

Bend-La Pine Schools School Board Work Session Meeting Agenda

January 25, 2022, 6:00 PM

Location:

Virtual with live streaming available at <https://bls.fyi/boardmeeting>

1.	<u>Call to Order</u>		
	Speaker(s): Chair Barnes Dholakia		
2.	<u>Review of Agenda</u>		
	Speaker(s): Chair Barnes Dholakia		
	Description: Any changes to the Agenda after posting on January 21, 2022, are shown below.		
3.	<u>Work Session</u>		<u>3</u>
	Description: The Board will focus on key Board work and initiatives.		
	Attachments:		
	Best Practices for Retaining Diverse Staff		3
	Research Brief- Addressing Teacher and Substitute Shortages		24
	A. Reports		35
	Attachments:		
	1.25.22 Work Session Presentation		35
	1. Executive Limitation-4: Treatment of Staff		57
	Speaker(s): Steve Herron, Chief Human Resources Officer		
	Description: Annual report on major accomplishments and upcoming priorities.		
	Attachments:		
	Executive Summary EL4-Treatment of Staff 2021-22		57
	EL4-Treatment of Staff Report 2021-22		59
	2. Executive Limitation-5: Staff Compensation and Development		64
	Speaker(s): Steve Herron, Chief Human Resources Officer		
	Description: Annual report on major accomplishments and upcoming priorities.		
	Attachments:		
	Executive Summary EL5-Staff Compensation & Development 2021-22		64
	EL5-Staff Compensation & Development Report 2021-22		65
	3. Executive Limitation-6: Staff Evaluation		67
	Speaker(s): Steve Herron, Chief Human Resources Officer		
	Description: Annual report on major accomplishments and upcoming priorities.		
	Attachments:		
	Executive Summary EL6-Staff Evaluation 2021-22		67
	EL6-Staff Evaluation Report 2021-22		68
	4. Reflection		
	Speaker(s): Chair Barnes Dholakia		
4.	<u>Board Comments</u>		

Description: Board members will each have an opportunity to provide any comments or thoughts before the meeting is adjourned.

5. **Adjourn**

Description: Meeting will be adjourned with next Regular School Board Business Meeting scheduled for February 8, 2022.



BEST PRACTICES FOR RETAINING DIVERSE STAFF

November 2021

TABLE OF CONTENTS

INTRODUCTION 3

KEY FINDINGS..... 3

SECTION I: BEST PRACTICES FOR RETAINING DIVERSE STAFF 5

 Recruitment and Hiring Strategies5

 Challenges of Retention6

 Retention Strategies8

SECTION II: IMPLEMENTING STRATEGIES ACROSS A DISTRICT 16

 Building a Leadership Team..... 16

 Funding Retention Efforts 17

 Monitoring Retention Data 18

INTRODUCTION

A Hanover Research (Hanover) partner district is interested in improving practices for recruiting and retaining diverse staff throughout the district. The partner has prioritized the recruitment and retention of diverse talent in the district but continues to see a lack of diversity in its candidate pool and seeks to minimize turnover rates, particularly for teachers of color. The district has a core group of district and school leaders working to develop strategies to create a more equitable environment in the district. Currently, this core group is prioritizing teacher retention as it relates to DEI initiatives.

To guide these initiatives, the partner district has partnered with Hanover to review best practices for increasing staff diversity and recruiting and retaining teachers. This report aims to advise district leaders on how to create a comprehensive retention plan using research-based strategies to mitigate turnover in schools. Hanover divides this report into two sections: best practices in retaining diverse staff, and best practices in implementing strategies across the district.

- **Section I - Best Practices in Retaining Diverse Staff** reviews recruitment strategies, highlights common challenges to retaining diverse staff, and outlines research-based strategies that support retention.
- **Section II - Best Practices in Implementing Strategies Across a District** examines best practices for implementing retention strategies with consistency through building a leadership team, funding retention efforts, and monitoring retention data.

KEY FINDINGS



Teachers of color leave the profession at a higher rate than white teachers, often citing dissatisfaction with organizational conditions as the primary reason for leaving the profession. Teachers of color disproportionately work in schools located in higher-poverty districts with fewer resources and little administrative support. Teachers of color also often feel extra pressure to represent the needs of students of color but find that the extra work they do is often undervalued and goes without recognition or compensation.



Teachers who earn credentials through alternative certification programs are 25% more likely to leave their schools than teachers who participate in traditional certification programs. Additionally, alternative certification programs enroll a higher percentage of students of color than traditional preparation programs. Alternative certification programs such as Teach for America actively recruit teachers of color for preparation programs and place them in high-poverty districts with high teacher attrition rates. Teachers of color are not necessarily more likely to leave the profession but are more likely to teach in schools with fewer supports and higher attrition rates.



The quality of principals and the level of support from school leaders is one of the best predictors of teacher attrition. If school administrators are not able to execute certain leadership responsibilities, such as setting norms for students and staff, nurturing a positive and encouraging school culture, and keeping schoolwide systems running smoothly, teachers of color are more likely to move or leave the school. To improve school leadership, districts can partner with local universities to send talented teachers into administrator preparation programs. School leaders can support diverse school environments by getting to know diverse teachers, being intentional with hiring, evaluating the cultural competency of the staff, and evaluating administrators' efforts to get to know diverse families in their schools.



School districts can support the retention of diverse teachers by providing supports through professional development opportunities, residency programs, induction programs, and mentorship opportunities. Teacher residencies are considered a high-retention approach that brings in more teachers of color into the profession and prepares them to stay long-term. Supportive mentorship and induction programs can help address the most immediate needs of teachers when they start in the classroom, such as navigating classroom management, curriculum planning, and assessments. Poor preparation and mentorship opportunities are two main reasons why teachers of color have a high turnover rate.



Districts should match the goals and values of the district with the goals and values of the teachers it serves to build a positive and welcoming school climate for teachers of color. District and school leaders can provide spaces for teachers to build a racial identity, connect course content to real-life issues happening in the community and the country, and express their passion and commitments through courses on issues related to the lived experiences of underserved communities. School districts can also collect school climate data to hold districts accountable for their retention efforts and help identify areas of improvement for conditions that lead to attrition.



Implementing a retention plan at a district requires high-quality leadership. School districts have instituted diverse leadership teams that spearhead strategies for improving equity efforts in schools through building capacity, communicating with stakeholders, and collecting and analyzing data for evaluating progress. To implement retention strategies consistently in district schools, these leadership teams must define and track success metrics and strategically implement funding to support retention efforts.

SECTION I: BEST PRACTICES FOR RETAINING DIVERSE STAFF

In this section, Hanover reviews recruitment strategies, highlights common challenges to retaining diverse staff, and outlines research-based strategies that support retention.

RECRUITMENT AND HIRING STRATEGIES

Diversifying the teacher workforce leads to improved student outcomes, particularly for students of color, and mitigates feelings of isolation and frustration for other teachers of color.¹ To diversify the teacher candidate pool, school leaders must commit to building a comprehensive approach that includes intentional preparation strategies, provides ongoing support for teachers, and establishes a data-driven accountability system.² Figure 1.1 below highlights strategies for a comprehensive and equity-focused teacher recruitment plan.

Figure 1.1: Recruitment Strategies for Diverse Teacher Candidates

STRATEGY	ACTIONS
Use Data-Driven, Targeted Outreach	<ul style="list-style-type: none"> Use demographic data for staff and students and forecast future staffing needs Orient outreach efforts towards communities or demographics underrepresented in the teacher workforce
Create Strategic Institutional Relationships	<ul style="list-style-type: none"> Maintain partnerships with postsecondary institutions that enroll diverse student bodies Implement Grow-Your-Own teacher programs to recruit individuals to teacher preparation programs
Conduct Ongoing Relationship-Based Recruitment	<ul style="list-style-type: none"> Build relationships with diverse teacher candidates and organizations that serve and prepare teacher candidates Initiate personalized connections with potential candidates and maintain relationships
Extend Outreach Beyond Individual Networks	<ul style="list-style-type: none"> Innovate and deviate from traditional recruitment strategies Broaden professional networks and contacts Encourage all staff members, particularly staff from underrepresented groups, to communicate with their professional and personal contacts.

Source: Multiple³

¹ Carver-Thomas, D. "(Brief) Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color." Learning Policy Institute, April 19, 2018. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-report>

² Ibid.

³ Table data adapted from Motamedi and Stevens. "A Call to Action: Diversifying the Teaching Workforce." *Educators for Excellence*, September 6, 2019. pp. 2–3. <https://e4e.org/call-action-diversifying-teaching-workforce> [2] Muniz, J. "Diversifying the Teacher Workforce with 'Grow Your Own' Programs." *New America*, February 28, 2018. <http://newamerica.org/education-policy/edcentral/diversifying-teacher-workforce-grow-your-own-pathways/> [2] Nyhus, J. "Why Teacher Recruitment Needs to Change." *Insight Education Group*, February 21, 2019. <https://www.insighteducationgroup.com/blog/why-teacher-recruitment-needs-to-change> [2] Pavlou, C. "Hiring Teachers: Find, Attract, and Pick the Best Educators for Your School." *Workable*, September 2, 2019. <https://resources.workable.com/tutorial/hiring-teachers> [2] Ribble, J. "8 Strategies for Attracting More Diverse Candidates." *Jobvite*, July 29, 2020. <https://www.jobvite.com/blog/diversity-inclusion/8-strategies-for-attracting-more-diverse-candidates/> [2] "Diverse Candidates: 15 Recruiting Tactics to Attract Them." *Diverse Recruiting Experts*. <https://diverserecruitingexperts.com/diverse-candidates/> [2] "Workplace Diversity Through Recruitment - A Step-By-Step Guide." *Ideal*. <https://ideal.com/workplace-diversity/> [2] "Recruiting for Diversity." *Human Resources Department, Faculty of Arts and Sciences, Harvard University*. https://hr.fas.harvard.edu/files/fas-hr/files/recruiting_for_diversity_9.17.13_0.pdf

School leaders can implement fair and equitable hiring practices when recruiting and interviewing teacher candidates. Principals must clearly understand their own assumptions and beliefs to effectively lead the hiring process.⁴ Particularly for schools with diverse student populations, principals should hire high-quality teachers who also reflect the school’s student demographics.⁵ Additionally, school leaders can use the following strategies when hiring diverse teacher candidates:⁶




- Publish teacher vacancies as early as possible to access candidates from diverse backgrounds;
- Involve teachers of color in the hiring process;
- Counter various forms of bias that impact candidates during the hiring process;
- Use multiple measures of professional aptitude, achievement, and organizational “fit” to evaluate candidates.

CHALLENGES OF RETENTION

Districts can work to increase staff retention through understanding the factors that contribute to teachers’ decisions to leave schools.⁷ Attrition is the most significant factor contributing to the teacher shortage throughout the country. Research from the non-profit organization Digital Promise reveals that “90 percent of the demand for new candidates is caused by existing teachers leaving the profession,” rather than factors such as urbanization or retirement.⁸

Additionally, teachers of color leave the profession at a higher rate (19 percent) than white teachers (15 percent).⁹ Minority teachers, especially males, have a high turnover rate, often citing the “desire to obtain a better job or career, or dissatisfaction with some aspect of their teaching job,” attributing organizational conditions, as the primary reasons for leaving the profession.¹⁰ Figure 1.2 highlights key workplace issues that motivate attrition and influence teachers of color to leave or move schools faster than their peers.

Figure 1.2: Core Issues in Diverse Teacher Retention

CORE ISSUE		DESCRIPTION
	Challenging School Environment	Teachers of color disproportionately work in schools affected by accountability sanctions, few resources, and little administrative support, which are conditions that often motivate attrition.
	No Influence	Teachers of color are more likely to leave the profession or move schools when they feel they have little classroom autonomy or influence in school decisions.
	Lack of Administrative Support	In one attrition study, half of the public-school teachers of color cited dissatisfaction as their influencing factor in leaving their positions. Of those teachers, 81% reported that dissatisfaction with the administration was the reason for their departure.

⁴ Ellison, J. “Hiring for Cultural Responsiveness – A Necessary Consideration.” Aurora Institute, April 11, 2018. https://aurora-institute.org/cw_post/hiring-for-cultural-responsiveness-a-necessary-consideration/

⁵ Ibid.




⁶ Motamedi, J.G. and D. Stevens. “Human Resources Practices for Recruiting, Selecting, and Retaining Teachers of Color.” Regional Educational Laboratory Northwest, Education Northwest, 2018. <https://ies.ed.gov/ncee/edlabs/regions/northwest/pdf/human-resources-practices.pdf>

⁷ Carver-Thomas, D. “Diversifying the Field: Barriers to Recruiting and Retaining Teachers of Color and How to Overcome Them.” *Learning Policy Institute*, November 2017. p. 6.

⁸ Gold, T. “Pipeline and Retention of Teachers of Color: Systems and Structures Impeding Growth and Sustainability in the United States.” Digital Promise, 2020. p. 12. https://digitalpromise.dspacedirect.org/bitstream/handle/20.500.12265/96/Teacher-of-Color-Lit-Rev-Rpt_April2020.pdf?sequence=1&isAllowed=y

⁹ Gold, Op. cit.

¹⁰ Ingersoll, R., H. May, and G. Collins. “Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013.” November 2017. pp. v, 2, 5, 24.

CORE ISSUE		DESCRIPTION
	Stereotypical Role Fulfillment	Interviews with 27 Black male teachers revealed that “their ideas [are] often dismissed by white colleagues,” “[they] were regularly called upon to act as disciplinarians, especially for students of color,” and “[they] encountered criminalized schools.”
	Invisible Tax	Teachers of color disproportionately feel pressure to represent the needs of students of color, and the extra work they do for their students is often undervalued and goes without recognition or compensation.
	Lower Evaluation	Teachers of color are judged more harshly than white colleagues during the evaluation process. A study in Michigan found that black teachers were 50 percent more likely than white teachers to receive a low rating in their evaluation.

Sources: Multiple¹¹

THE CAUSAL NEXUS OF ALTERNATIVE CERTIFICATION

Teachers who earn credentials through alternative certification programs are 25% more likely to leave their schools than teachers who participate in traditional certification programs.¹² Alternative certification programs expand the pool of teaching candidates by providing more affordable and flexible access to teacher certification.¹³ Alternative certification programs are often used to fill teacher shortages in low-income areas with higher attrition rates.¹⁴ While the quality of alternative certification programs can vary in rigor and comprehensiveness, teachers with less comprehensive preparation are “two to three times more likely to leave the teaching position than more prepared candidates.”¹⁵

“Alternative certification programs enroll a higher percentage of students of color than traditional preparation programs.”¹⁶ In 2013, teachers of color entered the teaching profession through alternative certification pathways at double the rate of white teachers.¹⁷ Some alternative certification programs such as Teach for America and the African-American Teaching Fellows of Charlottesville-Albemarle actively recruit teachers of color for preparation programs and place them in high-poverty districts with high teacher attrition rates.¹⁸ Therefore, teachers of color are not necessarily more likely to leave the profession but are more likely to teach in schools with fewer supports and higher attrition rates.¹⁹ Figure 1.3 demonstrates this causal nexus.

¹¹ Figure adapted from Gold, Op. cit., p. 13. [2] Will, M. “Teachers of Color Get Lower Evaluation Scores Than Their White Peers, Study Finds.” *Education Week*, May 22, 2019. <https://www.edweek.org/teaching-learning/teachers-of-color-get-lower-evaluation-scores-than-their-white-peers-study-finds/2019/05> [2] Ingersoll, May, and Collins, “Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013,” Op. cit., pp. v, 12–13. [2] Carver-Thomas, D. and K. Grayson. “Strategies for Recruiting and Retaining a Diverse, High-Quality Teacher Workforce.” Intercultural Development Research Association (IDRA), April 2017. <https://www.idra.org/resource-center/strategies-recruiting-retaining-diverse-high-quality-teacher-workforce/> [2] Long, C. “Experts Discuss How to Find - and Keep - Teachers of Color.” National Education Association (NEA), June 2, 2017. <https://www.nea.org/advocating-for-change/new-from-nea/experts-discuss-how-find-and-keep-teachers-color>

¹² Carver-Thomas, D. “Diversifying the Teaching Profession Through High-Retention Pathways.” Learning Policy Institute, April 19, 2018. <https://learningpolicyinstitute.org/product/diversifying-teaching-profession-brief>

¹³ Yin, J. and L. Partelow. “An Overview of the Teacher Alternative Certification Sector Outside of Higher Education.” Center for American Progress, December 7, 2020. <https://www.americanprogress.org/issues/education-k-12/reports/2020/12/07/480408/overview-teacher-alternative-certification-sector-outside-higher-education/>

¹⁴ Gold, Op. cit., p. 12.

¹⁵ Carver-Thomas, “Diversifying the Field,” Op. cit., p. 7. [2] Jang, S.T. and A.S. Horn. “The Relative Effectiveness of Traditional and Alternative Teacher Preparation Programs: A Review of Recent Research.” *Midwestern Higher Education Compact*, March 2017.

¹⁶ Yin and Partelow, Op. cit.

¹⁷ Carver-Thomas, “Diversifying the Teaching Profession Through High-Retention Pathways,” Op. cit.

¹⁸ Gold, Op. cit., p. 16.

