

# Interim Study on Teacher Shortage

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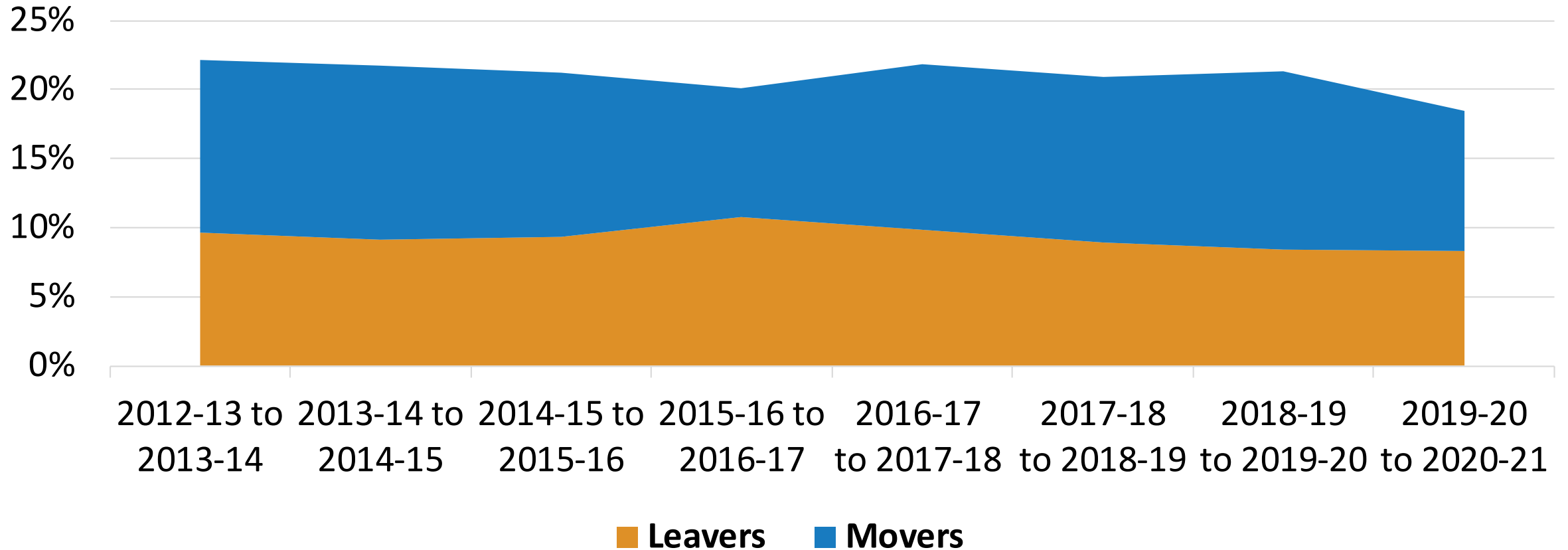
**OKLAHOMA**  
Education



# Interim Study on Teacher Shortage

## Rate of turnover for teachers: Trends and sources

## Rate of turnover for teachers 2012-13 to 2020-21

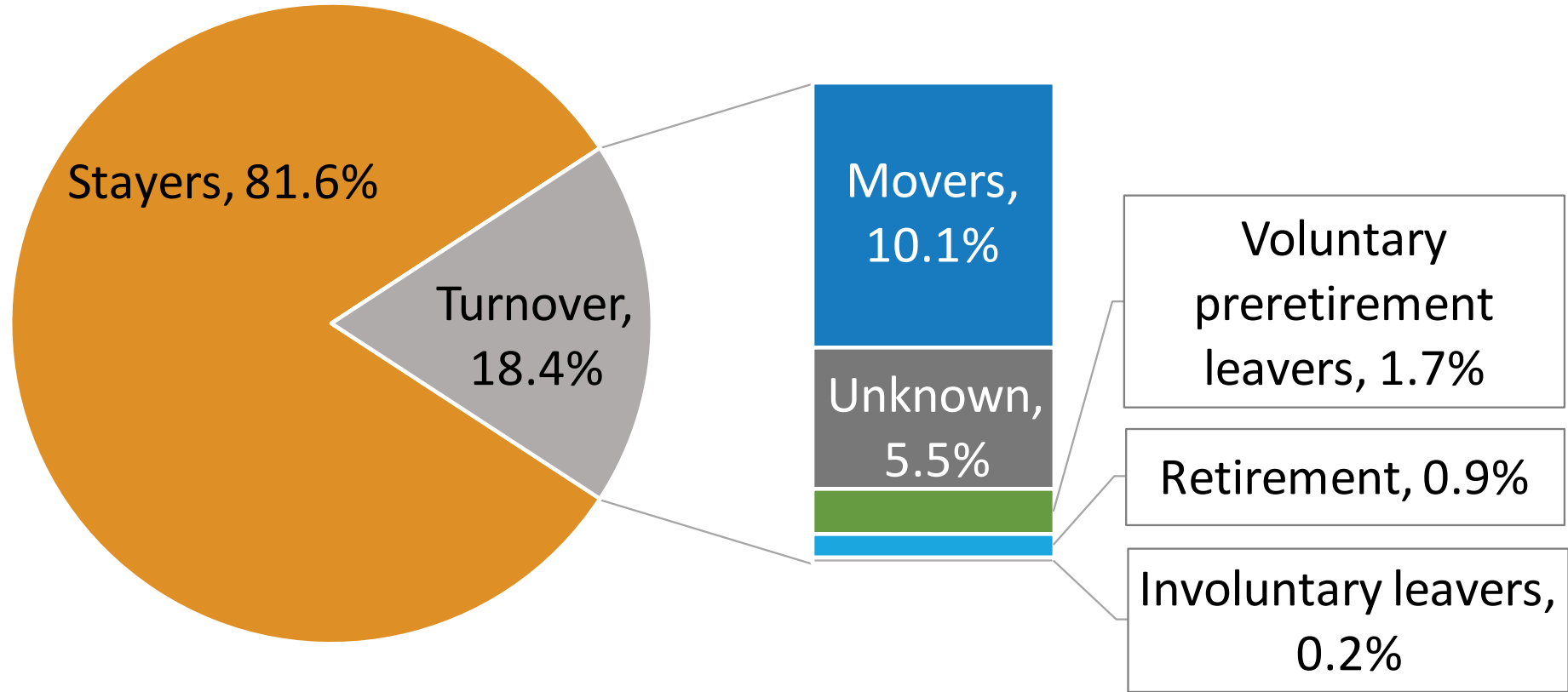


*Notes:* Calculations include educators whose job description is *teacher or resource teacher* and have complete records across systems. Teachers may or may not have other jobs within the school district, and the analysis include both full-time and part-time teachers. 2020-21 personnel data as of 04/22/2021.

