

At A Glance: Teacher Turnover in Utah

Why is Teacher Turnover Important?



As the demand for teachers is ever-increasing with Utah's robust K-12 student enrollment, equipping every Utah classroom with highly-qualified and effective teachers remains a priority. Research has shown that teacher turnover is among the largest source for teacher shortages, especially for beginning teachers. In this series of reports, the Utah Education Policy Center (UEPC), in collaboration with the Utah State Board of Education (USBE), provides a closer look at teacher turnover.

- What are teacher turnover rates for Utah teachers, both overall and by various teacher and school characteristics?
- What are teacher turnover rates for Utah beginning teachers?
- What are the main reasons for Utah teachers to move schools or leave teaching altogether?

Related UEPC Publications

- [At First Glance: Teachers in Utah](#)
- [Beginning Teacher Turnover in Utah Between 2008-09 and 2014-15](#)
- [Teacher Turnover in Utah Between 2013-14 and 2014-15](#)
- [Teacher Retention in Utah: Exploring 2011-12 SASS and 2012-13 TFS Survey Data](#)

Definition of Turnover

Leaver

A teacher who stopped being a Utah classroom teacher, either by leaving teaching or leaving the Utah public education system.

Mover

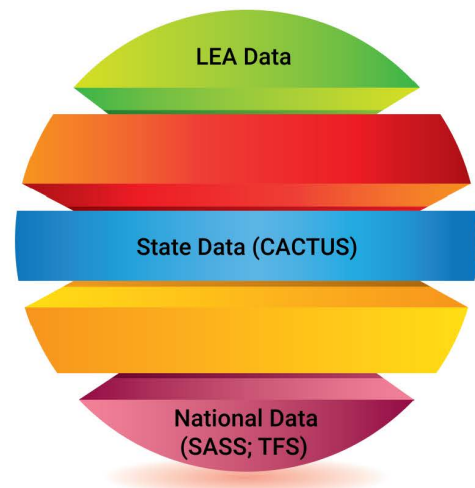
- Different LEA Transfer or Between-LEA Transfer: A teacher who moved from one LEA to a different LEA from one year to the next.
- Same LEA Transfer or Within-LEA Transfer: A teacher who moved from one school to another school within an LEA from one year to the next.

Stop-Out

A teacher who started as teacher, did not teach for at least one year, and then returned to teach again.

Data Sources

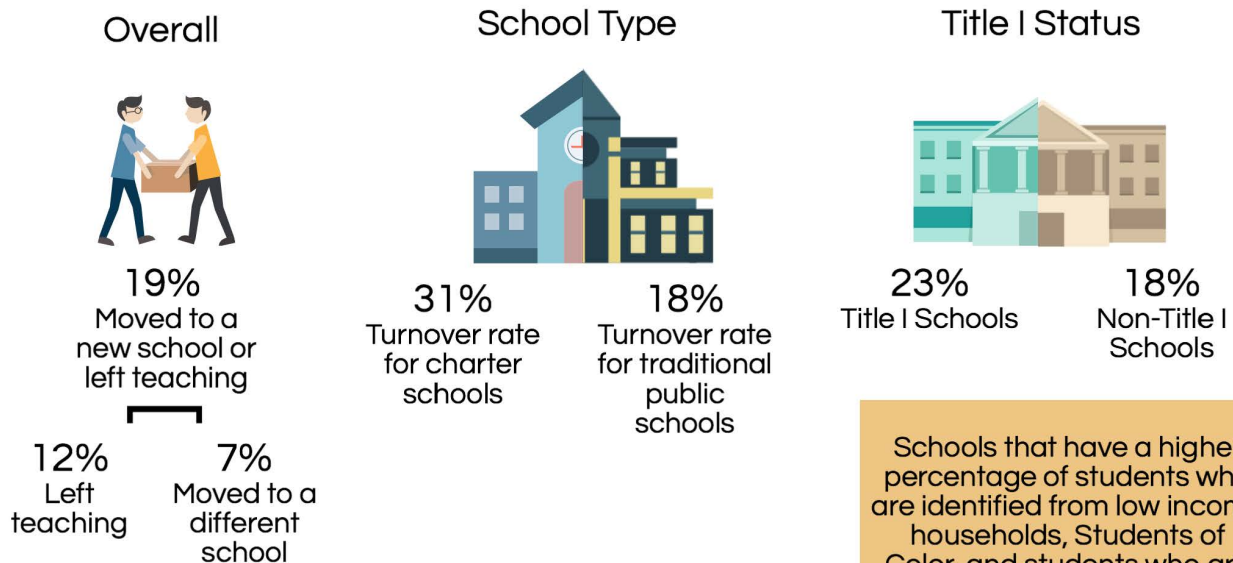
	Data Sources	Questions
LEA	Not used in this study	Not used in this study
State	Comprehensive Administration of Credentials for Teachers in Utah Schools (CACTUS) database	Which teachers were moving or leaving in Utah?
National	Schools and Staffing Survey (SASS) Teacher Follow-up Survey (TFS)	Why did teachers move or leave?



