Recruitment and Retention of Teachers in Missouri Public Schools

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A Report to the Missouri General Assembly

Prepared by the
Missouri Department of Elementary and Secondary Education
Division of Teacher Quality and Urban Education

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INTRODUCTION

This report was prepared by the Department of Elementary and Secondary Education to satisfy requirements of a law passed by the Missouri General Assembly in 1998. The statute (RSMo 161.098) requires the State Board of Education to report to the General Assembly annually

> *…on the retention and recruitment of teachers in the state's schools. The report shall include, but not be limited to, information on the numbers of teachers entering and leaving employment in the public schools of the state, analysis of the issues affecting teacher recruitment, including the need for identifying African-American and other minority students, including males, who show potential or interest in becoming a teacher, recruiting such students as prospective teachers, and methods for providing financial aid to such students, and suggestions for meeting predicted needs of numbers of teachers and in areas of certification.*

Other Missouri institutions have provided valuable assistance in monitoring recruitment and retention of public school teachers in the state. Southwest Missouri State University has prepared a report, titled "Teacher Supply and Demand in Missouri," annually for the past 25 years. This report is based on a survey of Missouri public school administrators. The Department has used the report to identify critical teacher shortage areas, a step which allows Missouri teachers in those subject areas to qualify for federal college-loan forgiveness programs.

In response to the General Assembly's new reporting requirement, the Department contracted with University of Missouri researchers in 1999 to conduct a broader study of teacher recruitment and retention in Missouri. The group analyzed administrative data related to the teacher labor market in Missouri from 1994 to 1999 and collected additional information from school administrators using written surveys and facilitated group discussions. A 31-member task force, appointed by the commissioner of education, reviewed the information made available through the study and recommended recruitment and retention policies and strategies to ensure Missouri's public school students have highly qualified teachers.

The Department is now requiring school districts to submit important information about teacher recruitment and retention through the Core Data Collection System. The Department conducted a trial collection of the data during the 2000-01 school year and will make the first official collection during the 2001-02 school year.

This report is based primarily on information collected by the Department through the Core Data System as well as teacher certification records maintained by the Department. Only classroom teachers employed by Missouri's 524 school districts are included in the analysis. Other types of school employees, such as administrators, librarians and counselors, and employees of state agencies, such as the Division of Youth Services and the State Schools for Severely Handicapped, are not included. Data are based on counts of individuals, who have distinct Social Security numbers, not FTE (full-time equivalent) personnel. Both full- and part-time classroom teachers are included. Detailed technical information and more specific definitions are provided in the "Data & Text Notes" section at the end of the report.

SUMMARY OF KEY FINDINGS

Teacher Work Force Demographics

Gender & Race, Ethnicity

- Classroom teachers are predominantly female, and the percentage of male teachers has decreased steadily from 24 percent in 1991 to 21.7 percent in 2001.
- Black teachers made up 7 percent of the work force in 2001, down from 8.3 percent in 1991. This decrease is especially significant when compared to the percentage of black students. The black student population has increased from 15.6 percent of the total student population in 1991 to 17.4 percent in 2001. The discrepancy between other ethnicities and the teaching population follows the same trend. In 2001, other ethnicities accounted for 3.3 percent of the student population but only .7 percent of Missouri's teacher work force.

Age & Experience

- While there has been no significant change in the average age of teachers (41.5 years in 1991 and 42 years in 2001), the sizes of various age groups within the teacher work force are changing. Both the percentage of older teachers and the percentage of younger teachers are increasing. The percentage of teachers in the middle groups (30-39 and 40-49) is decreasing. Missouri teachers are more equally distributed in the various age groups in 2001 than they were in 1991, when there were far more teachers in the 40-49 age group that represents the large "baby boomer" generation. Many of those teachers have moved into the growing 50-59 age group.
- The percentage of teachers with five or fewer years of experience has increased from 21.6 percent to 30.5 percent. The percentage of inexperienced teachers in the work force is nearly double the percentage of young teachers entering the work force, which suggests that the inexperienced teachers are not necessarily "young" teachers. Some are leaving other professions to become teachers, and some apparently postponed their teaching careers.

Teacher Work Force Dynamics

- District hiring rates increased from 9.6 percent in 1991 to 14.6 percent in 2001. Of the 9,529 new teachers hired by Missouri districts in 2001, 53.1 percent had no prior public school experience (an increase of 3.8 percent from 1991). The percentage of new teachers hired annually with only out-of-state public school experience has decreased by 4.1 percent during the same period. The percentage of teachers moving from one Missouri district to another has increased slightly over the past decade.
- Approximately 3-4 percent of the teachers hired by Missouri districts each year are re-entering public school classrooms after a year or more away.
- The percentage of teachers who leave the public school classroom after only one to five years on the job has increased dramatically since 1995. Of the teachers with no prior public school experience who where hired in 1998, 25.3 percent had left the classroom by 2001. The five-year trend is similar. Of the first-year teachers hired in 1991, 27.6 percent left before 1996; of those hired in 1996, 33.8 percent were gone by 2001. It should be noted that many of these teachers may still be working in the field of education; some may have moved to administrative positions in the public schools, and others may be teaching in private schools

or in public schools in another state. Some can be expected to re-enter Missouri's public school teaching force in the future.

- During the past decade, Missouri public school superintendents consistently indicated significant shortages in the subject areas of special education, science, foreign language, industrial technology, mathematics, gifted education, agriculture education, and music.