# Rate of turnover for teachers: Trends

- More than one-sixth of public school teachers in 2019-20 did not stay in the same position and school in 2020-21 (i.e., 3% lower than the rate btw. 2018-19 and 2019-20)
- The majority of turnover in recent years was comprised of movers (e.g., 10% out of 18% btw. 2019-20 and 2020-21)
- Rate of leavers:
  - Highest btw. 2015-16 and 2016-17 (11%)
  - Lowest btw. 2018-19 and 2019-20 (8%) and btw. 2019-20 and 2020-21 (8%)

# Sources of teacher turnover 2019-20 to 2020-21

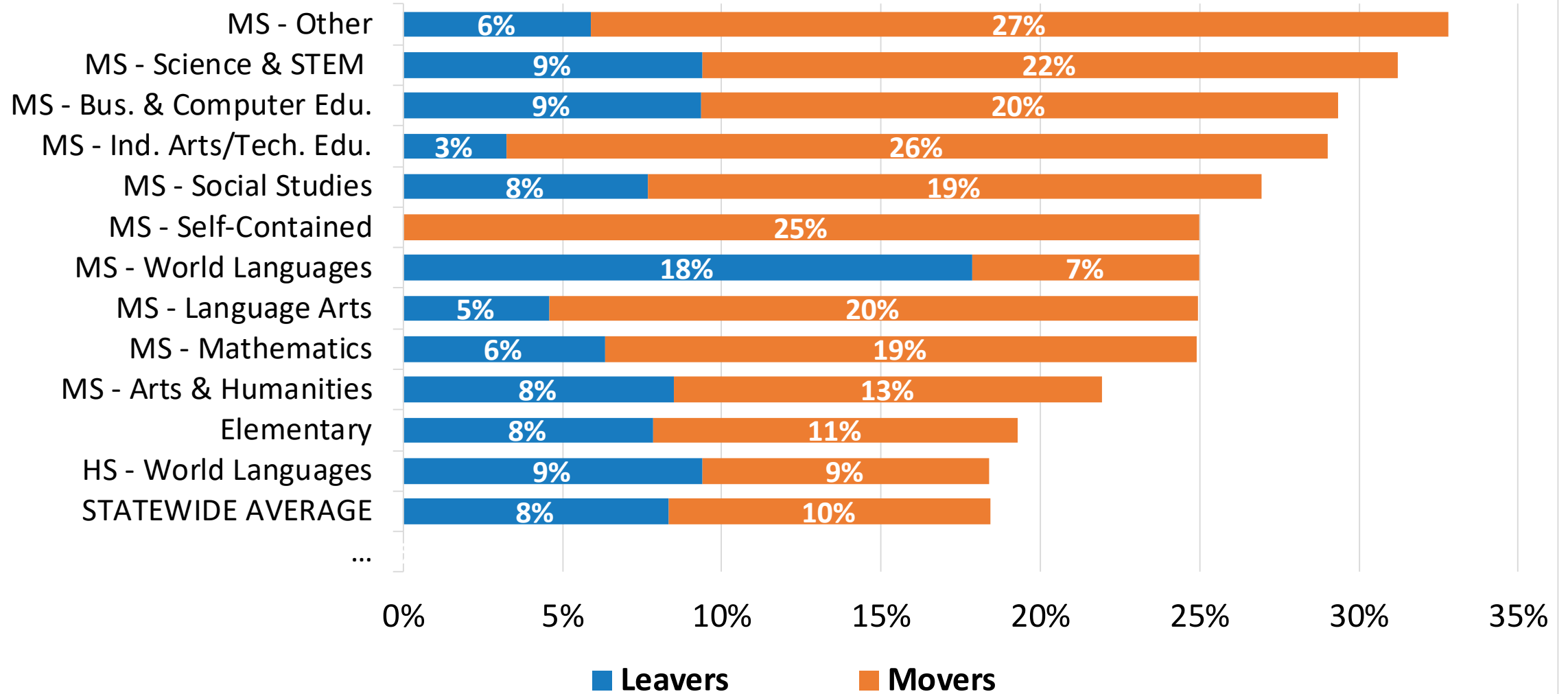


Notes: Caution is warranted in data interpretation since 5.5 percent of the 18.4 percent turnover rate between 2019-20 and 2020-21 does not include data on the reasons for leaving the profession. Details may not add to totals due to rounding.

# Rate of turnover for teachers: Sources

- Between 2019-20 and 2020-21, the rate of movers was 2.8 percentage points lower than the previous period (i.e., around 1,400 fewer teachers moving to a different school, role or both, than otherwise expected)
- Unlike all the other components of turnover, retirement increased between the last two school years in both quantity and rate

## Teacher turnover by primary position 2019-20 to 2020-21



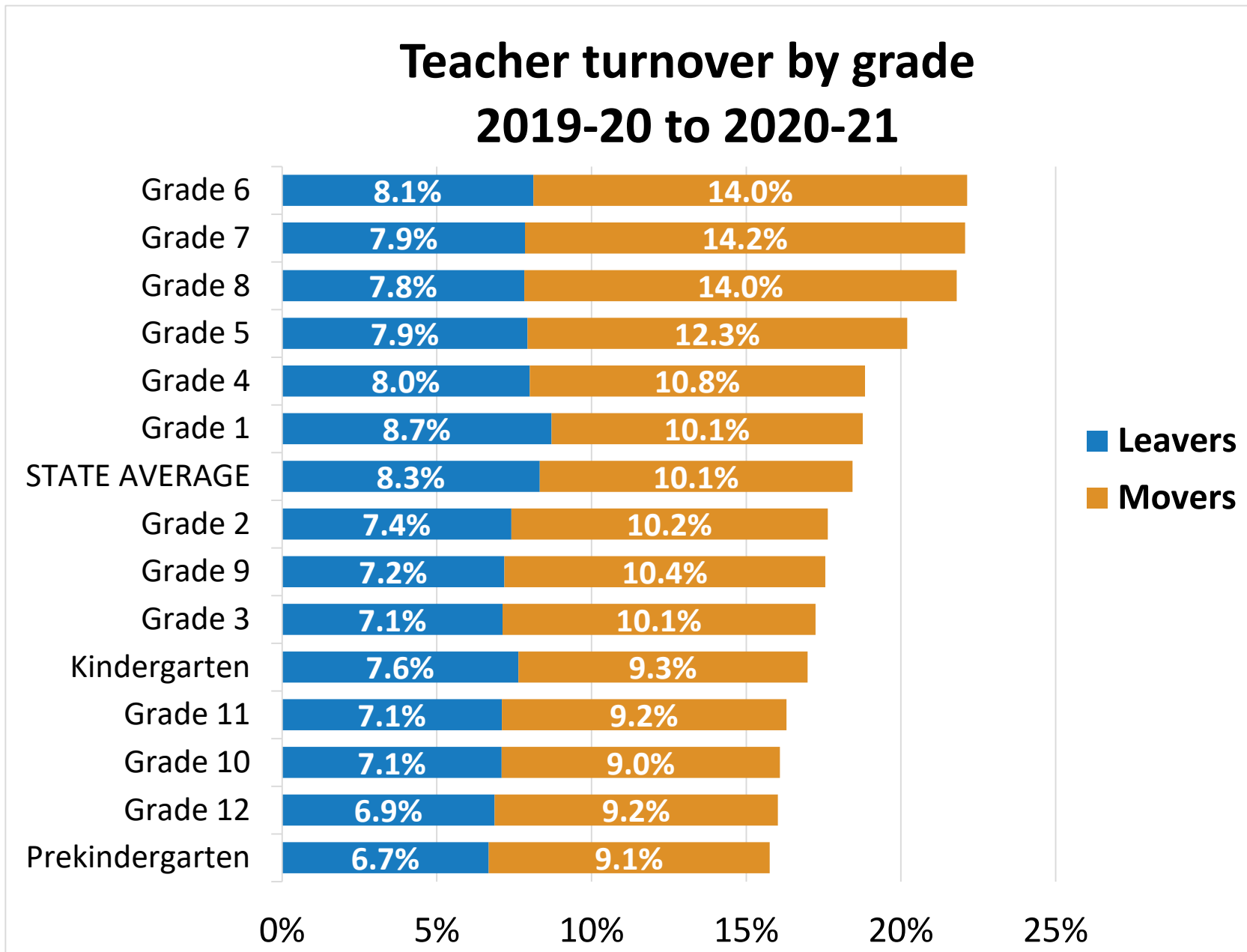
# Rate of turnover for teachers: Primary position

