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THE RATE OF RETENTION:

A PROPOSAL FOR AN INDIANA REPORT OF TEACHER SUPPLY AND DEMAND

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INTRODUCTION

We are a group of Teach Plus Indiana Teaching Policy Fellows who teach across schools and districts in our state. Our students come from a variety of socio-economic backgrounds, educational settings (public and charter), and urban, rural, and suburban areas. As educators, we have seen the positive impact highly-effective teachers have on students in our communities. However, the number of "college students who say they will major in education has reached its lowest point in 45 years."[1] As part of our work as Teach Plus Fellows, we wanted to gain a deeper understanding of teacher shortages in Indiana and to explore solutions to recruiting and retaining teachers in our state. During our preliminary research, we found Indiana teacher retention data largely inaccessible, leading us to wonder if and how other states track such information.

Bellwether's report, "Nuance in the Noise," makes an argument against a generic, national teacher shortage crisis. It suggests that in order to design targeted policies to address teacher shortage, states must implement robust data systems. The report states that "the misinformed narrative about generalized teacher shortages contributes to the problem [of teacher retention]. It creates false impressions among teacher candidates about the job market and leads policymakers to create broad rather than targeted solutions to acute problems." Instead, states need data systems that better connect teacher supply and demand.[2]

During the 2019 legislative session, Indiana's lawmakers introduced a number of different bills aimed at alleviating teacher turnover. For instance, House Bill 1003 "aims to push schools from using funds intended for classroom expenses – like teacher pay – to address other operational needs. The bill also requires to create an annual report on teacher compensation, and include data on the number of newly-hired and retiring teachers."[3] In addition, House Bill 1008 provides more career opportunities for educators and House Bill 1009 creates funds for teacher residency grant pilot program. HB1003, HB1008, and HB1009 were all signed into House Enrolled Acts in April 2019. While we are optimistic these efforts may improve the teaching conditions in Indiana, we must also make an effort to better understand the state of teacher turnover in Indiana. In their 2013 report, "Musical Chairs: Teacher churn and its impact on Indianapolis Public Schools," Teach Plus Indianapolis Policy Fellows recommended tracking, publishing, and using data on teacher turnover in Indianapolis Public Schools (IPS) to inform future policy.[4] In this report, we expand upon their work to ensure all stakeholders have access to data to make informed decisions related to teacher turnover and retention.

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FINDINGS

1. In several states, data-rich reports with information such as teacher transfers, available teaching positions, and student enrollment are used to inform key stakeholders about the state of the teaching profession.

2. User-friendly visuals of data make information more broadly accessible and lead to action.

3. Readily-available statewide reports of teacher satisfaction surveys help to inform decision-makers on the state of the profession and suggest areas for improvement.

RECOMMENDATIONS

1. Create a comprehensive report of teacher retention in Indiana using teacher labor market indicators.

2. Publish annually a data- and visuals-rich report on teacher retention on the Indiana Department of Education website and disseminate broadly.

3. Administer a more comprehensive annual teacher satisfaction survey to Indiana's teachers and principals and make the results publicly available to inform decision-makers about the culture and working conditions in schools.

METHODOLOGY

We conducted a review of the existing literature and state reports to illuminate major issues surrounding teacher retention data in our state and to identify solutions. Specifically, we looked at the following nearby states' data collection methods as related to teacher retention: Indiana, Illinois, Kentucky, North Carolina, Ohio, Tennessee, and Wisconsin. We then focused on three main questions:

1. What data do these states collect regarding teacher retention?
2. How do states utilize the data they have compiled?
3. How do states take available data and present it in an accessible format?

FINDING 1. IN SEVERAL STATES, DATA-RICH REPORTS WITH INFORMATION SUCH AS TEACHER TRANSFERS, AVAILABLE TEACHING POSITIONS, AND STUDENT ENROLLMENT ARE USED TO INFORM KEY STAKEHOLDERS ABOUT THE STATE OF THE TEACHING PROFESSION.

Among the states we looked at, the most widely-used data are comprehensive educator supply and demand reports. These reports, as exemplified by Ohio, include info mation such as student enrollment, teacher employment, teacher retirement and employment changes, teacher recruitment and retention, types of schools, and administrator employment.[5] The data points are then organized by geographic region and content area to indicate the workforce surpluses and shortages, as exemplified by Kentucky [6] States such as Illinois[7] and Minnesota[8] publish their reports regularly (every two to three years) with a minimal financial investment and make the data available on their department of education websites. The estimated cost incurred by the Minnesota Department of Education in preparing their report is listed as $12,533.02.[9] These reports are compiled by agencies such as state department of education, state board of education, and higher education institutions and are used to inform legislators, preparation programs, and educators.

FINDING 2. USER-FRIENDLY VISUALS OF DATA MAKE INFORMATION MORE BROADLY ACCESSIBLE AND LEAD TO ACTION.