¹⁹ Barnum, M. “Black Teachers Leave Schools at Higher Rates- But Why?” Chalkbeat, July 25, 2018. <https://www.chalkbeat.org/2018/7/25/21105406/black-teachers-leave-schools-at-higher-rates-but-why>

Figure 1.3: Alternative Certification Leading to Attrition



Source: Gold and Barnum²⁰

Although most research on teacher outcomes indicates that traditional programs are more effective in preparing teachers than alternative certification programs, some research indicates that students taught by teachers in Teach for America (TFA), a highly selective alternative preparation program, showed improved math and science achievement scores compared to traditionally prepared teachers.²¹

Districts and schools must take a holistic approach towards correcting core climate and organizational issues to retain teachers of color. Strategies such as providing ongoing support, improving school organizational characteristics, creating mentorship opportunities, and fostering environments conducive to positive school cultures to facilitate retention of underrepresented teachers and school leaders.²²

RETENTION STRATEGIES

The following section provides research-based solutions for retaining a diverse staff. Improving administrative organization, providing professional supports for teachers, and building positive school culture have shown to be promising practices for retaining teachers of color.

IMPROVING ADMINISTRATIVE SUPPORT

Support from administrators can strongly influence teachers and administrators of color's decisions to stay or leave a school. A 2012-2013 study published by the Learning Policy Institute in 2017 reveals that the primary reason for public school minority teacher turnover was dissatisfaction with their district's administration.²³ If school administrators are not able to execute certain leadership responsibilities, such as "setting norms for students and staff, nurturing a positive and encouraging school culture, and keeping schoolwide systems running smoothly," teachers of color are more likely to move or leave the school.²⁴

Leading predictors of teacher attrition are the level of support from school leaders and the quality of principals.²⁵ To improve school leadership, districts can partner with local universities to send talented teachers into administrator preparation programs.²⁶ District leaders can also increase efforts to support principals through regular professional development opportunities, mentoring and residency programs, and

²⁰ Figure created based on information from Gold, Op. cit. [2] Barnum, Op. cit. [2] Carver-Thomas, "Diversifying the Field," Op. cit.

²¹ Jang and Horn, Op. cit.

²² Nguyen, T.D. and M.G. Springer. "Reviewing the Evidence on Teacher Attrition and Retention." Brookings, December 4, 2019. <https://www.brookings.edu/blog/brown-center-chalkboard/2019/12/04/reviewing-the-evidence-on-teacher-attrition-and-retention/>

²³ Ingersoll, R., H. May, and G. Collins. "Minority Teacher Recruitment, Employment, and Retention: 1987 to 2013." Learning Policy Institute, November 2017. p. 13. https://learningpolicyinstitute.org/sites/default/files/product-files/Minority_Teacher_Recruitment_REPORT.pdf

²⁴ Carver-Thomas, D. "Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color." *Learning Policy Institute*, April 2018. p. 28.

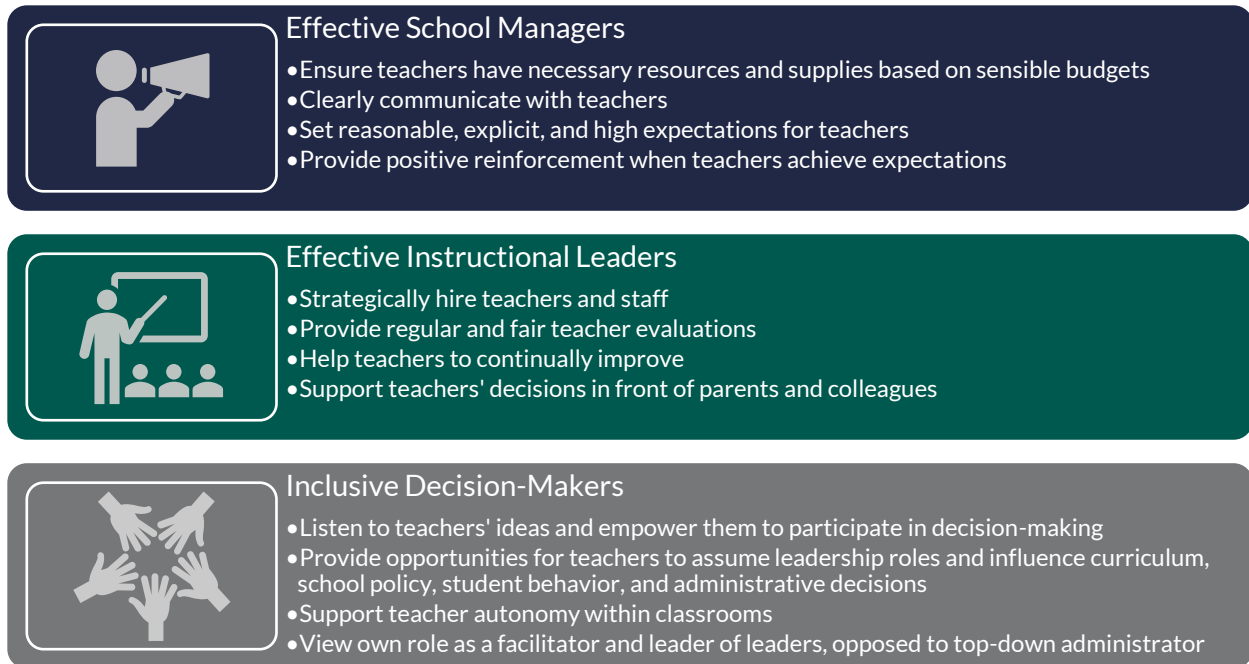
²⁵ Podolsky, A. et al. "Solving the Teacher Shortage." *Learning Policy Institute*, September 2016. p. 39.

²⁶ Carver-Thomas, "Diversifying the Teaching Profession," Op. cit.

allocating funds annually for further administrator leadership development.²⁷ Improving administrative support thereby reduces the risk of teacher turnover.²⁸

Additionally, improving school organizational characteristics, such as reducing disciplinary problems and other “undesirable teaching conditions,” can reduce the risk of turnover.²⁹ School leadership support can take various forms, including emotional, environmental, and instructional support.³⁰ Figure 1.4 highlights characteristics of effective school leaders as managers, instructional leaders, and decision-makers.

Figure 1.4: Strategies for Administrators Supporting Teachers



Source: Learning Policy Institute and Mullen et al.³¹

Principals' capacity to build school culture and foster collegial relationships also influence teachers' decisions to stay or leave a school.³² School leaders who implement programs and strategies that create positive school cultures can effectively support teacher retention.³³ Figure 1.5 below lists steps administrators should take for promoting a positive culture and climate among a diverse staff.

²⁷ “Leadership Development for School Leaders.” National Association of Secondary School Principals, February 13, 2018. <https://www.nassp.org/leadership-development-for-school-leaders/>

²⁸ Nguyen and Springer, Op. cit.

²⁹ Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. 28.







³⁰ Podolsky et al., Op. cit.

³¹ Adapted verbatim with modifications from Ibid., pp. 39–41. [2] Mullen, C.A., L. Brantley Shields, and C.H. Tienken. “Developing Teacher Resilience and Resilient School Cultures.” *AASA Journal of Scholarship and Practice*, 18:1, Spring 2021. <https://www.aasa.org/uploadedFiles/Publications/JSPSpring2021.FINAL.docx.pdf>

³² “The Role of Principals in Addressing Teacher Shortages.” Learning Policy Institute, 2017. https://learningpolicyinstitute.org/sites/default/files/product-files/Role_Principals_Addressing_Teacher_Shortage_BRIEF.pdf

³³ Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. 28. [2] “The Role of Principals in Addressing Teacher Shortages,” Op. cit.

Figure 1.5: How District Leaders Can Support Diverse School Environments

POSITIVE CLIMATE SUGGESTIONS FOR ADMINISTRATORS	
	Get to know your diverse teachers by creating opportunities to better understand what they believe they can uniquely bring to the district to serve diverse student populations.
	Pay attention to hiring to provide representation in the form of role models to your increasingly diverse student populations. There can be a tendency to hire staff members that “fit” into the school community norms. Challenge administrators and hiring teams to look at candidates who can bring a new perspective to the school community. Educate hiring committees on the importance of hiring diverse candidates and invite community leaders from diverse groups to participate in hiring.
	Evaluate the existing diversity in the leadership in your schools. Are diverse staff members that have been hired being retained? If not, why? Are diverse staff members able to address the problems they see both in the student body and the employment place, while they are still members of the school district, or do they do so only after they leave your district? Do all students see a variety of role models in their school?
	Reach out to diverse families and community groups. As new families and religious and cultural groups establish themselves in the community, provide opportunities to meet them, including on their terms.
	Evaluate administrators’ efforts related to getting to know the diverse families in their schools. Do they organize and participate in school and community cultural events? Are they able to share how their participation has helped them become a better school leader?
	Evaluate the cultural competency of staff and establish a diversity committee that consists of staff and community members.

Source: National School Boards Association³⁴

CULTURE OF APPRECIATION

School leaders should recognize and express appreciation for teachers, particularly teachers of color, who go beyond basic job responsibilities to support students. This voiced recognition builds a culture that supports a staff of all backgrounds and aids retention.³⁵ The NEA recommends that districts recognize minority teacher achievement by profiling or rewarding “outstanding minority teachers or prospective minority teachers to acknowledge their service, increase their self-esteem, and build the profession’s prestige.”³⁶ As minority educators often perceive that they have fewer opportunities for advancement compared to their non-minority colleagues, districts should ensure that minority staff members are rewarded for their successes and promoted appropriately and fairly, in line with their non-minority peers.³⁷

In addition to acknowledging teachers’ expanded duties and responsibilities through public and private recognition, school leaders can show appreciation for teachers through financial compensation and promotional opportunities. Districts can also use federal and state funds to subsidize the cost of teacher preparation through service scholarships, grants, and loan forgiveness programs – easing the financial burden on teachers, particularly those who work in schools in low-income areas.³⁸

³⁴ Figure text taken verbatim from: Hanson, P. and I. Seema. “Are Diverse Teachers Welcome?” National School Boards Association, February 2016. <http://34.229.121.61/newsroom/american-school-board-journal/are-diverse-teachers-welcome>

³⁵ Shafer, L. “The Experiences of Teachers of Color.” Harvard Graduate School of Education, June 12, 2018. <https://www.gse.harvard.edu/news/uk/18/06/experiences-teachers-color>

³⁶ “NEA and Teacher Recruitment: An Overview.” National Education Association. <http://www.nea.org//home/29031.htm>

³⁷ Ison, A. and M. Tooley. “Getting K-12 Education Organizations to Rethink Their Retention and Inclusion Practice at the Top.” New America, October 2, 2015. <https://www.newamerica.org/education-policy/edcentral/getting-k-12-rethink-retention-and-inclusion-practice-at-the-top/>


³⁸ Carver-Thomas, “Diversifying the Teaching Profession,” Op. cit.

PROVIDING PROFESSIONAL SUPPORTS

PROFESSIONAL DEVELOPMENT

Schools can provide a more supportive environment for teachers of color by meeting teacher needs and securing resources for teacher growth.³⁹ Professional development (PD) opportunities provide teachers with a chance to deepen their skills and develop leadership expertise that can encourage teachers on a path toward advancement.⁴⁰ A 2020 report from the South Carolina Center for Education Recruitment, Retention and Advancement showed that teachers with National Board Certification, a widely respected professional growth opportunity for experienced teachers, had lower turnover rates than all teachers in the state over a five year period.⁴¹ Additionally, micro-credentialing has emerged as a flexible and accessible form of PD that supports teacher success, as described in Figure 1.6⁴²

Figure 1.6: Accessible Professional Development

 Micro-credentialing is a new form of PD that supports teachers' continued growth.⁴³ Micro-credentialing is a digital professional learning program that awards credentials to teachers in specific skills and knowledge areas they choose to pursue. Teachers can take charge of their PD through personalizing the programs to whatever support they may need and can complete the program individually or through professional learning communities. Micro-credentialing is flexible, personalized, and performance based as certification is awarded based on demonstrated mastery, not participation.⁴⁴ Increasing access to PD through programs like micro-credentialing can provide needed support to educators to drive both career progression and retention.

TEACHER RESIDENCY PROGRAMS

Teacher residency programs serve as a “promising high-retention approach to preparing teachers of color.”⁴⁵ In these programs, districts and local universities establish partnerships and provide prospective teachers with opportunities to take university courses while working as apprentices with mentor teachers.⁴⁶ Residency programs can improve upon traditional and alternative certification programs by providing teachers with an extensive classroom experience that increases their preparedness and overall chances of success in the classroom.⁴⁷ Specifically, these programs, which are particularly effective for recruiting and retaining non-white teachers, often place prospective teachers in underserved schools and high-demand subject areas while they complete their formal coursework.⁴⁸

Teacher residency programs are “effective both in bringing more teachers of color into the profession and preparing them to stay long-term.”⁴⁹ Districts with teachers who participate in residency programs tend to have higher retention rates over time than nonresident teachers.⁵⁰ To support these programs, the National

³⁹ Dixon, D., A. Griffin, and M. Teoh. “If You Listen, We Will Stay: Why Teachers of Color Leave and How to Disrupt Teacher Turnover.” Teach Plus, 2019. p. 18. https://teachplus.org/sites/default/files/downloads/teachers_of_color_retention_.pdf

⁴⁰ “Chapter 3: Effective Retention Strategies.” Teaching Profession Playbook. <https://www.teachingplaybook.org/digital/chapter-3-retention>

⁴¹ Ibid.

⁴² Ibid.

⁴³ Ibid.

⁴⁴ “Micro-Credentials.” National Education Association (NEA). <https://www.nea.org/professional-excellence/professional-learning/micro-credentials>

⁴⁵ Carver-Thomas, “Diversifying the Field,” Op. cit., p. 19.

⁴⁶ Carver-Thomas, D. “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color.” Learning Policy Institute, April 2018. p. vi. https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf

⁴⁷ Carver-Thomas, “Diversifying the Field,” Op. cit., p. 19.

⁴⁸ Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. vi. [2] “What Is a Teacher Residency?” NYU Steinhardt Teacher Residency Program. <https://teachereducation.steinhardt.nyu.edu/what-is-a-teacher-residency/>

⁴⁹ Carver-Thomas, “Diversifying the Teaching Profession,” Op. cit.


⁵⁰ Ibid.

Center for Teacher Residencies developed five steps to creating and supporting teacher residency programs, including:⁵¹

1. Culturally responsive recruitment and equitable selection;
2. Rigorous selection and support of teacher mentors;
3. Intensive pre-service preparation focused on the specific needs of teachers in high-need schools;
4. Aligned induction support; and
5. Strategic hiring of graduates.

The Department of Education provides Teacher Quality Program grants to fund teacher residency programs.⁵² Depending on the residency program, teacher candidates may receive a stipend or salary to offset living expenses and pay for student loans.⁵³ Figure 1.7 details one residency program with successful retention rates and financial support.

Figure 1.7: San Francisco Teacher Residency

 The San Francisco Teacher Residency (SFTR) program has seen great success with graduate retention in the teacher workforce. “After five years, 80 percent of San Francisco Residency teachers are still teaching in the San Francisco Unified School District, compared to 38 percent of beginning teachers and 20 percent of TFA corps members placed in the district. 100 percent of principals in the San Francisco Unified School District reported teachers who went through the residency program were more effective than other beginning teachers.”⁵⁴ SFTR also provides residents with 50 percent tuition remission, scholarship support, loan forgiveness, housing grants, and free health care benefits in exchange for a three-year commitment to teaching at the San Francisco Unified School District.⁵⁵ For more information on this residency program, visit the [SFTR website](#).⁵⁶

INDUCTION

Schools and districts can also offer support to new teachers through comprehensive induction programs.⁵⁷ Induction programs assist new teachers with adapting to the new workplace and provide ongoing support throughout their first year.⁵⁸ First-year teachers participating in an induction program were “twice as likely to stay in teaching as those who did not receive early support.”⁵⁹ Strong induction programming at the Texas Beginning Educator Support System (TxBESS) led to improved retention rates for teachers who work in schools that serve students of color from low-income areas and employ higher numbers of teachers of color.⁶⁰ Induction programs can include supports such as:⁶¹

- New teacher orientation;
- Mentor relationships and support teams;
- Workshops and training for beginning teachers and mentors;
- Classroom assistance;

⁵¹ Bulleted text reproduced verbatim from “Our Residency Model.” National Center for Teacher Residencies. <https://nctrresidencies.org/about-nctr/our-residency-model/>

⁵² Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. 20. [2] “What Is a Teacher Residency?” Op. cit.

⁵³ “What Is a Teacher Residency?” Op. cit.

⁵⁴ Carver-Thomas, “Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color,” Op. cit., p. 20.

⁵⁵ “Policy Brief: Teacher Residencies in California.” *Learning Policy Institute*.

⁵⁶ “San Francisco Teacher Residency.” <http://www.sfteacherresidency.org/>

⁵⁷ “Chapter 3,” Op. cit., p. 3.