- The percentage of turnover during the period of 2019-20 to 2020-21:
  - Was higher than the statewide percentage of 18.4% for 12 positions, 10 of which are in middle school (MS), and four are core subjects
  - Was second highest for *science & STEM* in MS (31%) and HS (18%), respectively
  - Was among the lowest for *preK & kindergarten* (15%)
  - Was higher than the statewide percentage for *elementary* (19%)
  - Was lower than the previous period for the majority of positions, except nine, including *MS science & STEM* (31% vs. 18%)

*Notes:* The *primary position classification* is based on information about school level and the subject(s) area(s) that a teacher is assigned to each school year. Data from virtual charter schools are not included in the calculations since some of them reported for 2020-21 all teaching staff under one or some, but not all, of the schools operated by the charter organization. 2020-21 personnel data as of 04/22/2021.



Added after presentation.  
Provided at request of committee.



Notes: Calculations include educators whose job description is teacher or resource teacher and have complete records across systems. Teachers may or may not have other jobs within the school district, and the analysis include both full-time and part-time teachers. 2020-21 personnel data as of 04/22/2021.

# Rate of teacher turnover by school poverty level

## 2018-19 to 2019-20 & 2019-20 to 2020-21

	High Poverty		Mid-high Poverty		Mid-low Poverty		Low Poverty	
	2019-20 to 2020-21	2018-19 to 2019-20	2019-20 to 2020-21	2018-19 to 2019-20	2019-20 to 2020-21	2018-19 to 2019-20	2019-20 to 2020-21	2018-19 to 2019-20
<b>Leavers</b>	10.5%	10.5%	7.6%	7.8%	7.5%	7.5%	8.0%	7.8%
<b>Movers</b>	13.5%	18.5%	9.8%	11.9%	7.2%	9.4%	10.9%	9.6%

- Teacher turnover (leaver and movers) btw. 2019-20 and 2020-21 was more pronounced in high-poverty schools (10% and 14%) than in mid-high (8% and 10%), mid-low (7% each), or low poverty schools (8% and 11%)
- The differences observed across poverty groups in 2020-21 are very similar to the differences that existed before the pandemic

## Rate of teacher turnover by school locale 2018-19 to 2019-20 & 2019-20 to 2020-21

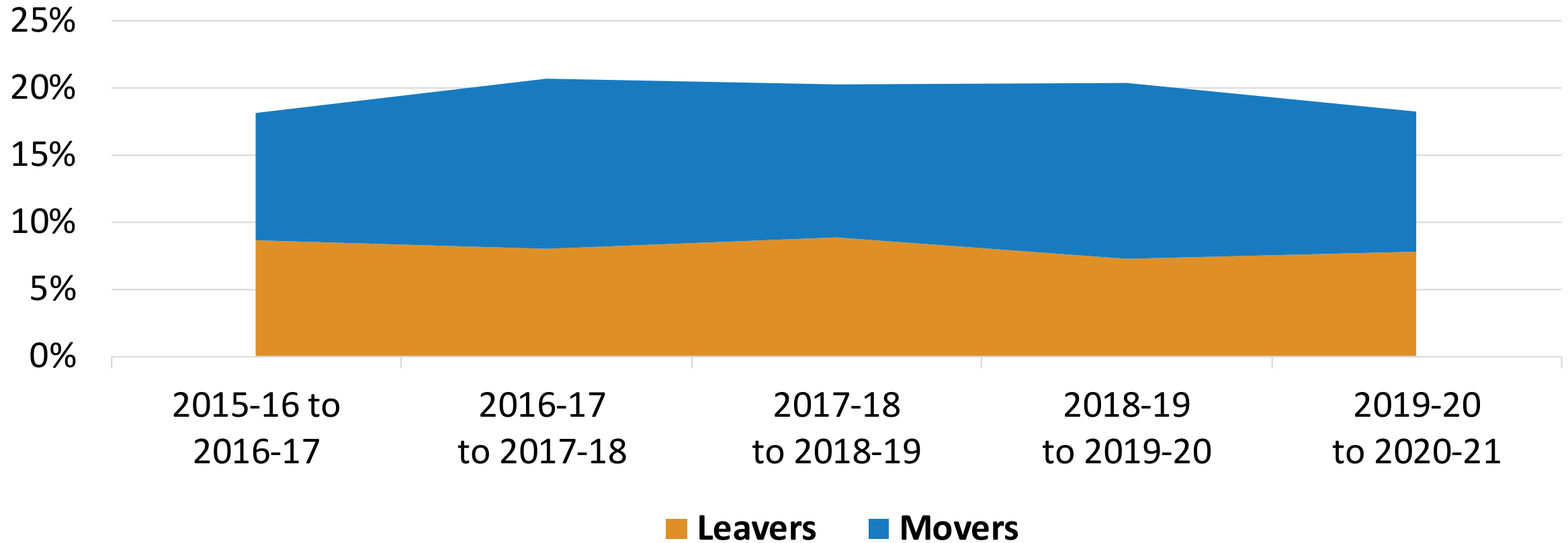
	City		Suburb		Town		Rural	
	2019-20 to 2020-21	2018-19 to 2019-20	2019-20 to 2020-21	2018-19 to 2019-20	2019-20 to 2020-21	2018-19 to 2019-20	2019-20 to 2020-21	2018-19 to 2019-20
<b>Leavers</b>	10.8%	11.9%	8.4%	8.4%	7.3%	7.2%	7.3%	7.0%
<b>Movers</b>	13.3%	18.6%	10.5%	11.5%	9.2%	10.8%	8.3%	11.3%

