



## SUPPORTING SCHOOLS AND STUDENTS TO ACHIEVE

### Tackling Educator Recruitment and Retention in Idaho

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February 8, 2017

- Teacher vacancy questionnaire results
- Considering rural communities
- Feedback from the field
- Current SDE strategies and strategies to consider

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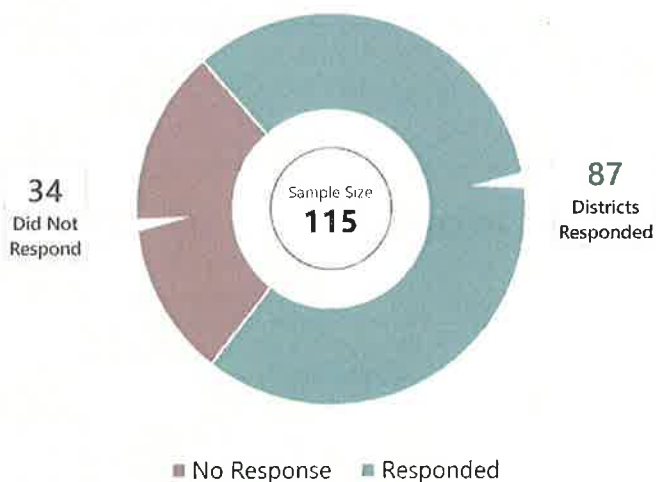


## These are results from a two-question qualitative questionnaire

- Superintendents were asked two questions:
  - At the start of your year, were there any teaching positions that were still unfilled and, if so, which ones (subject/grade)?
  - Have you declared a hiring emergency?
- Some district superintendents elaborated on their responses, but not all
- Charter LEAs are not included in these results



### Survey Responses

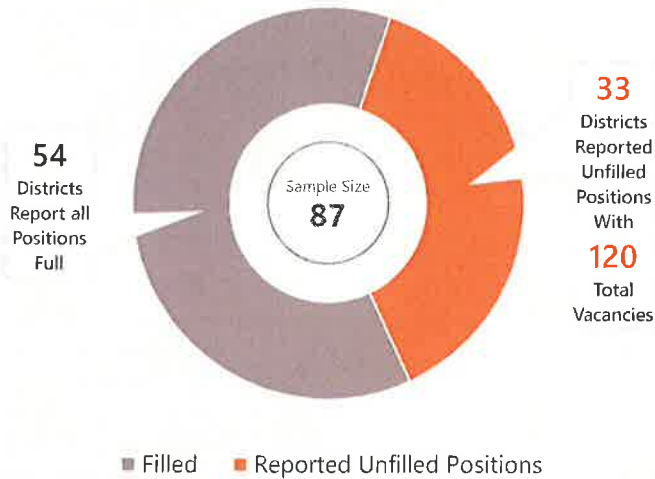


### Additional Details

- **115** school districts received the survey
- Survey distributed by email
- Two questions were asked:
  - Did your district have any teacher vacancies on the first day of school?
  - Have you declared a hiring emergency?



### Unfilled and Total Vacancies



### Additional Details

- **120** vacancies on the first day of school were reported within **33** school districts
- Of the **120** vacancies, the most common areas were:
  - ✓ Special Education
  - ✓ Technology
  - ✓ Core Content Subjects – Math, ELA, and Science (Both Elementary and Secondary)