Missouri's Teacher Work Force

DEMOGRAPHICS

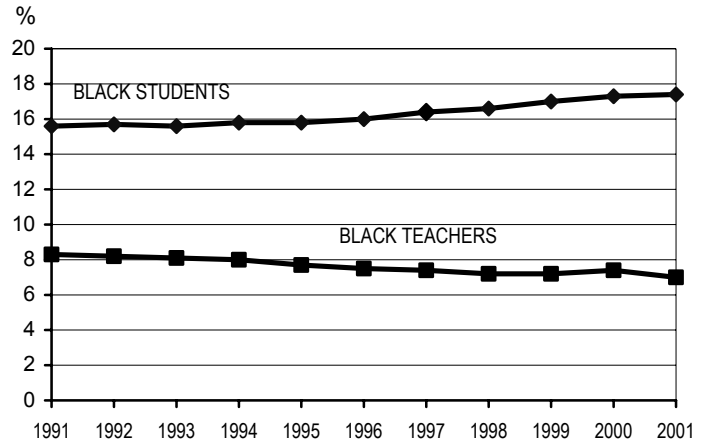
- **Gender**
- **Race, Ethnicity**
- **Age**
- **Experience**

Gender and Race/Ethnicity Trends, 1991-2001

FINDINGS

- Missouri's teacher work force grew by 22.6 percent between 1991 and 2001 with the addition of more than 12,000 teachers. During the same period, the state's public school student population grew by 9.4 percent, from 816,558 students in 1991 to 893,712 in 2001.[1]
- The percentage of female teachers steadily increased from 75.9 percent in 1991 to 78.3 percent in 2001.
- The percentage of white teachers remains consistently above 90 percent.
- In 2001, 7.0 percent of the teacher work force was black, a decline from 8.3 percent from 1991. The percentage of the student population that is black increased from 15.6 to 17.4 percent during the same period.[2]
- The percentage of all other ethnicities in the teacher work force was .7 percent in 2001, while the percentage of other ethnicities in the student population is 3.3 percent.

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Total Teachers[3]	53,367	53,791	54,221	55,912	57,686	58,254	60,381	61,728	63,092	64,791	65,429
GENDER											
Female	75.9%	76.3%	76.7%	77.0%	77.3%	77.5%	77.7%	77.9%	78.1%	78.2%	78.3%
Male	24.0%	23.7%	23.3%	22.9%	22.7%	22.5%	22.3%	22.1%	21.9%	21.8%	21.7%
RACE/ETHNICITY											
WHITE	**91.0%**	**91.2%**	**91.2%**	**91.4%**	**91.6%**	**91.8%**	**92.0%**	**92.1%**	**92.1%**	**91.9%**	**92.3%**
Female	68.7%	69.3%	69.6%	70.1%	70.6%	71.0%	71.3%	71.6%	71.9%	71.8%	72.3%
Male	22.3%	21.9%	21.6%	21.2%	21.0%	20.9%	20.6%	20.5%	20.3%	20.1%	20.0%
BLACK	**8.3%**	**8.2%**	**8.1%**	**8.0%**	**7.7%**	**7.5%**	**7.4%**	**7.2%**	**7.2%**	**7.4%**	**7.0%**
Female	6.7%	6.6%	6.6%	6.5%	6.2%	6.1%	5.9%	5.8%	5.7%	5.8%	5.5%
Male	1.6%	1.6%	1.6%	1.5%	1.5%	1.4%	1.4%	1.4%	1.4%	1.6%	1.5%
OTHER[4]	**0.6%**	**0.6%**	**0.6%**	**0.6%**	**0.6%**	**0.7%**	**0.7%**	**0.7%**	**0.7%**	**0.7%**	**0.7%**



More Black Students, Fewer Black Teachers

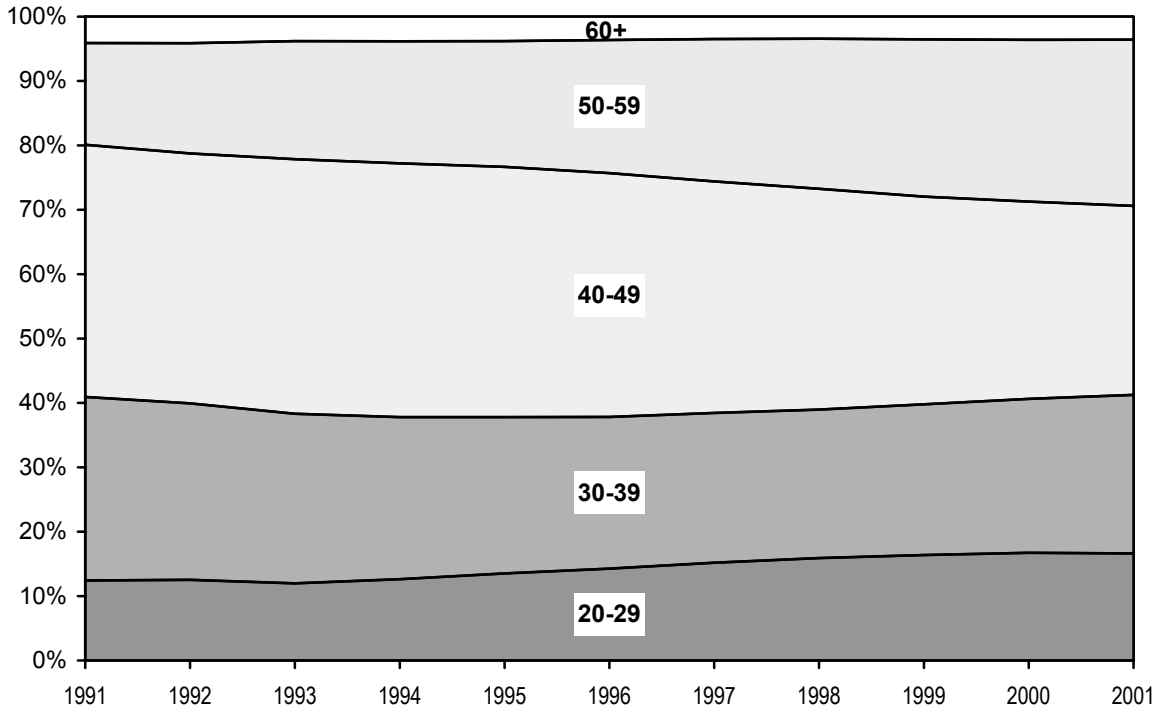
In the 2000-01 school year, only 7.0 percent of Missouri's public school teachers were black, down from 8.3 percent in 1991. The percentage of Missouri public school students who are black, however, grew from 15.6 percent to 17.4 percent during the same time period.