- From 2019-20 to 2020-21, the turnover rate was at least 5 percentage points (pp) higher in city schools than in schools located in other geographic areas
- Similar differences were found for teacher movers and leavers from 2018-19 to 2019-20, but the size of the differences was larger (i.e., at least 11 pp higher)

# Interim Study on Teacher Shortage

## Rate of turnover for counselors and principals: Trends and sources

## Rate of turnover for counselors 2015-16 to 2019-20

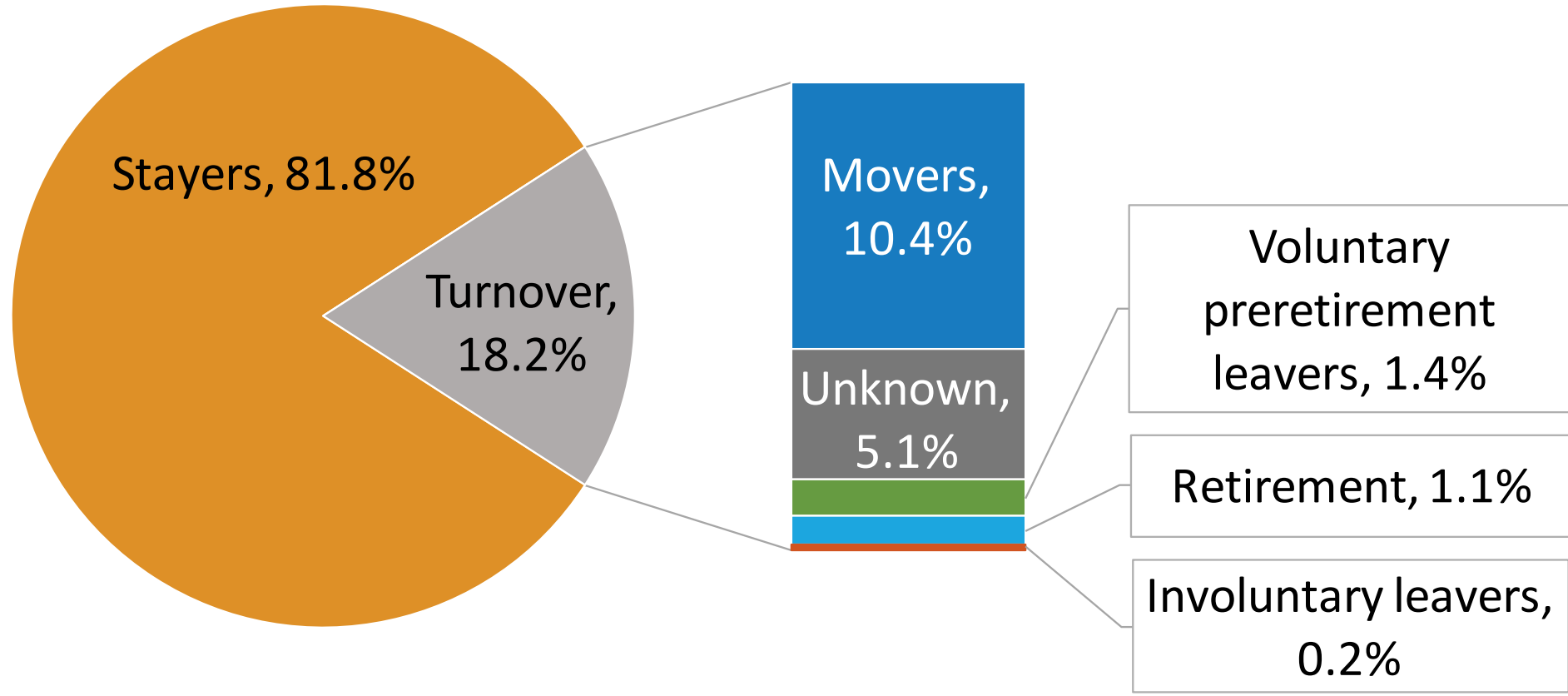


Notes: Calculations include educators whose job description is *counselor* and have complete records across systems. Counselors may or may not have other jobs within the school district, and the analysis include both full-time and part-time counselors. 2020-21 personnel data as of 05/21/2021.

# Rate of turnover for counselors: Trends

- Around 10% of those who were public school counselors in school year 2019-20 moved to a different position and/or school in 2020-21, while an estimated 8% left the profession altogether
- Similar to the turnover rate for teachers, the percentage of counselor movers and leavers in 2020-21 was lower than in 2019-20 (18% vs. 20%); the rate remained in the 20-21 percent range between 2016-17 and 2018-19

# Sources of counselor turnover 2019-20 to 2020-21



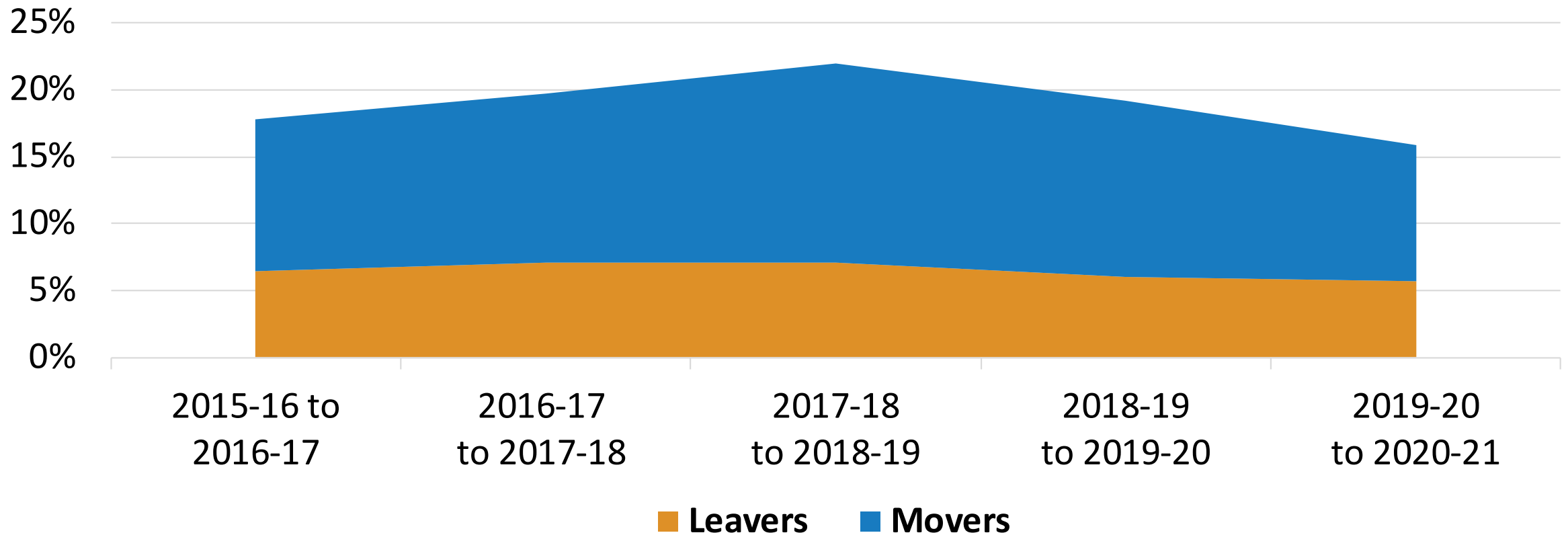
*Notes:* Due to the large number of counselor leavers for whom the reason for leaving is missing (5.1 percent), caution is warranted when drawing conclusions about their motivation(s) for leaving. Details may not add to totals due to rounding.