### Common Areas of Need



**One in Three** indicated at least one needed position was in Special Education



**One in Three** indicated at least one needed position was in Math, ELA, or Science



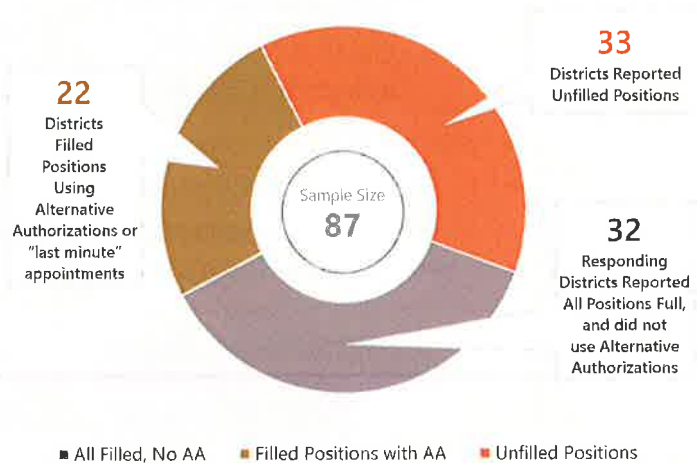
**One in Four** indicated that one needed position was in Technology or Computer Literacy

### Additional Details

- Of the **120** vacancies reported, they were split evenly between elementary and secondary



### Use of Alternative Authorizations (AA) or "last minute" appointments

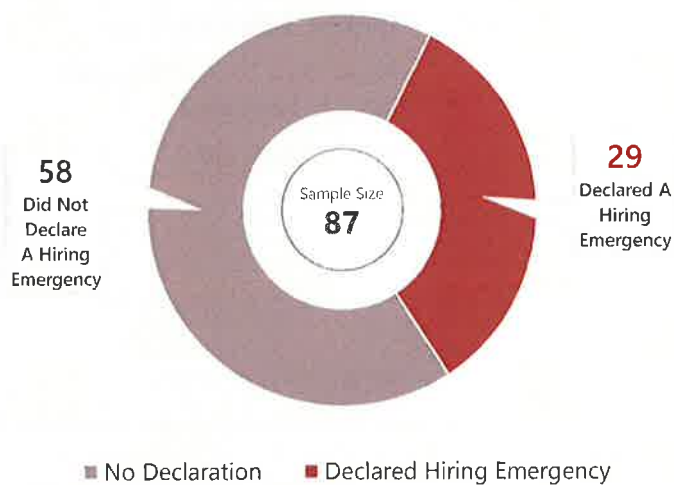


### Additional Details

- In the survey, districts were not asked to report last minute or alternative authorization hires, but many did anyway



### Declaring a Hiring Emergency



### Additional Details

- 33-1203, Idaho Code requires a hiring emergency to be declared before districts can hire individuals with one-year provisional authorizations



## More alternative authorizations are being granted than ever before

School year	Number of Approvals	Total Certificated Statewide	Percent of Educators Working with an Alternative Authorization
2015-16	757	18,442	4.10%
2014-15	541	18,434	2.93%
2013-14	523	19,556	2.67%
2012-13	517	19,220	2.69%
2011-12	361	18,897	1.91%

Source: Joint Finance and Appropriation Committee Certification and Professional Standards Commission 2017 Report



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## This challenge affects all districts, but hits rural communities especially hard

- Districts in all parts of the state have reported difficulty.
- Idaho's urban centers tend to have a larger pool from which to draw, and tend to be nearer to educator preparation programs.

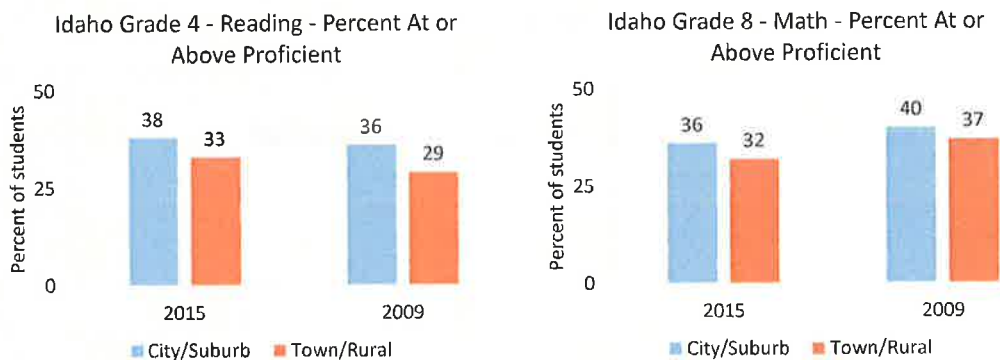


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## Meanwhile, the data show that rural communities need more help