⁵⁸ Haver, N. “Why Teacher Induction Programs Are a Necessity for the Start of the School Year.” Whitby School. <https://www.whitbyschool.org/passionforlearning/why-teacher-induction-programs-are-a-necessity-for-the-start-of-the-school-year>

⁵⁹ Carver-Thomas, “Diversifying the Field,” Op. cit., p. 22. [2] Ingersoll, R.M. and M. Strong. “The Impact of Induction and Mentoring Programs for Beginning Teachers: A Critical Review of the Research.” *Review of Educational Research*, 81:2, June 2011. https://repository.upenn.edu/cgi/viewcontent.cgi?article=1127&context=gse_pubs

⁶⁰ Carver-Thomas, “Diversifying the Field,” Op. cit., p. 22.

⁶¹ Bulleted list adapted nearly verbatim from Ibid. [2] “Teacher Induction Programs.” Massachusetts Department of Elementary and Secondary Education. <https://www.doe.mass.edu/edeffectiveness/mentor/teachers.html>

- Additional time to collaborate with other teachers;
- Coaching and feedback from experienced teachers; and
- Opportunities for reduced workload.

Supportive induction programs can help address the most immediate needs of teachers when they start in the classroom, such as navigating classroom management, curriculum planning, and assessments.⁶² Once teachers are more comfortable in their role, induction sessions can be used to discuss teaching pedagogies and provide teachers with a safe environment to ask questions.⁶³ Induction programs lead to teachers' skill development that allows them to support students successfully.⁶⁴

MENTORSHIP



 Mentorship programs provide an opportunity for administrations to implement support systems for underrepresented school staff. Poor preparation and mentorship opportunities are two main reasons why teachers of color have a high turnover rate.⁶⁵ By engaging teachers, particularly teachers of color and male teachers, districts can better support and retain new teachers through mentorship programs. Mentors and mentees can discuss a wide range of topics, both education- and non-education-based. For underrepresented teacher groups, such as Black males, "experiences might be better understood by another African-American male, and therefore some new teachers might be more likely to share certain kinds of experiences with an African-American male mentor."⁶⁶ Figure 1.8 provides an example of a mentorship program.

Figure 1.8: Montgomery County Public Schools

 Montgomery County Public Schools (MCPS) in Maryland facilitates two mentorship programs for teachers: the New Teacher Induction (NTI) Program and the Building Our Network of Diversity (BOND) Project.⁶⁷ The latter, established in 2014, specifically works with African-American male teachers. As a result of the BOND program and additional diversity-focused initiatives, MCPS saw an increase in non-white new hires from just over 27 percent in 2015 to almost 39 percent in 2019.⁶⁸ For more information, visit [Montgomery County Public Schools](#) (NTI) and the [American Institutes for Research](#) (BOND).

A study conducted on sources of resilience, a contributing factor to retention, in teachers of color found that mentee participants attribute their resilience to relationships with mentors of color and colleagues and peers of color.⁶⁹ Teachers seek advice and support from colleagues and mentors, particularly for wisdom on navigating unwelcoming white spaces at predominantly white schools.⁷⁰ Affinity groups and supportive professional relationships between teachers of color serve as a source of comfort and provide a space for the exchange of ideas, growth, and mutual empowerment.⁷¹ These peer relationships are critical for feeling supported, encouraged, and inspired in the teaching profession.⁷² Additionally, teachers of color reference

⁶² Haver, Op. cit.

⁶³ Ibid.

⁶⁴ Carver-Thomas, "Diversifying the Field," Op. cit.

⁶⁵ Carver-Thomas, D. "Diversifying the Teaching Profession: How to Recruit and Retain Teachers of Color." Learning Policy Institute, April 2018. p. vi. https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf

⁶⁶ Harris, D. et al. "Building BONDS to Retain African-American Male Teachers." Center on Great Teachers & Leaders, June 29, 2017. <https://gtlcenter.org/blog/building-bonds-retain-african-american-male-teachers-0>

⁶⁷ Ibid.

⁶⁸ "MCPS Sees Sharp Increase in Diverse Teacher Hiring." Montgomery County Public Schools, October 31, 2018.

<https://news.montgomeryschoolsmd.org/uncategorized/mcps-sees-sharp-increase-in-diverse-teacher-hiring/>

⁶⁹ Darwich, L. "Whom Do I See in the Staff Room Every Day? The Sources of Resilience of Teachers of Color." *Teacher Education Quarterly*, 48:2, Spring 2021.

⁷⁰ Ibid.

⁷¹ Ibid.

⁷² Ibid.

social-justice and equity-oriented curriculums both in K-12 schools and teacher preparation programs as a source of resilience.⁷³

IMPROVING SCHOOL CLIMATE

Improving overall school climate can impact retention rates for diverse staff. Principals participating in a study by TeachPlus highlighted the need to address school culture to improve the retention of teachers of color, by ensuring the school’s vision aligns with teachers’ values and beliefs.⁷⁴ The same study found that teachers of color stay in schools that have school leaders who show a “commitment to equity, social justice, and the dismantling of racism – issues that are not necessarily widely discussed or taught in many public schools.”⁷⁵ Additionally, school leaders can eliminate unwelcoming conditions for teachers and students of color by embracing the multicultural composition of the student body, eliminating negative attitudes about students of color, jettisoning low expectations for the achievement of students of color, and promoting culturally relevant teaching.⁷⁶ To further minimize an antagonistic work culture that can make teachers of color feel unwelcome, Figure 1.9 highlights additional strategies for retaining diverse educators by improving working conditions and school climate.

Figure 1.9: Improving School Climate

STRATEGIES
Culturally affirm teachers of color by providing space for teachers to build a racial identity, connect course content to real-life issues happening in the community and the world, give teachers of color the chance to express their passion and commitments, and teach courses on issues related to the lived experiences of underserved communities.
Match the goals and values of the school with the goals and values of the teachers.
Affirm teachers' humanity and racial identity and allow teachers of color to feel free to be their authentic selves.
Provide teachers with the freedom to tailor teaching to the population of students in the classroom.
Place a premium on building a schoolwide family where it’s easy to build relationships, find a mentor, and hold each other accountable.
Provide better training for white teachers and administrators in how to foster and support optimum conditions for diverse groups of students and teachers.
Prioritize the hiring and placement of teachers of color to build cohorts and reduce isolation.
Collect data on school climate through exit interviews to hold the district accountable, identify reasons why teachers leave and find areas for improving school teaching conditions that play a role in teacher retention.

Source: TeachPlus⁷⁷

Districts can also establish diversity committees specifically tasked with establishing initiatives for recruitment, retention, and development. Ongoing efforts from an established body instill a sense of permanency in diversity initiatives. Diversity committees focus on many district initiatives to support retaining underrepresented staff, such as:⁷⁸

- Supporting leaders to solve problems with incorporating diversity into day-to-day practices;

⁷³ Ibid.

⁷⁴ Dixon, Griffin, and Teoh, Op. cit.

⁷⁵ Ibid., p. 14.

⁷⁶ Dixon, Griffin, and Teoh, Op. cit. [2] Partee, G.L. “Retaining Teachers of Color in Our Public Schools.” Center for American Progress, June 2014. <https://cdn.americanprogress.org/wp-content/uploads/2014/06/Partee-TeachersOfColor-report2.pdf>

⁷⁷ Figure text taken nearly verbatim from Dixon, Griffin, and Teoh, Op. cit. [2] Partee, G.L. “Retaining Teachers of Color in Our Public Schools.” *Center for American Progress*, June 2014.

⁷⁸ Bulleted text quoted verbatim with modifications from: Weaver, V. “Diversity & Inclusion Leadership.” *Diversity Best Practices*. p. 86. https://www.diversitybestpractices.com/sites/diversitybestpractices.com/files/import/embedded/anchors/files/diversity_primer_chapter_05.pdf

- Collaborating with recruiters and managers to develop and implement effective strategies for hiring and retaining a diverse workforce;
- Sponsoring research to ensure that curricula are developed to support a diverse school community effectively; and
- Leading the educational campaign for zero-tolerance for harassment, discrimination, and exclusion.

Many districts have implemented diversity committees to create equity-forward initiatives within schools. These committees can also play a critical role in facilitating professional development.⁷⁹ Districts may mandate that employees participate in diversity-related training to promote a school culture that values and supports employees and students of all backgrounds. Diversity committees can support such mandates by designing the professional development process. For instance, Tucson Unified School District in Arizona (TUSD) uses professional development as a strategy for diverse staff retention. In its 2014-19 strategic plan, TUSD’s priority to actively “recruit, hire, train, and work to retain teachers, administrators and staff who reflect its student population” included mandatory diversity training for all staff in year five of the strategic plan. Figure 1.10 outlines the details of how the district planned to accomplish this goal.

Figure 1.10 TUSD’s (AZ) Diversity Goal Outline

SPECIFIC	MEASURABLE	ATTAINABLE	REALISTIC	TIME-BOUND AND TRACKED	POSSIBLE EVIDENCE
Year 5 Goal: Ensure that all employees participate in Diversity Training					
All district employees (e.g., admin, staff, and teachers) will participate in diversity training	The professional development department will offer diversity training throughout the school year	Professional development catalog of diversity training	Over the course of the Five-Year Strategic Plan, all district employees will have participated in diversity training	Professional development participation will be reviewed twice a year	Professional development documentation

Source: Tucson Unified School District⁸⁰

⁷⁹ “Diversity Committee.” Birmingham Public Schools. <http://www.birmingham.k12.mi.us/site/default.aspx?DomainID%3D2492>

⁸⁰ Figure text taken verbatim from: “TUSC Five-Year Strategic Plan.” Tucson Unified School District. p. 25. <http://tusd1.org/Portals/TUSD1/District/docs/Dist%20Info/Five%20Year/StrategicPlanComplete.pdf>

SECTION II: IMPLEMENTING STRATEGIES ACROSS A DISTRICT

In this section, Hanover reviews best practices for implementing retention strategies consistently through building a leadership team, funding retention efforts, and monitoring retention data.

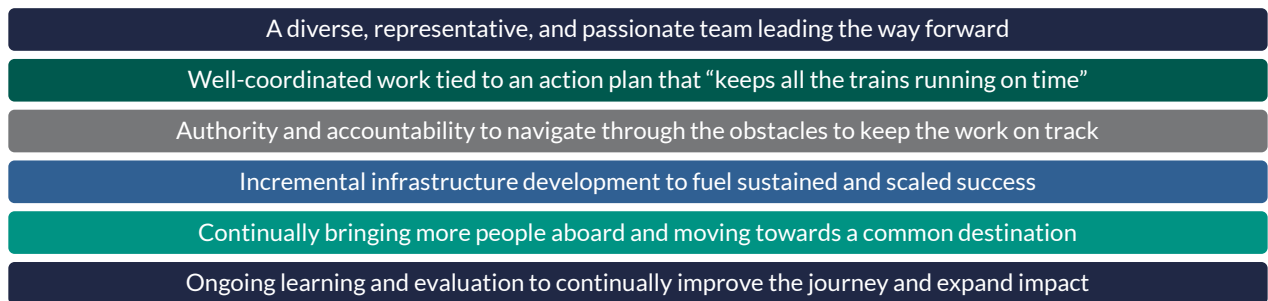
BUILDING A LEADERSHIP TEAM

Successfully implementing retention strategies enables district leaders to unite around a shared vision and cultivate action to address the needs of schools. However, poorly implemented strategies “consume valuable hours” and fail to enact change.⁸¹ By focusing on the planning process rather than a “static plan as the end goal,” districts are better able to:⁸²

- Deepen their awareness of stakeholder needs;
- Build coherence among department and school initiatives;
- Build knowledge of leading practices;
- Prioritize efforts to maximize value for their students;
- Design structures to plan ahead and adapt; and
- Define success metrics that build to overall KPIs.

School districts have instituted leadership teams that spearhead strategies for improving equity efforts in schools.⁸³ Leaders from these districts design and build capacity, communicate information to schools, and collect and analyze data for evaluating progress.⁸⁴ Key attributes of a leadership team that support the retention of diverse staff are outlined in Figure 2.1.

Figure 2.1: Key Attributes of Equity-focused Leadership Teams



Source: Racial Equity Alliance⁸⁵

District leaders hold multiple roles in the process of implementing retention strategies in schools. As the drivers of these strategies, it is the district leader’s job to help school leaders understand the importance of

⁸¹ “The Ultimate Guide for Responsive Strategic Planning.” Education Elements. <https://www.edelements.com/responsive-strategic-planning>

⁸² Bulleted text adapted verbatim from Ibid.

⁸³ Keleher, T. “Racial Equity Core Teams.” Local and Regional Government Alliance on Race & Equity, 2018.

https://www.racialequityalliance.org/wp-content/uploads/2018/11/RaceForward_CORETeamsToolkit-10.2018.pdf

⁸⁴ Ibid.

⁸⁵ Ibid.

increasing retention for diverse staff.⁸⁶ Districts can enable schools to implement retention strategies and cultivate environments that encourage diverse staff to stay. It is also the role of district leaders to provide ample and aligned support to schools to execute retention strategies. For every “increment” of retention performance “the district demands,” the district should “provide schools with equal support to build capacity to meet the district’s expectation.”⁸⁷ Figure 2.2 highlights a few specific initiatives that district leaders can implement to retain teachers of color.

Figure 2.2: District Initiatives to Retain Teachers



Source: Teach Plus⁸⁸

FUNDING RETENTION EFFORTS

States and local education agencies can strategically use federal funding to support teacher retention efforts. By investing in educators and retention strategies, states can address both urgent and long-term student needs.⁸⁹ Federal recovery funds can be used to support professional development programs, residency programs, and other preparation for high-shortage positions such as special education teachers. Multiple states have invested their federal relief funding in educator preparation, as outlined in Figure 2.3.

Figure 2.3: State Uses of Federal Recovery Funds for Retention Improvement

Minnesota	Designated \$5 million in GEER funds to institutions of higher education, including targeted support for teacher candidates and educator preparation programming faculty that prioritizes members of underserved communities. Funding used for mentorship programs, direct grants for teacher candidates, and funding for EPPs and EPP-district partnerships.
Illinois	Set aside ESSER funding to support affinity groups to improve teacher satisfaction, efficacy, and retention.
Louisiana	Plans to spend \$39.4 million on new teacher support, a pre-educator pathway, professional development on instructional strategies, mentorship programs, among other initiatives.
Missouri	As less than half of fifth-year teachers continue to teach for a sixth year, Missouri is allocating \$29.2 million for teacher training and recruitment and retention grants.
Oklahoma	Has reserved about \$35 million to pay 50% or more of the salaries of 150 school counselors and 150 licensed mental health professionals. Currently, the student-to-school-counselor ratio in the state is 411:1. The American School Counseling Association recommends a ratio of 250:1.

⁸⁶ Casey, K. “ACTIONS – Ideas and Strategies for District Leaders.” Aurora Institute, February 18, 2019. https://aurora-institute.org/cw_post/actions-ideas-and-strategies-for-district-leaders/

⁸⁷ Ibid.

⁸⁸ Figure content adapted nearly verbatim from “How to Retain Effective Teachers Through Teacher Leadership.” Teach Plus, 2015. https://teachplus.org/sites/default/files/publication/pdf/decade-plus_final.pdf

⁸⁹ “Supporting the Educator Pipeline: How States and Districts Can Use Federal Recovery Funds Strategically.” Learning Policy Institute, July 7, 2021. <https://learningpolicyinstitute.org/product/federal-funds-edprep-factsheet>

MONITORING RETENTION DATA

To identify the factors contributing to teacher attrition and implement targeted responses, districts should monitor trends in teacher retention at various levels.⁹¹ Districts can track the measures outlined in Figure 2.4, Figure 2.5, and Figure 2.6 to monitor retention trends over time at the district, school, and classroom levels. Monitoring retention at every level can better inform regular updates to retention strategies.

Figure 2.4: Factors to Monitor at the District Level

FACTORS	EXAMPLE MEASURES	RATIONALE
Demographic Characteristics	Enrollment and enrollment change, student poverty level, percentage of minority students, percentage of bilingual students	<ul style="list-style-type: none"> To account for the extent that changes in student enrollment levels may influence teacher turnover; To assess how changes in demographics over time may be associated with teacher retention and/or turnover
Compensation Policies	Overall compensation levels, stipends for hard-to-staff schools	<ul style="list-style-type: none"> To determine to what extent changes in salary levels may influence teacher retention or turnover
In-Service Policies	Induction programs, peer assistance, and review	<ul style="list-style-type: none"> To evaluate whether in-service policies are influencing teacher retention and turnover

Source: U.S. Department of Education⁹²

Figure 2.5: Factors to Monitor at the School Level

FACTORS	EXAMPLE MEASURES	RATIONALE
School-Level Demographics	Student demographics, grade ranges, locale	<ul style="list-style-type: none"> To monitor potential inequities in teacher retention and turnover
School Climate	Climate surveys, student discipline	<ul style="list-style-type: none"> To assess the influence of school climate on teacher retention and turnover
Performance Levels	Achievement scores on standardized assessments	<ul style="list-style-type: none"> To evaluate the influence of student performance levels on teacher retention and turnover
Administrative Support	Leadership surveys, principal evaluation ratings	<ul style="list-style-type: none"> To consider the influence of school leadership on teacher turnover and retention

Source: U.S. Department of Education⁹³

Figure 2.6: Factors to Monitor at the Teacher Level

FACTORS	EXAMPLE MEASURES	RATIONALE
Demographics	Age, race/ethnicity, gender	<ul style="list-style-type: none"> To monitor changes in diversity
Pre-Service Experience	Type of teacher preparation program attended	<ul style="list-style-type: none"> To assess potential differences in teacher retention from different programs
Qualifications	Certification type, additional certifications	<ul style="list-style-type: none"> To assess differences in teacher retention by types of qualifications

⁹⁰ Table information adapted nearly verbatim from Ibid. [2] Arundel, K. "How Schools Are Using ESSER Funds to Attract, Retain Teachers." K-12 Dive, August 20, 2021. <https://www.k12dive.com/news/how-schools-are-using-esser-funds-to-attract-retain-teachers/605311/>

⁹¹ Finster, M. "Identifying, Monitoring, and Benchmarking Teacher Retention and Turnover: Guidelines for TIF Grantees." *Teacher Incentive Fund*, January 2015. pp. 16–17.