User-friendly visual maps and images that illustrate data can be a great tool in helping to understand teacher retention data. Kentucky, Illinois,[10] Tennessee, and Wisconsin use visual representations in order to make the information more accessible to wider audiences and to vividly illustrate the retention issues plaguing their states. Furthermore, Kentucky's website visually represents supply and demand data based on geographic region and content area (see Figure 1). This data is showcased on an interactive map on their state website.[11] Tennessee uses charts to display teacher satisfaction on their department of education website,[12] while Wisconsin pairs the visual representation of their supply and demand data with detailed explanations to help in making informed decisions (see Figure 2 and 3).[13]

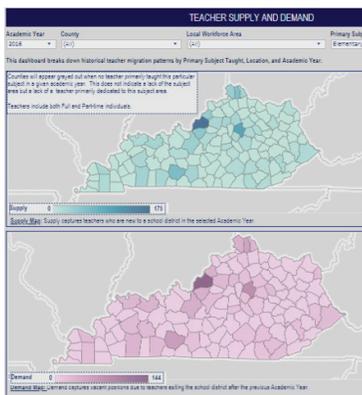**FIGURE 1.** Kentucky supply & demand. (Top showing supply and bottom showing demand)

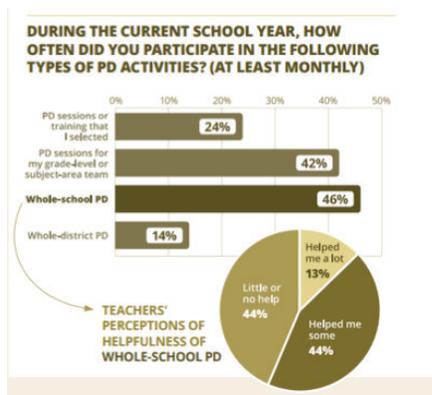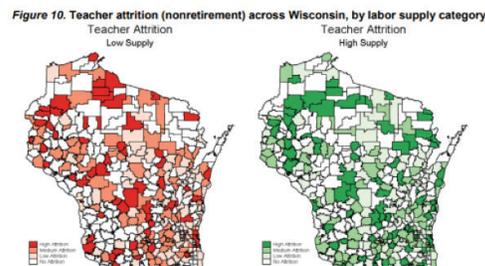**FIGURE 2.** Tennessee teacher satisfaction survey.

FIGURE 3. Wisconsin teacher supply & demand.

FINDING 3. READILY-AVAILABLE STATEWIDE REPORTS OF TEACHER SATISFACTION SURVEYS HELP TO INFORM DECISION-MAKERS ON THE STATE OF THE PROFESSION AND SUGGEST AREAS FOR IMPROVEMENT.

Teacher satisfaction surveys conducted by the Tennessee Department of Education aim to "deepen state, district, and school policymakers' understanding of the perspectives held by school-level educators on the issues affecting classrooms and schools."[14] Numerous states including Kentucky,[15] North Carolina,[16] and Tennessee[17] provide data on teacher satisfaction in a format accessible to the public. For instance, Tennessee annually conducts an educator survey with data on school climate and leadership, teacher evaluation and instructional improvement, as well as with a focus on subgroups of teachers, such as early career, Pre-k, K-3 literacy, and high school.[18] This data is robust and creates a full picture of teacher satisfaction in Tennessee.

In North Carolina, the New Teacher Center (NTC) conducts a teacher satisfaction survey to help inform state-level policy.[19] This satisfaction survey includes information such as teacher time demands, community support and involvement, managing student conduct, and school leadership. NTC designed this comprehensive teacher satisfaction survey known as Teaching, Empowering, Leading and Learning (TELL) to provide "schools, districts and states information about whether educators have the supportive school settings necessary to do their jobs well and to be successful."[20] Currently, eighteen states administer the TELL survey[21] to teachers and principals through their department of education to better understand the teaching experience. Survey results for each district and school are easily accessible online as shown in Kentucky.[22]

RECOMMENDATIONS

RECOMMENDATION 1. CREATE A COMPREHENSIVE REPORT OF TEACHER RETENTION IN INDIANA USING TEACHER LABOR MARKET INDICATORS.

Indiana is data-rich, but information-poor. Several institutions and agencies produce data addressing teacher retention problem in the state, including "the Indiana Department of Education Teacher Survey"[23] (also known as Panorama Survey) and "the Indiana State University Indiana superintendent survey" (see Appendix 1).[24] Since these data are not brought together in one place, we recommend gathering these data into one single report, such as Illinois has done. The Illinois State Board of Education provides educator supply and demand data annually and publishes a triennial report with educator workforce information organized by field, content a ea, and levels along with "projections of likely high demand for educators."[25] Indiana should adopt this approach to gather our existing data into a single, comprehensive report with projections of demand for educators (see Table 1). When policymakers, school leaders, educational institutions, and pre-service and current teachers can turn to one document that contains rich data and its analysis, each stakeholder can make well-informed decisions.