Age Trends, 1991-2001

FINDINGS

- There has been no significant change in the average age of Missouri's public school teachers. The average age of those teaching in the 1990-91 school year was 41.5; in 2000-01, the average age was 42.
- The percentage of teachers between the ages of 20 and 29 increased by 3.9 percent, and the percentage of teachers between the ages of 50 and 59 increased by 9.7 percent.
- The percentage of teachers in the middle age groups (30-39 and 40-49) decreased by 13 percent.

Makeup of Missouri Teacher Work Force, by Age Group



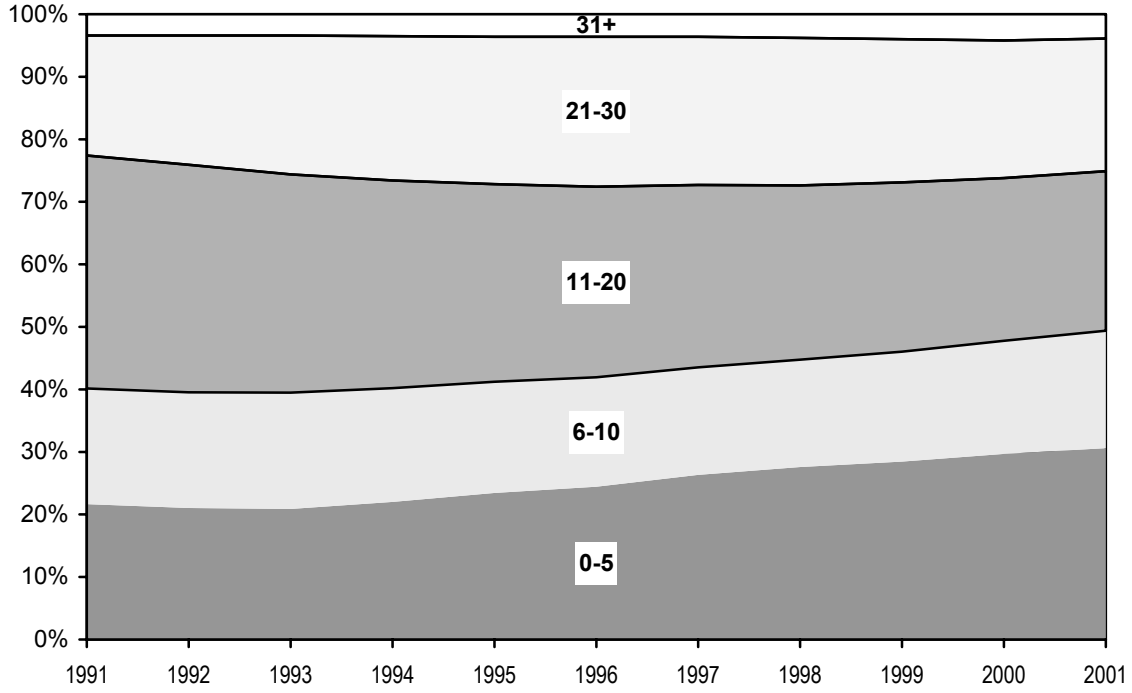
AGE GROUP[5]	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
20-29	12.7%	12.3%	12.0%	12.6%	13.5%	14.3%	15.2%	15.9%	16.4%	16.7%	16.6%
30-39	29.0%	27.5%	26.3%	25.2%	24.3%	23.6%	23.3%	23.1%	23.4%	23.9%	24.6%
40-49	37.9%	38.9%	39.6%	39.4%	38.9%	37.9%	36.0%	34.3%	32.3%	30.7%	29.3%
50-59	16.1%	17.2%	18.3%	19.0%	19.5%	20.7%	22.1%	23.3%	24.4%	25.1%	25.8%
60+	4.2%	4.1%	3.8%	3.8%	3.8%	3.6%	3.5%	3.4%	3.5%	3.6%	3.6%

Experience Trends, 1991-2001

FINDINGS

- From 1991 to 2001, the percentage of teachers with 10 or more years of public school teaching experience increased from 40.1 percent to 49.4 percent. The greatest increase occurred in the group with 0-5 years of experience. Nearly one-third of Missouri's public school work force in the 2000-01 school year had five or fewer years of experience, compared with 21.7 percent in 1990-91.
- The percentage of teachers with 11-20 years experience has dropped from 37.3 percent in 1991 to 25.5 percent in 2001.

Makeup of Missouri Teacher Work Force, by Years of Experience



YEARS OF EXPERIENCE[6]	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
0-10	40.1%	39.5%	39.4%	40.2%	41.2%	42.0%	43.5%	44.8%	46.1%	47.8%	49.4%
0-5	21.7%	21.0%	20.9%	22.0%	23.5%	24.5%	26.3%	27.6%	28.5%	29.7%	30.6%
6-10	18.5%	18.5%	18.6%	18.2%	17.8%	17.5%	17.2%	17.2%	17.6%	18.1%	18.8%
11-20	37.3%	36.4%	34.9%	33.2%	31.6%	30.5%	29.2%	27.9%	27.1%	26.0%	25.5%
21-30	19.2%	20.7%	22.2%	23.1%	23.6%	24.0%	23.7%	23.6%	22.9%	22.0%	21.2%
31+	3.4%	3.4%	3.4%	3.5%	3.6%	3.6%	3.6%	3.8%	4.0%	4.2%	3.9%

