Districts: A Longitudinal Study
Retention in Four South Florida School
Variables Associated with Teacher
Teacher Shortages

Research Questions Surrounding

These teachers stay in the profession?

With large numbers of teachers entering the profession through non-traditional routes, will to teacher retention?

What variables can serve as predictors related than they can be replaced?

Why are teachers leaving the profession faster?
Objective of the Research

- Variables: gender, age, race, method of preparation, in-state/out-of-state, assignment, years of experience, area of certification
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- Develop a predictive model for teacher retention on the basis of identified variables.
Descriptive of the Research Study

This presentation presents Year one, Year two and Year 3 retention findings.

This longitudinal study will monitor the retention of 2,129 teachers that were hired in 4 school districts in South Florida during the 2000-01 academic year.

Description of the Research Study
Research Project
School Districts Involved in the

• Okeechobee County School District
• St. Lucie County School District
• Palm Beach County School District
• Broward County School District
did not stay in their teaching assignment. Retained teachers to further explore why they
- Qualitative: Follow-up interviews of non-
  Quantitative: Comparison of the non-retained teachers with the initial group of teachers hired
  Replicated each academic year
Two Samples of Data (procedures)
- From Florida: 65% in-state hires, 35% out-of-state hires
- 5% out of field due to ESOL
- Teaching in-field: 83% in-field, 12% out-of-field
- 15% alternative, 23% no program
- Trained in an approved program: 62% approved
- A little older: Mean age: 34.96 years
- 9% Hispanic, 3% Asian/American Indian
- Large majority: 65% White, 23% African-American
- Large majority: 77% female, 23% male

As a total sample, we were:

(AII Districts)
Snapshot of the Sample
From Florida: 64% in-state hires, 36% out-of-state.
- Teaching in-field: 92% in-field, 8% out-of-field.
- 24% alternative, 20% no program.
- Trained in an approved program: 56% approved.
- A little older: Mean age: 34.99 years.
- 12% Hispanic, 2% Asian/American Indian.
- Largely White: 60% White, 26% African-American.
- Largely Female: 80% Female, 20% Male.

Snapshot of the Sample - Broward
Tests of significance: Chi-Square for nominal variables and T-test for quantitative variables

- Factors
  - Cross-district and within-district data collection
  - Data from archival records coded into spreadsheet

- Quantitative data collected across all variables

Statistical Analysis
Preliminary Findings – Year 1

- Age
  - Older new hires are less likely to continue in their teaching assignment than younger new hires.

- Out-of-field
  - Out-of-field new hires are less likely to continue in their teaching assignment than in-field new hires.

- Out-of-State
  - Out-of-State hires are less likely to continue in their teaching assignment than in-State hires.

- After one year, a large percentage of new hires were retained in districts. (96%) Broward (97.3%) Three variables are significant when looking at the retention of new hires after one year.
Younger teachers: Older teachers less likely to continue in their teaching assignments than preparedness than approved program and no preparation (only one county had alternative assignments than in-field placements). Out-of-field placements were less likely to continue in their teaching assignments than females.

- Males were less likely to continue in their teaching assignment than females.

- Out-of-state hires were less likely to continue in their teaching assignment than in-state hires.

- Significant variables for Year Two:
  - Brevard 88.2%, Palm Beach 72.3%, St. Lucie 52.1%, Okeechobee 62.1%
  - Overall, there was a significant drop in retention rates for Year two. (Overall

**Preliminary Findings - Year 2**
Preliminary Findings - Year 3

- County had alternative preparation assignments than approved program and no preparation (only one assignment)
- Alternative preparation more likely to continue in their teaching assignments than in-field placements.
- Out-of-field placements were less likely to continue in their teaching assignments than females.
- Males were less likely to continue in their teaching assignments than females.
- Out-of-State hires were less likely to continue in their teaching assignments than in-State hires.

