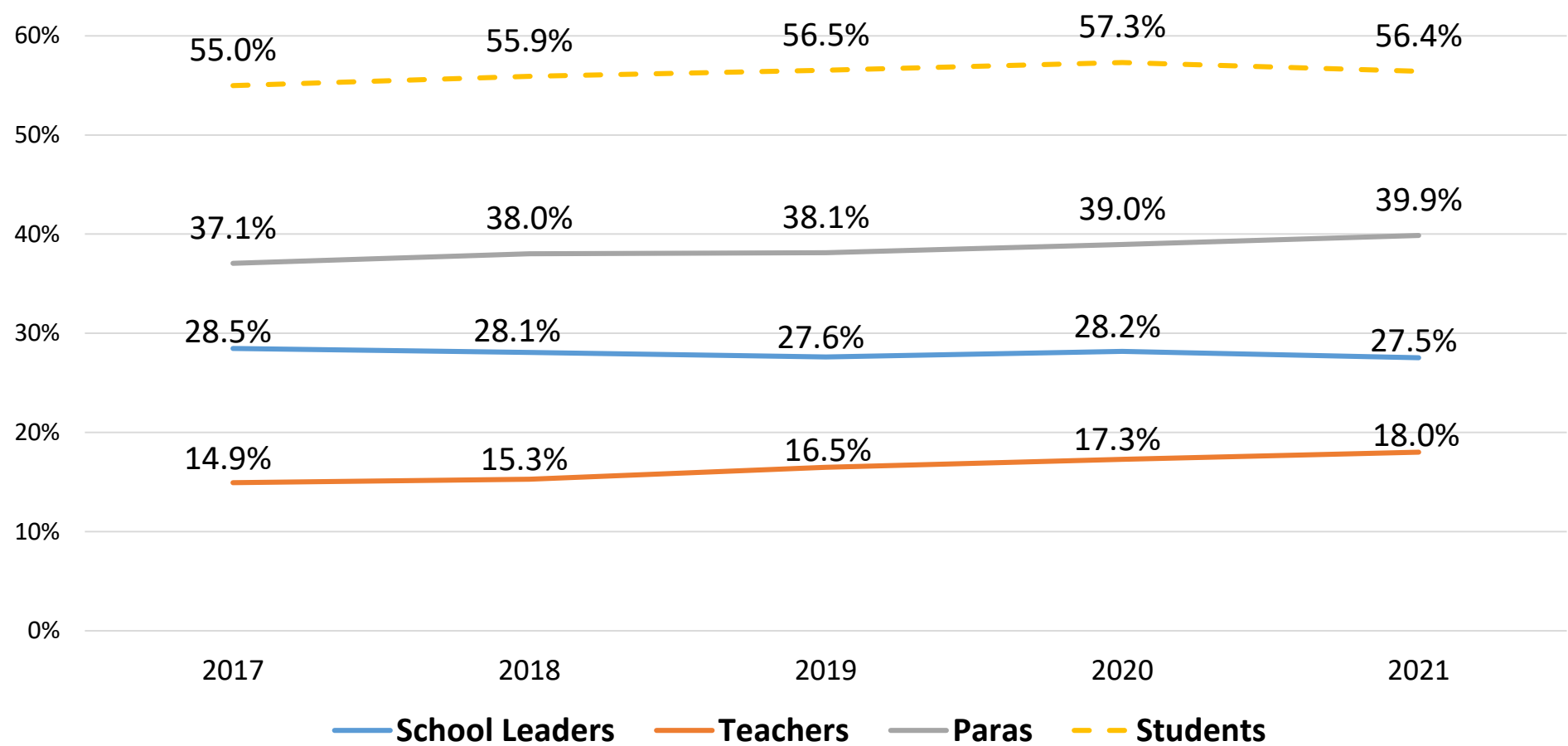
Demographics of Current Educators





Overall Educator Employment by Race (% educators of color)

Demographics of Current Educators





Focus Areas

Demographics
of Current
Educators

**Educator
Demand**

Educator
Supply

Reasons for
Mobility



Supply and Demand Factors

Educator Demand

- Actual and projected student enrollment and teacher workforce data;
- Early and experienced teacher mobility;
- Retirement;
- Hard-to-staff areas

Educator Supply

- New entrants
 - Recently credentialed teachers who have not yet taught
 - In-state traditional EPPs
 - In-state ARTC candidates
 - Out-of-state
- Potential entrants (high-school pathways, para-to-educator programs, etc.)



Educator Demand Highlights

Educator Demand

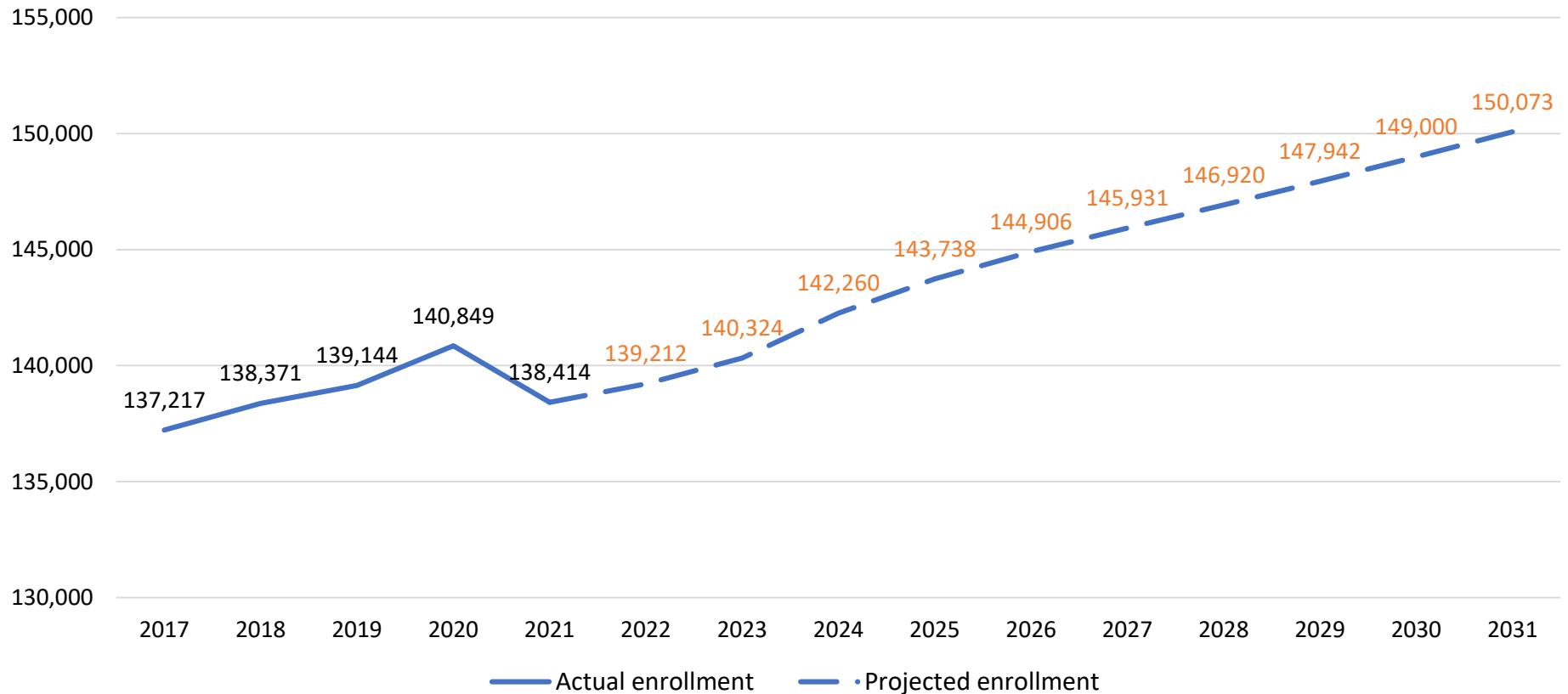
- Over the next ten years, student enrollment is expected to increase by total of 7.8%, while teacher workforce is projected to grow by 6% in the same time period.
- While early and experienced teachers are retained in the same school at a similar rate after one year, the gap between the two groups starts widening after year two, and continues in years three and five. This gap is even larger in high needs schools.
- One quarter of currently employed teachers and paraeducators, and 41% of school leaders are eligible to retire in the next five years.
- Over the past five years, math, science, foreign languages, and special education remain in the top five hard to staff subject areas. Secondary grades tend to be harder to staff than middle and elementary grades. Projected teacher demand, as well as EPP enrollment and graduation trends are consistent with the hard to staff subject data.



Actual and Projected Student Enrollment

Educator Demand

Actual and projected public school enrollment, by school year



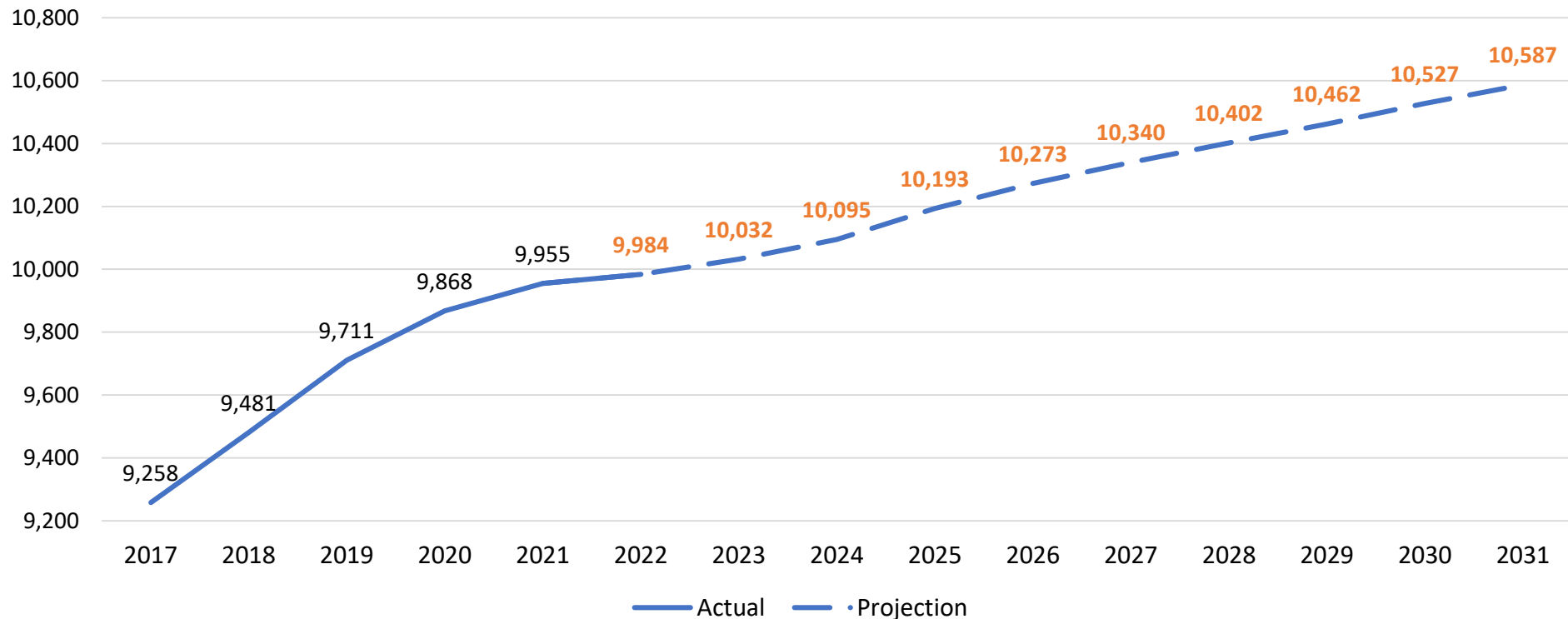
Note: Projections based on historical student grade progression model. This method assumes that future trend factors affecting enrollments will be consistent with past patterns, including factors such as dropouts, grade repeaters, transfers to and from public schools, and state-level migration. Projections do not account for any potential policy changes that may affect enrollment levels. Projections exclude students attending private schools and those who are homeschooled.