Missouri's Teacher Work Force

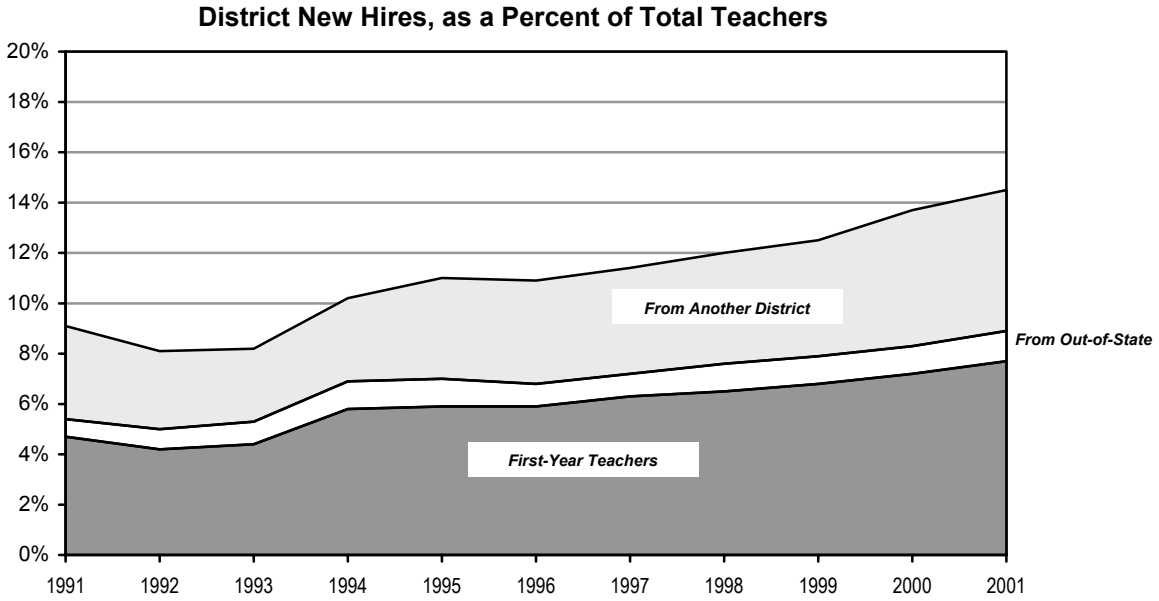
DYNAMICS

- **Teachers Entering the Work Force**
- **Teachers Leaving the Work Force**
- **Shortage Areas**

Teachers Entering Missouri's Public School Work Force, 1991-2001

FINDINGS

- Teachers new to public education represented 7.7 percent of the total work force in 2001, compared with 4.7 percent in 1991.
- The percentage of public school teachers who leave the system for a period of time and return—or "re-entrants"—ranged from 3.1 percent to 4.1 percent of the work force during the 10-year period.

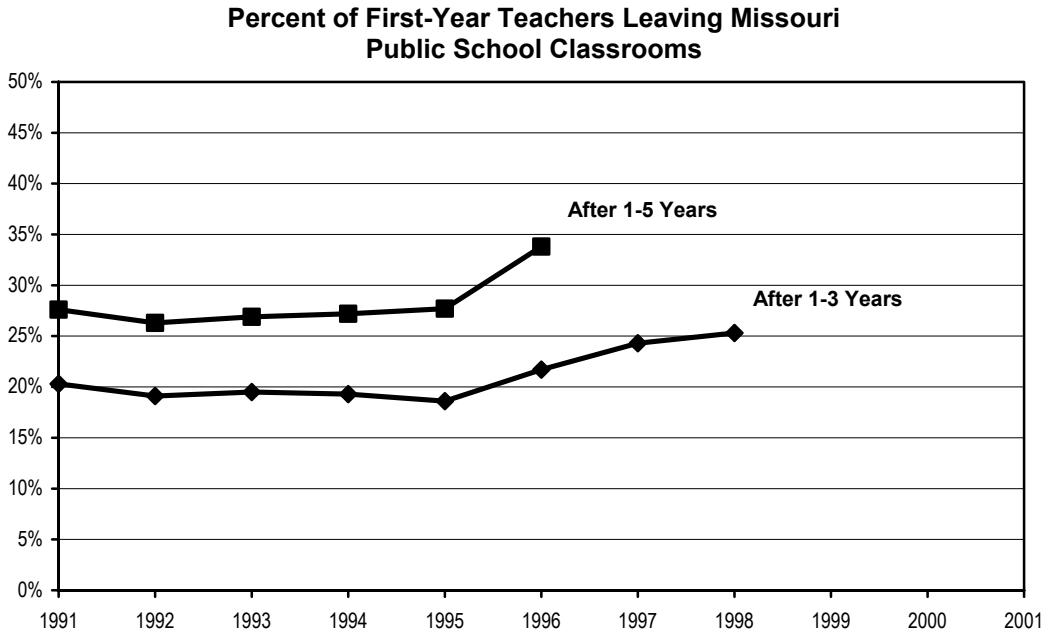


	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Total Teachers	53,367	53,791	54,221	55,912	57,686	58,254	60,381	61,728	63,092	64,791	65,429
District New Hires[7]	5,127	4,339	4,387	5,565	6,375	6,454	6,891	7,340	7,896	8,859	9,529
Teacher Hiring Rate[8]	9.6%	8.1%	8.1%	10.0%	11.1%	11.1%	11.4%	11.9%	12.5%	13.7%	14.6%
As a percent of Total Teachers, District New Hires who are --											
First-Year Teachers[9]	4.7%	4.2%	4.4%	5.8%	5.9%	5.9%	6.3%	6.5%	6.8%	7.2%	7.7%
From Out-of-State[10]	1.2%	0.8%	0.7%	0.9%	1.1%	1.1%	0.9%	0.9%	1.1%	1.1%	1.2%
From Another District[11]	3.7%	3.1%	2.9%	3.3%	4.0%	4.1%	4.2%	4.4%	4.6%	5.4%	5.6%
Percent of District New Hires who are--											
First-Year Teachers	49.3%	51.8%	54.7%	57.9%	53.8%	53.1%	55.2%	54.9%	54.6%	52.4%	53.1%
From Out-of-State	12.2%	10.3%	9.0%	9.3%	10.1%	9.9%	8.0%	8.0%	8.6%	8.1%	8.1%
From Another District	38.4%	37.9%	36.2%	32.8%	36.1%	37.1%	36.8%	37.1%	36.7%	39.4%	38.7%
Re-entrants[12]		3.2%	3.2%	3.3%	3.3%	3.1%	4.1%	3.1%	3.2%	3.8%	3.5%