⁹² Chart contents adapted from Ibid., pp. 20–21.

⁹³ Chart contents adapted from Ibid.

FACTORS	EXAMPLE MEASURES	RATIONALE
Experience Levels	Teaching experience within the profession, district, and school	<ul style="list-style-type: none"> ▪ To determine whether beginning or more experienced teachers are leaving
Performance Ratings	Teacher evaluation ratings, teacher observation ratings, student growth measures	<ul style="list-style-type: none"> ▪ To gauge the extent that high and/or low performers are staying, moving, or leaving
Psychological Factors	Job satisfaction, organizational commitment, job embeddedness, and turnover intentions	<ul style="list-style-type: none"> ▪ To predict teacher retention and turnover and identify potential solution strategies

Source: U.S. Department of Education⁹⁴

⁹⁴ Chart contents adapted from Ibid.

ABOUT HANOVER RESEARCH

Hanover Research provides high-quality, custom research and analytics through a cost-effective model that helps clients make informed decisions, identify and seize opportunities, and heighten their effectiveness.

OUR SOLUTIONS

ACADEMIC SOLUTIONS

- **College & Career Readiness:**
Support on-time student graduation and prepare all students for post-secondary education and careers.
- **Program Evaluation:**
Measure program impact to support informed, evidence-based investments in resources that maximize student outcomes and manage costs.
- **Safe & Supportive Environments:**
Create an environment that supports the academic, cultural, and social-emotional needs of students, parents, and staff through a comprehensive annual assessment of climate and culture.

ADMINISTRATIVE SOLUTIONS

- **Family and Community Engagement:**
Expand and strengthen family and community relationships and identify community partnerships that support student success.
- **Talent Recruitment, Retention & Development:**
Attract and retain the best staff through an enhanced understanding of the teacher experience and staff professional development needs.
- **Operations Improvement:**
Proactively address changes in demographics, enrollment levels, and community expectations in your budgeting decisions.

LEADERSHIP SOLUTION

Build a high-performing administration that is the first choice for students, parents, and staff.

OUR BENEFITS



EXPERT

200+ analysts with multiple methodology research expertise



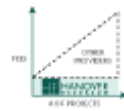
FLEXIBLE

Ongoing custom research agenda adapts with organizations' needs



DEDICATED

Exclusive account and research teams ensure strategic partnership



EFFICIENT

Annual, fixed-fee model shares costs and benefits



www.hanoverresearch.com



RESEARCH PRIORITY BRIEF—

RESEARCH BRIEF: ADDRESSING TEACHER AND SUBSTITUTE SHORTAGES

Introduction

Teacher shortages present a significant challenge to K-12 districts and schools in numerous states across the country.¹ To support its member districts in addressing this challenge, Hanover Research (Hanover) presents the following research brief, which highlights national trends regarding the teacher pipeline and strategies for recruiting and retaining effective teachers.

Key Findings

- **National trends in the teacher workforce suggest ongoing shortages, though limited data and differences in shortage definitions lead to conflicting findings.** In a widely cited report published in 2016, the Learning Policy Institute estimated that a national teacher shortage began in 2012-13 and is projected to worsen through 2024-25. The Economic Policy Institute additionally finds that the teacher shortage problem increases in severity when considering teachers' credentials and qualifications.
- **Strategies for recruiting teachers include partnering with teacher preparation programs, adjusting hiring practices, and using financial incentives.** Alternative teacher preparation programs include teacher residencies, alternative certification programs, Grow-Your-Own programs, and early outreach programs. Districts should evaluate hiring timelines and practices to ensure that the recruitment process starts early and limit barriers to entry. Using financial incentives can also support teacher recruitment and may include salary schedule adjustments, salary enhancements, limited-duration incentives, training-related incentives, in-kind incentives, and retirement benefit waivers.
- **Substitute recruitment strategies parallel strategies for full-time teachers and include reviewing preparation and certification pathways and requirements, hiring initiatives, and financial incentives.** Districts may consider adjusting the criteria for substitute employment by reducing college credit requirements and not using qualifying exams. Hiring initiatives such as substitute job fairs and advertising campaigns can also enlarge substitute pools. Financial incentives such as higher compensation and additional benefits can improve recruitment; however, these incentives may not always prove effective as substitutes may apply for non-monetary reasons.
- **Districts should consider mentorship and professional development opportunities, school climate improvements, and financial incentives as retention strategies for both full-time teachers and substitutes.** Mentorship and induction programs for teachers provide opportunities for building teaching competencies and self-efficacy, which improve job satisfaction and commitment to the district. Similarly, promoting positive school climates supports teachers' satisfaction and improves retention. Influential factors in school climates include physical environments, school politics, cultural features, and instructional and curricular flexibility. Additional financial incentives may also improve teacher and substitute retention, though limited research is available to support the effectiveness of financial incentives for retaining new teachers.

Exploring National Trends

Teacher shortages are projected to occur across the United States as fewer individuals enter the teaching workforce and certified teachers leave the profession. According to the Economic Policy Institute’s (EPI) first report in its 2019 series, “The Perfect Storm in the Teacher Labor Market,” the problem of teacher shortages remains large, continues to grow, and has no indication of ending.² However, limited national data and conflicting definitions of what constitutes a teacher shortage complicate definitive assessments of the current status and recent trends in the teacher workforce.³

Defining teacher shortage as “the inability to staff vacancies at current wages with individuals qualified to teach in the fields needed,” led researchers from the Learning Policy Institute (LPI) to study and predict national teacher trends.⁴ The resulting study and the EPI series (which uses the LPI definition) illustrate that the actual demand for new hires remained below the projected supply of new hires between 2005 and 2012. However, following the 2011-2012 academic year, estimates show projected demand steadily increasing and projected estimated supply steadily decreasing. Based on these data and projections, the teacher national shortage began in 2012 and continues to grow.⁵

Teacher shortages become more apparent when reviewing teachers’ credentials. Fully understanding the teacher shortage problem requires one to look at new teachers’ abilities to support current needs and current teachers’ abilities to support needs and develop as educators.⁶ The following figure compares 2011-2012 and 2015-2016 teacher credentials using national data for non-charter public school teachers.

Changes in Teachers’ Credentials and Qualifications

TEACHER BACKGROUND	2011-2012	2015-2016
Not fully certified	8.4%	8.8%
Did not take a traditional route into teaching	14.3%	17.1%
Inexperienced (5 years of experience or less)	20.3%	22.4%
Novice teacher (2 years of experience or less)	6.8%	9.4%
No educational background in subject of main assignment	31.1%	31.5%

Source: Economic Policy Institute⁷

As teachers leave their school, district, or the teaching profession because of age, attrition, turnover, etc., districts may struggle to fill positions. According to the EPI, between the 2008-2009 and 2015-2016 academic years, the number of education degrees earned decreased by about 15 percent, and the number of individuals who completed teacher preparation programs decreased by about 27 percent. As such, districts collectively must hire from a shrinking pool of traditionally qualified applicants.⁸

The following figure highlights seven trends in the teacher workforce compiled by a researcher at the University of Pennsylvania. These trends present clear indications of today’s teacher workforce, though the first trend further illustrates how researchers analyze teacher supply differently, and national conclusions remain conflicting. The full report is available online [here](#).⁹






Current Teacher Workforce Trends

A leap in numbers	Between 1987-1988 and 2015-2016, the number of teachers in public, private, and charter schools increased by more than three times the rate of student enrollment increases.
Leaving in high numbers	Forty-four percent of new teachers leave within five years.
A younger teaching force	Public school teachers have gotten younger. In 2007-2008, the modal or most common teacher was 55 years old. In 2015-2016, the modal age ranged from mid-30s to mid-40s.
Decline in experience	The modal teacher has one to three years of experience, a sharp decline from the 15 years of experience the modal teacher had in 1987-1988.
Fewer men than ever	Over 76 percent of public school teachers are women, high even for a historically female-dominated profession.
Minorities being churned out	While there remains a parity gap (51 percent of public school students are minorities, and only about 20 percent of their teachers are), there has been a dramatic surge in minority teacher hires. However, these teachers are among the most likely to leave the profession.
Instability concentrated	About half of all teacher turnover takes place in 25 percent of public schools. High-poverty, high-minority, urban, and rural public schools have among the highest rates of turnover.

Source: University of Pennsylvania Graduate School of Education¹⁰

Overall trends in the teacher workforce may be driven by a variety of factors, as listed in the following figure.

Explanations for Teacher Shortages

	Women today have greater options in employment than ever before.
	There is more occupational choice.
	The perception of teaching by the American public and teachers themselves is declining.
	The pipeline of new teacher candidates is dwindling.
	The way job seekers look for jobs has radically changed in the last five years, including an increased focus on digital communication and marketing efforts by employers.

Source: Insight Education Group¹¹

Correspondingly, superintendents highlight concerns regarding the teacher pipeline and challenges with recruitment and retention. Results from a 2018 Gallup survey of K-12 superintendents throughout the United States finds that 83 percent of survey participants struggle with teacher recruitment and retention. Challenges with teacher pipelines impact superintendents in all geographic areas, but responses show rural superintendents, followed by town, city, and suburban superintendents struggle most.¹²

Recruiting Effective Teachers and Substitutes

The following subsections highlight strategies and best practices for recruiting effective teachers through teacher preparation, marketing, and financial approaches.

Teacher Preparation

Districts can influence the type and quality of teacher education programs by building relationships with institutions of higher education or other teacher preparation programs. By partnering with local universities or alternative teacher preparation programs, districts can help prepare teachers to suit their specific district- and school-level needs.¹³

For example, districts can use **teacher residencies** to recruit teachers trained for their specific needs and shortage areas.¹⁴ The figure below illustrates seven characteristics of high-quality teacher residency programs.

Characteristics of High-Quality Teacher Residencies

DISTRICT-UNIVERSITY PARTNERSHIPS

- Teacher residencies place candidates in specific districts to fulfill the district's needs.
- Residents commit to teaching in the local school district after the program ends.
- Districts and universities codesign programs to ensure that residents get to know the students and families in the communities in which they will be teaching and receive rigorous preparation for teaching in those communities and schools.

CANDIDATE RECRUITMENT AND SELECTION

- District and preparation programs partner in the recruitment and selection of the residents to ensure that residents meet local hiring needs.
- Programs aim to broaden and diversify the local teacher workforce by selecting high-quality candidates through a competitive screening process.
- Residencies recruit candidates from a wide variety of backgrounds, both recent college graduates and mid-career professionals, and are highly selective.

CLINICAL EXPERIENCE

- For at least one academic year, candidates spend four to five days per week in a classroom with an experienced and trained mentor teacher and gradually take on more responsibilities over the year.
- Most residents receive at least 900 hours of pre-service clinical preparation, while participants in typical preparation programs receive between 400 and 600 hours.

COURSEWORK

- Residency coursework integrates with clinical experiences.
- Experienced teachers in districts sometimes design and teach courses, though often, university faculty members who teach courses engage in local schools and previously taught there.
- School and university faculty often co-teach courses.
- Candidates take graduate-level coursework that leads to both state certification/licensure and a master's degree from the partner university.

MENTOR RECRUITMENT AND SELECTION

- Residencies not only allow districts to attract and train high-quality teacher candidates, but also provide career advancement opportunities for experienced teachers to serve as mentors, supervisors, and instructors in the programs.
- As it is for candidates, the selection process for mentors typically is rigorous because they must be both experienced and accomplished.

COHORTS PLACED IN TEACHING SCHOOLS

- Programs may cluster participants in university courses and school sites to create a stronger support network and foster collaboration among new and experienced teachers.
- Faculty members from the school and university work together to develop a curriculum, improve instruction, and undertake school reforms—making the entire school a site for learning and feedback for adults and students alike.

FINANCIAL SUPPORT INCENTIVES

- Teacher residencies offer financial incentives that attract and retain high-quality candidates with diverse backgrounds and experiences.
- Incentives may include living stipends, student loan forgiveness, and tuition remittance in exchange for residents' commitment to teaching in the district for a specified period—typically three to five years.

Source: *American Educator*¹⁵

Teacher residency programs help districts address specific recruitment goals and needs. Goals surrounding teacher recruitment can include diversifying the local teacher workforce and fully staffing high-need schools and subjects. Notably, teacher residency graduates demonstrate within-district retention rates of about 80 to 90 percent three years after graduation and upwards of 70 percent after five years.¹⁶

A key component of building a partnership with a teacher preparation program includes **providing information about**

what future teachers should expect, both in the teaching profession in general and working in the district specifically. In a survey from the Harvard University Education Policy Group, undergraduate students who strongly consider teaching as a post-graduate career expressed concerns primarily regarding salary, classroom management, and teacher efficacy. Additionally, 73 percent of respondents considered a teaching career before their third year of undergraduate education—when preparation programs begin recruitment outreach.¹⁷ Districts should consider the following teacher recruitment strategies to mitigate concerns expressed by potential teaching students and, therefore, improve recruitment:¹⁸

- Communicate accurate information about teacher salaries;
- Address concerns about classroom management;
- Sell potential student impact; and
- Begin recruitment early.

Additionally, districts should also consider non-traditional methods for developing a well-qualified pipeline of teachers who will likely remain in the district. The Center for American Progress identifies several non-traditional program types used by districts across the United States that may support districts to improve recruitment, including of more diverse candidates. For example, early outreach programs focus on promoting teaching as a career option to current secondary students. These programs often provide coursework and internship opportunities to interested high school students through district-university partnerships.¹⁹ Grow-Your-Own programs often go further to include local high school and college graduates.²⁰ The following figure provides descriptions of alternative recruitment paths highlighted by the Center for American Progress.

Alternative Recruitment Partnership Options

PROGRAM	DESCRIPTION
Alternative certification programs	<p>Examples of alternative certification programs include:</p> <ul style="list-style-type: none"> ▪ Alternative certification programs such as Teach for America; ▪ District-led programs such as the Boston Teacher Residency program; and ▪ Local programs run by outside providers such as the New York Teaching Fellows/The New Teacher Project. <p>Alternative certification programs often focus on recruiting teachers to hard-to-staff schools.</p>
Grow-Your-Own programs	<p>In a “Grow-Your-Own” program, a district partners with an institution of higher education to prepare non-certified paraprofessionals, school staff, or other members of the community. By drawing from the school community, districts aim to develop teachers likely to match the racial, ethnic, and economic characteristics of the students and to retain them longer.</p>

PROGRAM	DESCRIPTION
Early outreach programs	<p>Early outreach programs attempt to attract high school students into the profession before they enter college. Early outreach programs exist in urban high schools across the country and can provide a direct pathway from high school into teaching. Minority high school students have an opportunity to develop positive feelings about teaching through these programs and may receive financial support through college if they commit to becoming a teacher. A disadvantage of early outreach programs includes recruiting very young people into teaching and inadequately identifying participants with the skills, motivation, and attitude to be successful teachers.</p>

Source: Center for American Progress²¹

Substitute Teachers

Reassessing education and preparation requirements for substitutes may improve substitute candidate pools. Changes may include reducing college credit requirements and not using qualifying exams.²² In some cases, districts may only require a high school diploma.²³ For example, Sarasota County Schools, located in Sarasota, Florida, eliminated teaching certificates as a requirement for substitutes in 2016. District leaders chose this solution to ensure coverage while becoming more aligned with other districts in the state, which do not require teaching certificates.²⁴

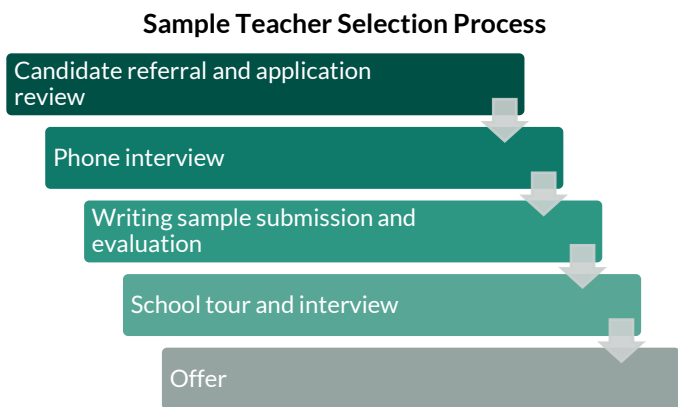
Hiring Initiatives

Districts must implement strategic hiring practices for teacher recruitment and carefully consider hiring timelines when recruiting the highest quality candidates. Starting the hiring process early allows schools to gather as much information as possible on a candidate and can prevent delays in teacher placement.²⁵ Districts can take the following steps to ensure timely hiring of highly qualified teachers:²⁶

- **Strengthen hiring practices** to ensure leaders make decisions as early as possible with the best candidate pool and using the best information possible. Some high-performing schools and districts invest substantial time in a multi-step hiring process that allows the school staff and candidate to assess their fit based on extensive information. Process components may include teaching demonstrations and school visits in which the candidate meets other teachers and staff;
- **Revise timelines for voluntary transfers or resignations** so that hiring processes can take place as early as possible—ideally in the spring of the prior school year. States and districts can implement incentives for teachers to submit their intent to resign or retire earlier in the school year and require that the voluntary transfer process conclude earlier; and
- **Reduce unnecessary barriers to entry** for veteran teachers moving from other states and districts.

