

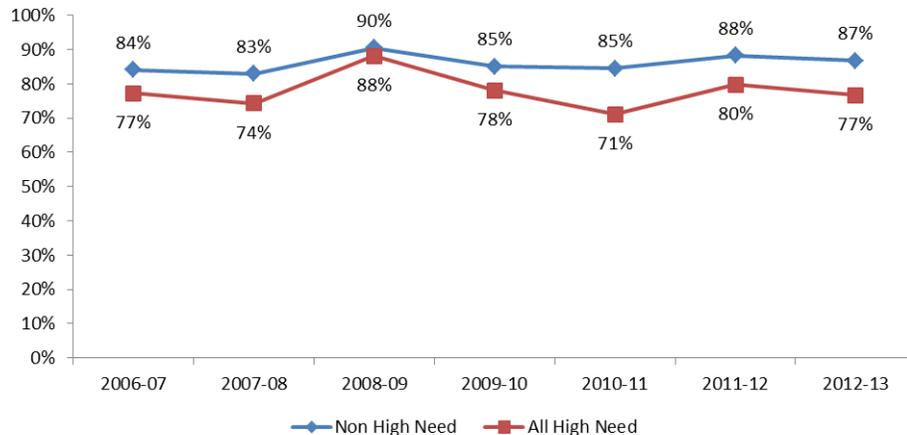
'The Set': How well are Delaware's Educators retained in "High-Need" Schools?

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Monthly Data Briefs from the Delaware Dept. of Education's Teacher and Leader Effectiveness Unit (TLEU)

In the 2012-13 school year more than **8,000** educators taught in a Delaware public school.* In 2013-14, 85% of those teachers continued teaching in the same school**. Retention rates are influenced by multiple factors. This brief examines the relationship of educator and school characteristics on the retention rates of educators in the state's schools. The brief also considers whether retention rates are higher in the high-need schools participating in the state's talent recruitment and attraction incentive program (The Delaware Talent Cooperative).

Figure 1: Same-School Retention Rate of All Educators by School Type and School Year



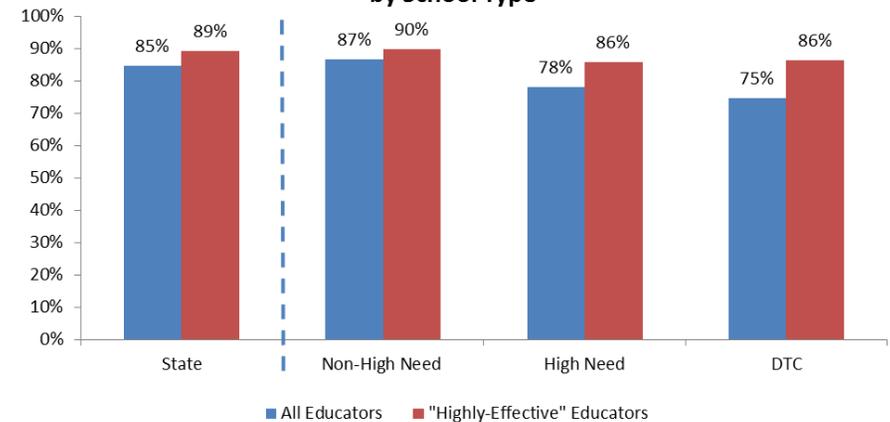
Retention of Educators in High Need Schools

- Figure 2 compares the retention rates of all educators (the blue bars) and those designated as "highly-effective" (red bars) for schools with different needs (for example, non-high need schools, high-need schools****, and those in the Talent Co-op).
- Following the pattern seen in Figure 1, for schools of all types, high-need schools retain their educators at lower rates overall, with the schools in the Co-op retaining all educators at the lowest rates of all school populations. This trend has held for the past three years.
- Figure 2 also shows that "highly-effective" educators are retained at greater rates than the general population of educators, a pattern that is explored more in Figure 3.
- In Figure 2, the comparison between schools in the Delaware Talent Cooperative (far right bars) and high-need schools that did not elect to participate in the Co-op (near right bars) shows that despite a slight gap in their retention of all educators (78 percent and 75 percent respectively), they retain "highly-effective" educators at the same rate (86 percent for both).