Actual and Projected Teacher Workforce

Educator Demand

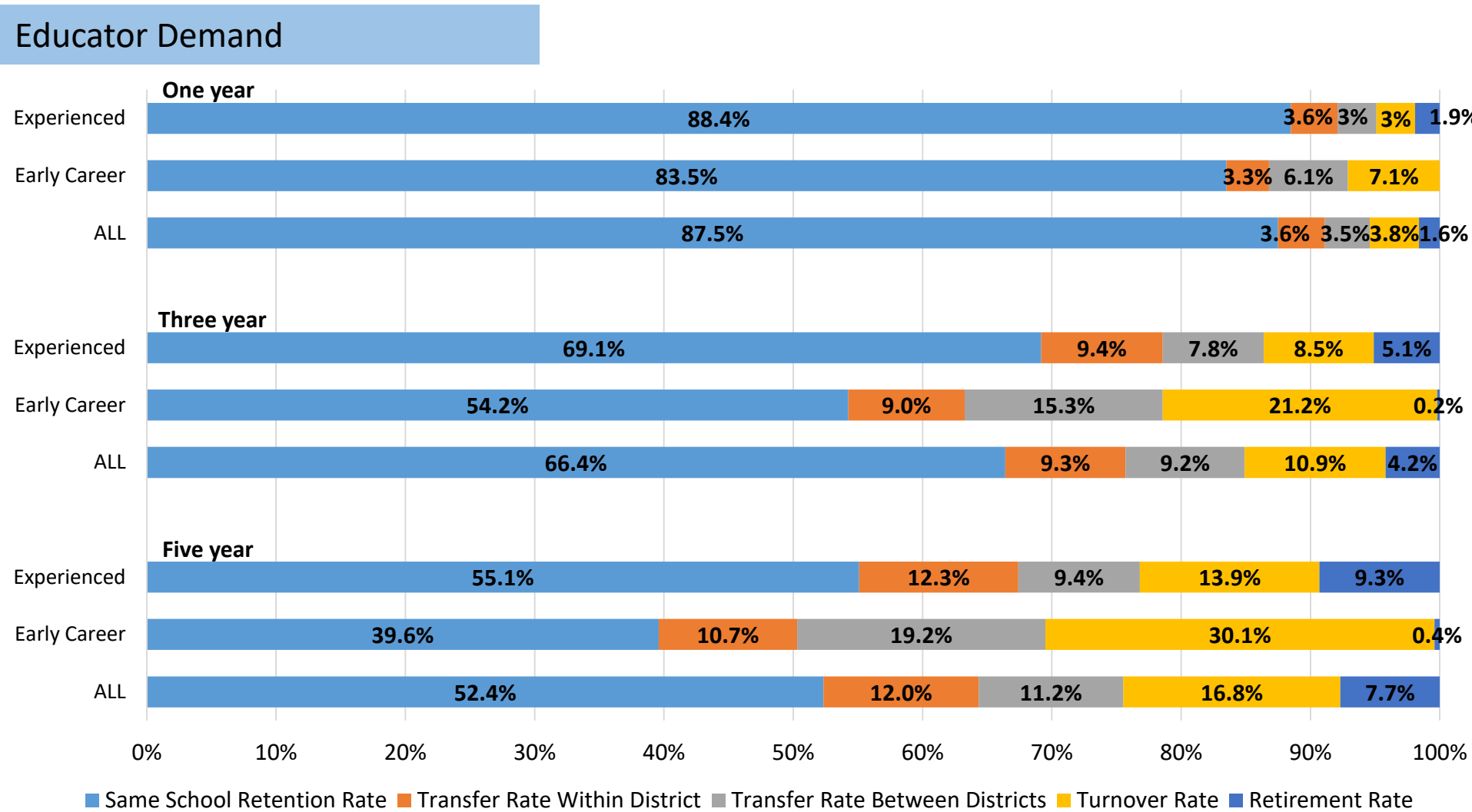
Actual and projected public school teacher employment, by school year



Note: Projections based on historical student grade progression model and student-teacher ratio. This method assumes that future trend factors affecting enrollments will be consistent with past patterns, including factors such as dropouts, grade repeaters, transfers to and from public schools, and state-level migration. Projections do not account for any potential policy changes that may affect enrollment levels and student-teacher levels. Projections exclude students attending private schools and those who are homeschooled.



One, three, and five year teacher mobility, by experience category



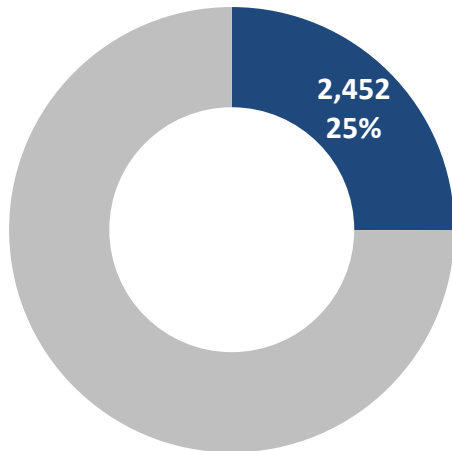
Note: teachers are marked as retained if they have been employed in November of a given school year and retained in a November of the following SY. For example, teachers employed in 2019-20 SY who were retained in 2020-21 SY are reflected under one year retention rate, teachers employed in 2017-18 SY who were retained in 2020-21 SY are reflected under three year retention rate, etc.



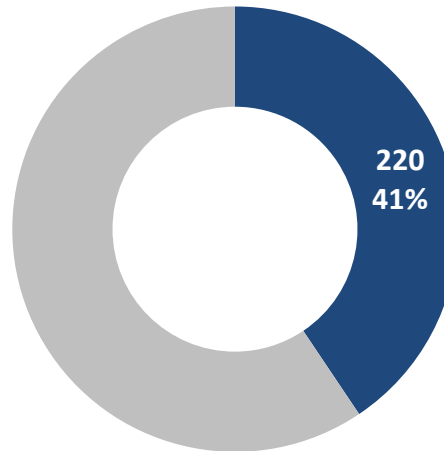
Retirement Eligibility for the Next Five Years

Educator Demand

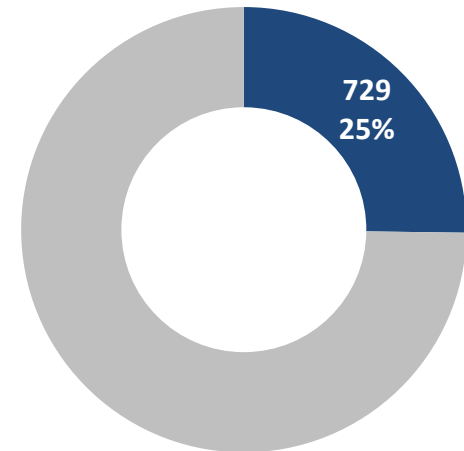
Classroom Teachers



School Leaders*



Paraeducators



Actual retirement data in the last five years:

- **57 school leaders** retired in the last five years. This represents 8% of all school leaders employed in DE public schools in that time period (710), an annual rate of 2.3%.
- **695 teachers** retired in the last five years. This represents 5.5% of all teachers employed in DE public schools in that time period (12,737), an annual rate of 1.5%.
- **187 paraeducators** retired in the last five years. This represents 4.4% of all paraeducators employed in DE public schools in that time period (4,211), an annual rate of 1.5%.

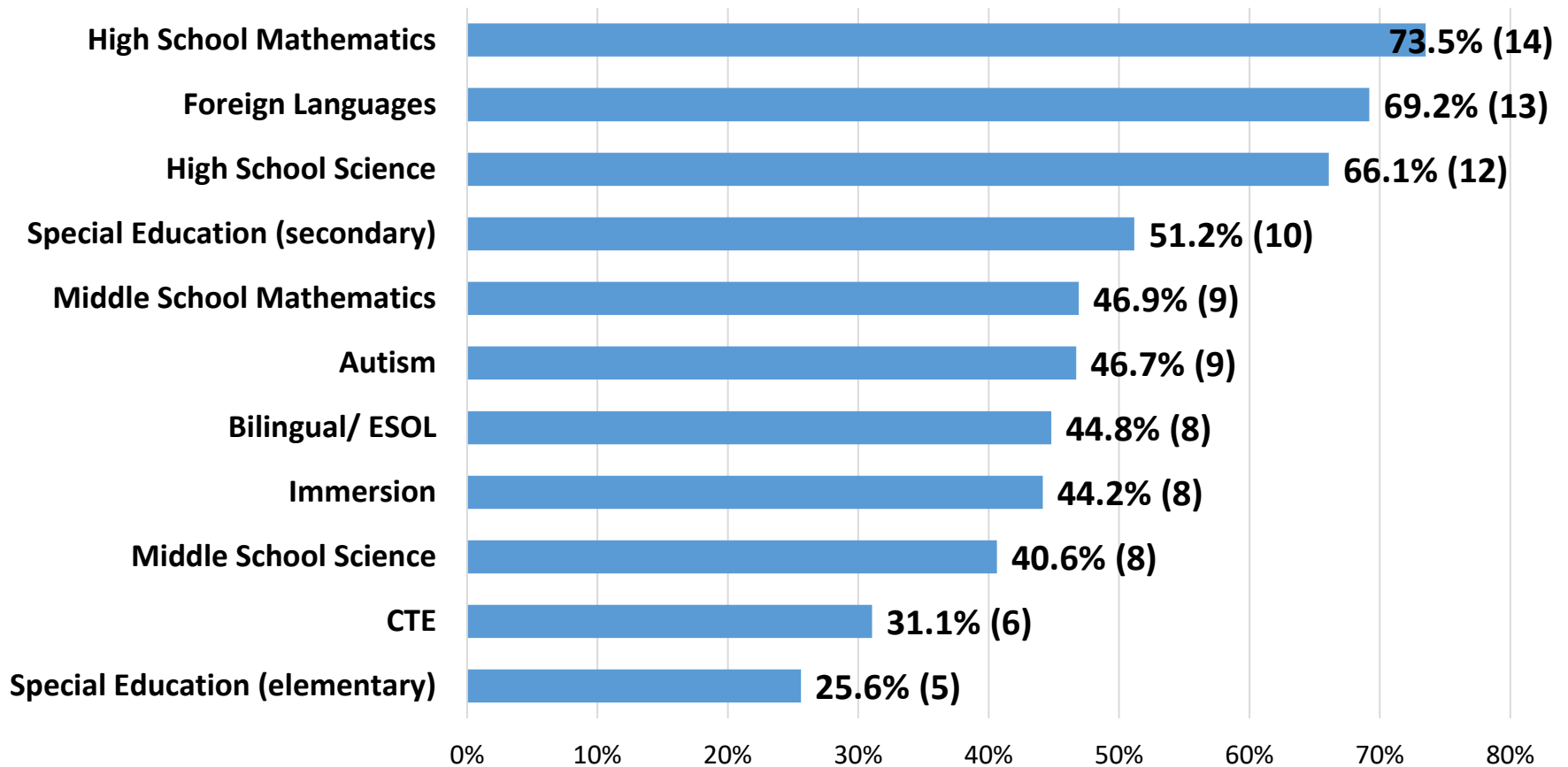
*School leader data includes principals and assistant principals.

Retirement eligibility data provided by the pension office. Data shown in this slide is as of 7/22/2020.