Teachers Leaving Missouri's Public School Work Force, 1991-2001

FINDINGS

- Of the 2,529 teachers who entered Missouri's public school work force for the first time in the 1990-91 school year, 20.3 percent left the classroom after one, two or three years on the job. That percentage remained relatively constant until 1995 when it started to increase. By 1998, more than one-fourth (25.3%) of the teachers who entered the system that school year left during their first three years.
- The percentage of first-year teachers leaving after one to five years on the job also remained steady, at about 27 percent, until 1995. Of the 3,424 first-year teachers in 1995-96, 33.8 percent left public education during the next five years.



	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001
Total Teachers	53,367	53,791	54,221	55,912	57,686	58,254	60,381	61,728	63,092	64,791	65,429
First-Year Teachers	2,529	2,247	2,401	3,223	3,429	3,424	3,804	4,030	4,313	4,646	5,064
% of First-Year Teachers who left the classroom[13]--											
After 1-3 Years	20.3%	19.1%	19.5%	19.3%	18.6%	21.7%	24.3%	25.3%			
After 1-5 Years	27.6%	26.3%	26.9%	27.2%	27.7%	33.8%					

Critical Teacher Shortage Areas, 1991-2001

Each year, the Missouri Department of Elementary and Secondary Education reports to the U.S. Department of Education on teacher shortage areas, by subject. The federal agency forgives Perkins college loans of qualified teachers, based on these reports. The following lists of shortage areas were identified in an annual survey of Missouri school administrators, conducted by Southwest Missouri State University. Future lists will be based on shortage areas that are reported by administrators through the state's Core Data Collection System.

1990-91 thru 1993-94	1994-95	1995-96 & 1996-97	1997-98	1998-99	1999-00	2000-01 & 2001-02
Foreign Language K-12 • French • German • Hebrew • Italian • Latin • Russian • Spanish Science • Chemistry 4-12 • Physics 7-12 Special Education K-12 • Behavioral Disordered • Blind/Partially Sighted • Deaf/Hearing Impaired • Early Childhood Special Ed • Educable Mentally Retarded • Learning Disabilities • Orthopedically/ Health Impaired • Remedial Reading • Severely Developmen-tally Disabled Speech Language Specialist K-12	Chemistry 4-12 Foreign Language K-12 • French • German • Hebrew • Italian • Latin • Russian • Spanish Physics 7-12 Special Education K-12 • Behavioral Disordered • Blind/Partially Sighted • Deaf/Hearing Impaired • Early Childhood Special Ed • Educable Mentally Retarded • Learning Disabilities • Orthopedically/ Health Impaired • Remedial Reading • Severely Developmentally Disabled Speech Language Specialist K-12	Foreign Languages Gifted Industrial Arts Mathematics Reading (special) Science • Biology • Chemistry • Physics Special Education • Behavioral Disordered • Deaf/Hearing Impaired • Early Childhood • Learning Disabilities • Mentally Handicapped • Other Speech/Language Pathologist	Agriculture Computer Science English Speakers of other Languages Foreign Languages Industrial Arts Journalism Music, instrumental Reading (special) Science • Biology • General • Chemistry • Earth/Physical • Physics Special Education • Behavioral Disordered • Blind/Partially Sighted • Deaf/Hearing Impaired • Early Childhood • Learning Disabilities • Mentally Handicapped • Orthopedi-cally Impaired Speech/Language Pathologist Speech/Theatre	Agriculture English Speakers of Other Languages Foreign Language • Latin • Japanese • German • French • Spanish Gifted Industrial Tech. Journalism Mathematics, middle school Music, instrumental Reading (special) Science • Physics • Chemistry • Biology • Earth Science • Middle School • Family/Con-sumer Science Special Education • Behavioral Disordered • Cross Categor. • Deaf/Hearing Impaired • Early Child. • Learning Disabilities • Mentally Handicapped • Physical/Other Health Impaired • Severe Developmental Disorder • Blind/Partially Sighted Speech/Theatre	Agriculture English Speakers of Other Languages Foreign Language • Latin • Japanese • German • French • Spanish Gifted Industrial Tech. Journalism Mathematics, sec. Mathematics, middle school Music, instrumental Reading (special) Science • Physics • Chemistry • Biology • Earth Science • Middle School • Family/Con-sumer Science Special Education • Behavioral Disordered • Cross Categor. • Deaf/Hearing Impaired • Early Child. • Learning Disabilities • Mentally Handicapped • Physical/Other Health Impaired • Severe Developmental Disorder • Blind/Partially Sighted Speech/Language Specialist Speech/Theatre Technology Ed.	Agriculture Art Business Education Driver's Education English for Speak. of Other Languages Foreign Language • Spanish • French • German Gifted Health Industrial Tech. Journalism Mathematics, sec. Mathematics, middle school Music, instrumental Music, vocal Reading (special) Science • Physics • Chemistry • Middle School • Biology • Earth Science • Family/Con-sumer Science Special Education • Deaf Blind • Severe Develop. Disorder • Deaf/Hearing Impaired • Blind/Partially Sighted • Behavioral Disordered • Speech/Lang. Specialist • Physical/Other Health Impaired • Cross Categor. • Learning Disabled • Mentally Handi. Speech/Theatre Technology Ed.