Retention Rates: A Historical Perspective

- Research has found a high-quality teacher to be the largest school-related factor in student achievement. Therefore, the identification and retention of these exemplary educators should be part of any strategy to help improve student performance.
- However, research has shown that not all schools retain educators in the same manner, with high-need schools having difficulty retaining educators overall, and especially high-performing educators.†
- Figure 1 demonstrates that in Delaware there is a persistent gap between the retention rates of educators between high-need schools, and schools that are not designated as such. This gap ranges from 2 percentage points (in 2008-9) to 14 percentage points (in 2010-11).
- In an effort to address this persistent gap in educator retention, the Delaware Department of Education launched the Delaware Talent Cooperative (DTC) in 2011-12, designed in-part to financially reward "highly-effective"**** teachers who commit to teaching in their high-need school for two additional years. In its second cohort in 2012-13, the Co-op included 18 schools out of a total of 49 identified as "high-need."

Figure 2: Retention Rates of All and "Highly Effective" Educators by School Type



Notes: * This includes traditional and charter public schools but does not include teachers who taught at special or alternative schools.

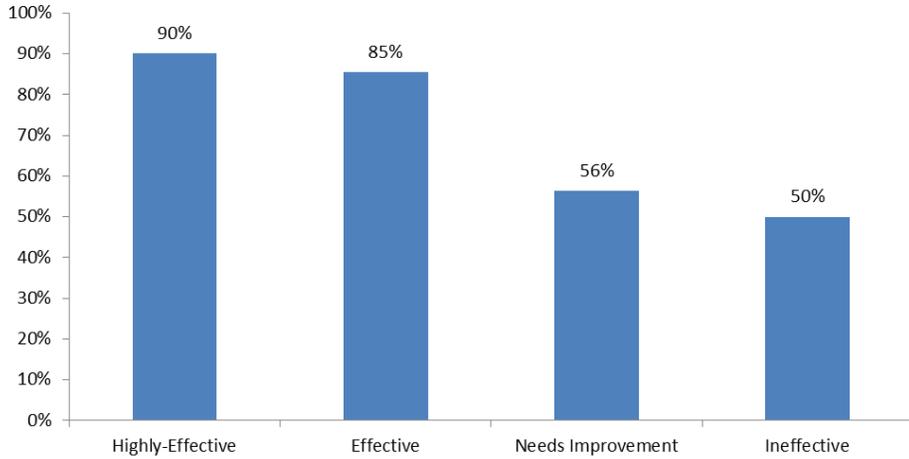
** All retention rates listed in this brief are measuring same school retention, or the percent of educators in a given year who are teaching in the same school the subsequent year.

*** Highly Effective" is defined by the Delaware Talent Cooperative as a teacher receiving a rating of "highly effective" on their summative evaluation, or a rating of "exceeds" as their most recent Component V rating.

**** This population of high need schools excludes the 18 schools that are in the Delaware Talent Cooperative.

† Boyd et al., 2011; NCEE, 2011

Figure 3: Retention Rates of Teachers (non-Specialists) by 12-13 Summative Evaluation Rating



Sample: 2012-13 teachers (non-specialists). This chart shows results for 1783 highly-effective teachers, 1927 effective teachers, 55 teachers rated needs improvement, and 12 teachers rated ineffective.

