



# Senate Finance Committee Education Subcommittee

*Feasibility Study on the Implementation  
of a Program to Track Teacher Turnover  
in the Commonwealth of Virginia  
(SJR 218)*

**February 11, 2016**



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## 2015 General Assembly Study (SJR 218)

The Department was to consider and make recommendations regarding:

- an exit questionnaire for teachers separating from service or choosing early retirement
- the use of the National Commission on Teaching and America's Future (NCTAF) Teacher Turnover Cost Calculator to estimate the cost of teacher turnover



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## Methodology

### The Virginia Department of Education:

- reviewed statewide teacher surveys in nine states;
- conducted personal interviews;
- researched teacher turnover, with a specific emphasis on the cost of teacher turnover; and
- convened a group of Virginia stakeholders.



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## Virginia Turnover Percentages\*

School Year	Turnover Percentages*
2008-2009	9.2%
2009-2010	7.8%
2010-2011	8.8%
2011-2012	12.5%
2012-2013	10.4%
2013-2014	10%
2014-2015	11.4%

\*The turnover calculation reflects the percentage of school instructional personnel (including substitute teachers) reported on October 1 of the previous school year who are not reported as employed in Virginia schools the next school year (as of October 1). Individuals promoted to division central office positions are included in the "turnover" percentage even though still employed because only the names of instructional personnel assigned to schools are reported. Reasons individuals leave are not collected.

*[Source: IPAL reports submitted by Virginia school divisions]*



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## Recommendations

- **Consider Virginia’s participation in a working conditions survey that includes questions that may help inform schools and divisions about a “predicted teacher retention rate.”**

**Rationale:** A survey provides a broad view of working conditions within schools and school divisions, not only focusing on teachers who leave, but also providing data on a number of topics related to conditions in schools that, if addressed, might encourage more teachers to remain in the profession.

## Recommendations

- **Consider developing a model exit questionnaire that school divisions may administer to exiting teachers in multiple formats.**

**Rationale:** Over half of Virginia’s school divisions administer exit surveys or conduct exit interviews with departing employees; however, a great variation exists in the survey/interview instruments.

## Recommendations

- **Consider development of an online teacher turnover cost calculator specific to Virginia's needs.**

**Rationale:** The NCTAF Web-based Teacher Turnover Cost Calculator was developed in 2007, and the underlying assumptions have not been reviewed or updated since that time.

If the cost of teacher turnover is viewed as a key component in reducing teacher attrition, consideration should be given to issuing a Request for Proposals to determine the cost of developing such a tool unique to Virginia's needs. Many school divisions expressed concerns about the time and effort required to collect and report such data.



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## Recommendations

- **Consider funding a study of the cost of teacher turnover in a representative sample of Virginia school divisions to establish an average cost of teacher turnover in Virginia.**

**Rationale:** School division staff expressed concern about their capacity to isolate and disaggregate the cost data required to use a teacher turnover cost calculator and indicated that time, funding, and additional guidance would need to be provided to establish uniformity across the state. A study of the cost of teacher turnover in a representative sample of Virginia school divisions may establish a baseline metric to provide data without the need to collect such data from all school divisions.



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## Recommendations

- **Consider providing funding to add several fields (such as teaching experience and reasons for leaving) to the annual instructional personnel data collection administered by the Virginia Department of Education to enable calculation of a state-level teacher turnover rate and to determine why instructional personnel leave.**

**Rationale:** Research suggests that these additional data points may be useful in conducting analysis of trends in Virginia's teaching work force. School divisions expressed concerns about the time and effort necessary to respond to an already lengthy list of state reporting requirements.

## Recommendations

- **Use of an exit survey should remain optional.**
  - An exit survey likely would contain more information than just why an employee left. It has the potential to provide information to a school or school division to help address broader issues.
  - Actions to address school- or division-level issues are best developed at the local level.

**Rationale:** The need for teachers in specific content areas, as well as the teacher turnover rate, vary across school divisions, and each division benefits from adopting strategies that best suit its needs and capabilities. Concern was expressed by school divisions about having the ability to track down responses from all separating personnel if a statewide requirement to administer exit surveys and report data collected were implemented.