# Rate of turnover for counselors: Sources

- Aside from the approximate 230 counselor movers between 2019-20 and 2020-21, more than 170 counselors left the profession (i.e., 7.9 pp of the 18.2 turnover rate)
- Similar to the mover and leaver rates for teachers in 2020-21, the percentage of counselor movers was lower (10% vs. 13%) and the percentage of retirement leavers higher (1.1% vs. 0.4%) than in 2019-20



## Rate of turnover for principals 2015-16 to 2019-20

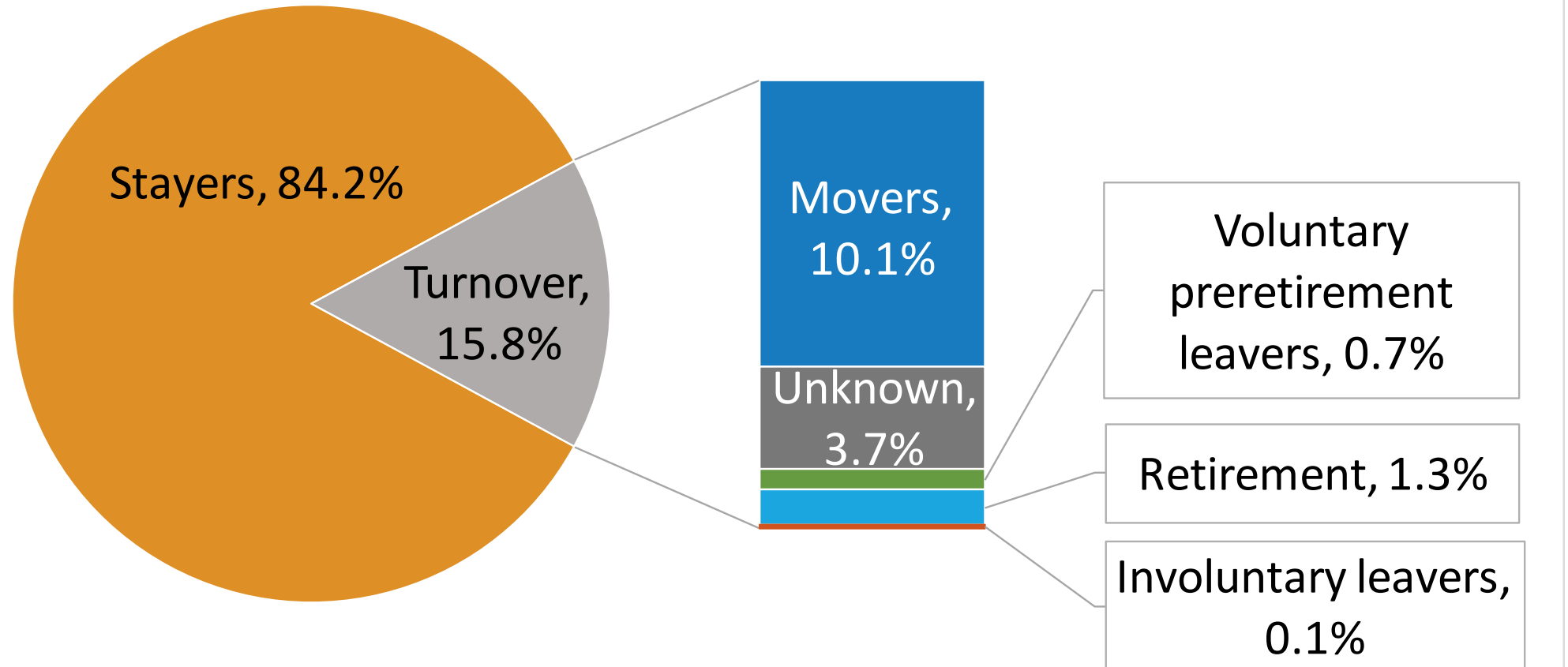


Notes: Calculations include educators whose job description is *principal* and have complete records across systems. Principals may or may not have other jobs within the school district, and the analysis include both full-time and part-time principal. 2020-21 personnel data as of 05/25/2021.

# Rate of turnover for principals: Trends

- In spite of the challenges posed by the pandemic, principal turnover in Oklahoma has continued to drop (e.g., 20% from 2018-19 to 2019-20 to 16% from 2019-20 to 2020-21)
- During the period of analysis, the rate hit a record high of 22% in 2018-19, mainly due to an unusually high rate of movers (15%)
- Except for 2018-19, the turnover rate for principals has been consistently lower than that of classroom teachers and counselors since 2016-17

# Sources of principal turnover 2019-20 to 2020-21



*Notes:* Due to the large number of principal leavers for whom the reason for leaving is missing (3.7 percent), caution is warranted when drawing conclusions about their motivation(s) for leaving. Details may not add to totals due to rounding.