Missouri's Teacher Work Force

RECRUITMENT & RETENTION

- **Current State Initiatives**
- **Suggestions for Districts**

Missouri's Current Recruitment and Retention Initiatives

- **Temporary Authorization Certificate**

The Missouri State Board of Education approved a rule change in June 2001 creating a one-year, renewable teaching certificate. It is available for all areas of certification except Elementary 1-6, Early Childhood, Early Childhood Special Education, and administration. A school district may apply for this certificate for an individual without any certification, who possesses a bachelor's degree with a GPA of 2.5 on a 4.0 scale, will complete a background check and has a program of study developed by an approved higher education institution. A district may also apply for this certificate for a current teacher who requires additional certification but is not eligible for provisional certification. This certificate may be renewed annually upon completion of nine semester hours, from the program of study or DESE evaluation, leading to a professional teaching certificate in the area of assignment. Additional information is available at this Web site:

http://www.dese.state.mo.us/divteachqual/teachcert/tempauth.htm

- **Career Ladder**

This program is designed to retain quality teachers by providing additional pay for the performance of activities that exceed contracted duties. Examples would include student tutoring, professional development, student enrichment classes and parental involvement activities. The Career Ladder program was offered for the first time in the 1986-87 school year, when 63 districts and 2,400 teachers participated. In 2000-01, 322 districts and 16,688 teachers participated in the program. For additional information:

http://www.dese.state.mo.us/divteachqual/careerladder/

- **Special Education Tuition Reimbursement**

This program provides tuition reimbursement to teachers who are taking courses to achieve a special education teaching certificate in the areas of Mild/Moderate Cross Categorical, Severe Developmental Disabilities, Deaf/Hearing Impaired and Visually Impaired. Reimbursement is based on the University of Missouri's rate. Universities with approved programs may enter into contracts with DESE and provide reimbursement for qualified students. During the 1999-2000 school year, federal funds from the State Improvement Grant allowed this program to expand to include funding for paraprofessionals seeking degrees in the high-need areas. State funds were added to the paraprofessional program for FY01. Additional information can be obtained at this Web site:

http://www.dese.state.mo.us/divspeced/reimburse.html

- **Counselor Tuition Reimbursement**

This program allows teachers who are within 21 semester hours of fulfilling requirements for certification as an elementary or secondary public school counselor to receive tuition reimbursement. Ten Missouri colleges and universities are participating in this program.

- **Missouri Teacher Education Scholarship Program**

This is a scholarship program for academically talented students interested in teaching in Missouri's public elementary and secondary schools. The state provides $1,000 for each scholarship. Some 240 scholarships are awarded per year. Colleges match the state contribution. If a recipient fails to teach for five years in a Missouri public school, he/she must pay back the state's portion of the money. This scholarship was first funded in 1986. Three hundred thirty-seven (337) former recipients have already completed the required five years of teaching; 573 recipients are currently teaching. For additional information:

http://www.dese.state.mo.us/divteachqual/scholarships/

- **Missouri Minority Teaching Scholarship**

This is a scholarship program for academically talented minority students interested in teaching in Missouri's public elementary and secondary schools. The program is funded with a combination of institution and state money. The state provides $2,000 for each scholarship, and institutions provide a $1,000 match. A total of 100 scholarships are available, and the scholarship is renewable for a total of four years. If a recipient fails to teach for five years in a Missouri public school, he/she must pay back the state's portion of the money. This program was first funded in 1996. Fourteen former recipients are currently teaching. For additional information:

http://www.dese.state.mo.us/divteachqual/scholarships/

- **Federal Loan Forgiveness Programs**

Information is provided to Missouri teachers about obtaining forgiveness and deferment for their federal Perkins and Stafford loans. If a teacher is teaching a subject that has been designated a shortage area by the U.S. Department of Education, or is teaching in a building that is considered "impoverished" by the state based on free and reduced lunch count, that teacher is eligible for loan forgiveness or deferment. For additional information:

http://www.ed.gov/offices/OSFAP/Students/repayment/teachers/

- **Missouri Critical Teacher Shortage Forgivable Loan Program**

Established by General Assembly in 1999 (HB 889), this program would establish forgivable loans for individuals who agree to teach in teacher shortage areas. To date, this program has not been funded.

Additional Programs & Services

- The report on *Recruitment and Retention of Teachers in Missouri Public Schools* will provide a more complete understanding of the teaching workforce. Teacher demographics, vacancy data, and supply factors will be made available. (See "Introduction.")
- In 2000, the Department created an interactive JOBS Web site that allows districts to search for available teachers and teachers to search for available positions. See:

http://www.moteachingjobs.com

- An interactive exchange system has been established to provide new teachers with the opportunity to seek advice and support from master teachers in Missouri's STARR (Select Teachers as Regional Resources) program. See:

  http://successlink.org/firstyear/

- The Department is gathering information about district practices in recruitment and retention and recognizing outstanding efforts. See:

  http://successlink.org/best/

- The Department suggests techniques districts can use to strengthen their teacher recruitment and retention programs. (See below.)

The Department of Elementary and Secondary Education provides the following information to assist school districts in their efforts to attract and retain quality teachers.

Recruitment and Retention of Teachers: Suggested Strategies for School Districts

Recruitment and retention of schoolteachers requires Missouri administrators to think "outside the box." Districts should involve parents, business leaders and community groups in developing creative strategies to attract and keep good teachers.

- **Financial Incentives**

  Surveys indicate that the most obvious incentive, the financial one, is not the most important reason teachers leave the classroom or look for employment in another field after earning a teaching degree. We shouldn't ignore the fact, however, that the salaries we pay our teachers suggest the value we place on education in our communities. When a position that requires little or no education pays more than a teaching position, we send a strong message to residents and teachers alike.