Hard-to-Staff Subjects (over a 5-year period)

Educator Demand



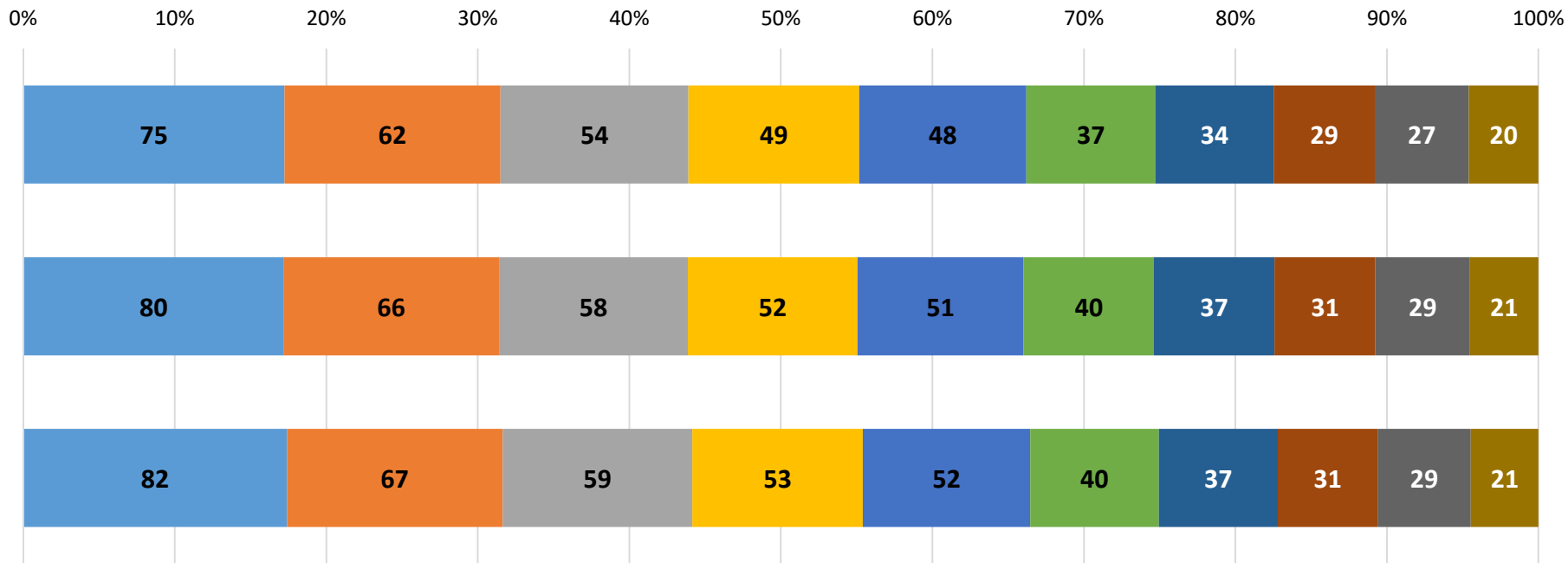
Note: Over the last five years, 74% of districts have indicated that high school mathematics is a hard to staff subject area. The percentages do not add up to 100%, as districts were able to choose multiple hard to staff subject areas.



Projected Teacher Demand by Hard-to-Staff Subject Area

Educator Demand
See Appendix slide 41 for additional information.

Delaware Teacher Demand of Hard-to-Staff Subject Areas, for school years 2022, 2026, and 2031



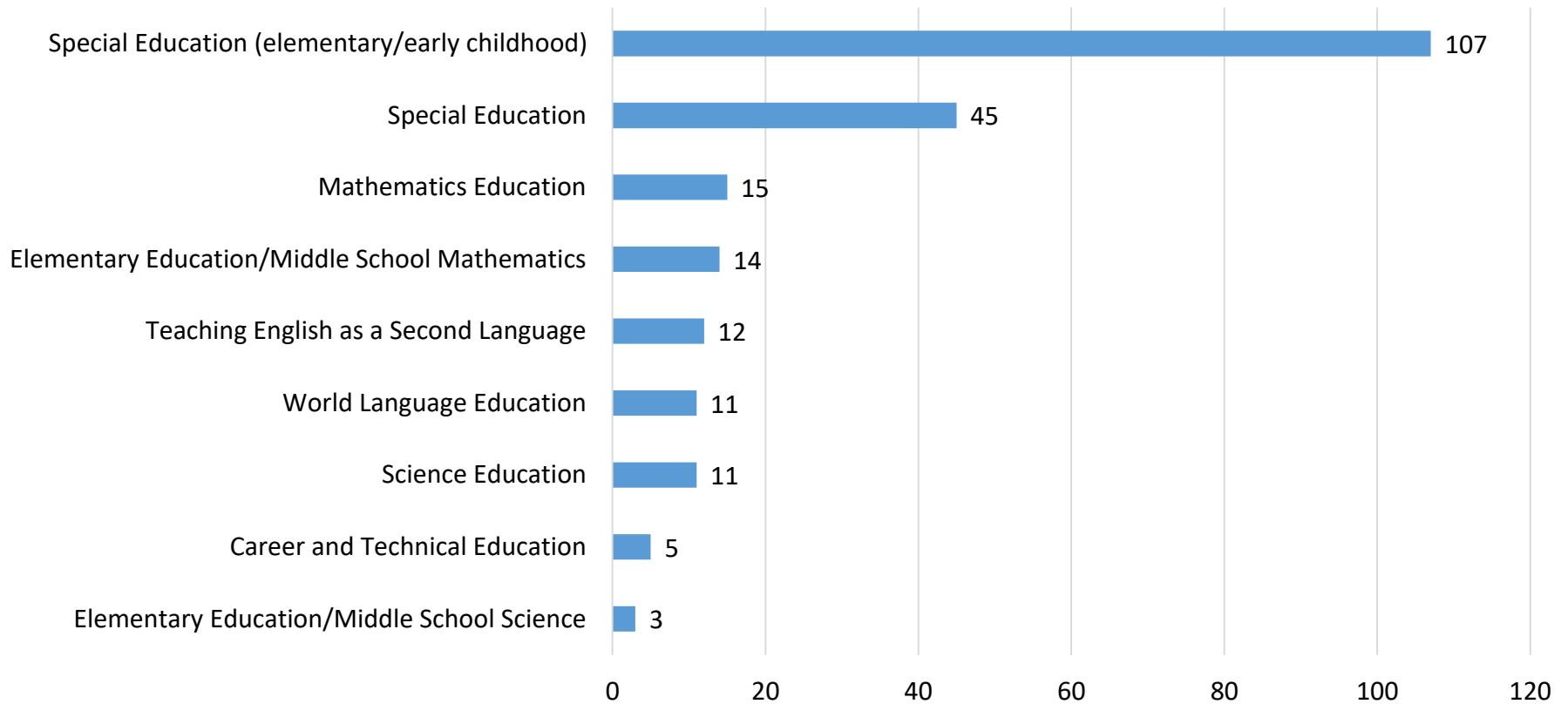
- Foreign Language
- Special Education (secondary)
- Special Education (middle)
- Secondary School Mathematics
- CTE
- Secondary School Science
- Middle School Mathematics
- Middle School Science
- Bilingual/ESOL
- Special Education (elementary)



DE EPP Teacher Graduates by Hard-to-Staff Subject Area

Educator Supply

Delaware EPP 2020 Graduates by Hard to Staff Subject Area





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Reasons for
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Supply and Demand Factors

Educator Demand

- Actual and projected student enrollment and teacher workforce data;
- Early and experienced teacher mobility;
- Retirement;
- Hard-to-staff areas

Educator Supply

- New entrants
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 - In-state ARTC candidates
 - Out-of-state
- Potential entrants (high-school pathways, para-to-educator programs, etc.)



Educator Supply Highlights

Educator Supply

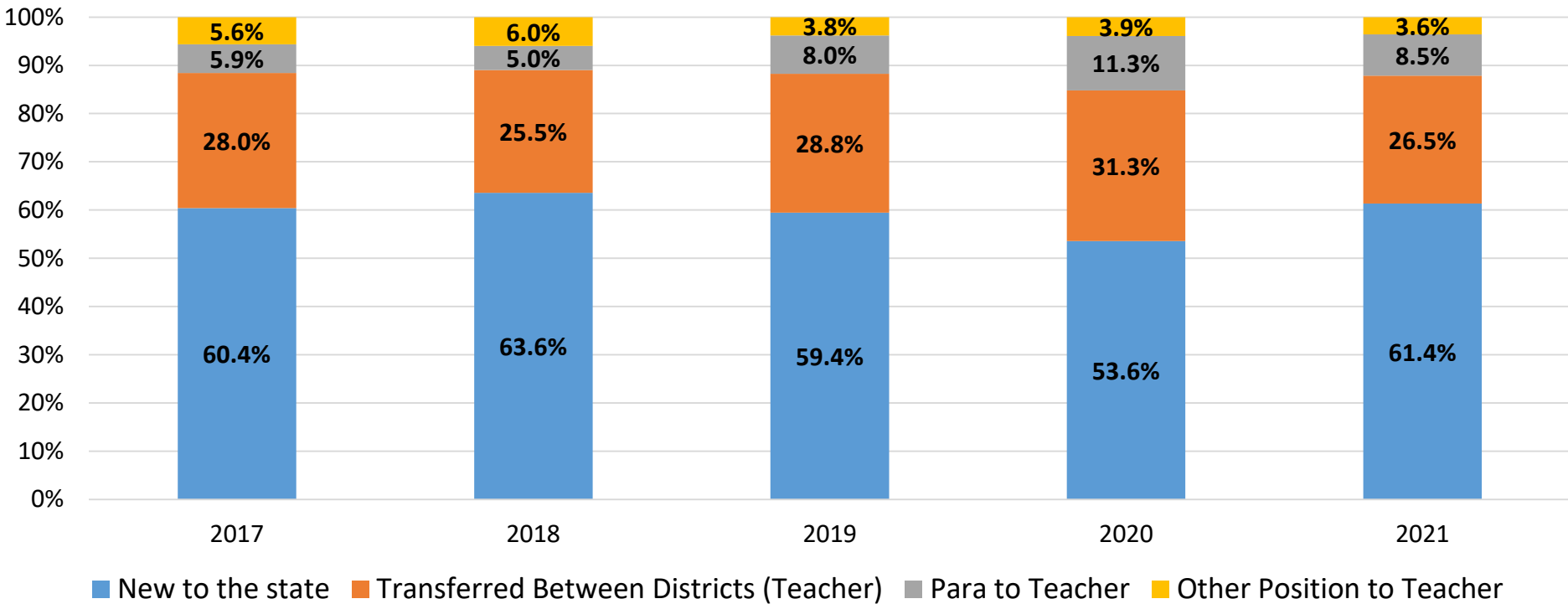
- Historically, of the newly hired teachers to the state, districts have hired between 50% and 55% of in-state EPP graduates.
- Enrollment in traditional and alternative route EPPs has seen an increase due to two major changes in policies/requirements in the last several years
- Last year, first cohort of teacher academy students completed their program.



New District Hires by Supply Category

Educator Supply

See Appendix slide 45 for additional information.



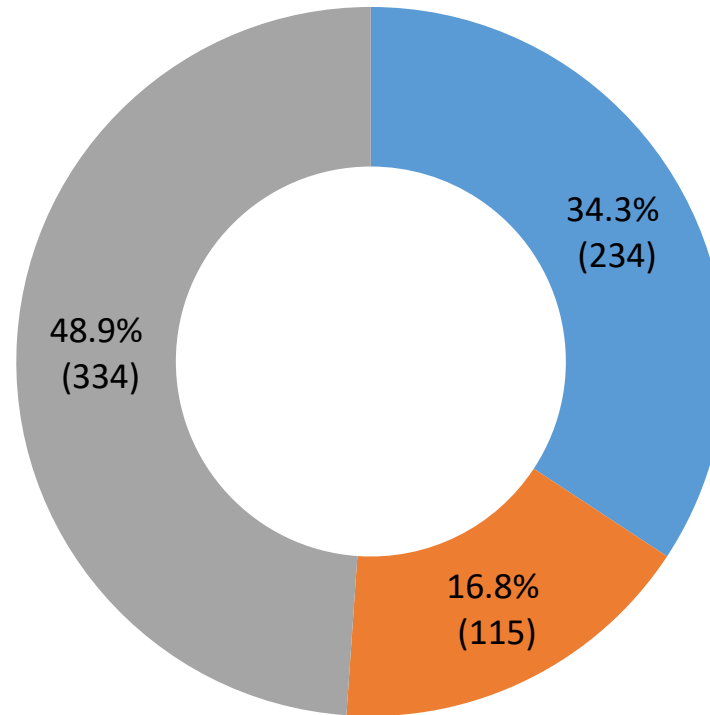
School Year	New to the state	Transferred Between Districts (Teacher)	Para to Teacher	Other Position to Teacher
2017	752	349	74	70
2018	691	277	54	65
2019	724	351	97	46
2020	699	408	147	51
2021	683	295	95	40



New to the state hires by Supply Category

Educator Supply

New to the state Hires by Supply Category, 2020-21 school year



■ DE - Traditional EPP ■ DE - Alternative Route to Certification ■ Out of state EPP