Districts can offer salaries commensurate with experience so that veteran teachers who want to transfer into the district do not lose salary credit.

Additionally, districts should implement a comprehensive selection process, for example, as outlined below.²⁷



Source: *The New Teacher Project*²⁸

Substitute Teachers

Districts should adjust hiring strategies to advertise substitute positions more effectively. Increasing awareness of open positions and allocating more resources towards recruiting may support improved hiring outcomes. The American Association of School Administrators (AASA), recommends aggressive recruitment practices, such as “targeted advertising coupled with job fairs co-sponsored by colleges and universities, parent-teacher organizations and educational services centers.”²⁹

For example, Baltimore City Public Schools reimagined their substitute recruitment strategy and hosted a substitute job fair in addition to its full-time teacher job fair. Through this new fair and a “refer a friend” campaign, the district hired an additional 150 substitutes.³⁰

STEDI.org, an organization that supports students taught by substitutes and districts’ management of substitutes, provides three additional hiring best practices:³¹

- Send home a note in the district newsletter to parents encouraging them to become a substitute teacher;
- Ask permanent teachers to refer a friend; and
- Coordinate with your local job placement agency.

Financial Incentives

Establishing early-career salaries that can compete with other professions constitutes “the most important thing school systems can do to recruit more talented teachers,” according to TNTP (formerly known as The New Teacher Project).³² Therefore, to attract and retain early-career teachers, districts should consider:³³

- Benchmarking initial salaries to be competitive with other nearby districts and professions;

- Increasing effective teachers’ salaries quickly during the first five years; and
- Vesting recruitment bonuses for new teachers over five years.

As indicated, financial incentives go beyond initial salaries to include a range of small, one-time bonuses and broader compensation changes.³⁴ The figure to the right highlights different types of financial incentives that districts can use to improve teacher recruitment and retention, such as salary schedule modifications, salary enhancements, and other incentives.

Types of Economic Incentive Policies

INCENTIVE CATEGORY	EXAMPLE POLICY TYPES
Salary Schedule Modifications	<ul style="list-style-type: none"> ▪ State-mandated minimum salary levels ▪ Across-the-board salary increases ▪ Alternative salary schedules ▪ “Frontloaded” or “backloaded” salary schedules
Salary Enhancements	<ul style="list-style-type: none"> ▪ Salary credits ▪ Additional pay for teaching in geographic- or subject-shortage areas ▪ Additional pay for certifications or credentials ▪ Additional pay for extra responsibilities ▪ Tax waivers and credits ▪ Transportation subsidies
Limited Duration Incentives	<ul style="list-style-type: none"> ▪ Signing bonuses ▪ Relocation incentives ▪ Credential or certification bonuses ▪ Performance-based rewards ▪ Loan forgiveness ▪ Homeownership assistance
Education- And Training-Related Incentives	<ul style="list-style-type: none"> ▪ Tuition subsidies and remission ▪ Pre-service teacher scholarships and stipends ▪ Alternative routes to teacher certification ▪ Tuition tax credits
In-Kind Incentives	<ul style="list-style-type: none"> ▪ Housing assistance ▪ Subsidized meals ▪ Access to local amenities
Retirement Benefit Waivers	<ul style="list-style-type: none"> ▪ Return-to-work policies ▪ Deferred retirement

Source: *Educational Administration Quarterly*³⁵

Substitute Teachers

Long-term financial incentives support substitute recruitment because these incentives ensure stability, reliable teaching pools, and quality substitutes. When substitutes agree to a long-term financial commitment, districts know that a specific school has coverage for a specific period, therefore sustaining a pool of substitutes from which the district can draw. Additionally, by signing long-term financial agreements, districts improve the likelihood of hiring high-quality substitutes “since substitute teachers will need to teach at a level where they will be the first ones reselected for future days of substitute teaching.”³⁶

However, substitutes may not necessarily seek a substitute position for financial compensation. According to a human resources administrator from Northside Independent School District, located in San Antonio, Texas, “[w]hat substitute teachers need most—more even than salary increases—is a sense of well-earned dignity.”³⁷

Retaining Effective Teachers and Substitutes

The following subsections present strategies and best practices for retaining effective teachers through financial incentives, professional development opportunities, and school climate improvements.

Mentorship and Development Opportunities

Mentorship and induction programs strongly influence retention, competency-building, and self-efficacy.³⁸ For example, results of a study by the U.S. Department of Education on teacher attrition in the first five years of teaching show that “[i]n each follow-up year, the percentage of beginning teachers who were currently teaching was larger among those who were assigned a first-year mentor than among those not assigned a first year mentor.”³⁹

Mentorship and induction programs can increase new teachers’ levels of job satisfaction and commitment. Furthermore, these programs can improve teachers’ classroom and behavior management, lesson plan development, and activity adjustment.⁴⁰ Characteristics of effective mentorship programs include:⁴¹



- **Mentor teachers** who are highly qualified and effective leaders and advocates;
- **Clear goals** for what information mentors should share with new teachers;
- **Professional development** for mentors in the field of educational leadership;
- Opportunities for mentors to help new teachers develop **long-term professional goals**; and
- Opportunities for mentors to help new teachers **develop classroom management strategies**.

Induction programs include a variety of practices, activities, and supports. The most comprehensive induction programs involve “working with a mentor and having regular supportive communication with one’s principal, participation in a seminar for beginning teachers, common planning time with other teachers in the same subject, a reduced course load, and assistance from a classroom aide.”⁴²

Substitute Teachers

Providing professional development and training opportunities can improve substitutes’ sense of self-efficacy and lower anxiety regarding teaching ability. These improvements may then make substitute teaching more enticing for individuals who would otherwise hesitate to apply to or remain in a district. Training opportunities should provide new substitutes with the information and skills presented in the following figure.

Benefits of Substitute Professional Development

	Substitutes develop classroom management skills
	Substitutes learn about supplemental activities
	Substitutes discover teaching strategies
	Substitutes understand how their appointed school, its classrooms, and the district operate




Source: *SubJournal and Swing Education*⁴³

For example, San Bernardino City Unified School District (San Bernardino) experienced substitute shortages in as many as 100 classrooms at a time in 2015. To combat substitute shortages, San Bernardino implemented a series of three professional development sessions throughout the year and a two-day onboarding process, which included training on the following topics:⁴⁴

- Social-emotional learning;
- Restorative-justice practices;
- Classroom management; and
- De-escalation techniques.

Furthermore, the district simplified its hiring process, ensured that substitutes earn respect by calling substitutes guest educators and implementing Substitute Teacher Appreciation Week, and hired a full-time, “resident,” guest educator.⁴⁵ With these development opportunities and additional changes, San Bernardino experienced the outcomes shown in the following figure.

Impact of Substitute Initiatives in San Bernardino








	The substitute pool increased from 700 to 1,200
	The daily fill rate increased from 95% to 99%
	The number of full-time offers extended in two years equaled 125

Source: WeAreTeachers⁴⁶

School Climate Practices

Broadly, districts and schools should implement strategies to improve overall workplace environment and climate, factors which are linked with teacher retention.⁴⁷ The figure on the following page describes elements that contribute to school working conditions, including physical features, organizational structures, and a variety of socio-emotional and cultural features.

Factors Contributing to Working Conditions

	The physical features of buildings, equipment, and resources, which serve as a platform for teachers' work
	The organizational structures that define teachers' formal positions and relationships with others in the school, such as lines of authority, workload, autonomy, and supervisory arrangements
	The sociological features that shape how teachers experience their work, including their roles, status, and the characteristics of their students and peers
	The political features of their organization, such as whether teachers have opportunities to participate in important decisions
	The cultural features of the school as a workplace that influence teachers' interpretation of what they do and their commitment, such as values, traditions, and norms
	The psychological features of the environment that may sustain or deplete them personally, such as the meaningfulness of what they do day to day or the opportunities they find for learning and growth
	The instructional features , such as curriculum and testing policies, that may enhance or constrain what teachers can teach

Source: Carnegie Foundation for the Advancement of Teaching⁴⁸

Improving working conditions and school culture can have a more significant effect on retention than financial incentives. A survey of National Board-certified teachers shows that "factors such as strong principal leadership, a collegial staff with a shared teaching philosophy, adequate resources necessary to teach, and a supportive and active parent community were far more powerful determinants" than financial incentives.⁴⁹ Similarly, a 2010 McKinsey & Company survey collected information from teachers who

graduated in the top third of their class. Results show that participants valued an improved working environment more than a salary increase when considering a job in a high-needs school. These teachers "valued excellent school leadership slightly" more than doubling their maximum salary from \$70,000 to \$150,000, and more than double the number of teachers "would teach in a high-needs school with a good working environment than would do so for double the salary."⁵⁰ The following figure summarizes the National Education Association's best practices in school workplace conditions to retain teachers.

Best Practices for Workplace Conditions

WORKING CONDITION	BEST PRACTICE
Teaching assignments	Appropriate teaching assignments; fair and manageable teaching load and class size
Working relationships among teachers	Working collaboratively with colleagues
Support for new teachers	Ongoing observation of, interaction with, and advice from experienced colleagues
Support for students	Collective teacher responsibility for student achievement, comprehensive student support services, and school-family-community partnerships
Curricular support	Complete, aligned, and flexible curricula
Resources and materials	Enough resources and materials; teacher stipends for extras
Assessment	Standardized tests as one part of a comprehensive assessment strategy
Professional development	Coherent, job-embedded assistance that meets individual teachers' instructional needs
Professional influence and career growth	Progressively expanding influence and increasing opportunities for career growth
Facilities	Safe, well-maintained, well-equipped facilities for all schools
Principal's leadership	Actively brokers workplace conditions; encourages teacher interdependence and collective work

Source: National Education Association⁵¹

Substitute Teachers

Fostering a supportive school climate positively impacts substitute retention and benefits both substitutes and their students as well.⁵² Substitutes "often feel ignored, neglected and treated with indifference by some staff members," which negatively impacts working conditions and retention.⁵³ Districts can encourage the following practices to prevent such feelings:⁵⁴

- Greetings in the hallways;
- Introductions as a "guest teacher" at flag salute or in morning announcements;

- Invitations to the staff room at lunch;
- Engaging substitutes in conversations at recess and lunch;
- Offering support;
- Providing information about school procedures; and
- Providing necessary supplies and equipment for assignments.

For example, Alhambra School District (ASD) in Phoenix Arizona ensures that substitutes receive respect and work in an encouraging atmosphere. Prioritizing substitute support and school climate expanded the district's pool of substitutes and improved workplace and learning conditions. ASD's specific strategies include:⁵⁵

- Referring to substitutes as "guest teachers" districtwide. ASD only refers to substitutes in advertisements as the outside public is not familiar with the term;
- All guest teachers receiving identification badges and packets when they arrive at their assigned schools. Whenever possible, a principal escorts the guest teacher to his or her classroom and answers questions;
- The principal routinely visiting every classroom with a guest teacher twice a day. These visits help ensure positive student behavior and support for the guest teacher; and
- Having all certified district office administrators, including the superintendent, substitute a minimum of one day per year. The receiving school and teacher do not know when or where these individuals will be assigned. This strategy led to a remarkable difference in the quality of guest teacher lesson plans. It also generated positive feelings by staff toward administration. Staff members feel that by having administrators in the classroom, they become more aware of changing demographics and of challenges teachers face every day.

Financial Incentives

While many districts use financial incentives, the available literature on their effectiveness in improving teacher retention shows mixed results. A 2006 National Bureau of Economic Research (NBER) report analyzes a teacher incentive program implemented in North Carolina from 2001-2003. The state-led program awarded an annual bonus of \$1,800 to certified math, science, and special education teachers working in high poverty or academically failing public secondary schools. Researchers find that the program decreased turnover rates by 12 percent, with rate variations suggesting opportunities to target specific subject areas or levels and schools with improved communication around the incentive. However, the government "ended the program even before the first evaluation of the program was complete," so further study could not occur.⁵⁶

Alternatively, a researcher at the Center for Education Policy Analysis studied whether a 2008 San Francisco

Unified School District policy affected teacher retention. The policy offered compensation increases for early career teachers. Hough notes that the rate of *overall* teacher retention increased in the school district after increasing compensation. However, this may have resulted from changes in the economy as early career teachers targeted with the increased salary did not appear to have better retention rates compared to other teachers.⁵⁷

Substitute Teachers

Providing substitutes with **financial compensation may support retention and improve education, as substitutes remain in the school system and can develop as educators throughout their employment.** Additionally, supplementing long-term financial compensation with benefits can encourage substitutes to stay with a district longer. Potential benefits with monetary value include:⁵⁸

- Healthcare insurance and prescription drug coverage;
- Life insurance coverage;
- Retirement savings plan;
- Short-term disability plan;
- Pre-paid lunch from the school cafeteria;
- Transportation reimbursement;
- On-site childcare;
- Inclusion in professional development workshops;
- Tuition reimbursement; and
- Inclusion in employee discount programs.

Appendix: State-Level Strategies for Addressing the Teacher Shortage

The following figure highlights a series of policies and practices identified by the LPI that states may implement to mitigate teacher shortages while prioritizing student learning and the recruitment and retention of high-quality teachers.

State-Level Strategies for Addressing Teacher Shortages

Improve teacher preparation and reduce costs to enter the profession

1. Provide service scholarships and loan forgiveness programs to attract prospective teachers to the fields and locations where they are needed most.
2. Develop teacher residencies, which have been successful in recruiting talented candidates into high-need fields to work as paid apprentices to skilled expert teachers.
3. Create local pipelines into the profession, such as high school career pathways and "Grow Your Own" models, that recruit talented individuals from the community and support them in training to become teachers.

Strengthen hiring practices and personnel management

4. Set timelines and provide incentives for earlier budget decisions so that hiring processes can begin as early as possible. States can implement incentives to encourage state legislatures to pass budgets on time and teachers to declare their intent to resign or retire earlier in the school year.
5. Develop systems to monitor teacher supply, demand, and turnover so that incentives can be put in place to recruit and prepare teachers for the fields and locations where needed, and so that high attrition rates can be examined and addressed.
6. Reduce unnecessary barriers to entry for veteran teachers moving from other states by creating mechanisms such as cross-state pensions and portable benefit plans; developing reciprocity agreements with other states to attract mobile, out-of-state teachers; and investing in the design and implementation of online hiring platforms where teachers can easily identify the steps necessary to be hired in the state.

Provide quality mentoring and induction for beginning teachers

7. Invest in high-quality induction and mentoring programs that reduce beginning teacher attrition and increase their competence and effectiveness, leveraging ESSA Title II dollars.

Improve teachers' working conditions

8. Invest in the development of high-quality principals who learn to create productive, collaborative work settings important to retaining teachers by establishing strong preparation standards and investing in principal preparation programs that meet these high standards. Resources include ESSA's School Leader Recruitment and Support Program, which authorizes competitive grants to recruit and train principals for high-need schools, and ESSA's Title II optional 3% set aside to support principal and school leader training.
9. Survey teachers to assess the quality of the teaching and learning environment and to guide improvements.
10. Incentivize professional development strategies and the redesign of schools to foster greater collaboration.

Increase teacher compensation

11. Increase teacher salaries in schools and communities where salaries are not able to support a middle-class lifestyle and create salary incentives for accomplishments such as National Board Certification or taking on additional responsibilities.
12. Use federal levers in ESSA to provide low-income schools and districts with additional resources to attract and retain high-quality teachers.
13. Increase teachers' overall compensation by offering housing incentives, such as money for rent, relocation, and down-payment assistance as well as discounted homes and subsidized teacher housing. States also can fund research on how these types of creative compensation structures impact teacher recruitment and retention.