  Some suggested financial incentives include
  - increased salaries
  - tuition reimbursement for additional course work
  - signing bonuses
  - closing costs for housing
  - interest-free home loans
  - student loan repayment throughout district employment
  - income tax credits for a portion or all of teacher salaries
  - bonuses for teaching in the lowest-performing buildings

(continued on next page)

"Suggested Strategies" *(continued from page 17)*

- **Job Quality**

  Collaboration with teachers, administrators, parents, businesses and various community groups should result in ideas that provide teachers with a sense of value, worth, and control.

  Following are some ideas that may prove helpful:

  - *Job sharing*: Many in the teaching work force, particularly those with small children, may want to teach part-time.
  - *Daycare*: District-provided daycare for teachers' children would serve a widespread need for professional childcare.
  - *Mentoring programs*: New teacher mentoring is required; however, due to limited monetary incentives and time constraints of veteran teachers, mentoring programs are sometimes ineffective. If mentor teachers could be freed from some teaching time, they could visit the classrooms of beginning teachers and constructively guide them through their first few years in the classroom.
  - *Professional development*: Teachers—and their students—will benefit from professional development programs that support both the district's comprehensive school improvement plan and individual teachers' professional growth.
  - *Release time*: Retired teachers could provide classroom instruction allowing teachers the necessary time to earn additional certifications or master's degrees.
  - *In-district or electronic classes*: Partnerships with higher education institutions could be established so teachers are not required to travel great distances to attend classes.
  - *Extracurricular activities*: In order to reduce stress and better ensure the success of beginning teachers, assign sponsorship of extracurricular activities to teachers with at least three years of experience.
  - *Awards*: Design a consistent system that recognizes educators as professionals. Honor teachers for their classroom achievements, personal and professional accomplishments, and other indicators of growth and success.
  - *Salary schedules*: Districts could create levels of teacher pay based on such things as peer evaluations and student performance.

- **"Grow Your Own" Programs**

  The advantage of these programs is that they attract those who are well established in the community and less likely to leave.

  - *Cadet teacher academy*: Organized, economical programs that provide middle school and high school students the opportunity to teach are available.
  - *Paraprofessionals and substitute tuition*: Districts could encourage paraprofessionals and substitute teachers to complete teacher certification requirements by paying for their college tuition.

DATA & TEXT NOTES

[1] Student enrollment information is taken from the *Report of the Public Schools of Missouri* for 1991 and 2001, published by the Missouri Department of Elementary and Secondary Education.

[2] Data on the racial/ethnic makeup of Missouri's public school students is taken from the "TAR 12 Report," prepared annually in January by the School Core Data Section, Missouri Department of Elementary and Secondary Education.

[3] "Total Teachers" include all classroom teachers, who are reported as "position code 60" in the Core Data Collection System by Missouri school district officials. Individuals in both full- and part-time positions are included. Only classroom teachers in Missouri's 524 public school districts (Core Data county-district codes 001-090 through 115-115) are included; teachers in state-operated schools and classrooms, eg. State Schools for Severely Handicapped and Division of Youth Services' facilities, are not included. Classroom teachers (position code 60) do not include librarians, counselors, administrators, aides, or other school employees in non-teaching positions.

[4] "Other" races/ethnicities represents the total of Asian, Hispanic and Indian teachers.

[5] Data about teachers' ages are based on birth dates in teacher certification records, which are maintained by the Department of Elementary and Secondary Education.

[6] "Years of Experience" is based on teachers' total years of experience in public education, in Missouri or another state, as reported by school districts in the Core Data Collection System.

[7] "District New Hires" are teachers who are employed for the first time in the reporting district.

[8] "Teacher Hiring Rate" is the ratio of "District New Hires" to "Total Teachers."

[9] "First-Year Teachers" are teachers who are reported as having no previous public school experience in Missouri or any other state.

[10] Teachers "From Out-of-State" are teachers who are reported as having previous public school experience but no previous experience in Missouri public schools.

[11] Teachers "From Another District" are those who are reported as having previous experience in public schools and in Missouri public schools but no previous experience in the hiring district.

[12] "Re-entrants" are teachers who were not employed as classroom teachers in Missouri public schools during the preceding year but who are reported as having previous experience in Missouri public schools. They are presented as a percentage of total teachers.

[13] Teachers who have "left the classroom" have not necessarily left Missouri public schools or public education or the field of education. Some may have taken administrative or other non-teaching positions in Missouri public schools or be teaching in public schools in another state. Others may be working in private education.

2002 UPDATE
RECRUITMENT AND RETENTION OF TEACHERS IN MISSOURI PUBLIC SCHOOLS
A REPORT TO THE MISSOURI GENERAL ASSEMBLY

The statements below are an update to the December 2001 report *Recruitment and Retention of Teachers in Missouri Public Schools*. Several key areas that continue to be monitored are:

- increasing the percent of teachers that are minority
- reviewing the age and experience of teachers for continued professional development and mentoring needs
- retaining teachers for a longer period of time

Teacher Workforce Demographics

Gender and Race/ Ethnicity

- The total number of classroom teachers increased by 1.7% from 2001 to 2002.
- The total number of black teachers increased by 3% yet remained only 7% of the total teaching workforce.