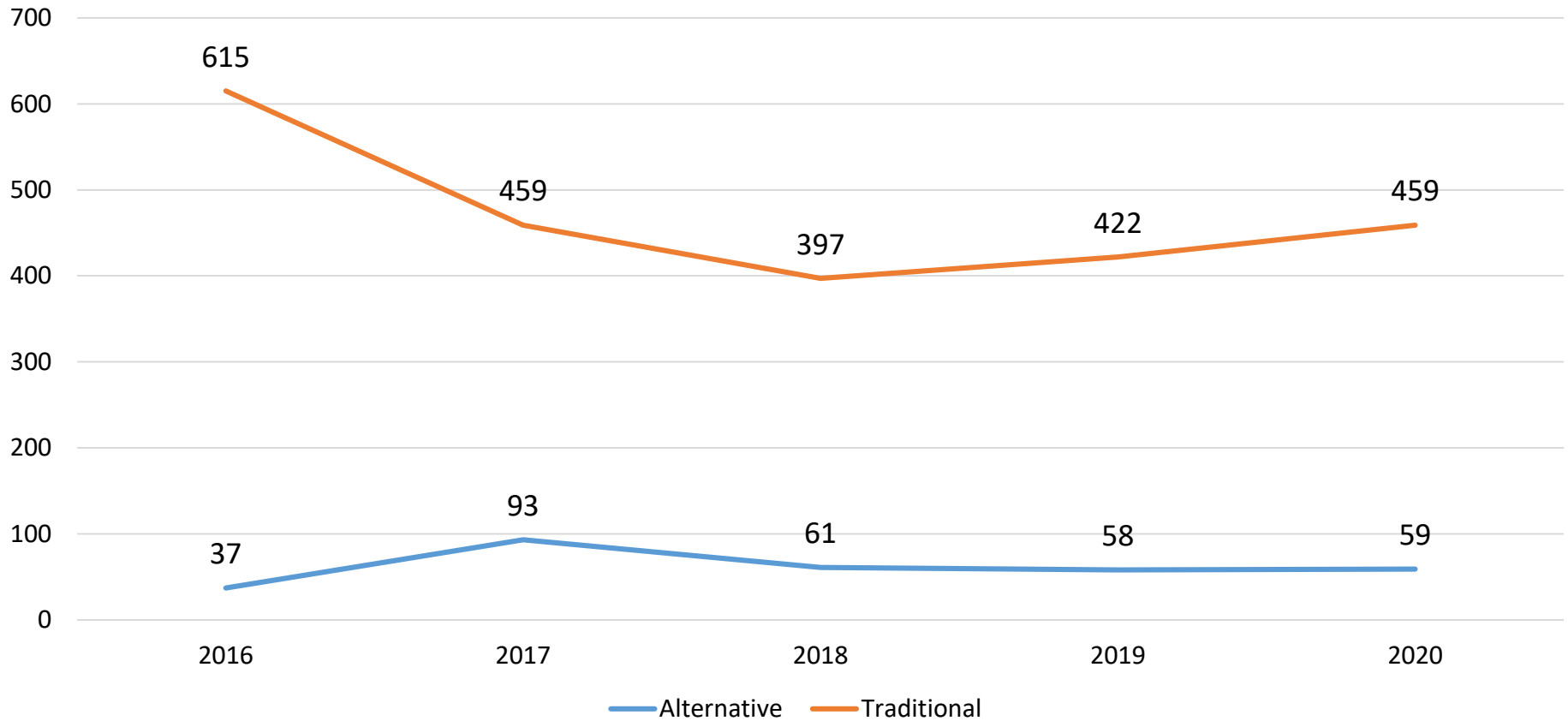


EPP Program Completers

Educator Supply

See Appendix slide 43-44 for additional information.

DE EPP program completers, by graduation year and program type





Teacher Academy Graduates

Educator Supply

- Last year, we had our first teacher academy graduating cohort.
- 90 students completed their program, out of which 56% were students of color.
- In addition, 220 students had their concentration in teacher academies (devoted two years to the program).



Focus Areas

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Reasons for Mobility Highlights

Educator Mobility

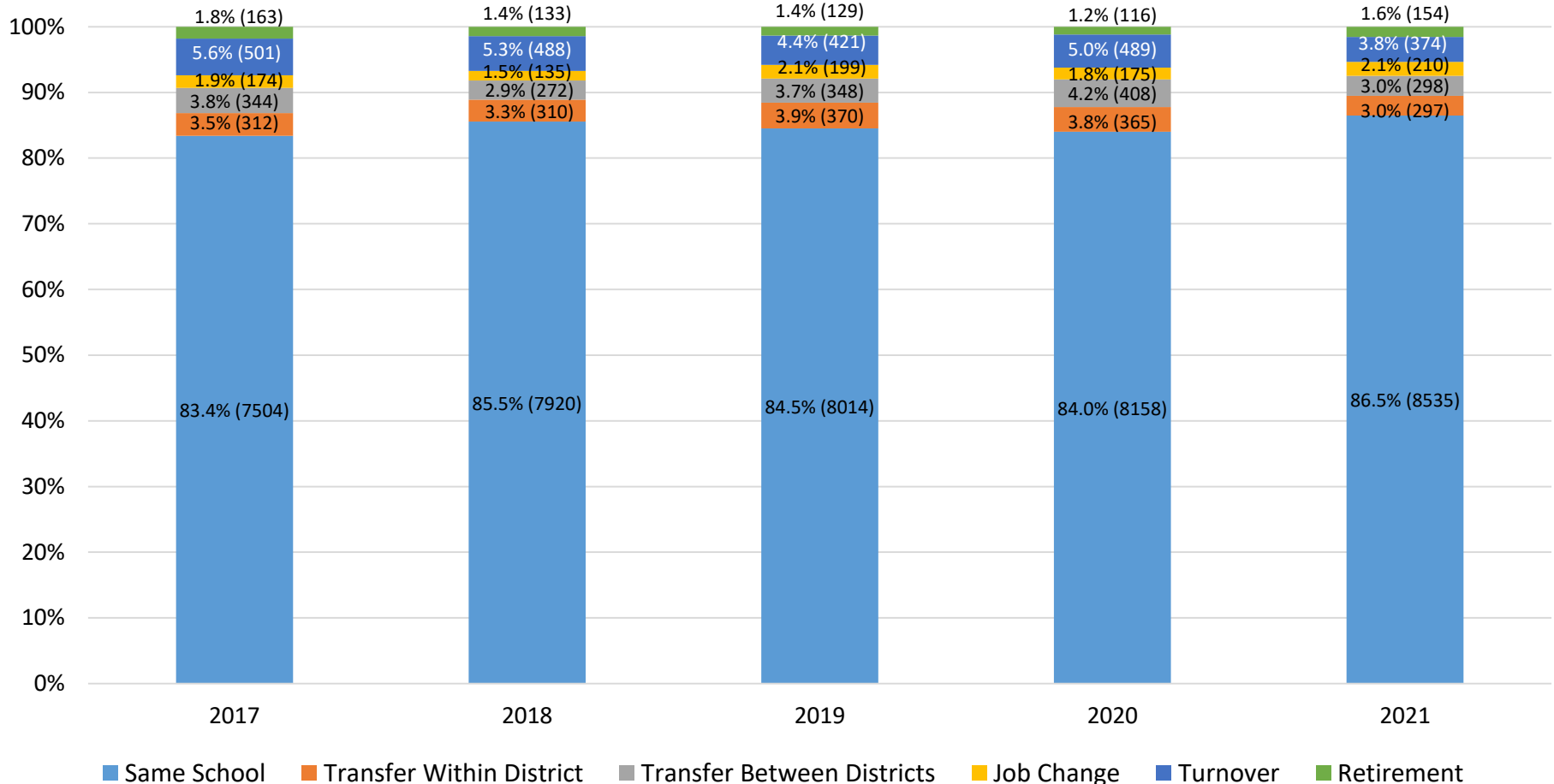
- Retention is an important consideration as we think about overall recruitment strategy.
- Each year, about 10% of teachers leave their district due to transfers between the districts, job change, retirement, and turnover.
- School leadership, district leadership and/or district policies, and instructional practices & instructional support in the building are listed as top three reasons why educators leave.
- Mobility reasons vary by educator experience.



Statewide Teacher Mobility Data

See Appendix slide 46 for additional information.

Statewide Teacher Mobility Data, by school year and mobility type

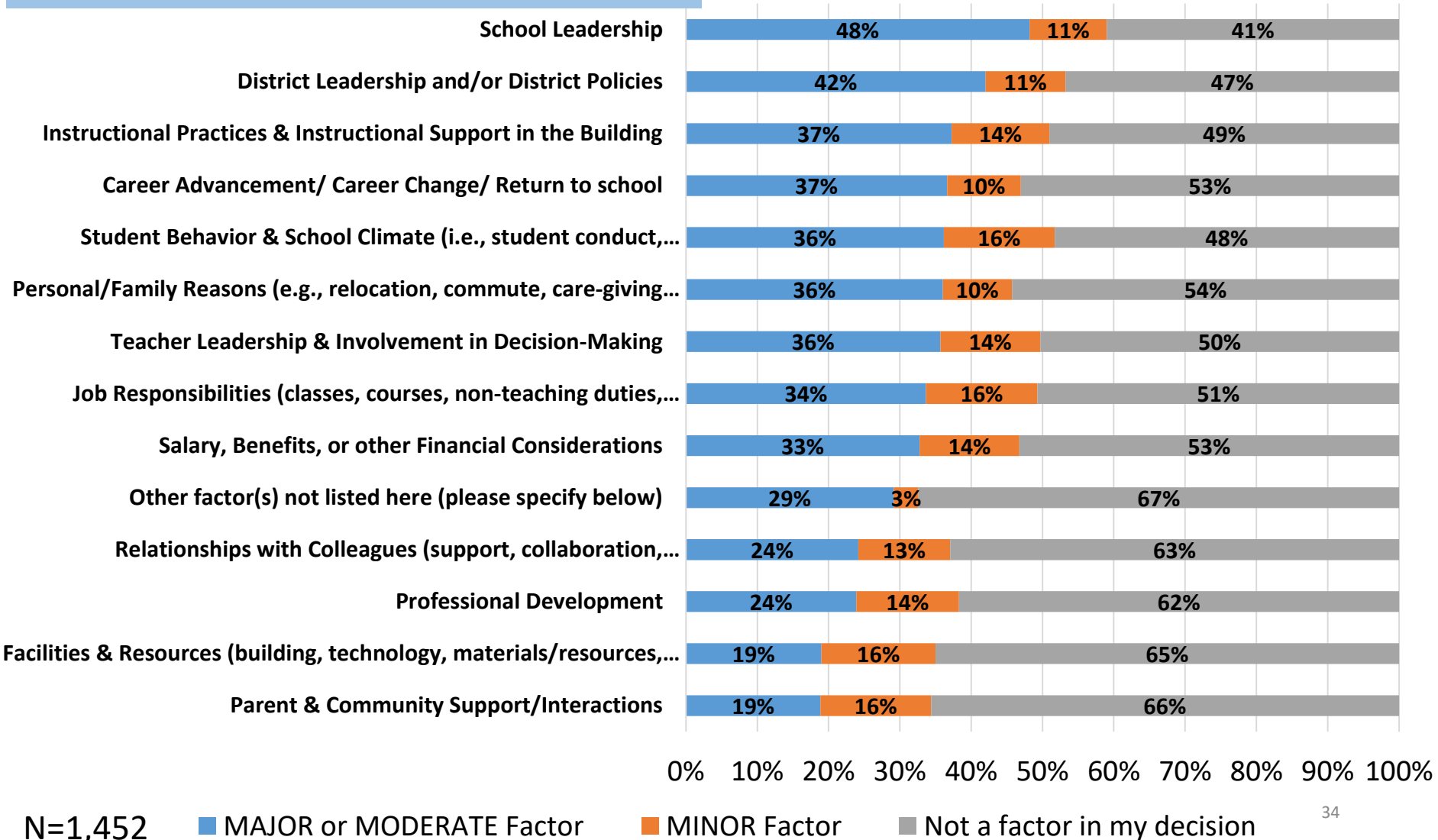


Note: Mobility data analyzes educator employment data as of November 1 of each school year. For example, same school retention rate is calculating the proportion of staff who continue working in the same school in the following school year(s). For example, 1,284 teachers who were employed in November of SY 2018-2019 and remained employed at the same school in any capacity in November of SY 2019-2020 would be considered retained within the same school.



Why leave?

See Appendix slide 47-55 for additional information.