# Questions and Answers



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# Senate Finance Committee Education Subcommittee

*The Shortage of  
Qualified Teachers in the Commonwealth of  
Virginia and Recommended Strategies for  
Addressing the Shortage*

February 11, 2016



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## 2015 General Assembly Study (HJR558)

**Agencies:**

- Virginia Department of Education
- State Council of Higher Education for Virginia

**Study:**

- Examine shortages of qualified teachers generally and in certain teaching endorsement areas and recommend strategies for addressing these shortages.



## Critical Shortage Teaching Areas in Virginia

Rank	Assignment Area	Unfilled Positions	Licensed Provisionally (FTEs rounded)	Licensed but Teaching Out of Subject Area (FTEs rounded)
1	Special Education	167	1,306	148
2	Elementary Education PreK-6	117	1,106	38
3	Middle Education Grades 6-8	56	638	63
4	Career and Technical Education	44	349	132
5	Mathematics Grades 6-12 (including Algebra 1)	64	295	69

2014-2015 School Data



## Critical Shortage Teaching Areas in Virginia

Additional areas of shortage identified in recent years:

- **School Counselor**
- **Foreign Languages**
- **Health and Physical Education**
- **English**
- **Sciences**
- **History and Social Sciences**
- **English as a Second Language**

## Initiatives and Strategies by Virginia Institutions of Higher Education to Address Shortages

- Scholarships
- Special Programs
- Expansion of Endorsement Preparation Programs, including Four-Year Programs
- Tuition Discounts
- Accelerated Master's Degree Programs
- Articulation Agreements
- Teacher Residency Programs
- Special Education Programs

## Categories of Stakeholder Recommendations

**The study includes stakeholder recommendations in the following areas:**

- Teacher Preparation Programs
- Funding and Resources
- School Divisions
- Collaborative Initiatives
- Policies

## INITIATIVES FUNDED BY THE GENERAL ASSEMBLY TO ADDRESS TEACHER SHORTAGES

## Mentor Teacher Program

**Purpose: Provide grants to school divisions to support mentoring of new teachers**

**FY16 FUNDING: \$1,000,000**



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## Mentoring for the Virginia Career Switcher Program

**Purpose: Provide grants to school divisions to support mentoring of Career Switchers**

**FY16 FUNDING: \$279,983**



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## Virginia Teaching Scholarship Loan Program

**Purpose: Provide financial support through scholarship loans to students enrolled in teacher preparation programs in critical shortage areas (\$10,000 for full-time students)**

**FY16 FUNDING: \$708,000**



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## National Board Certification Award

**Purpose: Grant initial (\$5,000) and continuing (\$2,500) awards to National Board Certified Teachers**

**FY16 FUNDING: \$5,885,000**



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## Virginia Middle School Teacher Corps

**Purpose: Provide grants to help middle schools designated “at risk” in mathematics to recruit and retain experienced math teachers**

**FY16 FUNDING: \$415,000**



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## *MonarchTeach*

**Purpose: Increase the number and quality of mathematics and science teachers**

**FY16 FUNDING: \$400,000**



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## STEM Teacher Recruitment and Retention Awards

**Purpose: Issue initial (\$5,000) and continuing (\$1,000) awards to teachers in STEM areas meeting specified criteria, completing successful teaching experience, and signing a contract for the next school year**

**FY16 FUNDING: \$808,000**



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## Special Education Teacher Recruitment and Retention Initiative

**Purpose: Provide funding to institutions of higher education to deliver special education courses to provisionally licensed educators to meet requirements for the Special Education: General Curriculum endorsement**

**FY16 FUNDING: \$600,000**



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## Clinical Faculty Programs (Teacher Preparation Programs)

**Purpose: Award competitive grants to institutions of higher education to assist pre-service teachers and beginning teachers to make a successful transition into teaching**

**FY16 FUNDING: \$318,750**



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## Teacher Residency Program

**Purpose: Provide funding to support the Teacher Residency Program**

**(FY16: funding provided to Old Dominion University for a Teacher Residency Program with Norfolk City Public Schools)**

**FY16 FUNDING: \$500,000**



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# Questions and Answers



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