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Utah Teacher Turnover Rates for All Teachers (2013-14 and 2014-15)

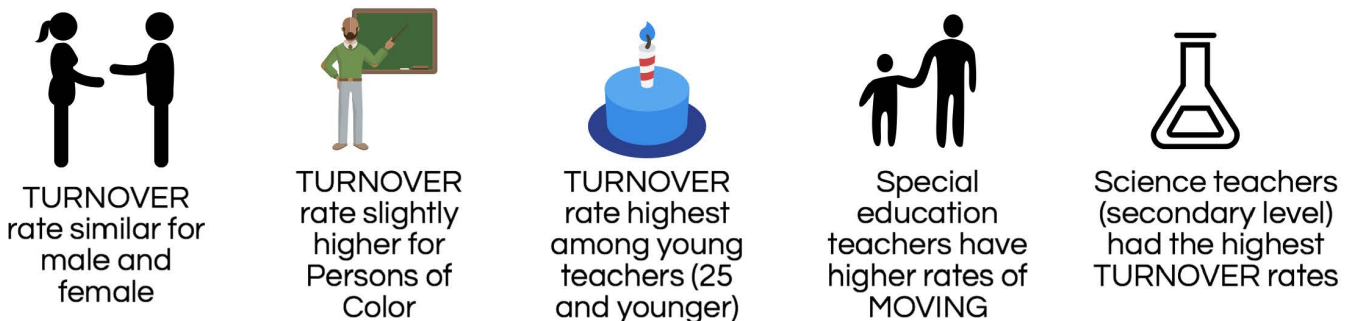
Using the two most recent years of available CACTUS data (2013-14 and 2014-15 school years) for all Utah public school teachers, the UEPC examined teacher turnover rates between the two years.



Schools that have a higher percentage of students who are identified from low income households, Students of Color, and students who are English Language Learners also had higher teacher turnover rates.

Source: CACTUS, Utah State Board of Education

Utah Teacher Turnover by Characteristics (2013-14 and 2014-15)



*TURNOVER refers to any movement from a school, moving, or leaving.

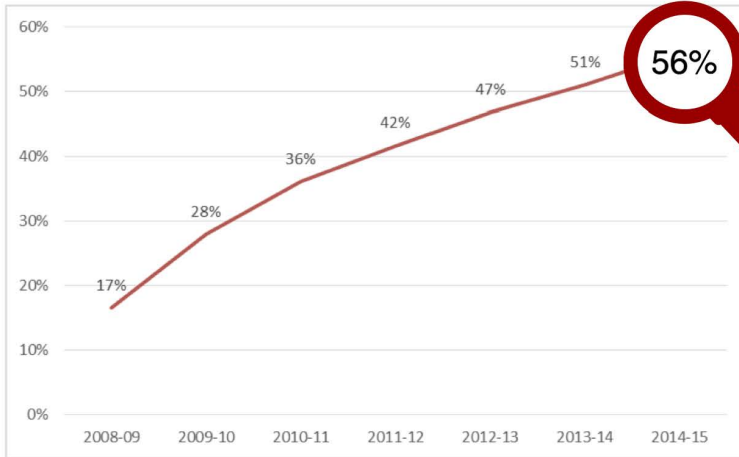
Source: CACTUS, Utah State Board of Education

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Utah Teacher Turnover Rates for Beginning Teachers in the 2008 Cohort (2008-15)

UEPC further explored the teacher turnover issue among beginning teachers in more depth. This analysis considers the teachers who began teaching in the 2007-08 school year, which is also known as the 2008 Cohort, and followed this cohort of teachers through the 2014-15 school year.