Mobility Data by Experience

Overall		Novice Only (first four years)		Experienced Only (five or more years)	
School Leadership	– 48%	School Leadership	– 44%	School Leadership	– 50%
District Leadership and/or District Policies	– 42%	Salary	– 39%	District Leadership and/or District Policies	– 45%
Instructional Practices and Instructional Support in the Building	– 37%	District Leadership and/or District Policies	– 36%	Teacher Leadership and Involvement in Decision-Making	– 39%
Career Advancement/ Career Change/ Return to School	– 37%	Instructional Practices and Instructional Support in the Building	– 36%	Instructional Practices and Instructional Support in the Building	– 38%
Student Behavior and Student Climate	– 37%	Student Behavior and Student Climate	– 35%	Career Advancement/ Career Change/ Return to School	– 38%
Teacher Leadership and Involvement in Decision-Making	– 36%	Personal/Family Reasons	– 35%	Student Behavior and Student Climate	– 37%
Personal/Family Reasons	– 36%	Career Advancement/ Career Change/ Return to School	– 35%	Personal/Family Reasons	– 37%
				Job Responsibilities	– 37%



Discussion Questions

- Do you have high-level questions about the data presented?
- Do you feel there is additional information the P-20 Council needs to help facilitate next steps?



Panel Discussion

- Jinni Forcucci, DDOE, Delaware Teacher Academies
- Gary Henry, UD
- Michael Curry, Wilmington University
- Shelley Rouser, DSU
- Christine Eisenhauer, Relay



Discussion Questions

What are some solutions that can be

- Implemented by member organizations through their own initiatives (e.g. IHEs, LEAs)?
- Addressed by policymakers (DDOE, SBE, General Assembly)?
- Addressed via strengthened coordination across partners (e.g. coordinated recruitment strategy, communication plan, etc.)



Considerations

Below are a list of policy considerations and initiatives discussed to support educator recruitment and retention:

- Teacher Residencies
- Scholarships and Financial Aid
- Changes to Certification and Performance Assessment
- Teacher Academy Expansion
- Grow Your Own Initiatives
- Others?

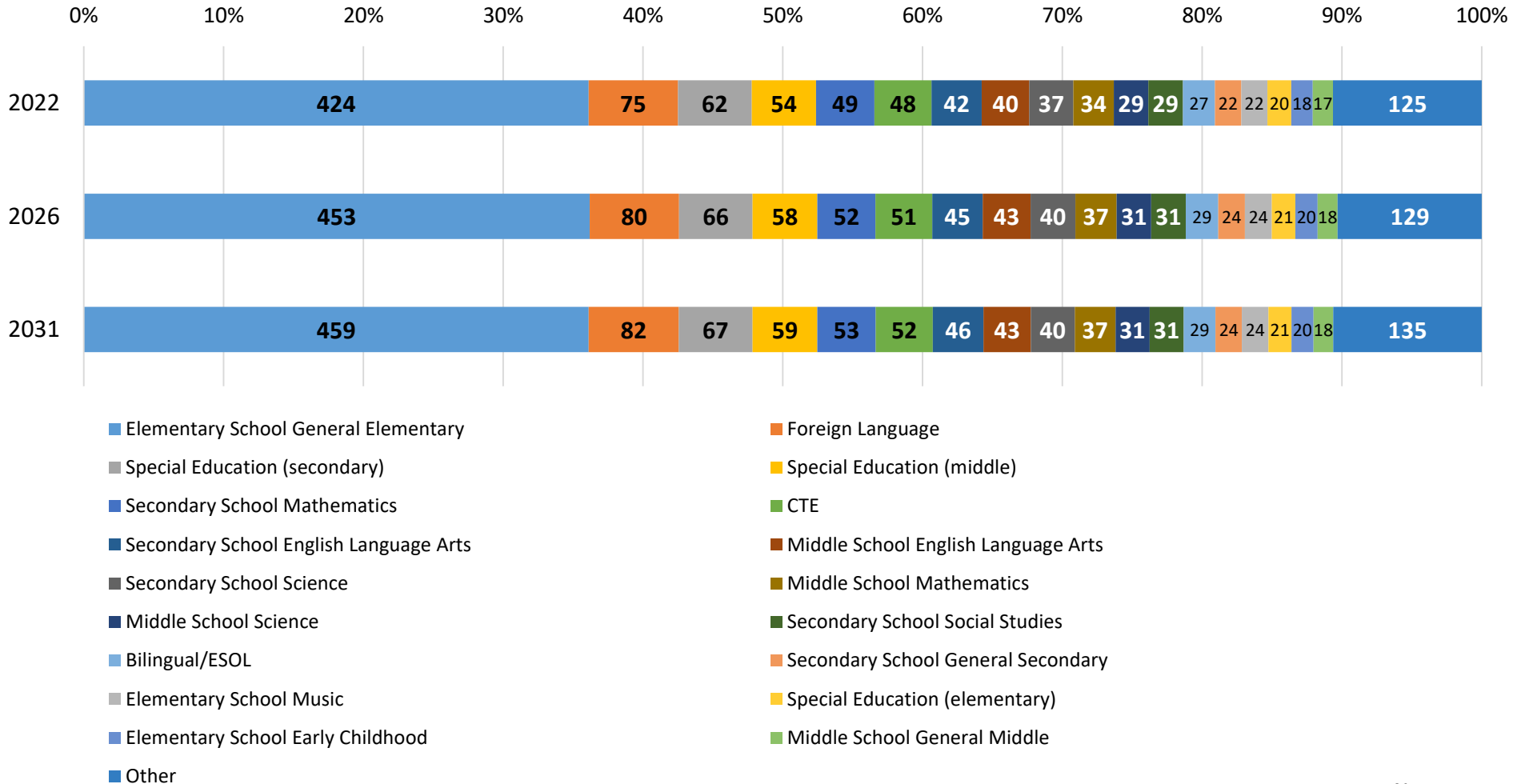
APPENDIX



Projected Teacher Demand by Content Area

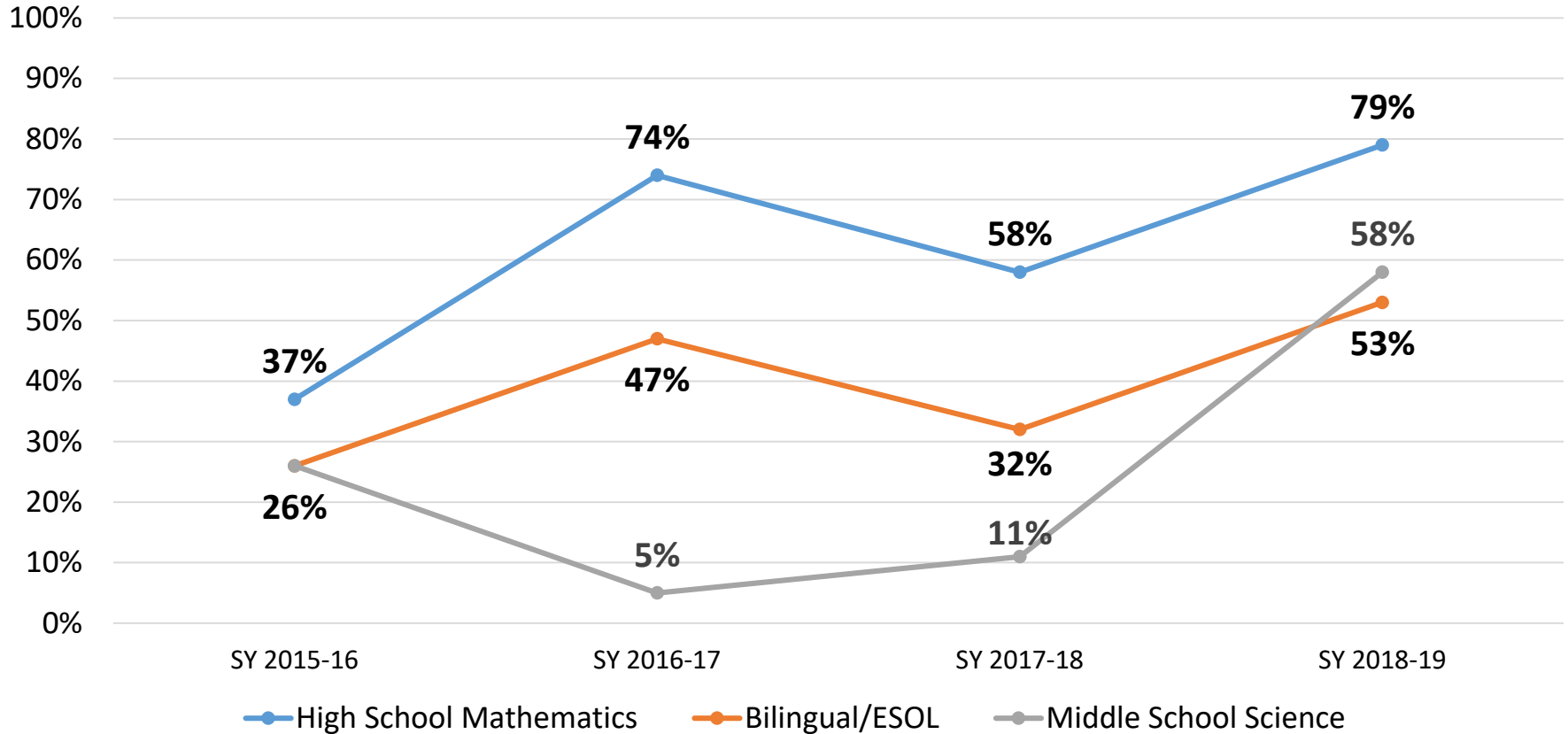
Educator "Demand"

State of Delaware Teacher Demand by Content Area, for school years 2022, 2026, and 2031





Examples of Year-to-Year Variation Hard-to-Staff Subjects

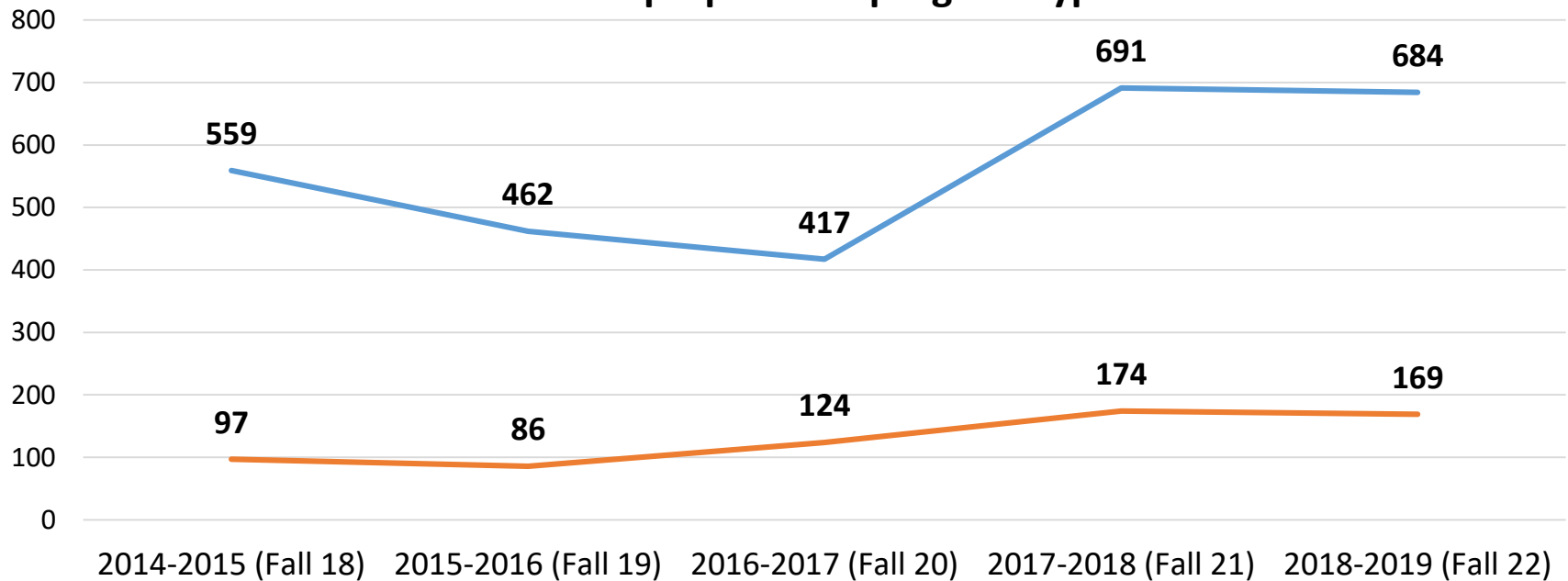




EPP Enrollment

Educator Supply

DE Educator Preparation Program Enrollment, by school year and educator preparation program type



— Traditional — Alternative

Note:

*Majority of the increase in traditional and ARTC programs in 2017-18 is attributable to state removing Praxis I as a program requirement. Increase in 18-19 is attributed to DDOE adding more alternative route pathways.