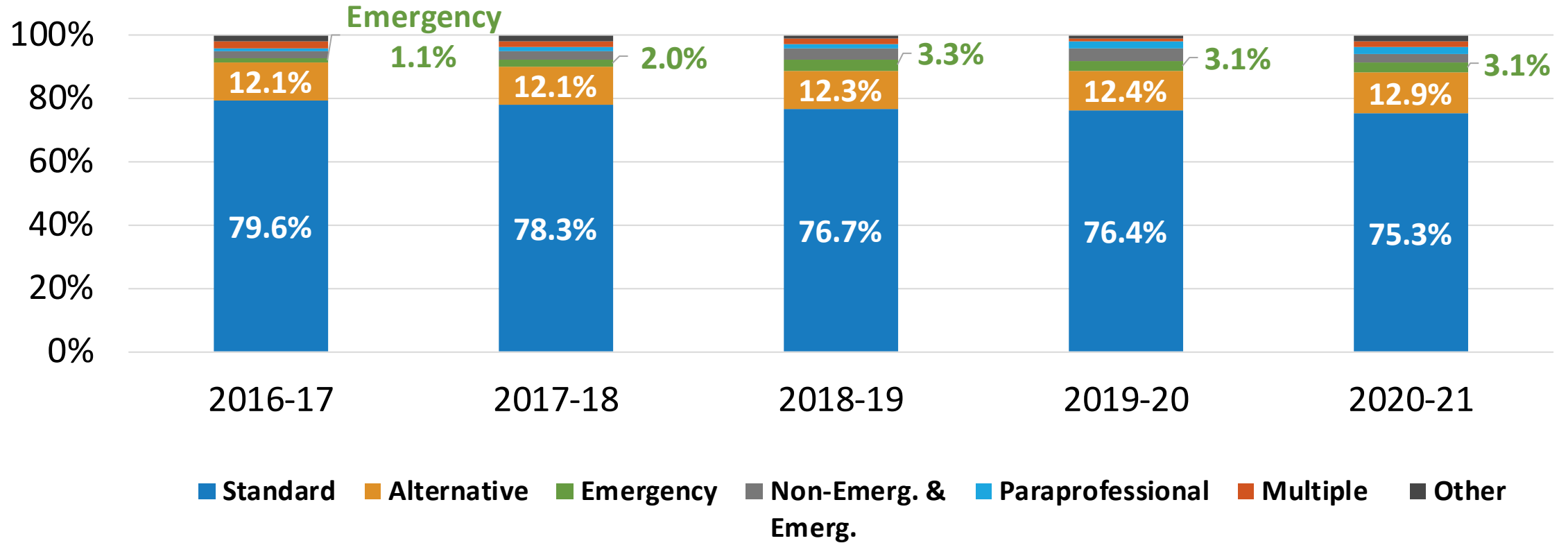
# Rate of turnover for principals: Sources

- Across years, the participation of each source of turnover for principals is similar to that of teachers and counselors
- Trends across turnover sources show similar patterns in the way educators in different roles have responded to the pandemic. More notably, the share of principals who retired after the 2019-20 school year was higher than after 2018-19, similar to the increased retirement rates for teachers and counselors

# Interim Study on Teacher Shortage

## Teacher workforce by certification pathway

# Certified teachers by certification type 2016-17 to 2020-21

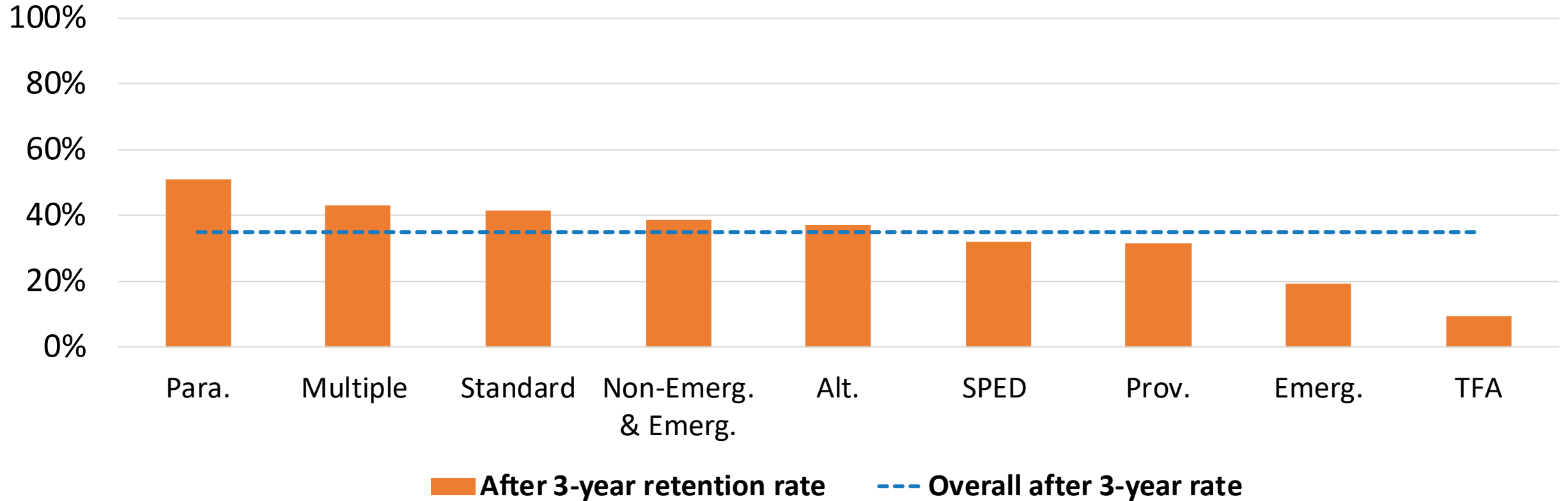


*Notes:* Calculations include educators whose job description is *teacher* or *resource teacher* and have complete records across systems. Teachers may or may not have other jobs within the school or school district. The *alternative* and *paraprofessional* certificate categories include the initial and standard options in their respective program paths. The *multiple* category encompasses teachers with more than one valid (non-emergency) certificate during a specific year; the *non-emergency & emergency* combined category includes teachers holding a valid emergency and at least one valid non-emergency certificates during a specific year. The *other* category includes, for example, SPED, Teach for America, temporary (only for 2020-21), and provisional certificates. 2020-21 personnel data as of 08/17/2021.

# Teacher workforce by certification pathway

- A lower percentage of teachers in 2020-21 compared to 2016-17 held a standard certificate (75% vs. 80%)
- The participation rate of most of the remaining certification categories increased slightly, with the largest increase being for the emergency category (1% in 2016-17 vs. 3% in 2020-21)
- In the majority of cases, pre-pandemic certificate participation rate trends continued in 2020-21

# Retention rates of public school teachers by type of initial certificate: Cohorts 2015-16, 2016-17, and 2017-18 (average)



*Notes:* Calculations include educators whose job description is *teacher or resource teacher* and have complete records across systems. Retention rates are calculated as the unduplicated number of teachers who remained teaching in at least one of their initial schools after three years as a percentage of all new teachers in the cohort. Teachers may or may not have other jobs within the school. The *alternative* and *paraprofessional* certificate categories include the initial and standard options in their respective program paths. The *multiple* category encompasses teachers with more than one valid (non-emergency) certificate during a specific year; the *non-emergency & emergency* combined category includes teachers holding a valid emergency and at least one valid non-emergency certificates during a specific year. 2020-21 personnel data as of 06/10/2021.