Cumulative leaving rate of beginning teachers whose first year teaching was in the 2007-08 school year.



By 2014-15, 56% of the teachers who began in 2007-08 were no longer teaching in a Utah classroom

Source: CACTUS, Utah State Board of Education

Leavers and Movers: Characteristics of the 2008 Beginning Teacher Cohort

Beginning teachers that leave at the highest rates:



Female



Persons of Color



Begin teaching at 25 years old or younger



Special education beginning teachers had lower rates of leaving, but higher rates of moving to other schools.

Of the beginning teachers who LEFT over the 8 year period:

93%

were no longer in the Utah public education system.

7%

moved into administrative or other specialist roles.

Of the beginning teachers who MOVED over the 8 year period:

62%

moved to a school within their LEA.

38%

moved to a different LEA school.

Of the beginning teachers during the 8 year period:

8%

stopped teaching for at least a year and later returned.

Source: CACTUS, Utah State Board of Education

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A National Perspective on Reasons for Utah Teacher Turnover

Currently, Utah does not collect the reasons why teachers leave the classroom statewide. To gain insight into the reasons cited for teachers leaving, the UEPC examined Utah data from a national survey given to teachers. The National Center for Education Statistics (NCES) administers the Schools and Staffing Survey (SASS) and the Teacher Follow-up Survey (TFS), which quantifies who stays, moves, and leaves, and asks teachers questions about the reasons for leaving. However, because of the small sample sizes from Utah in this database, caution must be used in interpreting some of the results from this survey. In addition, due to the sample size, results from the TFS may not necessarily represent the entire Utah teaching force.

National Survey of Utah Teachers: Who Left Teaching?



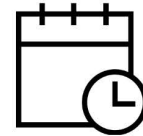
Teachers from charter schools left at a higher percentage



Male and Female teachers showed similar rates of leaving



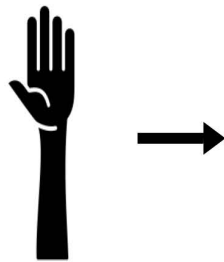
Suburban teachers had the smallest percentage of leavers



Teachers with 1-3 years of experience had the highest leaving rates

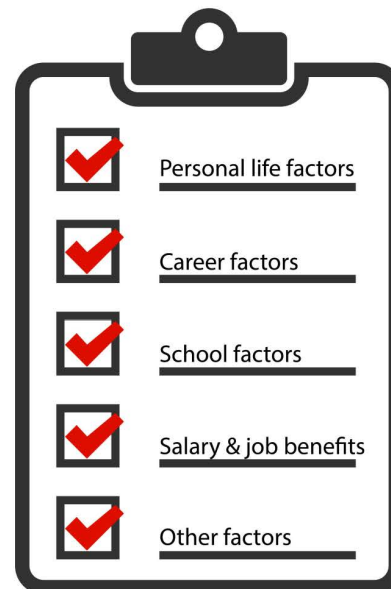
Source: Utah Sample from the 2012-13 Teacher Follow-Up Survey, National Center for Educational Statistics

National Survey of Utah Teachers: Reported Reasons for Leaving



Vast Majority Left Voluntarily

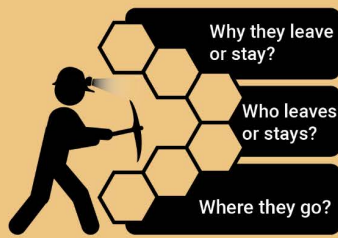
Teachers reported that these reasons were only slightly important as to why they decided to leave. There was not a prominent reason for leaving.



Source: Utah Sample from the 2012-13 Teacher Follow-Up Survey, National Center for Educational Statistics

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Looking to the Future



Ask Questions

- What preparation program experiences most support educators to be effective and persist in the field of education?
- What early career supports are effective to attract and retain educators?
- What conditions support attracting, developing, and retaining educators?
- What are the career pathways that support retention and persistence in education?
- How do we demonstrate value for teaching and the education profession?
- What best practices are LEAs using to attract and retain teachers?



Collect & Analyze Data

- Surveys
- Interviews and focus groups
- Longitudinal Data
- Program Evaluation
- Policy Analysis



Enhance Educator Recruitment, Retention, and Persistence

- Preparation Program Experiences
- Evidence-based Solutions
- Professional Environment
- On-going Professional Learning
- Talent Development
- Career Advancement