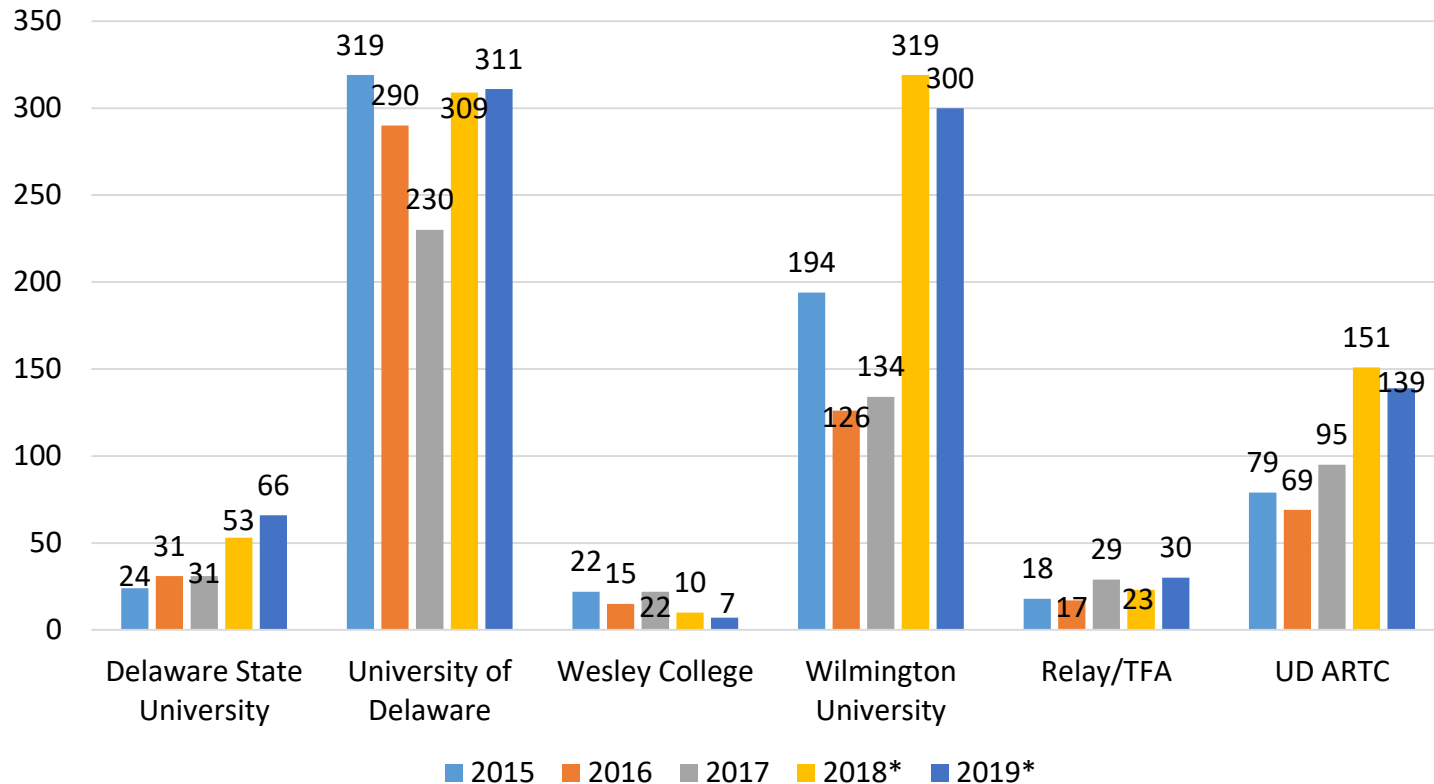
Historically, 55% of EPP completers choose to work in Delaware public schools.

Years in parenthesis represent the earliest possible employment date of these students. This excludes alternative route to certification students.



EPP Enrollment by IHE

DE Educator Preparation Program Enrollment, by school year and institution



Note:

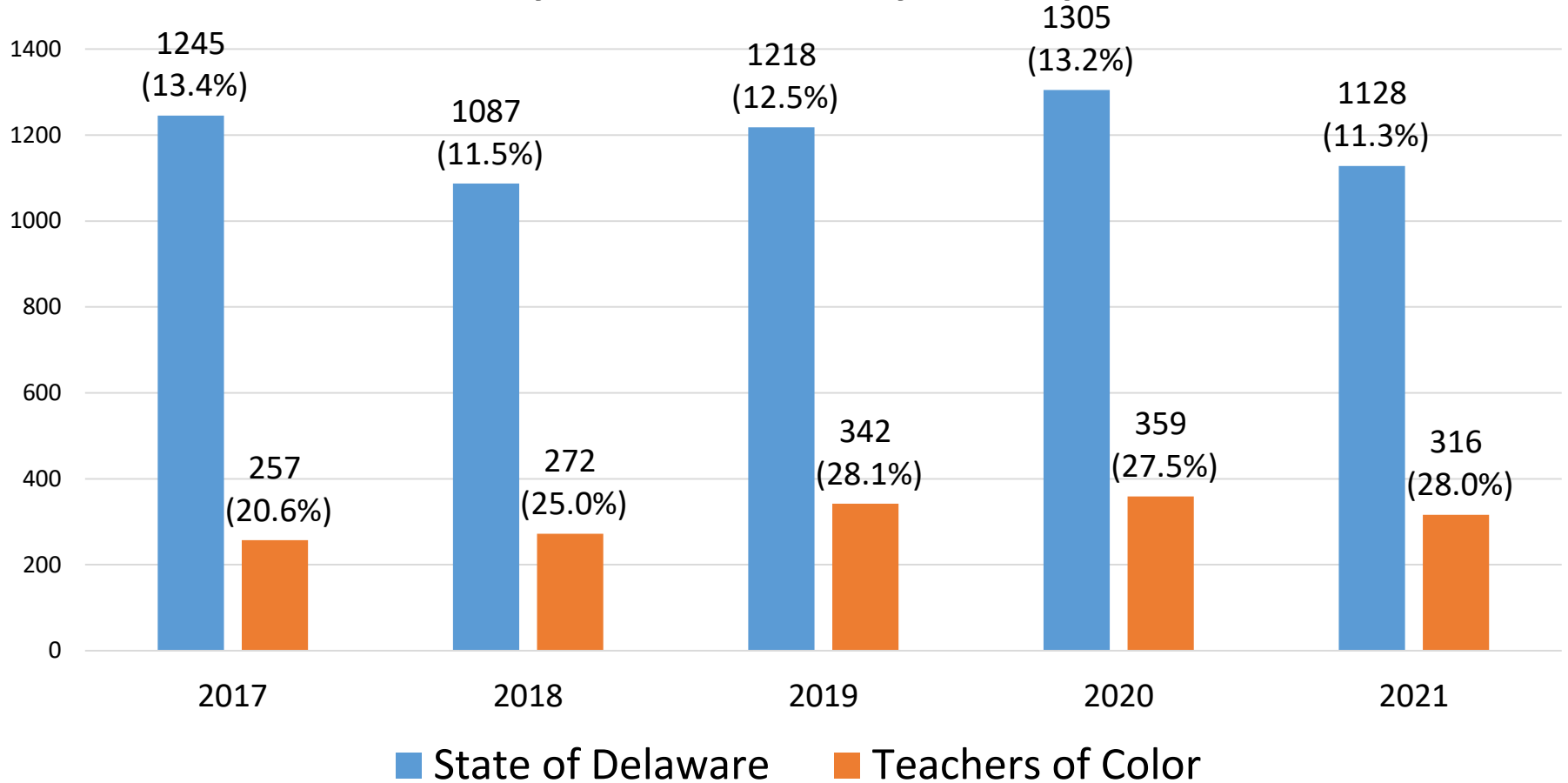
As of 2018, Teach for America students attend Relay Graduate School of Education classes.

*Majority of the increase in traditional programs since 2017-18 is attributable to state removing Praxis Core as a program requirement. This increase is highest at the Wilmington University.



New District Hires

Newly Hired Teachers, by school year



Note: All data are from state administrative records (PHRST).

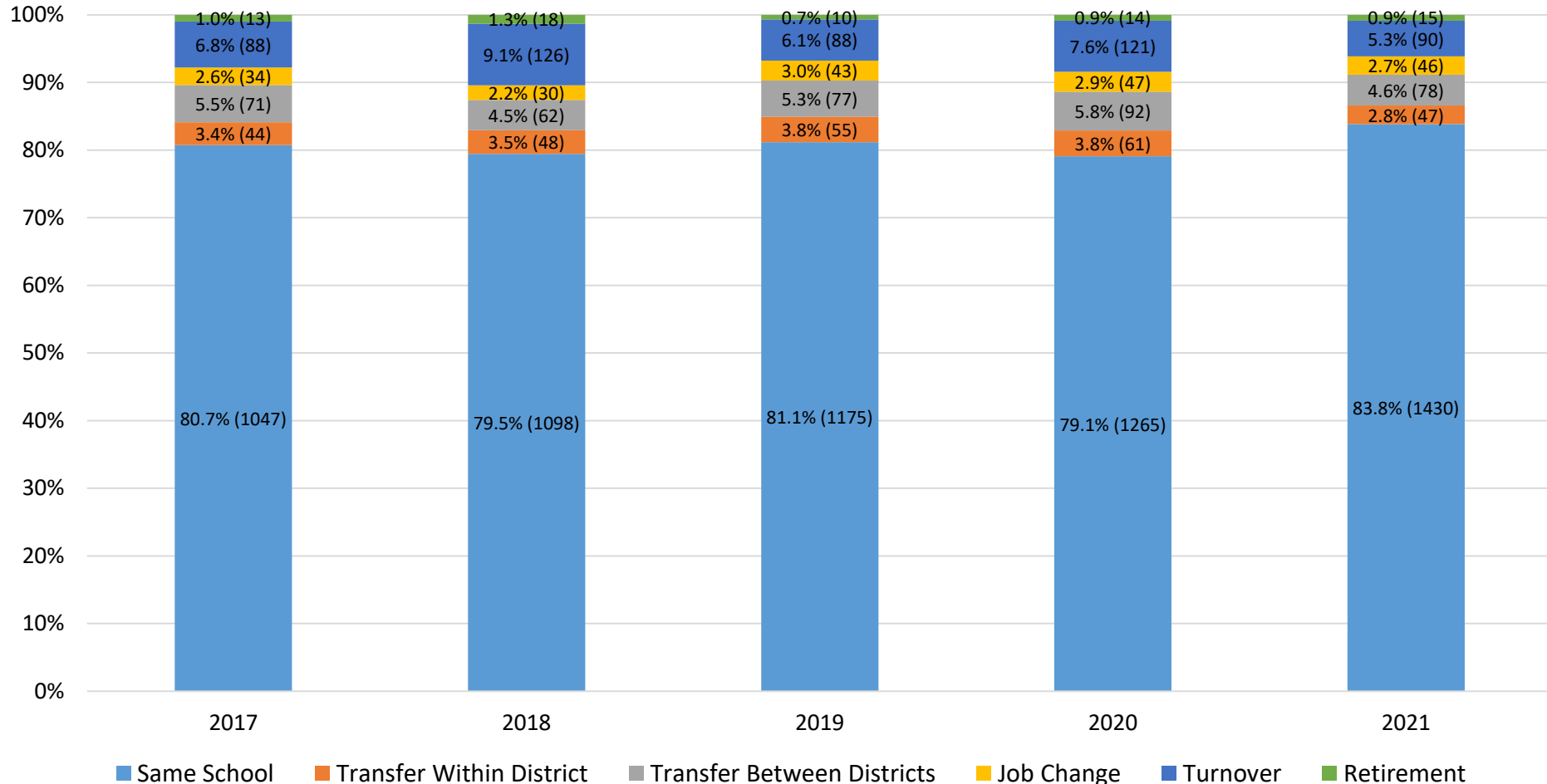
Percentage shown for all new hires represent a **percentage of all teachers**.

Percentage shown for newly hired teachers of color represent a **percentage of all newly hired teachers**.