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Educator Workforce **Supply**	Educator Workforce **Demand**	Organize by these **Categories**
+ The total number of full-time teachers retained from the previous year + The total number of newly-hired teachers with previous work experience in teaching + The total number of teaching candidates who are either currently enrolled in a teacher preparation program or have recently completed a teacher preparation program	+ The increase or decrease in kindergarten K-12 student enrollments + The total number of teachers in Indiana + The teacher workforce growth + The administrator workforce growth	+ License type + County + School type (ie. low and high minority and low and high poverty) + Subgroups such as years of teaching experience and teachers of color representation

RECOMMENDATION 2. PUBLISH ANNUALLY A DATA- AND VISUALS-RICH REPORT ON TEACHER RETENTION ON THE INDIANA DEPARTMENT OF EDUCATION WEBSITE AND DISSEMINATE BROADLY.

Indiana should report data via an interactive online representation. For example, Kentucky[26] and Illinois[27] present teacher supply and demand data for geographic regions and content areas in a user-friendly interactive website. Indiana should adopt this approach for presenting data to the public in order to help teachers, districts, and lawmakers make informed decisions to address any shortages or supply issues. In addition, this report should be readily available on the Indiana Department of Education (IDOE) website and shared with members of the Indiana General Assembly, Indiana's teacher unions, faculty members at Indiana's schools of education, and district- and building-level leaders. This would help ensure that all stakeholders, including current and pre-service teachers, have access to such information.

RECOMMENDATION 3. ADMINISTER A MORE COMPREHENSIVE ANNUAL TEACHER SATISFACTION SURVEY TO INDIANA'S TEACHERS AND PRINCIPALS AND MAKE THE RESULTS PUBLICLY AVAILABLE TO INFORM DECISION-MAKERS ABOUT THE CULTURE AND WORKING CONDITIONS IN SCHOOLS.

A teacher survey provides a high-level overview of educators' perceptions of the profession and trends for improvement. In spring of 2018, IDOE Teacher Survey: Your Voice Matters (also known as Panorama Survey) was distributed to provide IDOE, districts, and schools comprehensive feedback on how teachers perceive their profession.[28] With over 25,000 teachers from nearly 300 districts responding to this survey,[29] it produced data that can strengthen efforts to retain teachers in Indiana. However, both the number of questions asked and the analysis of the data is limited. Moreover, district- or school-specific data points a e not readily available for the public.

We recommend that IDOE consider using a more comprehensive teacher satisfaction survey such as North Carolina's Teaching, Empowering, Leading and Learning (TELL) to ensure that results for each corporation and school are easily accessible online. Results from survey such as TELL would provide longitudinal data for comparative purposes at the building, district, and state level.

CONCLUSION

In a recent survey conducted by Indiana State University researchers asking Indiana school superintendents about teacher retention, 96 percent of the 141 districts responded saying that they faced a teacher shortage in 2017.[30] Indiana continues to face a teacher shortage that will negatively impact student achievement across districts. We believe all students in our communities deserve rigorous instruction from qualified and satisfied teachers. We urge Indiana to take the actionable steps of gathering existing data, compiling this data into a comprehensive report, and making it publicly available with interactive tools to find targeted solutions to this problem. Furthermore, while the Indiana Department of Education continues its effort to understand the teaching experience in Indiana using a statewide teacher survey, we recommend strengthening the effectiveness by analyzing the data and disseminating the results broadly. Indiana has the opportunity to address teacher shortage by compiling these resources and using them to make informed policy decisions that keep Indiana's teachers in Hoosier classrooms.

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Available Indiana teacher retention data

1) ISU's annual school superintendent survey results: https://www.documentcloud.org/documents/4114757-ISU-Survey-On-Teacher-Shortage-for-2015-17.html
A summary can be found here:
https://indianaeconomicdigest.com/Main.asp?SectionID=31&SubSectionID=126&ArticleID=93997

2) The 2018 IDOE Teacher Survey, Your Voice Matters, reveals teachers' perceptions about teacher evaluations, principal and coaching feedback and support, professional development, school climate, teacher leadership, and teacher retention: https://www.doe.in.gov/teachersurvey

3) U.S. Department of Education publishes, by law, an annual report listing shortage areas by state for each year since the 1990-1991 school year and it is stored in an accessible database. This is a rigorous database; users can drill down to geographic region, grade levels, subject areas in order to make more informed career selections: U.S. Department of Education publishes, by law, an annual report listing shortage areas by state for each year since the 1990-1991 school year and it is stored in an accessible database: https://tsa.ed.gov/#/reports

4) The IDOE used the United States Department of Education's Civil Rights Data Collection database (https://ocrdata.ed.gov/) to produce their Excellent Educators for All Plan (2015), which provided much of the data that we would like to see included in an annual state report: https://www.doe.in.gov/sites/default/files/specialed/indiana-educator-equity-plan.pd

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[27] See endnote 10.

[28] See endnote 23.

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[30] See endnote 24. p. 1.

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