Source: LPI⁵⁹

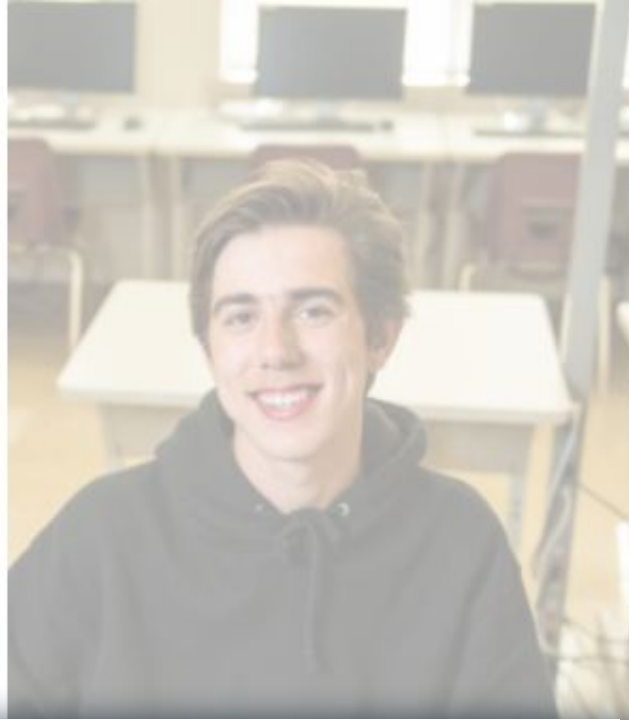
Caveat

The publisher and authors have used their best efforts in preparing this brief. The publisher and authors make no representations or warranties with respect to the accuracy or completeness of the contents of this brief and specifically disclaim any implied warranties of fitness for a particular purpose. There are no warranties that extend beyond the descriptions contained in this paragraph. No warranty may be created or extended by representatives of Hanover Research or its marketing materials. The accuracy and completeness of the information provided herein and the opinions stated herein are not guaranteed or warranted to produce any particular results, and the advice and strategies contained herein may not be suitable for every client. Neither the publisher nor the authors shall be liable for any loss of profit or any other commercial damages, including but not limited to special, incidental, consequential, or other damages. Moreover, Hanover Research is not engaged in rendering legal, accounting, or other professional services. Clients requiring such services are advised to consult an appropriate professional.

Endnotes

- ¹ [1] Mansfield, K. "National Teacher Shortage Affects Pennsylvania." *Observer-Reporter*, July 7, 2019. https://observer-reporter.com/news/localnews/national-teacher-shortage-affects-pennsylvania/article_c2793686-9928-11e9-8314-53675fa32b2f.html
- [2] Nyhus, J. "Why Teacher Recruitment Needs to Change." *Insight Education Group*, February 21, 2019. <https://www.insighteducationgroup.com/blog/why-teacher-recruitment-needs-to-change>
- ² García, E. and E. Weiss. "The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought." *Economic Policy Institute*, March 26, 2019. pp. 2, 11. <https://www.epi.org/files/pdf/163651.pdf>
- ³ [1] "Facts to Know about Teacher Shortages: A Resource for Journalists." *National Council on Teacher Quality*, November 2018. p. 1. https://www.nctq.org/dmsView/Teacher_Shortage_Fact_Sheet [2] García and Weiss, "The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought," *Op. cit.*, p. 4.
- ⁴ Sutchter, Darling-Hammond, and Carver-Thomas, *Op. cit.*, p. 1.
- ⁵ [1] García and Weiss, "The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought," *Op. cit.*, p. 3. [2] Sutchter, Darling-Hammond, and Carver-Thomas, *Op. cit.*, p. 2.
- ⁶ García and Weiss, "The Teacher Shortage Is Real, Large and Growing, and Worse than We Thought," *Op. cit.*, p. 4.
- ⁷ Figure adapted with text reproduced nearly verbatim from: *Ibid.*, p. 6.
- ⁸ García, E. and E. Weiss. "U.S. Schools Struggle to Hire and Retain Teachers." *Economic Policy Institute*, April 16, 2019. p. 1. <https://www.epi.org/files/pdf/164773.pdf>
- ⁹ Ingersoll, R.M. et al. "Seven Trends: The Transformation of the Teaching Force – Updated October 2018." *Consortium for Policy Research in Education*, November 13, 2018. https://repository.upenn.edu/cgi/viewcontent.cgi?article=1109&context=cpre_researchreports
- ¹⁰ Figure text reproduced nearly verbatim from: "The Teacher Workforce Is Transforming. Here's What It Means for Schools and Students." *University of Pennsylvania Graduate School of Education*, October 23, 2018. <https://www.gse.upenn.edu/news/teacher-workforce>
- ¹¹ Figure text reproduced verbatim from: Nyhus, *Op. cit.*
- ¹² Ascione, L. "5 Key Priorities for Today's Superintendents." *ESchool News*, September 17, 2018. <https://www.eschoolnews.com/2018/09/17/5-key-priorities-for-todays-superintendents/>
- ¹³ Podolsky, A. et al. "Solving the Teacher Shortage." *Learning Policy Institute*, September 2016. p. 24. https://learningpolicyinstitute.org/sites/default/files/product-files/Solving_Teacher_Shortage_Attract_Retain_Educators_REPORT.pdf
- ¹⁴ *Ibid.*, p. viii.
- ¹⁵ Figure text reproduced verbatim with modifications from: Guha, R., M.E. Hyler, and L. Darling-Hammond. "The Teacher Residency: A Practical Path to Recruitment and Retention." *American Educator*, Spring 2017. pp. 32–33. <https://eric.ed.gov/?id=EJ1137804>
- ¹⁶ *Ibid.*, p. 34.
- ¹⁷ Curtin, J. et al. "Rethinking Teacher Recruitment at Harvard." *Institute of Politics Education*, 2013. pp. 3–5. https://iop.harvard.edu/sites/default/files_new/research-policy-papers/Ed_Policy_Paper.pdf
- ¹⁸ Bulleted text reproduced verbatim from: *Ibid.*, p. 1.
- ¹⁹ [1] Bireda, S. and R. Chait. "Increasing Teacher Diversity: Strategies to Improve the Teacher Workforce." *Center for American Progress*, November 2011. p. 7. https://www.americanprogress.org/wp-content/uploads/issues/2011/11/pdf/chait_diversity.pdf [2] "Districts Step up Efforts to Recruit New Teachers." *Citizen Times*, March 7, 2016. <https://www.citizen-times.com/story/news/local/2016/03/07/districts-step-up-efforts-recruit-new-teachers/81276388/>
- ²⁰ Bireda and Chait, *Op. cit.*, p. 7.
- ²¹ Figure text reproduced verbatim with modifications from: *Ibid.*, pp. 6–7.
- ²² Iasevoli, B. "Substitute-Teacher Shortages Put Schools to Test." *Education Week*, January 18, 2017. <https://www.edweek.org/ew/articles/2017/01/18/substitute-teacher-shortages-put-schools-to-test.html>
- ²³ Smith, G. "Dealing with the Substitute Teacher Shortage." *American Association of School Administrators*. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=14662>
- ²⁴ Cox, B. "District Hopes Change Lures More Substitute Teachers." *Sarasota Herald-Tribune*, December 10, 2016. <https://www.heraldtribune.com/news/20161210/district-hopes-change-lures-more-substitute-teachers>
- ²⁵ Podolsky et al., *Op. cit.*, p. 28.
- ²⁶ Bulleted text reproduced verbatim with modifications from: *Ibid.*, pp. 5–6.

- ²⁷ "Creating an Effective Selection Process." The New Teacher Project, 2012. p. 30. Downloaded from: <https://tntp.org/teacher-talent-toolbox/explore/hiring>
- ²⁸ Figure adapted from: Ibid.
- ²⁹ Smith, Op. cit.
- ³⁰ Iasevoli, Op. cit.
- ³¹ Bulleted text reproduced verbatim from: "Three Ways to Recruit Substitute Teachers." STEDI.Org, Substitute Teaching Division, December 23, 2019. <https://stedi.org/threerecruits/>
- ³² "Shortchanged: The Hidden Costs of Lockstep Teacher Pay." The New Teacher Project, 2014. p. 11. http://tntp.org/assets/documents/TNTP_Shortchanged_2014.pdf
- ³³ Bulleted text adapted from: Ibid.
- ³⁴ Kolbe, T. and K.O. Strunk. "Economic Incentives as a Strategy for Responding to Teacher Staffing Problems: A Typology of Policies and Practices." *Educational Administration Quarterly*, 48:5, December 2012. pp. 4-5. http://www.uscrossier.org/ceg/wp-content/uploads/2011/08/Kolbe_Strunk_Economic-Incentives_EAQ_2012.pdf
- ³⁵ Figure reproduced nearly verbatim from: Ibid., p. 9.
- ³⁶ Cardon, P.W. "Recruiting and Retaining Substitute Teachers." *SubJournal*, 2:1. pp. 40-41. <https://stedi.org/wp-content/uploads/2014/08/RecruitingandRetainingsubs.pdf>
- ³⁷ Russo, A. "No Substitute for Quality." American Association of School Administrators. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=11230>
- ³⁸ Sutchter, Darling-Hammond, and Carver-Thomas, Op. cit., p. 63.
- ³⁹ Gray, L., S. Taie, and I. O'Rear. "Public School Teacher Attrition and Mobility in the First Five Years: Results From the First Through Fifth Waves of the 2007-08 Beginning Teacher Longitudinal Study." National Center for Education Statistics, April 2015. p. 3. <https://nces.ed.gov/pubs2015/2015337.pdf>
- ⁴⁰ Callahan, J. "Encouraging Retention of New Teachers Through Mentoring Strategies." *Delta Kappa Gamma Bulletin*, 83:1, October 2016. p. 9. Retrieved from EBSCOhost.
- ⁴¹ Bulleted text adapted from: Ibid., pp. 7-8.
- ⁴² Ingersoll, R. "Beginning Teacher Induction: What the Data Tell Us." *Education Week*, May 16, 2012. http://www.edweek.org/ew/articles/2012/05/16/kappan_ingersoll.h31.html
- ⁴³ Figure adapted from: [1] Cardon, Op. cit., pp. 37-38. [2] "Your School's Guide to Surviving the Teacher Shortage: A Swing Education EBook." Swing Education, 2018. p. 21. <https://swingeducation.com/wp-content/uploads/2018/11/eBook-Your-School%E2%80%99s-Guide-to-Surviving-the-Teacher-Shortage.pdf>
- ⁴⁴ Preceding and bulleted text adapted from: Fink, J. "The Art and Science of Getting and Keeping Substitute Teachers." WeAreTeachers, September 4, 2019. <https://www.weareteachers.com/hiring-substitute-teachers/>
- ⁴⁵ Ibid.
- ⁴⁶ Figure adapted from: Ibid.
- ⁴⁷ [1] Pfau, B.N. "What Do Millennials Really Want at Work? The Same Things the Rest of Us Do." *Harvard Business Review*, April 7, 2016. <https://hbr.org/2016/04/what-do-millennials-really-want-at-work> [2] Walker, T. "School Climate - The Overlooked Factor in the Teacher Shortage." *NEAToday*, June 5, 2019. <http://neatoday.org/2019/06/05/school-climate-and-the-teacher-shortage/>
- ⁴⁸ Figure text reproduced verbatim from: Myung, J., K. Martinez, and L. Nordstrum. "A Human Capital Framework for a Stronger Teacher Workforce." Carnegie Foundation for the Advancement of Teaching, 2013. p. 26. https://www.carnegiefoundation.org/wp-content/uploads/2013/08/Human_Capital_whitepaper2.pdf
- ⁴⁹ Berry, Rasberry, and Williams, Op. cit., p. 5.
- ⁵⁰ Auguste, B., P. Kihn, and Matt Miller. "Closing the Talent Gap: Attracting and Retaining Top-Third Graduates to Careers in Teaching." McKinsey& Company, September 2010. p. 33. <https://www.mckinsey.com/~media/mckinsey/industries/social%20sector/our%20insights/closing%20the%20teaching%20talent%20gap/closing-the-teaching-talent-gap.ashx>
- ⁵¹ Figure reproduced verbatim with modifications from: Johnson, S.M. "The Workplace Matters Teacher Quality, Retention, and Effectiveness." *Teacher Quality*, July 2006. p. 4. <https://files.eric.ed.gov/fulltext/ED495822.pdf>
- ⁵² Peck, C.G. and J.W. Rice. "A Game Plan to Attract, Retain Substitute Teachers." American Association of School Administrators. <https://www.aasa.org/SchoolAdministratorArticle.aspx?id=15608>
- ⁵³ Gonzales, L. "Support for Substitute Teachers Is Crucial as Shortage Grows." *Leadership*, 46:3, January 2017. p. 16. Retrieved from EBSCOhost.
- ⁵⁴ Bulleted text reproduced nearly verbatim from: Ibid.
- ⁵⁵ Bulleted text reproduced nearly verbatim from: Peck and Rice, Op. cit.
- ⁵⁶ Clotfelter, C. et al. "Would Higher Salaries Keep Teachers in High-Poverty Schools? Evidence from a Policy Intervention in North Carolina." National Bureau of Economic Research, June 2006. sec. Abstract, pp. 20-21. <https://www.nber.org/papers/w12285.pdf>
- ⁵⁷ Hough, H. "Salary Incentives and Teacher Quality: The Effect of a District-Level Salary Increase on Teacher Retention." Stanford Center for Education Policy Analysis, September 12, 2012. pp. 1-9. https://cepa.stanford.edu/sites/default/files/QTEA_Ret_Research%20brief_20120912.pdf
- ⁵⁸ Preceding and bulleted text adapted from: Engle, P. "A District's Guide to Managing Substitute Teacher Benefits." ESS, April 4, 2019. <https://ess.com/blog/articles-a-districts-guide-to-managing-substitute-teacher-benefits/>
- ⁵⁹ Figure contents quoted verbatim from: "Addressing the Teacher Shortage: What States Can Do." Op. cit.



Recruitment, Development & Retention

Steve Herron, Chief Human Resources Officer
Kinsey Martin, Director of Diversity, Equity, and Inclusion

Topics:

- **Staff & Student Demographics**
- **Alternative Pathways**
- **Staff Survey**
- **Mentor Program**



Staff & Student Demographics

2020-21 Data

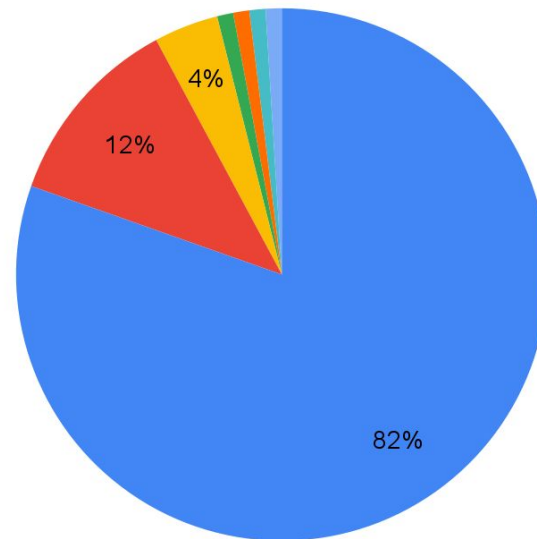


STUDENT RACIAL AND ETHNIC DEMOGRAPHICS

2021-22	
White	82%
Hispanic	12%
Multi-racial	4%
Asian	1%
American Indian	1%
Black	1%
Pacific Islander	<1%

2021-22

- White
- Hispanic
- Multi-racial
- Asian
- American Indian
- Black
- Pacific Islander

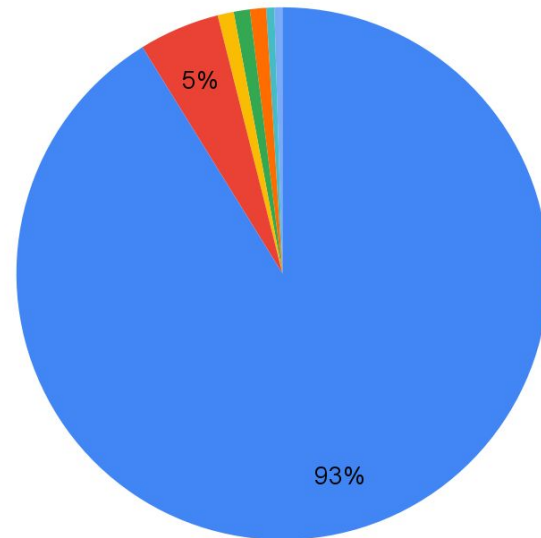


STAFF RACIAL AND ETHNIC DEMOGRAPHICS

2021-22	
White	93%
Hispanic	5%
Multi-racial	<1%
Asian	1%
American Indian	1%
Black	<1%
Pacific Islander	<1%

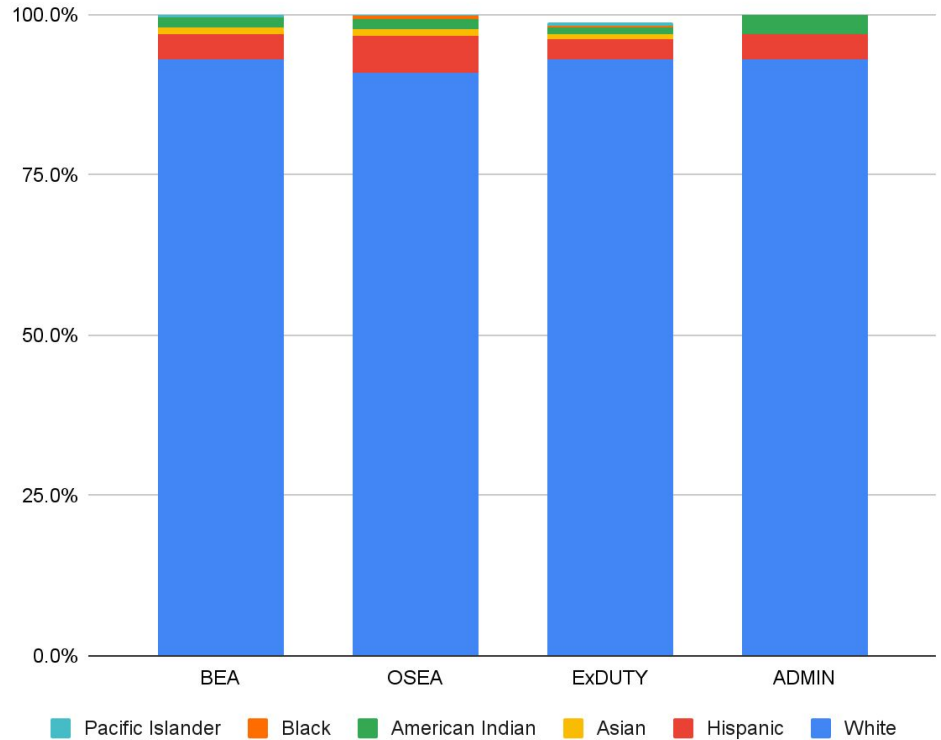
2021-22

- White
- Hispanic
- Multi-racial
- Asian
- American Indian
- Black
- Pacific Islander