- Significant variables for Year 3:
  - Okaloahobe 58.6%
  - Broward 80.5%
  - Palm Beach 65.2%
  - St. Lucie 48%

- Retention rates continued to drop (Overall 72.4%)
• Teaching assignments than younger hires.
• Older hires less likely to continue in their teachers.
• Their teaching assignments than white Whites.
• Hispanic teachers more likely to continue in their teaching assignments than Hispanics and African Americans less likely to continue in

Removed from the analysis – Year 3
Other Significant Variables When Broward is
<table>
<thead>
<tr>
<th>University</th>
<th>Out-of-State 8% (160)</th>
<th>Out-of-State 58% (160)</th>
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<tbody>
<tr>
<td>FAMU</td>
<td>64% (11)</td>
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<tr>
<td>Barry</td>
<td>100% (3)</td>
<td>Barry</td>
</tr>
<tr>
<td>UCF</td>
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<tr>
<td>UF</td>
<td>50% (12)</td>
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<td>Nova</td>
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<td>FSU</td>
<td>67% (9)</td>
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<tr>
<td>FIU</td>
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**Approved Program Graduates**

**Retention Rates**

**Year Three – and Total Teachers Hired**

**Through Approved Programs**

**Palm Beach Broward**
<table>
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<tr>
<th>District</th>
<th>Okeechobee</th>
<th>St. Lucie</th>
<th>Palm Beach</th>
<th>Broward</th>
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<tr>
<td>Year 1</td>
<td>65.5%</td>
<td>93.6%</td>
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<td>Year 2</td>
<td>62.1%</td>
<td>52.1%</td>
<td>72.3%</td>
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<td>Year 3</td>
<td>58.6%</td>
<td>48%</td>
<td>65.2%</td>
<td>80.5%</td>
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Retention Rates by Gender

- Female 62% (PB 69%)
- Male 52% (PB 56%)

Broward Other School Districts

(Year Three)
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<th>Race</th>
<th>Broward (pb 45%)</th>
<th>Other School Districts (pb 71%)</th>
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<tbody>
<tr>
<td>Am. Indian</td>
<td>67%</td>
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<tr>
<td>Asian</td>
<td>91%</td>
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<tr>
<td>Hispanic</td>
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</tr>
<tr>
<td>Black</td>
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<tr>
<td>White</td>
<td>76%</td>
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Retention Rates by Placement (Year Three)

Broward

- In-Field 80%
- Out-of-Field 82%

- In-Field 61%
- Out-of-Field 56%

Other School Districts (PB 67%)

(PB 60%)
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<thead>
<tr>
<th></th>
<th>Overall</th>
<th>Out-of-State</th>
<th>Out-of-Field</th>
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<th>Men</th>
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<td>78%</td>
<td>61%</td>
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Broward
Other School Districts
Broward and Other Districts (YR. 3)

Further Comparisons on Selected Variables
- Out-of-State (Approved Program) - 78%
- Out-of-State (Overall) - 78%
- No Preparation - 85%
- Alternative Preparation - 80%
- Approval Program - 80%

Teacher Preparation - Year 3
Broward Retention Rates by
Mentoring and Support
Alternative Preparation
Training and Staff Development
Staff Time / Interviewing
Processing Paperwork
Recruitment and Advertising

Costs of Replacing a Teacher
CTore - 25% of the Leaver's Salary
Annual Salary Plus Benefits
Advantage Hiring - 25% of the Leaver's Salary
Plus Benefits
Cately - 25% of the Leaver's Annual Salary
the New Hire's Salary
United States Department of Labor - 33% of

Costs of Employee Turnover
Conservative Models for Profectiing
Conclusions

It is hoped that patterns will emerge in future data to more accurately assess the relationship between teacher characteristics and retention, as well as a predictive model for teacher retention. The qualitative portion of the study will provide the researchers with more specific reasons for non-retention. (Issue of Funding)

Broward retention rates were significantly higher than other school districts in all areas of review.

Dr. Paul Guglielmo (College of Business) and Drs. Robert Shockley and Elijah Wallington (College of Education) at FAU are designing and validating an instrument that a school district can use to determine the cost to the school district to replace an teacher.