# Teacher retention by certification pathway

- Across cohorts (2015-16, 2016-17, and 2017-18), the percentage of beginning educators who did not leave their school after three years was, on average, 35%
- There is a measurable difference between the retention rate of new teachers with an *emergency* certificate and those holding both *non-emerg.* & *emerg.* certificates: (19% vs. 39%)
- A typical teacher in the *non-emerg.* & *emerg.* category in 2018-19, for example, held a standard or an alternative certificate in addition to the emergency certificate

# Emergency certificates: Additional data

	2021-22
Current number of teachers holding an emergency certificate	1,580
Current number of teachers holding an alternative certificate	1,768
	Cohort 2017-18
Emergency certified teachers who left teaching during the following three years	45%
Emergency certified teachers who transitioned into a non-emergency teaching certificate after three years	55%
Number of months until emerg. certified teachers transitioned into a non-emerg. teaching certificate	19

*Notes:* Calculations include educators whose job description is *teacher* or *resource teacher* and have complete records across systems. Teachers may or may not have other jobs within the school district, and the analysis include both full-time and part-time teachers and resource teachers. Calculations use certification groupings for the year-to-year comparisons. The average number of months' metric is calculated as the time elapsed between the effective date of the original certificate and the effective date of the most recent non-emergency certificate issued. 2020-21 personnel data as of 08/17/2021.

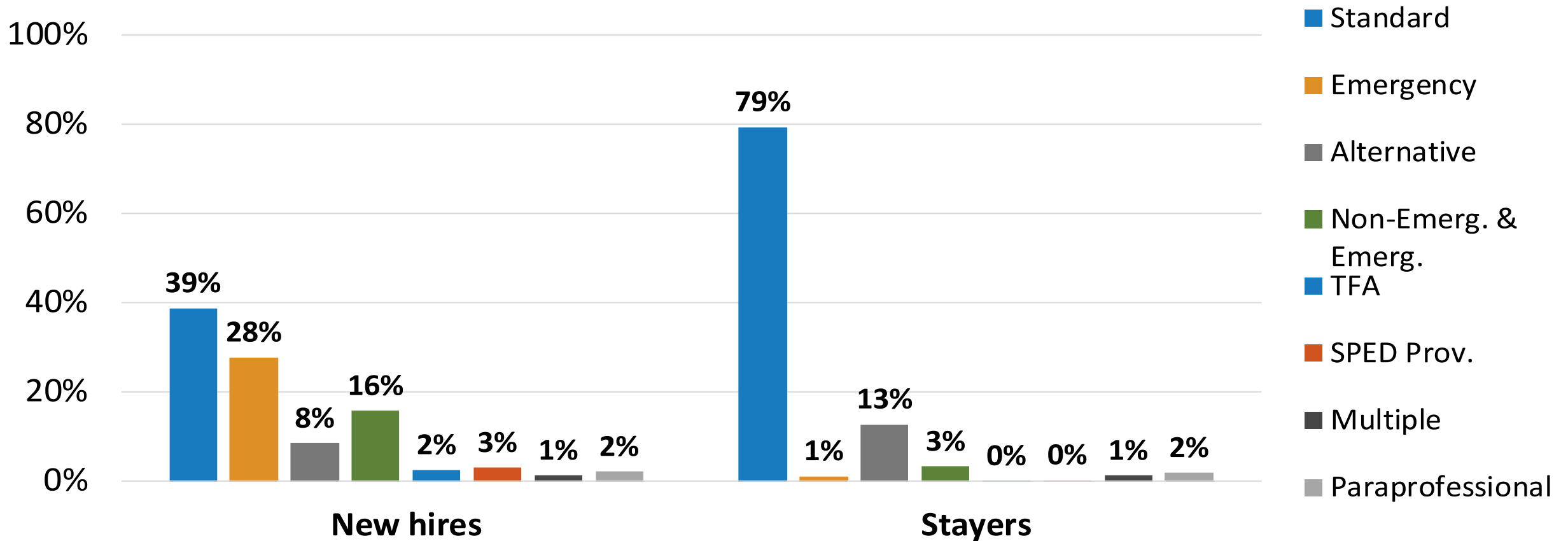
# Teach for America certificates: Additional data

Added after presentation. Provided at request of committee.

	Cohort 2017-18	Cohort 2018-19
TFA certified teachers who transitioned into a non-TFA teaching certificate during the following two years and remained in the public school system	39%	47%
Working in a teaching position	30%	43%
Working in a non-teaching position	8%	4%
TFA certified teachers who left teaching during the following two years	61%	53%
Avg. number of months until TFA certified teachers transitioned into a non-TFA teaching certificate	23	23

*Notes:* Calculations include educators whose job description is *teacher* or *resource teacher* and have complete records across systems. Teachers may or may not have other jobs within the school district, and the analysis include both full-time and part-time teachers and resource teachers. Calculations use certification groupings for the year-to-year comparisons. The average number of months' metric is calculated as the time elapsed between the effective date of the original certificate and the effective date of the most recent non-TFA certificate issued. TFA certificates are valid for two years. 2020-21 personnel data as of 08/17/2021.

# Percentage distribution of certificate type by teacher supply factor in 2019-20



Notes: Calculations include educators whose job description is *teacher* or *resource teacher* and have complete records across systems. Teachers may or may not have other jobs within the school or school district. The alternative and paraprofessional certificate categories include both the initial and standard options in their respective program paths. 2020-21 personnel data as of 08/17/2021.