Mobility Data for Teachers of Color

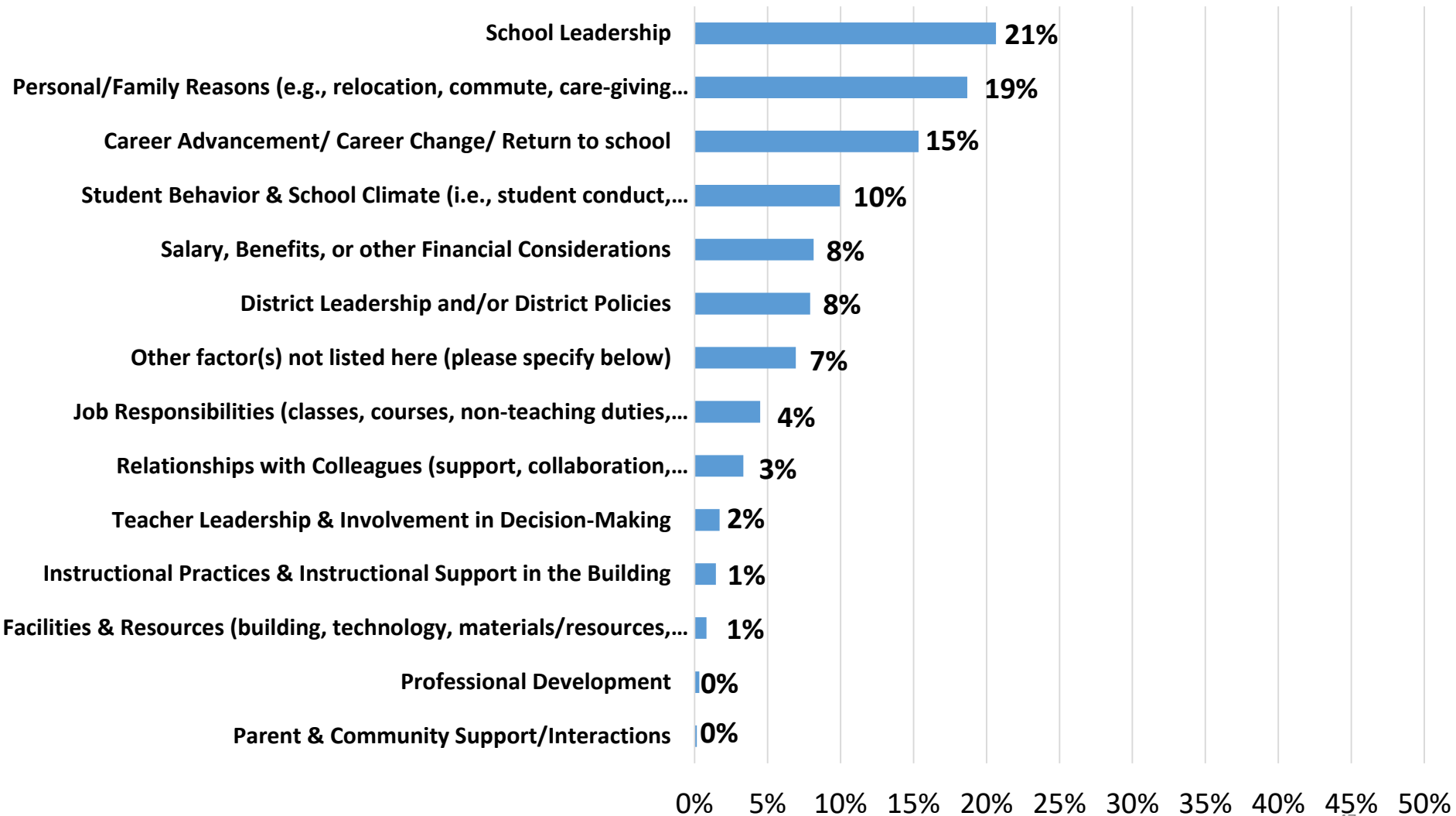
Teacher of Color Mobility, by school year and mobility type



Note: Mobility data analyzes educator employment data as of November 1 of each school year. For example, same school retention rate is calculating the proportion of staff who continue working in the same school in the following school year(s). For example, 1,284 teachers who were employed in November of SY 2018-2019 and remained employed at the same school in any capacity in November of SY 2019-2020 would be considered retained within the same school.



Most Important Reason for Leaving





Reason for Leaving: School Leadership

School leadership makes a sustained effort to listen to faculty and staff and address concerns.

I felt respected by the school leadership team.

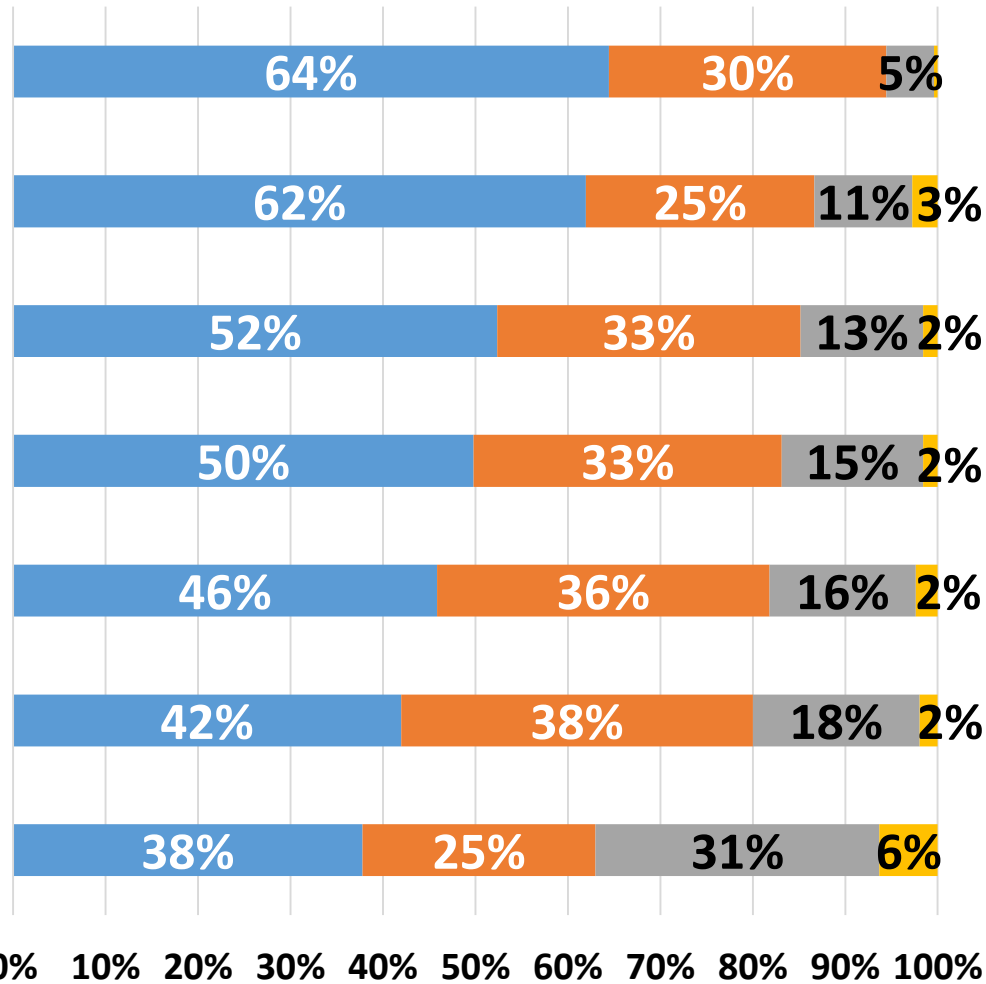
School leaders provide actionable feedback as well as the time and support for carrying out recommendations.

School leaders act with cultural competence and responsiveness in their interactions and decision making.

School leadership has a clear vision for the school and formulates policies which are consistent with this vision.

School leadership clearly communicates policies and expectations for faculty.

Performance evaluations and feedback are objective and based on evidence gained from observations.

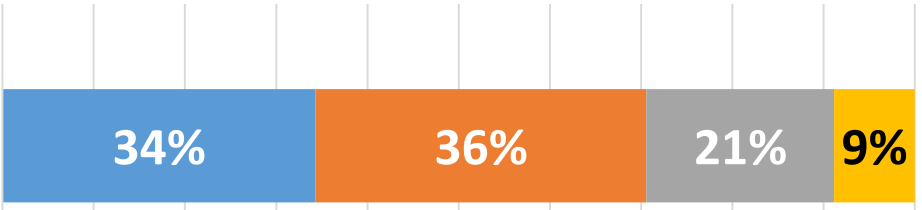


■ Strongly Disagree
 ■ Disagree
 ■ Agree
 ■ Strongly Agree

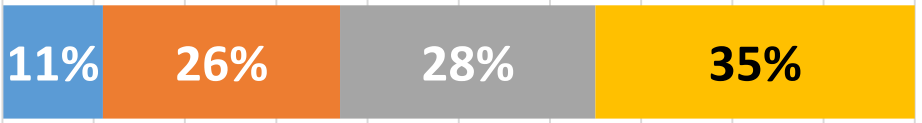


Reason for Leaving: District Leadership and/or District Policies

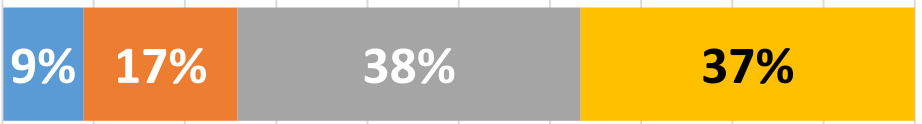
District administrators, technology, HR, and instructional support personnel from the district office are accessible and supportive.



I was dissatisfied or disagreed with the district's policies concerning educational initiatives, curriculum, or other instruction-related issues.



I was dissatisfied or disagreed with the district's policies and procedures for non-instructional issues (e.g., personnel/human resources, etc.)