Age & Experience

- The average age of teachers increased to 42.5 (up from 42.0 in 2001)
- Over 50% of public school teachers have 10 years or less of experience

Teacher Workforce Dynamics

- The percentage of district new hires that were first-year teachers dropped .8% while those from other states and from other districts increased
- Teachers leaving the classroom after only one to five years increased from 33.8% to 36.5% an increase of 2.7%

Gender and Race/Ethnicity Trends, 1991-2002

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Teachers[3]	53,367	53,791	54,221	55,912	57,686	58,254	60,381	61,728	63,092	64,791	65,429	66,705
GENDER												
Female	75.9%	76.3%	76.7%	77.0%	77.3%	77.5%	77.7%	77.9%	78.1%	78.2%	78.3%	78.4%
Male	24.0%	23.7%	23.3%	22.9%	22.7%	22.5%	22.3%	22.1%	21.9%	21.8%	21.7%	21.6%
RACE/ETHNICITY												
WHITE	**91.0%**	**91.2%**	**91.2%**	**91.4%**	**91.6%**	**91.8%**	**92.0%**	**92.1%**	**92.1%**	**91.9%**	**92.3%**	**92.2%**
Female	68.7%	69.3%	69.6%	70.1%	70.6%	71.0%	71.3%	71.6%	71.9%	71.8%	72.3%	72.3%
Male	22.3%	21.9%	21.6%	21.2%	21.0%	20.9%	20.6%	20.5%	20.3%	20.1%	20.0%	19.9%
BLACK	**8.3%**	**8.2%**	**8.1%**	**8.0%**	**7.7%**	**7.5%**	**7.4%**	**7.2%**	**7.2%**	**7.4%**	**7.0%**	**7.0%**
Female	6.7%	6.6%	6.6%	6.5%	6.2%	6.1%	5.9%	5.8%	5.7%	5.8%	5.5%	5.5%
Male	1.6%	1.6%	1.6%	1.5%	1.5%	1.4%	1.4%	1.4%	1.4%	1.6%	1.5%	1.5%
OTHER[4]	**0.6%**	**0.6%**	**0.6%**	**0.6%**	**0.6%**	**0.7%**	**0.7%**	**0.7%**	**0.7%**	**0.7%**	**0.7%**	**.7%**

Age Trends, 1991-2002

AGE GROUP[5]	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
20-29	12.7%	12.3%	12.0%	12.6%	13.5%	14.3%	15.2%	15.9%	16.4%	16.7%	16.6%	17.2%
30-39	29.0%	27.5%	26.3%	25.2%	24.3%	23.6%	23.3%	23.1%	23.4%	23.9%	24.6%	25.2%
40-49	37.9%	38.9%	39.6%	39.4%	38.9%	37.9%	36.0%	34.3%	32.3%	30.7%	29.3%	27.8%
50-59	16.1%	17.2%	18.3%	19.0%	19.5%	20.7%	22.1%	23.3%	24.4%	25.1%	25.8%	26.0%
60+	4.2%	4.1%	3.8%	3.8%	3.8%	3.6%	3.5%	3.4%	3.5%	3.6%	3.6%	3.8%

Experience Trends, 1991-2002

YEARS OF EXPERIENCE[6]	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
0-10	40.1%	39.5%	39.4%	40.2%	41.2%	42.0%	43.5%	44.8%	46.1%	47.8%	49.4%	50.7%
0-5	21.7%	21.0%	20.9%	22.0%	23.5%	24.5%	26.3%	27.6%	28.5%	29.7%	30.6%	31.2%
6-10	18.5%	18.5%	18.6%	18.2%	17.8%	17.5%	17.2%	17.2%	17.6%	18.1%	18.8%	19.5%
11-20	37.3%	36.4%	34.9%	33.2%	31.6%	30.5%	29.2%	27.9%	27.1%	26.0%	25.5%	25%
21-30	19.2%	20.7%	22.2%	23.1%	23.6%	24.0%	23.7%	23.6%	22.9%	22.0%	21.2%	20%
31+	3.4%	3.4%	3.4%	3.5%	3.6%	3.6%	3.6%	3.8%	4.0%	4.2%	3.9%	4.4%

Teachers Entering Missouri's Public School Workforce, 1991-2002

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Teachers	53,367	53,791	54,221	55,912	57,686	58,254	60,381	61,728	63,092	64,791	65,429	66705
District New Hires[7]	5,127	4,339	4,387	5,565	6,375	6,454	6,891	7,340	7,896	8,859	9,529	9189
Teacher Hiring Rate[8]	9.6%	8.1%	8.1%	10.0%	11.1%	11.1%	11.4%	11.9%	12.5%	13.7%	14.6%	13.8%
As a percent of Total Teachers, District New Hires who are --												
First-Year Teachers[9]	4.7%	4.2%	4.4%	5.8%	5.9%	5.9%	6.3%	6.5%	6.8%	7.2%	7.7%	7.2%
From Out-of-State[10]	1.2%	0.8%	0.7%	0.9%	1.1%	1.1%	0.9%	0.9%	1.1%	1.1%	1.2%	1.2%
From Another District[11]	3.7%	3.1%	2.9%	3.3%	4.0%	4.1%	4.2%	4.4%	4.6%	5.4%	5.6%	5.4%
Percent of District New Hires who are--												
First-Year Teachers	49.3%	51.8%	54.7%	57.9%	53.8%	53.1%	55.2%	54.9%	54.6%	52.4%	53.1%	52.3%
From Out-of-State	12.2%	10.3%	9.0%	9.3%	10.1%	9.9%	8.0%	8.0%	8.6%	8.1%	8.1%	8.7%
From Another District	38.4%	37.9%	36.2%	32.8%	36.1%	37.1%	36.8%	37.1%	36.7%	39.4%	38.7%	39.1%
Re-entrants[12]		3.2%	3.2%	3.3%	3.3%	3.1%	4.1%	3.1%	3.2%	3.8%	3.5%	3.6%

Teachers Leaving Missouri's Public School Workforce, 1991-2002

	1991	1992	1993	1994	1995	1996	1997	1998	1999	2000	2001	2002
Total Teachers	53,367	53,791	54,221	55,912	57,686	58,254	60,381	61,728	63,092	64,791	65,429	66705
First-Year Teachers	2,529	2,247	2,401	3,223	3,429	3,424	3,804	4,030	4,313	4,646	5,064	4802
% of First-Year Teachers who left the classroom[13]--												
After 1-3 Years	20.3%	19.1%	19.5%	19.3%	18.6%	21.7%	24.3%	25.3%	24.8%			
After 1-5 Years	27.6%	26.3%	26.9%	27.2%	27.7%	33.8%	36.5%					