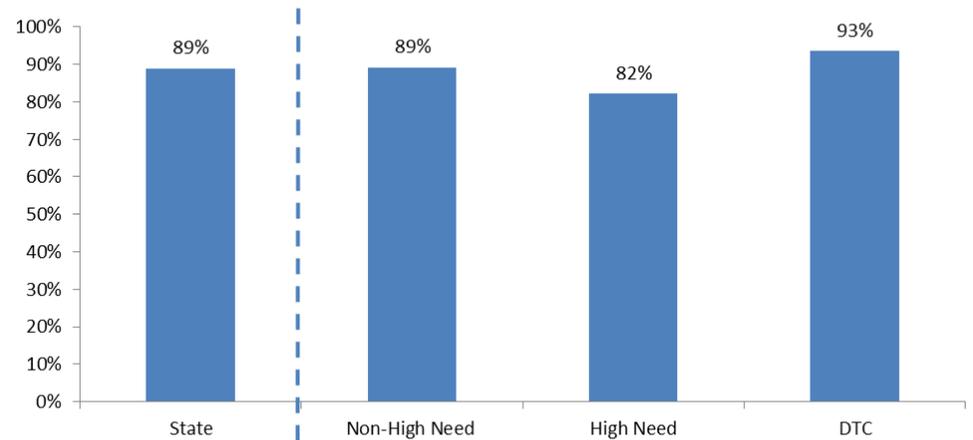
Retention Rates of Teachers by Effectiveness

- Figure 3 explores more in-depth the trend shown in Figure 2 of higher retention among highly-effective educators. Figure 3 examines retention rates by an educator’s summative rating in the 2012-13 school year.
- Over 3700 educators were rated either Highly-Effective or Effective in the 2012-13 school year, and 90 percent and 85 percent of these educators, respectively, were retained in their same school in 2013-14.
- Even though less than 70 total educators were rated as either Needs Improvement or Ineffective, they were still retained at a lower rate than their higher-performing counterparts, at 56 and 50 percent respectively.
- While only few educators received low summative evaluation ratings from their evaluators, those that did leave their schools at higher rates.
- Of the 67 total educators that received a summative rating of “needs improvement” or “ineffective”, 24 of them (36%) did not teach in any Delaware public school in the 2013-14 school year.

Retention of “Highly-Effective” Math & English Language Educators

- As suggested by Figure 2, schools in the Delaware Talent Cooperative are especially more successful in retaining their highly-effective educators, and Figure 4 looks even closer at Group 1 educators (*teachers of Math and/or English Language Arts with more than 9 students on their roster*) who are “highly-effective” per the Delaware Talent Cooperative’s definition.
- Notably, not only are Delaware Talent Cooperative schools retaining these “highly-effective” Group 1 educators at a rate 11 percentage points higher than non-DTC high need schools, they also retain them at a rate 4 percentage points higher than the state average, and 4 points higher than non-high need schools.
- These preliminary findings resemble similar data recently released in a study of a Tennessee retention program***. Those results find that their program increased retention rates, *but only for teachers of tested grades*.
- While the trend suggested in Figure 4 does not rise to the level of authority demonstrated in the study in Tennessee (because the sample examined is particularly small) it is worth further examination as Delaware’s data is beginning to show a similar pattern after three years of DTC implementation.

Figure 4: Retention Rates of Group 1 “Highly-Effective” Educators by School Type



Sample: 2012-13 “highly-effective” educators of tested grades (Group 1). This chart shows results for 1,082 educators state-wide, including 956 educators in non-high need schools, 84 in high need schools that are not part of the Co-op, and 46 educators in Delaware Talent Cooperative schools.

Notes: * “Highly Effective” is defined by the Delaware Talent Cooperative as a teacher receiving a rating of “highly effective” on their summative evaluation, or a rating of “exceeds” as their most recent Component V rating.
 ** This population of high need schools excludes the XX schools that are in the Delaware Talent Cooperative.
 *** See http://blogs.edweek.org/edweek/teacherbeat/2014/06/tennessee_teacher-retention_bo.html?cmp=ENL-EU-NEWS3 for more information on Tennessee study.
Source: All data are from state administrative records. Data are from the 2006-07 through the 2013-14 school year.
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