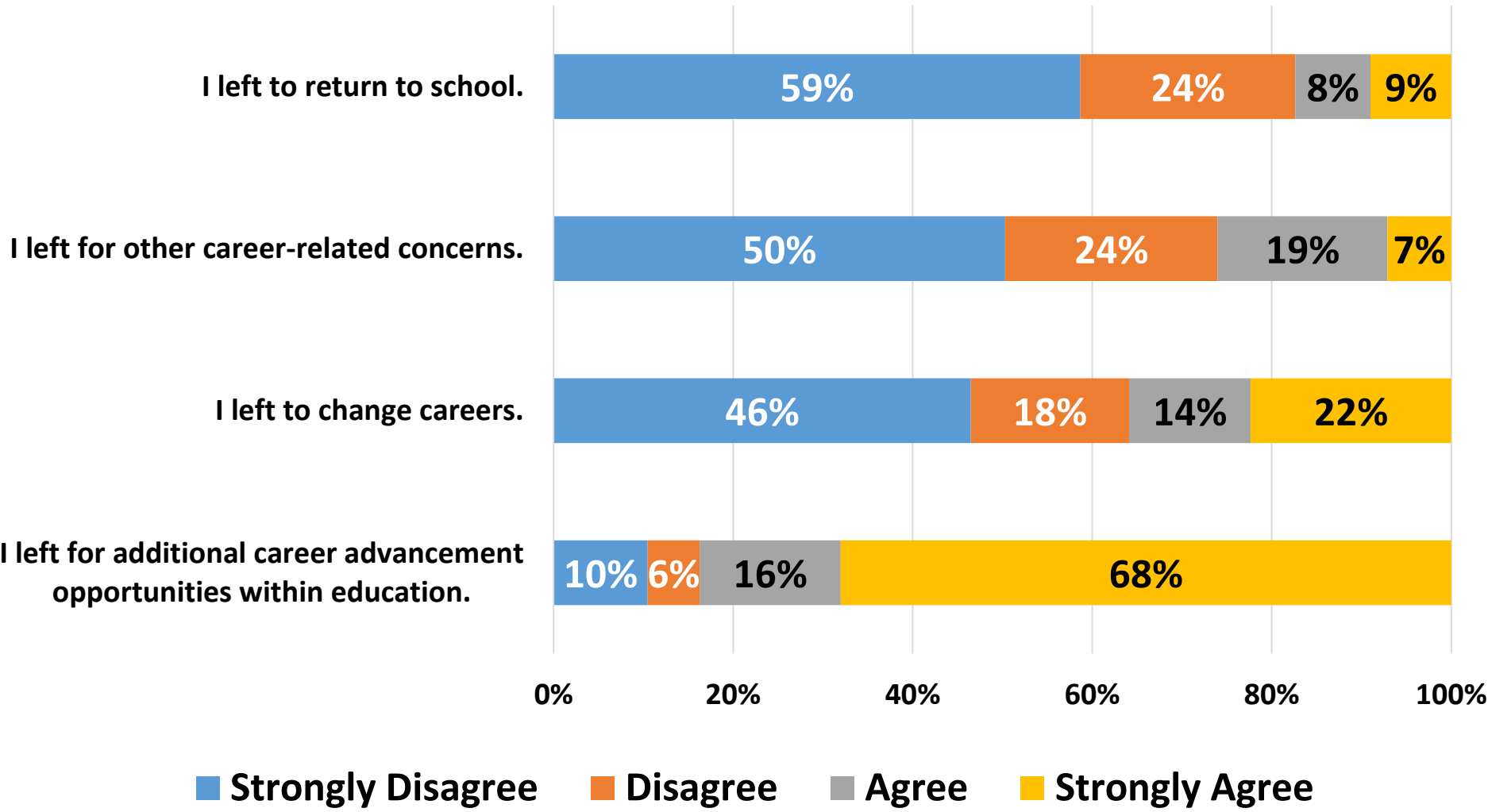


0% 10% 20% 30% 40% 50% 60% 70% 80% 90% 100%

■ Strongly Disagree ■ Disagree ■ Agree ■ Strongly Agree

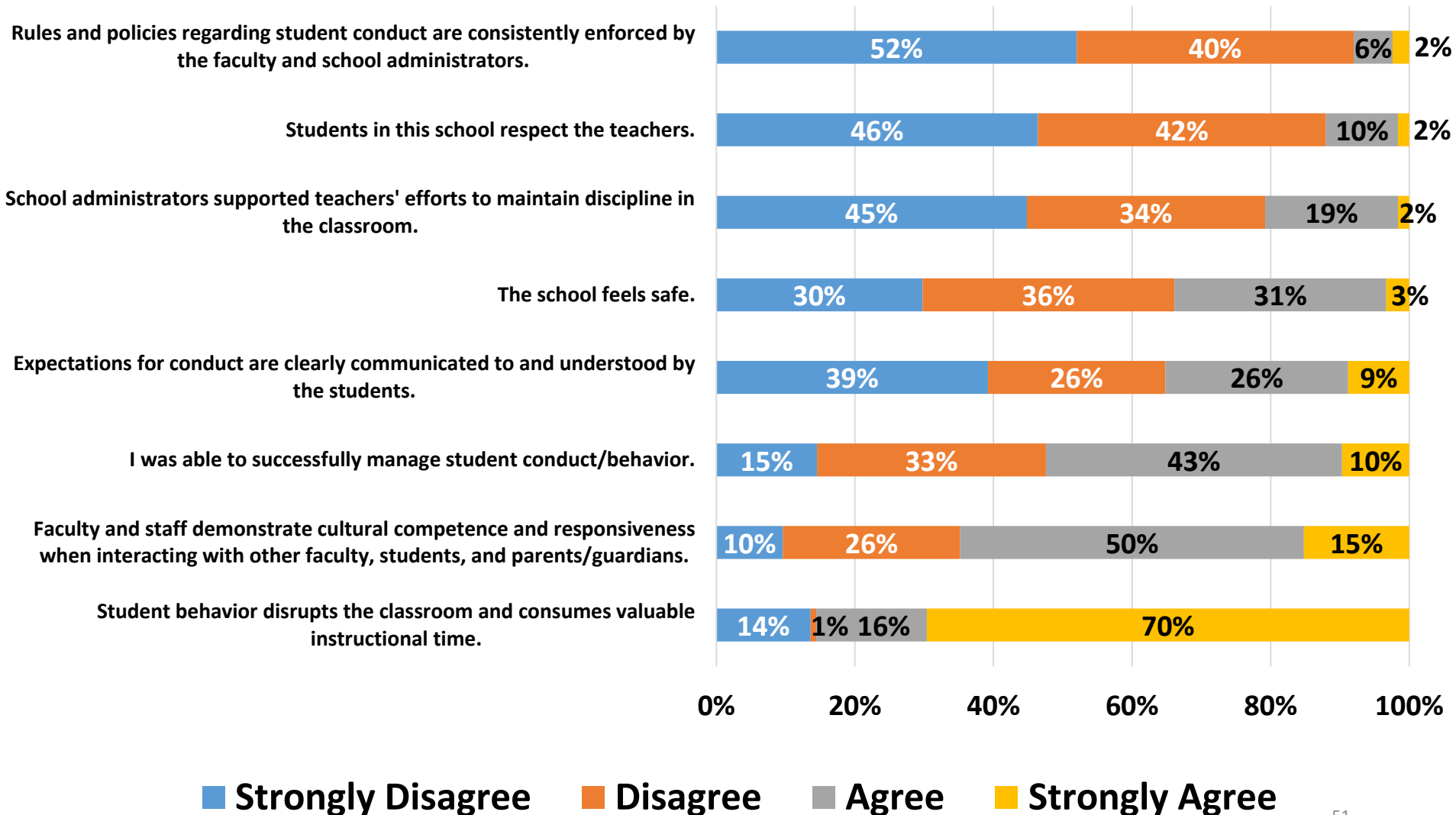


Reason for Leaving: Career Advancement/Career Change/ Return to School



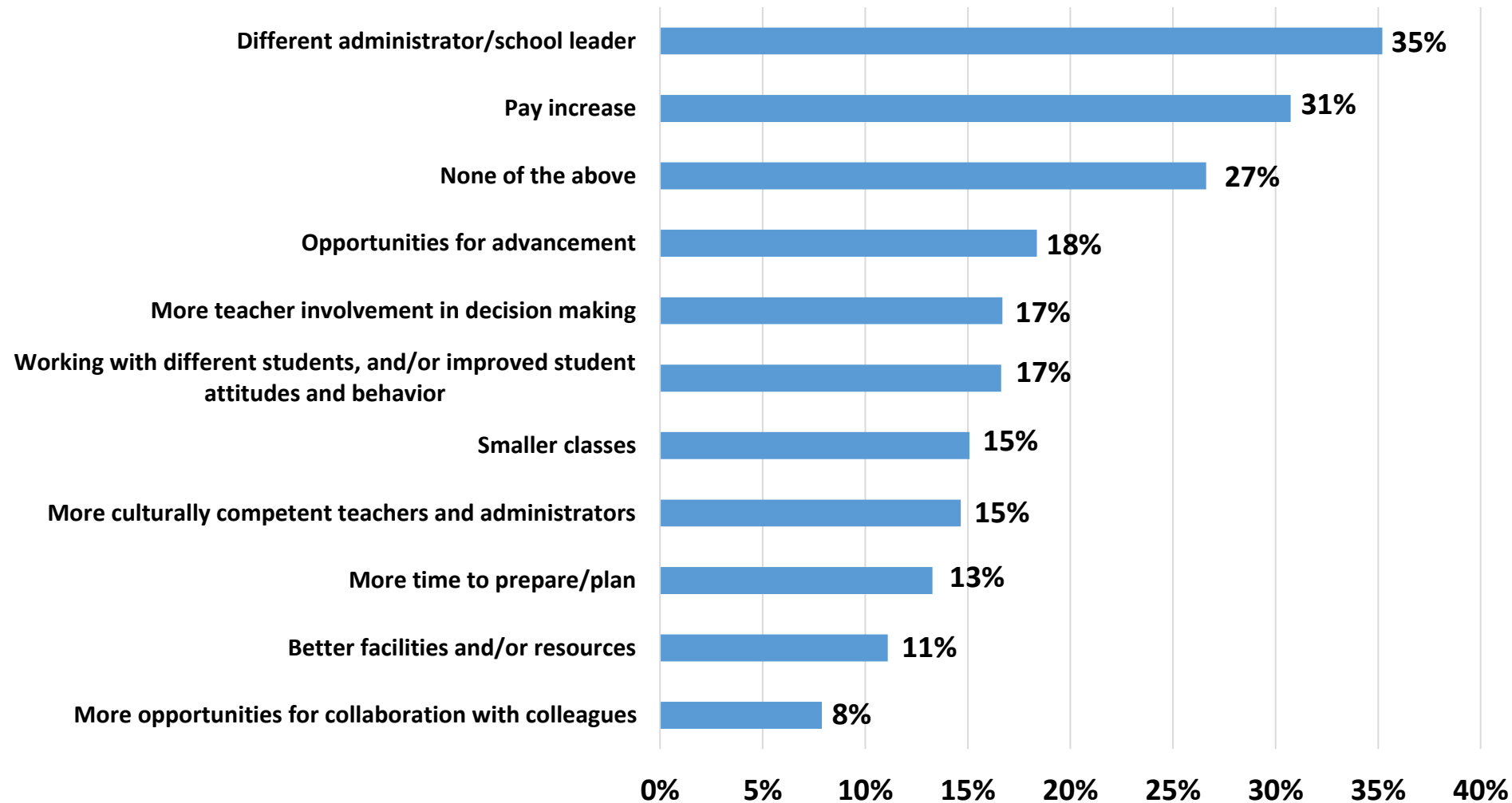


Reason for Leaving: Student Behavior & School Climate





What might have encouraged you to remain in the position (select up to three)?





Mobility Data by Educator Type

Overall		Teachers Only		School Leaders Only	
School Leadership	– 48%	School Leadership	– 56%	District Leadership and/or District Policies	– 56%
District Leadership and/or District Policies	– 42%	District Leadership and/or District Policies	– 48%	Career Advancement/ Career Change/ Return to School	– 46%
Instructional Practices and Instructional Support in the Building	– 37%	Student Behavior and Student Climate	– 44%	Personal/Family Reasons	– 45%
Career Advancement/ Career Change/ Return to School	– 37%	Instructional Practices and Instructional Support in the Building	– 44%	School Leadership	– 41%
Student Behavior and Student Climate	– 37%	Teacher Leadership and Involvement in Decision-Making	– 43%	Job Responsibilities	– 39%
Teacher Leadership and Involvement in Decision-Making	– 36%	Personal/Family Reasons	– 39%	Relationship with colleagues	– 31%
Personal/Family Reasons	– 36%				
	n=1,452		n=905		n=71



Mobility Data by Race

Overall		White or Caucasian		TOC	
School Leadership	– 48%	School Leadership	– 47%	School Leadership	– 47%
District Leadership and/or District Policies	– 42%	District Leadership and/or District Policies	– 43%	Career Advancement/ Career Change/ Return to School	– 47%
Instructional Practices and Instructional Support in the Building	– 37%	Instructional Practices and Instructional Support in the Building	– 38%	Salary	– 42%
Career Advancement/ Career Change/ Return to School	– 37%	Personal/Family Reasons	– 38%	District Leadership and/or District Policies	– 41%
Student Behavior and Student Climate	– 37%	Student Behavior and Student Climate	– 37%	Teacher Leadership and Involvement in Decision-Making	– 37%
Teacher Leadership and Involvement in Decision-Making	– 36%	Teacher Leadership and Involvement in Decision-Making	– 35%	Personal/Family Reasons	– 35%
Personal/Family Reasons	– 36%				
n=1,452		n=823		n=301	



Mobility Data by Content Area

Mobility Data by Content Area, school years 2012 through 2020

Content Area	Same School Retention Rate	Transfer Within District	Transfer Between Districts	Left DE Schools
Trade & Industries	68%	0%	3%	29%
Home Economics	69%	4%	0%	27%
Agriculture	74%	0%	0%	26%
Foreign Language	65%	4%	5%	26%
Business Education	62%	13%	2%	22%
Special Education	74%	3%	3%	20%
Technology Education	76%	0%	5%	19%
Social Studies	79%	2%	0%	19%
Early Childhood	71%	9%	2%	18%
English Language Arts	75%	4%	2%	18%
Elementary Education	75%	5%	2%	18%
Music	69%	13%	1%	17%
Science	78%	2%	3%	17%
Mathematics	73%	5%	6%	17%
Art	79%	3%	2%	17%
Safety & Driver Ed	86%	0%	0%	14%
Health & Physical Education	81%	5%	1%	13%
Adult Education	38%	0%	50%	13%
Middle Level Education	84%	4%	1%	11%