### National Assessment of Educational Progress (NAEP)



Locale categories is based on NAEP's specifications and are defined by the National Census Bureau



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## Idaho Code has its own definition of a rural district

- 33-319, Idaho Code: A school district shall be considered a rural school district if it meets one (1) of the following two (2) criteria:
  - There are fewer than twenty (20) enrolled students per square mile within the area encompassed by the school district's boundaries; or
  - The county in which a plurality of the school district's market value for assessment purposes is located contains less than twenty-five thousand (25,000) residents, based on the most recent decennial United States census.

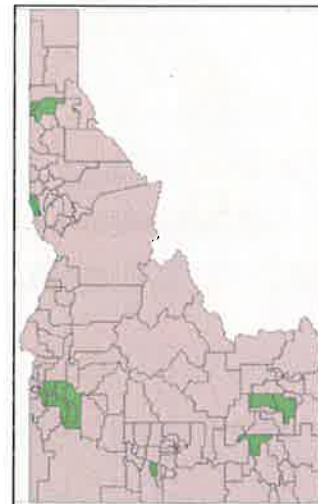


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## ISAT results also show a gap between rural and non-rural

- 41.6% of Idaho's students were at or above proficient on ISAT Math in 2016.
- Across all **non-rural** districts in 2016, **43.8%** of students tested at or above proficient in ISAT math.
- Across all **rural** districts in 2016, **36.8%** of students tested at or above proficient in ISAT math.
- Charters: **42% in rural, 50.8% in non-rural.**



Grey indicates rural

Green indicates non-rural



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## The SDE is committed to solutions, not just admiring the problem

- The challenge in Idaho is clear – district superintendents struggle to attract and retain educators, despite best efforts, and students in rural parts of the state need our attention.
- The SDE will continue support districts to find creative solutions and have policy discussions at the state level.



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## These are some of the solutions that superintendents have proposed

- Grow your own: Encourage individuals to advance along the pipeline toward certification.
  - Grow paraprofessionals into certified roles
  - Engage local young adults in classrooms
- Make it easier for professionals from related careers to obtain certification (e.g., RNs who want to teach certified nursing assistant courses or middle school science)
- Make it easier for retired educators to reenter the profession (e.g., PERSI requirements)



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## The SDE is already taking action...

- Support ABCTE and Teach for America helps teachers obtain certification using the Alternative Authorization route
- Encourage districts to use leadership premium dollars to award excellent teacher mentors
- Advocate for Career Ladder funding
- Invest in paraprofessionals to strengthen the educator pipeline



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## ...Our neighboring states are also adopting policies to address the challenge

- Recruitment strategies
  - Recruitment director at the SEA
  - Easier for retired educators to reenter the classroom
- Retention strategies
  - District collaboration with Higher Education on alternative routes
  - State-level educator support team to coordinate professional learning
- Financial assistance
  - Scholarships or grants for high need endorsements, paraprofessionals, and teachers in residency stage of their educator preparation program
- Data
  - School districts required to report number of educators hired in the current year and the number of educators projected to be hired the next school year by content area



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## Here are more strategies to consider

- Rural Education Support Networks would help districts share scarce resources and educators
- Remove barriers to entry (without lowering standards)
  - Praxis II requirements
  - Multiple pathways to show mastery of teaching standards or pedagogy
- Encourage growth of programs that invest in ongoing professional learning like Teach for America
- Diversified pay could incentivize for specific areas of need
- Provide scholarships to those who commit to the classroom



## Thank you

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