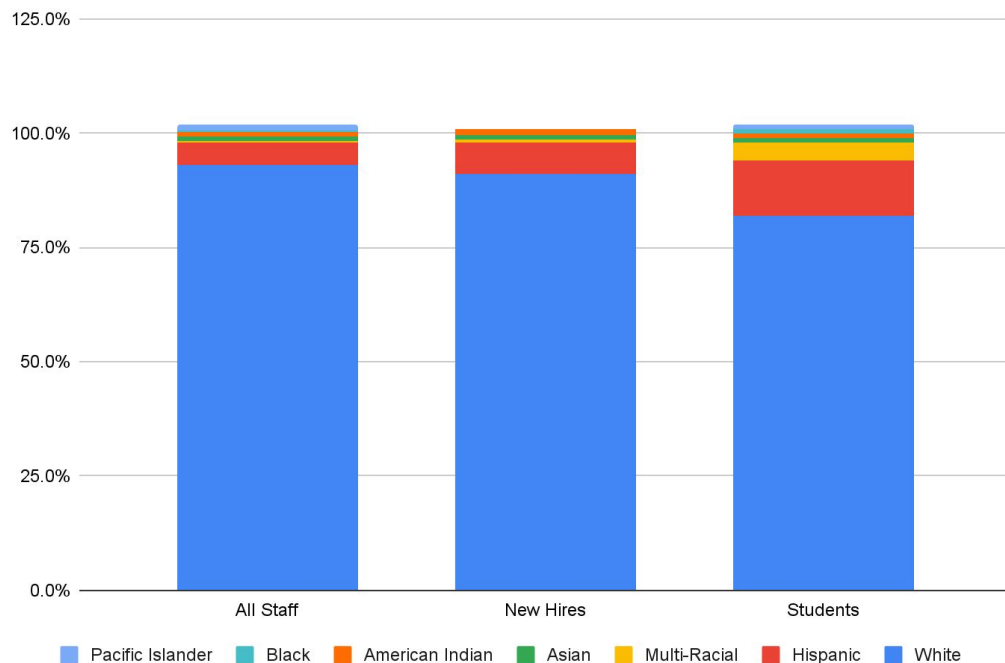
STAFF DEMOGRAPHICS, BY EMPLOYEE TYPE

	White	Hispanic	Asian	American Indian	Black	Pacific Islander
BEA	93%	4%	1%	1.5%	0.2%	0.3%
OSEA	91%	5.6%	1.1%	1.6%	0.6%	0.1%
ExDUTY	93%	3.3%	0.6%	1%	0.3%	0.6%
ADMIN	93%	4%	0%	3%	0%	0%



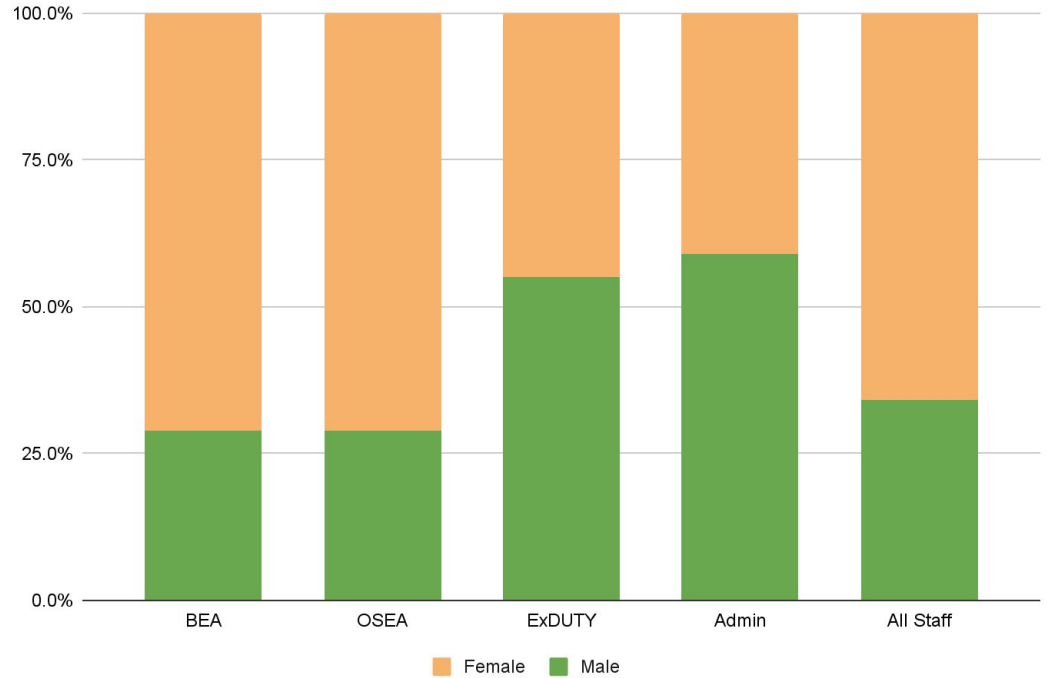
ALL STAFF, NEW HIRES, & STUDENT DEMOGRAPHICS

	White	Hispanic	Multi-Racial	Asian	American Indian	Black	Pacific Islander
All Staff	93%	5%	<1	1%	1%	<1%	<2%
New Hires	91%	6.9%	0.6%	1.2%	1.2%	-	-
Students	82%	12%	4%	1%	1%	1%	<1%



STAFF GENDER, BY EMPLOYEE TYPE

	Male	Female
BEA	29%	71%
OSEA	29%	71%
ExDUTY	55%	45%
ADMIN	59%	41%
All Staff	34%	66%



Alternative Pathways Program

Kinsey Martin

Director of Diversity, Equity, and Inclusion



Why



What, How, Who



Staff Survey

Diversity, Equity and Inclusion in our Workplace



What, How, Who



WHO ARE WE AS A
WORKFORCE?



WHAT IS OUR WORKPLACE
CLIMATE?



Why?

Organizations are
communities of
human beings, not
collections of human
resources

Henry Mintzberg

WWW.STOREMYPIC.COM



BLS Mentor Program

Dr. Lora Nordquist
Deputy Superintendent



The Mentor Program

Goal: Improve student learning by providing meaningful support and professional learning for educators in the first 2 years of their teaching career.

- 70 hours with a mentor for 1-2 years
- New Teacher Induction classes
- Ongoing professional learning for mentors
- Collaboration with mentors across the region



Mentor Program History

- **2011**
 - Created and started from the TIF grant
- **2014**
 - Redesign as part of TeachOregon grant
- **2017-2019**
 - Received the ODE Mentor grant
- **2019-current**
 - Funded through BLS General Fund

Mentoring as a Pathway to Leadership

- Original 2011 cohort of mentors and mentees:
 - 3 are current TOSAs
 - 7 are current administrators
- Receiving inquiries from interested teachers
- Beginning teachers as leaders (ICCLs, Dept. leads...)

Testimonials

- ❖ “As I reflect on this year and my summer leading up to becoming a teacher, I feel a deep sense of gratitude and a fire for growing and learning to be my best practitioner for the future.”
- ❖ “The best part of the Mentor Program is having a confidante that you feel you can trust to ask questions...it has certainly allowed growth to admit mistakes or areas that I need to grow.”
- ❖ “Everyone should have the benefit of having a person who observes and discusses your teaching with the only intentions of making you a better teacher and making your students better students.”
- ❖ “I really appreciate having a mentor and know if I didn't have one my first year, I would have floundered more than I did. Without his support and honesty my teaching practice would have been tougher than it was.”
- ❖ “Over the course of this year I have grown tremendously as an educator. Never have I spent more time reflecting and polishing my practice.”
- ❖ “My mentor was able to give me consistent feedback on my teaching and gave me strategies to help grow areas of opportunities.”
- ❖ “I think it's a great program and do not know what I would have done without this. It's been a nice way to transition from school to actually teaching.”



Testimonials continued

- ❖ “My mentor has helped me be able reflect on my teaching practices by helping me know I'm not alone. She has also been helpful in having another eye on a behavior situation helping me know whether it is a big or little deal or something to bring to administration for support. She has helped me navigate team dynamics and reminded me it's okay to break away from routines and traditions that the team may bring to the table. She has also helped me step out of my comfort zone by being a support system during more challenging teaching techniques such as interactive writing. Overall, a huge support. I will really miss having someone next year!”
- ❖ “I wish it ran 3 years because that is our probationary period. At the end of my 2nd year, I am just now ready to ask the questions to strengthen my teaching. Now I know what I need and a mentor could help me refine my skills even further.”
- ❖ “It is has been very helpful getting together with a group of new teachers. We can vent, share ideas, and just support each other. It is nice to hear other peoples' stories to know that you are not the only one having a crazy (but fun) first year.”
- ❖ “I really like the mentor program. I think it is a great way to ease into having your own classroom and not be a complete sink or swim process. Other teachers at my school who are year 3 and up have also really enjoyed the mentor component of the program.”
- ❖ “(My mentor) collected data on lessons (ex: teacher talk vs. student talk, engagement rates, percent completion of assignments per students) then we would discuss that data at the end of the lesson. Based on the discussion, together we would make adjustments to the lesson.”



Next steps for leadership team



Questions?



REPORT: 2021-22 Compliance Report for Executive Limitation 4 – Treatment of Staff

PRESENTED BY: Steve Herron, Chief Human Resources Officer

EXECUTIVE SUMMARY:

Major Accomplishments from 2021-22

- Pandemic Response: The district bargained to Tentative Agreement with each represented staff association, and has extended additional leave for COVID-related absence when the infection is related to the workplace (which will be applied retroactively to September 1), . Additionally, HR facilitated the use of HRIS tools to collect Vaccine Status information from staff in an efficient and respectful way.
- Diversity, Equity, & Inclusion: The district continues to prioritize diversifying its workforce through a number of efforts, including expanding the number of targeted recruiting notices and places to which they are posted, explicitly prioritizing the ability to speak a language other than English, continuing to expand investment in a “Grow Your Own” program to increase internal growth opportunities (and to increase the number of native Spanish-speaking teachers), communicating growth data to administrators, and explicitly communicating the benefits of and value of hiring employees of color. Additionally, HR and DEI are working on additional equity-advancing measures, as well as developing district-wide staff training curriculum to increase administrator proficiency in equity principles and practices.
- Labor & Employee Relations: The district is working to strengthen relationship and trust between employee representatives and Executive Leadership. For example, the Superintendent meets weekly with both of the association presidents, and the CHRO meets weekly with the BEA president and monthly (along with the Superintendent) with an OSEA Labor/Management Committee.
- HRIS/HRMS: The district has a very underdeveloped and predominantly manual set of HRIS practices, which makes HR engagement with all staff -- from hiring managers to new hires to office managers tracking time and leaves to all staff benefits, professional development, training, etc – inefficient and labor intensive. HR, Business Office, and IT have convened a meeting of Enterprise Resource Planning system stakeholders to comprehensively assess the district’s operational and ERP needs, which includes a full assessment of necessary HRIS/HRMS systems improvements.

Priorities for 2022-23

- Pandemic Response: The district will continue responding to pandemic conditions as they evolve, and will continue to engage employee representatives in partnership navigating whatever landscape we collectively face in the upcoming fiscal and school year.
- Diversity, Equity, & Inclusion: The district will continue to innovate and evolve regarding increasing its effectiveness at diversifying our workforce to increase both the number of employees of color and the number of employees who speak languages other than English, at all levels of the organization, with increased emphasis. Additionally, the district will systematically analyze departure of staff, and the potential for retention of employees from diverse backgrounds through affinity spaces and safe environments for employees to discuss challenges and opportunities for improved practices in the

district. HR is completing the hiring of a new Director - Retention & Recruitment, and the intersection of DEI with HR will be one of two major focuses to their assignment.

- Labor & Employee Relations: The district is developing comprehensive HR (e.g., labor statute compliance, labor contract administration, etc) and DEI (recognizing and addressing unconscious bias, interrupting microaggressions, etc) training curriculum for implementation in the upcoming fiscal/school year, and will continue responsively improving communications processes with labor and employee stakeholders and partners.
- HRIS/HRIM: The district will continue identifying system functionality within existing tools, and acquiring and planning for acquisition of additional tools, to create and expand capacity for analysis of workforce demographics and dynamics, and to make operational systems use more user friendly for staff and stakeholders.

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 4 – Treatment of Staff
January 25, 2022

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, district staff will report to the Board regarding one group of these policies, the executive limitations. These reports are designed to provide the School Board with information regarding how the superintendent is meeting the criteria established within the adopted Executive Limitations.

Monitoring Report

With respect to the treatment of staff, the Superintendent shall not cause or allow conditions, procedures, actions or decisions which are unlawful, unethical, unsafe, disrespectful, disruptive, or in violation of Board policy. Accordingly, the Superintendent shall not:

- 1. Fail to make reasonable background inquires or checks prior to hiring any paid personnel or utilizing school volunteers.**

Evidence of compliance:

The district has updated to the Background Investigation Bureau (BIB) system for criminal background checks on all employee applicants and volunteers (as well as to manage COVID Vaccine status reporting for Volunteers). In addition, numerous policies are in place to comply with this EL and state laws:

[GCDA/GDDA-AR](#): Criminal Records Check / Fingerprinting, details criminal records and/or fingerprinting check requirements for employees, volunteers, student teachers and contract employees. Language includes discussion of timing, fees and termination resulting from records review results.

[CCB-AR](#): Administrative Hiring, details the steps required to check references and make site visits when engaged in hiring an administrator.

[KCA-AP](#): Volunteers in Schools, and [KCA-AR](#): School Volunteers / Criminal History Records Check, align to provide relevant guidance regarding background checks for volunteers.

- 2. Fail to use a well-defined system to recruit and select the most highly qualified and best-suited candidates for employment.**

Evidence of compliance:

The district had to forego its usual participation in and organization of the annual Central Oregon Teacher Job Fair in Spring 2021, but is on track to resume that activity in Spring 2022; that event brings substantial numbers of talented educators to the region for individual interviews and contact with our administrators. Additionally, a strategically selected team from the district attends a large job fair for educators in Portland with a focus on identifying teachers and specialists working in hard-to-fill areas and/or who are fluent in multiple languages. As to outreach, the district continues to identify and employ resources to increase candidate pool diversity, and has prioritized this initiative for the next HR Director – Recruiting & Retention. The district continues elevating our priority to recruit and retain staff who represent the diversity of our student population.

The district continues to increase the level of investment in its Grow Your Own program that mitigates costs for employees by allowing the employee to repay the district over three years for teacher pre-service programming. To be eligible, candidates must currently be district employees, seeking a license to teach or serve in another licensed position in an area or in a capacity that is deemed as hard to fill by Human Resources leadership.

The district continues to identify partnerships that broaden the reach of recruiting efforts, and hosts Classified Employee Job Fairs several times each year; attendees to are able to apply on site. Positions are filled in areas such as transportation, nutrition and custodial services as a result of these fairs. These fairs and other recruiting effort have helped increase the hiring of bus drivers and nutrition staff, who are sorely needed.

Below are relevant policies and regulations that outline and provide guidance in the recruiting and hiring processes:

- [GCCA-AR](#): Announcement of Job Vacancies
- [GCCC-AR](#): Screening Applicants
- [GBA-AP](#): Equal Employment opportunity
- [GCCD-AR](#): Interviewing Candidates
- [GCI/GDI-AR](#): Notice of Employment
- [GCCE-AR](#): Assignment
- [GCCB-AR](#): Application of Employment
- [GBED-AR](#): Pre-Employment Medical Exam/Drug Testing
- [GC-AR](#): Conditions of Employment
- [GCA-AR](#): License Requirements - Staff
- [GCDA/GDDA-AR](#): Criminal Records Check/Fingerprinting
- [CCB-AR](#): Administrative Hiring

3. Operate without written personnel policies which:

- a. **Provide for effective handling of complaints.**
- b. **Protect against sexual harassment, retaliation, and a hostile environment.**
- c. **Protect against illegal discrimination.**

Evidence of compliance:

An updated set of policies, seeking to streamline and simplify current policies, were created by legal counsel and sent for third party review, and work is ongoing to continuously bring them into greater alignment and compliance. Training for administrators now includes those new policies and procedures. This set of policies includes each of the above-mentioned personnel policy topics. Below are relevant policies and regulations that provide guidance related to complaints and associated processes:

- [AC-AP](#): Non-Discrimination Policy
- [AC-AR](#): Discrimination Complaint/Grievance Procedure
- [IGBBC-AR](#): Complaints Regarding Talented and Gifted Program
- [KL-BP](#): Public Complaints
- [KL-AR](#): Public Complaints

4. Fail to prepare staff to deal with emergency situations.

Evidence of compliance:

Planning for updating all first aid kits in schools has been completed, and processes for periodic

restocking have been put in place. Similarly, bleed kits and connected training have been implemented, increasing a school's ability to respond to certain emergency situations. Additional supervision has implemented near exterior doors during high traffic times in schools throughout the district. Active and passive supervision efforts have been increased.