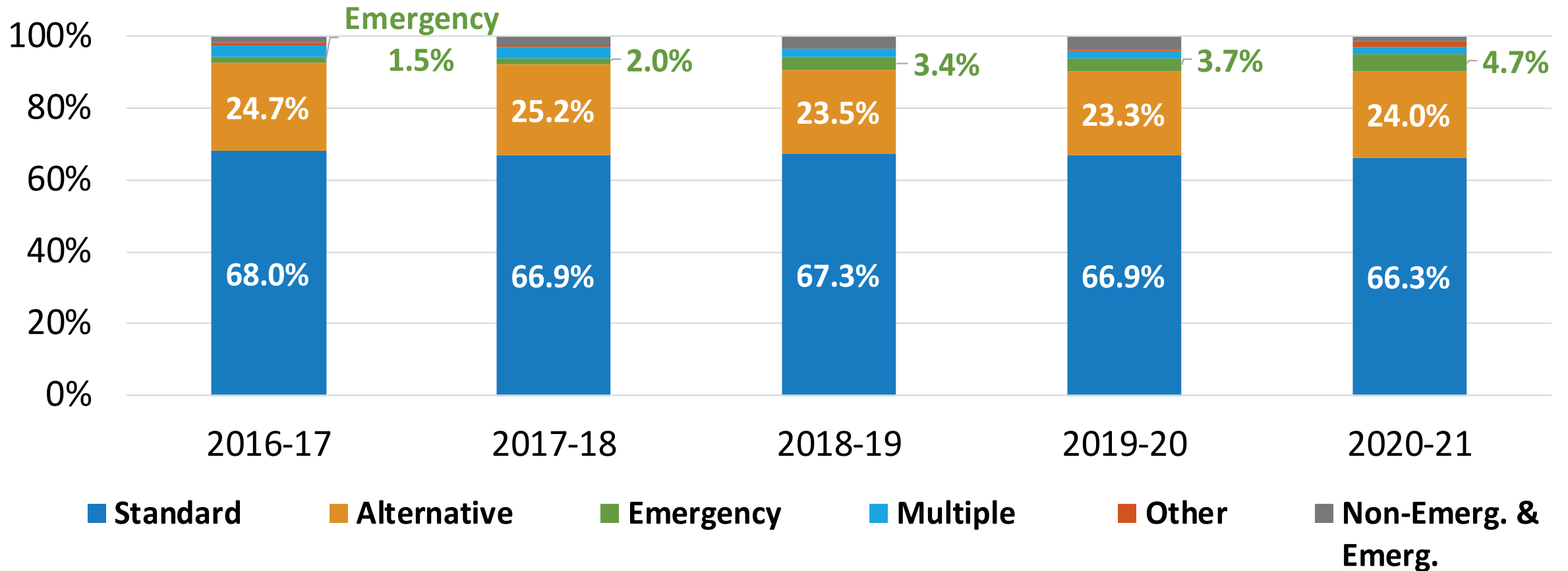
# Teacher workforce by supply factor

- Evidence indicates a more frequent occurrence of emergency certificates (28% vs. 1%) and non-emergency & emergency combined (16% vs. 3%), and less so of standard (39% vs. 79%) and alternative (8% vs. 13%) for new hires than for stayers in 2019-20
- The participation rate of most certificate types dropped during the last 5 years, except for the emergency and non-emergency and emergency combined categories
- The percentage of new educators with an emergency certificate was found to be significantly higher in 2019-20 than in 2015-16 –a 16 percentage point increase

# Interim Study on Teacher Shortage

## Counselor and principal workforce by certification pathway

# Certified counselors by certification type 2016-17 to 2020-21



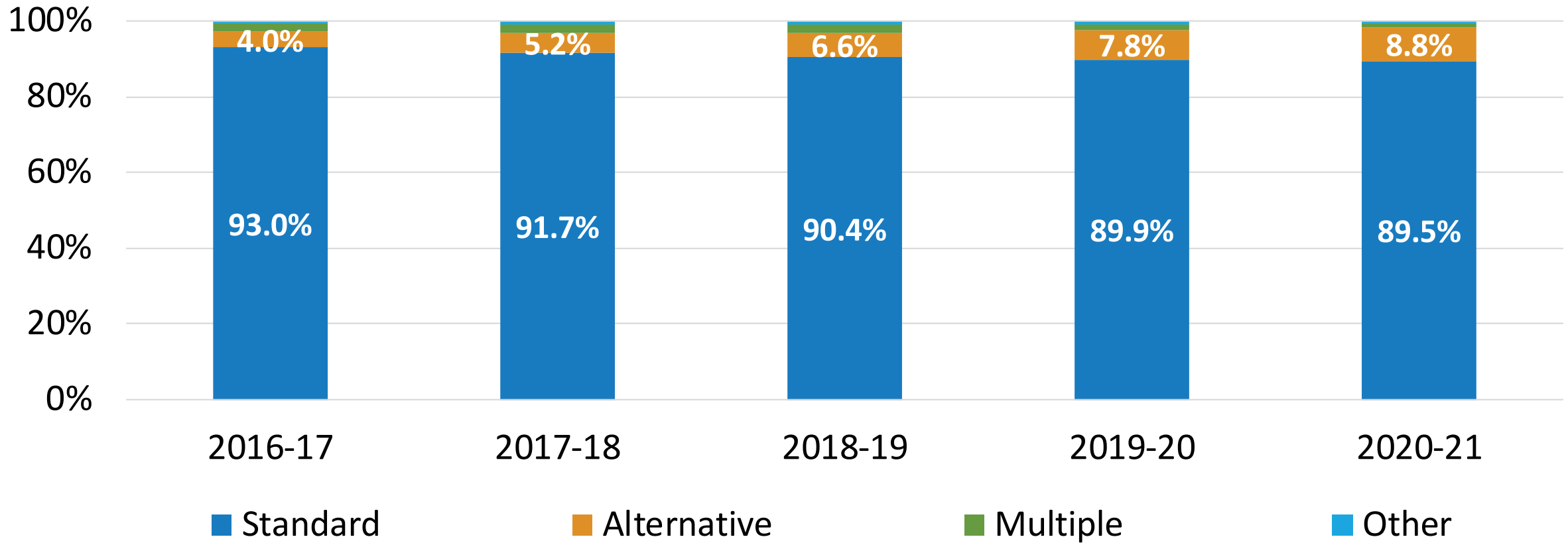
*Notes:* Calculations include educators whose job description is *counselor* and have complete records across systems. Counselors may or may not have other jobs within the school or school district. The *alternative* certificate category includes the initial and standard options in the program path. The *multiple* category encompasses educators with more than one valid (non-emergency) certificate during a specific year; the *non-emergency & emergency* combined category includes educators holding a valid emergency and at least one valid non-emergency certificates during a specific year. The *other* category includes, for example, temporary (only for 2020-21), and provisional certificates. 2020-21 personnel data as of 08/17/2021.

# Counselor workforce by certification pathway

- The majority of counselors (66% in 2020-21), hold a *standard* certificate, followed by about 1 in 4 (24% in 2020-21) holding an *alternative* certificate
  - Standard certificate rate in 2016-17 (first year during period of analysis): 68%
  - Emergency certificate rate in 2020-21: 4% larger than in 2016-17
- Across years, the proportion of counselors with an *alternative* certificate is higher than that of teachers (13% in 2020-21) and principals (9% in 2020-21)
- In most cases, pre-pandemic trends continues in 2020-21



# Certified principals by certification type 2016-17 to 2020-21



*Notes:* Calculations include educators whose job description is *principal* and have complete records across systems. Principals may or may not have other jobs within the school or school district. The *alternative* certificate category includes the initial and standard options in the program path. The *multiple* category encompasses educators with more than one valid (non-emergency) certificate during a specific year. The *other* category includes, for example, temporary (only for 2020-21), emergency, and provisional certificates. 2020-21 personnel data as of 08/17/2021.

# Principal workforce by certification pathway

- Despite the steady decline in the share of principals with a *standard* certificate in total population for at least the previous five years, principals with such certification in 2020-21 made up the vast majority of the principal workforce (90 percent)
- Most of the drop in the *standard* certification participation rate seems to have been counterbalanced by a persistent increase in the percentage of principals holding an *alternative* certification
- During the COVID-19 pandemic, there were no changes compared to the previous trends

# Educator Supply & Demand Report

- State law requires the publication of an Educator Supply and Demand study every three years
- Most of the data presented today will be included in the next report (due by the end of 2021)
- The most recent report is available on the OSDE website [here](#).