Implementation of statewide tip lines have been helpful in identifying students who need support. BLS and our SROs and administrators have been recognized as representing a model district in the usage, notification, training and responses to those tip lines.

Safety drill protocols and schedules have been emphasized throughout the district, as staff is becoming increasingly vigilant in preparedness measures, in part brought on by the reported stories of school campus violence so prevalent around the nation.

Below are relevant policies and regulations that provide guidance in preparing staff for emergency situations:

- [EBBC-AR](#): Life-Sustaining Emergency Care
- [EBCD-AR](#): Emergency Closures
- [EBCB-AR](#): Emergency Drills
- [EBA-AR](#): Emergencies
- [EBBA-AR](#): First Aid
- [EBC/EBCA-AR](#): Communications Regarding Serious Incident
- [KN-AR](#): Relations with Law Enforcement Agencies

5. Fail to protect confidential information as required by law.

Evidence of compliance:

Student education record access is often an issue for discussion and decision during cases involving custody disputes, technology usage, and third-party information searches. Our staff continually reviews FERPA guidelines in the course of making decisions to protect student information as appropriate.

Appropriately secure maintenance of staff and volunteer information continues to be prioritized, and is undergoing continued system improvement with HRIS system improvements, as well as IT and other partner actions regarding information search requests, technology usage, and other.

Below are relevant policies and regulations that provide guidance regarding the confidentiality of a variety of information:

- [JO-AP](#): Education Records
- [JO-AR](#): Education Records Management
- [IGBAB-AP](#): Records of Students with Disabilities
- [IGBAB-AR](#): Records of Students with Disabilities
- [JNA-AR](#): Retention of Student Education Records, Grade Reports, Diploma
- [JOA-AP](#): Directory Information
- [JOB-AP](#): Personally Identifiable Information
- [EHAC-AR](#): Electronic Storage & Publishing on Web & Other Communication Media
- [GBLA-AR](#): Disclosure of Information
- [EHA-E-AR](#): Use of Online Services & Collaborative Tools
- [KBC-AR](#): Media Relations
- [JRC-AR](#): Student Record Subpoena (Subpoena Duces Tecum)
- [JO-AR](#): Education Records Management

- [GBL-AR](#): Personnel Records
- [KBA-AR](#): Public Records & Public Records Request Form
- [KAB-AR](#): Parental Rights (Survey of Students)
- [EHAD-AR](#): District Web Services Guidelines
- [EHA-AR](#): Appropriate Uses of Technology

6. Fail to establish policies and procedures to assure an organizational culture that aligns with the following values:

- Open, honest and effective communication in all written and interpersonal interactions.**
- Focus on common organizational goals as expressed in Ends Policies established by the Board.**
- Commitment to the integrity and the positive image of the district, its leaders and staff.**
- Recognition of outstanding work.**

Evidence of compliance:

Efforts to coordinate long-term strategic communications and to ensure timely “in-the-moment” communications continue to yield a high level of transparency throughout the district. The district maintains an active presence on social media, and monitors message effectiveness and press coverage in a variety of media. Additionally, the district pursues transparency in adopting and revising policies (as evidenced by the recent modification of feedback processes), reviewing curricula, and establishing/implementing strategic priorities to achieve the Board Ends.

Data related to the metrics established as the Board Ends is shared and discussed internally, as well as publicly with the Board of Directors. Those ends continue to serve as clear indicators of the vision of the Board.

Below are relevant policies and regulations that provide guidance on matters of organizational culture as noted above in a-d:

- [KBC-AR](#): Media Relations
- [IFCA/CFA-AR](#): School Site Councils
- [Governance Policy](#): Purpose, Mission and Goals
- [Executive Limitation 8](#): Academic Program
- [Executive Limitation 4](#): Treatment of Staff
- [Executive Limitation 3](#): Treatment of Students, Parents/Guardians & the Public
- [CBC-AP](#): Evaluation of the Superintendent
- [CCG-AP](#): Administrative Evaluation

As a team of students, staff, parents, and community members, we are dedicated to **all** students' success.

- Spotlight on Success awards are presented each month by the Superintendent at regular monthly School Board meetings. The awards recognize business and community partners, volunteers, students, and staff for their outstanding work and contributions to our school district and community.
- Each year the Bend-La Pine Schools honors staff members for their exceptional work and commitment to students as Excellence in Education award winners. A public event is held to honor all winners, with families and friends in attendance.

7. Fail to honor the terms of negotiated agreements with staff.

Evidence of compliance:

Executive Administration regularly meets with each of the employee associations' representatives in

1:1 and/or Labor Management Committee meetings to address outstanding concerns. Additionally, the parties enter into interim negotiations as called for to address mandatory subjects of bargaining requiring attention between rounds of successor negotiations. Finally, the classified and certified collective bargaining agreements (CBAs) each spell out detailed grievance procedures to address any perceived failures on the part of the district to honor the CBA's. The low number of grievances filed, and the even lower number of grievances that go to arbitration, reflect the positive and professional relationships between the district and the employees' labor organizations.

8. Fail to invite board member participation in contract negotiations with all employee groups.

Evidence of compliance:

Members of the board are routinely invited to participate in both classified and certified successor bargaining, in accordance with the terms and agreements regarding full contract negotiation schedules and timelines.

Addendum:

See linked documents above.



REPORT: 2022 Compliance Report for Executive Limitation 5 – Staff Compensation & Development

PRESENTED BY: Steve Herron, Chief Human Resources Officer and Lora Nordquist, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2020-21

- The district continues to see numerous teachers begin and complete the process to gain National Board Certification. Once certified, teachers receive a financial stipend that is attractive and motivating for teachers.
- The district invested significant funding to offset the costs of employees seeking education to qualify for hard-to-fill teaching positions. Racial and ethnic diversity are primary considerations in the selection process determining which employees will receive financial assistance as they progress toward licensure in an accredited university program. This effort is part of the ongoing “Grow Your Own” effort.
- The district has continued to support an evidence-based, full release mentoring program for teachers in their first and second year in the profession.
- The district devoted a portion of Student Investment Account (SIA) funds to support instructional coaching, with a focus on enhancing teachers’ skill development in the following areas: elementary foundational literacy skills, elementary mathematics, English language development, special education, Social and emotional learning, secondary literacy, secondary science, and secondary mathematics.

Priorities for 2021-22

- The district will continue to lead the state of Oregon in innovatively supporting and developing teachers’ pursuit of National Board Certification. Chief among the support efforts is a cadre approach that provides real time support from certified teachers, collaborative peer connections, and direct task completion and submission coaching. A financial stipend of \$2500 is also provided annually to teachers who are currently National Board Certified.
- The district will continue partnership with organizations to provide robust professional learning for administrators on racism, diversity, equity, and inclusion; for middle and high school teams on restorative practices; and for school teams at all levels on effective instructional practices. In Summer, 2022, the district will begin its partnership with the Center for Educational Leadership at the University of Washington to provide support for site and district administrators in leading equitable schools. This will include five days of professional learning as a large group, as well as several in-school lab sessions throughout the year.
- Led by Kinsey Martin, a group of approximately 25 certified staff continues to participate in the LEAD cohort training. This team of teacher leaders will help staff at all levels improve instructional practices and classroom cultures to elevate the learning of all students and to provide safe spaces for students and staff to grow in their understanding of racism, bias, and discrimination.
- The district is continuing to seek effective strategies for professional learning for staff in the face of limited substitute teachers. This includes paying stipends to staff for after-school training, creating asynchronous learning opportunities that staff can access at any time, and exploring calendar modifications to provide time during the school year.

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 5 – Staff Compensation & Development
January 25, 2022

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, district staff will report to the Board regarding one group of these policies, the executive limitations. These reports are designed to provide the School Board with information regarding how the superintendent is meeting the criteria established within the adopted Executive Limitations.

Monitoring Report

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to employ the highest quality staff at the most reasonable costs to the district, nor jeopardize the fiscal integrity or public image of the district. Accordingly, the Superintendent shall not:

1. Change his or her own compensation or benefits.

Evidence of compliance:

Any compensation adjustments are made at the direction of the board of directors in accordance with the superintendent's contract provisions and related processes.

2. Promise or imply employment, to any person, in a manner that is outside of the district's established process, bargaining agreements, or statutory requirements.

Evidence of compliance:

The superintendent adheres to district policies and processes in all employment matters. To ensure compliance and reflect the commitment to collective leadership, the superintendent consults with district leaders when hiring administrators and updates the board of directors before such hiring.

3. Create obligations over a longer term than revenues can reasonably be projected.

Evidence of compliance:

The superintendent has supported the chief financial officer in making changes in the budgeting process and budget communication tools to bring greater depth and transparency to the district budget's decision-making processes.

4. Independently negotiate contractual agreements with employees or fail to develop and implement salary schedules and pay plans for employees.

Evidence of compliance:

The district honors salary and wage schedules included in contractual provisions. Contractual elements that allow for discretion in matters of compensation are considered by a team of district administrators who inform and advise the superintendent.

- 5. Fail to develop and implement compensation and professional development plans to internally develop, externally recruit, and then retain highly qualified staff in alignment with Board Ends, with the goal of diversity in staff demographics that reflects our local student population as well as our nation and world.**

The district continues to strategize and implement ways in which to diversify its teacher, leader and staff workforce teams. Investing in recruitment resources such as broadening vacancy announcements, continuing to train hiring administrators and teams on reaching the broadest pool of applicants and on avoiding unconscious bias in screening and interviewing, developing teacher licensure pipelines that emphasize hiring teachers who are racially diverse (including as part of a “Grow Your Own” system), and modeling hiring for diversity at the district administrator levels are all important components of this work.

The district continues to provide robust professional development offerings for our team members, both during the school year and in the summer, typically in August. These offerings are often led wholly or in part by Bend-La Pine teachers, who receive both recognition and compensation for their roles as teacher leaders. While some staff limit their participation to single-day trainings, more opportunities for in-depth, recursive staff learning are being provided, especially in literacy and SEL practices.

Bend-La Pine Schools continues to lead the state in its focus on National Board Certification for teachers. This effort is subsidized by both district funds and funds from outside sources such as the Oregon Education Association. Unlike many districts in the state, the district provides a substantial annual stipend for all National Board-Certified staff. This has attracted teachers who are already board-certified to leave their districts and join the Bend-La Pine team.



REPORT: 2022 Compliance Report for Executive Limitation 6 – Staff Evaluation

PRESENTED BY: Steve Herron, Chief Human Resources Officer and Lora Nordquist, Deputy Superintendent

EXECUTIVE SUMMARY:

Major Accomplishments from 2020-21

- The district continued to emphasize the importance of teacher observations and, in consultation with the BEA, implemented changes in the numbers of required observations. This effort is reflective of the ongoing open dialogue between the district and employee groups around evaluation processes and procedures.
- The district worked with a small group of BEA representatives to focus evaluations of certified staff in a few areas most relevant to their work in a remote or hybrid setting.

Priorities for 2021-22

- As site leaders participate in *Leading Equitable Schools* training, the district will begin the process of revising first our administrator evaluation system, and then turning to certified and classified evaluation systems over the next three years. One major goal of these revisions is to embed indicators related to equity and inclusion into multiple standards for performance.
- The district continues to develop and implement ways to elevate student voice in ongoing efforts to listen to students about their educational experiences. This is being done with voluntary classroom level assessments, school- and district-organized listening sessions on particular areas of students' experiences, an annual Youth Truth survey, and continued student survey work connected to the district's Culture of Care efforts.

Bend-La Pine Schools
Superintendent Monitoring Report to Board of Directors

Executive Limitation 6 – Staff Evaluation
January 25, 2022

Background/Discussion

The School Board has created a set of policies that are used to help govern Bend-La Pine Schools. Each year, district staff will report to the Board regarding one group of these policies, the executive limitations. These reports are designed to provide the School Board with information regarding how the superintendent is meeting the criteria established within the adopted Executive Limitations.

Monitoring Report

With respect to employment compensation and benefits for employees, the Superintendent shall not fail to develop an evaluation system, which is in compliance with Oregon laws, and measures employee performance in terms of achieving the Board Ends policies. Accordingly the Superintendent shall not:

- 1. Fail to develop and administer an evaluation system for all employees that links performance with continued employment.**

Evidence of Compliance:

Beginning in the 2011-2012 school year, licensed employees have been evaluated with a system that meets Oregon’s revised statutory requirements. Administrators use evaluation tools and protocols that focus on best practices in teaching, counseling, school leadership and other specialty positions. This is evidenced best by the requirements that multiple measures be used, including a series of observations by supervisors, to inform rubrics that are specific to ten different job specialty categories. Links to those evaluation rubrics are below.

The implementation of this improved system has been reviewed and revised in the years since 2011-2012 in an ongoing and responsive manner that continues to yield an evaluation system that is continuously refined. Additionally, simplifications were temporarily bilaterally adopted for 2020-2021 due to the unique challenges posed by teaching and evaluating during a pandemic, which have been re-adopted for the 2021-22 year.

Classified employees continue to be evaluated in a manner that highlights performance strengths and areas for growth. The 180-day probationary period, unique to classified employees, provides a heightened period of focus on performance in the first months of employment.

The evaluation tools for central office administrators in some ways align with the evaluation of licensed employees, but in other ways are more relevant to their leadership responsibilities. Rubrics have been created that more specifically address critical elements of their work.

- [Certified Teachers;](#)
- [Counselors;](#)
- [Library Media Specialists;](#)

- [School Nurse](#);
- [School Psychologist](#);
- [Special Education Teacher](#);
- [Speech Language Pathologist](#); and
- [Student Services](#);
- [Assistant Principals](#); and
- [Principals](#).

2. **Fail to develop and administer an evaluation system for licensed personnel that is designed to:**

a. Improve instruction.

Evidence of Compliance:

Supervising school administrators are required to complete multiple mini-observations of each licensed employee every two school years. Each mini-observation includes a follow up discussion, or written inquiry-focused discussion prompt, intended to foster practitioner reflection via a co-inquiry model of professional learning. Ongoing [learning-focused supervision](#) continues to be a district priority.

First- and second-year administrators are engaged in a new administrator cadre. A key focus of that cadre's work is on teacher observations and inquiry-based dialogue that supports professional growth. District leaders facilitate small-group learning labs that allow administrators to learn with peers as they review teaching, then examine and practice conversations with teachers that promote reflection and growth.

b. Measure professional improvement, development and performance.

Evidence of Compliance:

The annual goal setting and bi-annual summative evaluation processes within the evaluation system provide ample opportunity for licensed staff and administrators to measure professional growth and development. The ongoing professional dialogue that occurs in the context of multiple mini-observations is a strength. Growth goals keep the focus on student learning and growth using multiple measures of student performance.

c. Document unsatisfactory performance.

Evidence of Compliance:

The district's current BEA contract includes language that specifies process steps to be taken when unsatisfactory performance of certified staff is identified. Language providing due process for both probationary and contract teachers is included in the contract.

The current evaluation system materials include a flow chart that provides step by step guidance with an aim of supporting certified staff in efforts to improve performance.

d. Link teacher performance with multiple measures.

Evidence of Compliance:

The goal setting process included in SB290, and utilized in our district evaluation system, is designed to promote a focus on student learning and growth as measured through multiple measures.

At the school level, the board ends provide further context for teams of teachers to design goals and actions that include the measurement of less traditional indicators valued by our board of directors as the foundation of our district vision. Linking student learning and growth goals and school design plans has been an effective way to align evaluation with a design process that is vibrant and relevant in schools.

e. Assure that instructional time is used to maximize student learning.

Evidence of Compliance:

Multiple rubric indicators, found in each linked evaluation manual in Section #1 above, connect and highlight the importance of maximizing student learning in the instructional process. The materials developed as a part of the evaluation system provide rich discussion points for professional conversations between administrators and certified staff.

f. Encourage the use of student surveys.

Evidence of Compliance:

A growing number of teachers are utilizing classroom level student surveys outside of any evaluation system in an effort to inform their practices.

Beginning in Fall, 2019, and continuing in the 2020-21 school year, the district is committed to the Excellence and Equity Review process, a three-year cyclical process for determining district strengths and areas for growth. As part of that process, students and families have opportunities to provide feedback about their school experiences in either listening sessions or surveys.

Beginning in the 2020-21 school year, the district has administered the Youth Truth survey to students in grades 6-12, staff, and families. Results from the survey guide district and school leaders in measuring growth on their goals and identifying areas of particular concern.

Addendum: See linked documents above.