



Kansas Commissioner of Education's  
Blue Ribbon Task Force on Teacher Vacancies and Supply

# FINAL REPORT

August 8, 2016





Office of the Commissioner  
Kansas State Department of Education  
Landon State Office Building  
900 S.W. Jackson Street, Suite 600  
Topeka, Kansas 66612-1212

(785) 296-3202

[www.ksde.org](http://www.ksde.org)

The Kansas State Department of Education does not discriminate on the basis of race, color, national origin, sex, disability, or age in its programs and activities and provides equal access to the Boy Scouts and other designated youth groups. The following person has been designated to handle inquiries regarding the non-discrimination policies: KSDE General Counsel, Office of General Counsel, KSDE, Landon State Office Building, 900 SW Jackson, Suite 102, Topeka, KS 66612-1212, (785) 296-3204

# Table of Contents

Introduction.....	1
Understanding the Complexity of Teacher Vacancies and Supply in Kansas .....	3
Data Quality .....	3
Analysis of 2015-2016 Teacher Vacancy Data .....	3
Movers and Leavers: Recruiting Teachers to Rural Communities is an Immediate Priority .....	5
More Challenges for Recruiting Teachers to Rural Communities.....	7
The Kansas Teacher Pipeline: Making Teaching an Attractive Career is an Immediate Priority .....	8
The Greening of the Kansas Teaching Profession: Retention is an Immediate Priority.....	9
Conclusions.....	10
Recommendations .....	11
Challenges to Teacher Supply .....	11
The Leadership of the Kansas State Board of Education .....	12
Immediate Recommendations for 2016-2017 .....	12
Kansas State Board of Education .....	12
Kansas State Department of Education .....	12
School Districts .....	13
Public and Private Teacher Preparation Providers.....	13
State Legislature .....	14
Kansas Association of School Boards.....	14
United School Administrators of Kansas (USA Kansas), Kansas Association of Elementary School Principals (KAESP), Kansas Association of Middle School Administrators (KAMSA), Kansas School Superintendents Association (KSSA), Kansas Learning First Alliance (KLFA) .....	14
Members of Kansas Education Organizations (see Appendix H).....	14
Intermediate Recommendations for 2017-2018 and 2018-2019 .....	15
Kansas State Board of Education .....	15
KSDE .....	15
KSBE and KBOR .....	15
School Districts .....	15
School Districts and Public and Private Teacher Education Providers.....	15
State Legislature .....	16
Members of Kansas Education Organizations (see Appendix H).....	16
Long-Term Recommendations for 2019-2020 and Beyond.....	17
School Districts .....	17
Members of Kansas Education Organizations (see Appendix H).....	17
Appendix A. Task Force Members.....	18
Appendix B. Map of Kansas Regions .....	19
Appendix C. Research on Addressing Teacher Vacancies and Supply .....	20
Appendix D. Sources of Teacher Supply .....	22
Appendix E. Distribution of 2015-2016 Unfilled Positions by District and Region .....	23

Appendix F. Glossary of Geographic Codes from the National Center for Education Statistics .....	24
Appendix G. Teacher Preparation Providers in Kansas .....	25
Appendix H. Roster of Kansas Organizations Involved in Teaching and Teacher Preparation .....	26
Appendix I. Routes to the Classroom .....	27
Appendix J. Kansas Department of Commerce Rural Opportunity Zones .....	28
Appendix K. 2015-2016 Licensed Personnel Report Summary .....	29
Section 1: State Demographics .....	29
Section 2: New teacher retention .....	33
Section 3: Salary .....	34
Section 4: Assignment Data .....	35
Section 5: No Child Left Behind (NCLB) Highly Qualified Teacher data .....	36
Section 6: Restricted License Teachers .....	37
Section 7: Career and Technical Education .....	39
Section 8: Licensure waiver data .....	39
Section 9: Licensure Data .....	40



# Introduction

In March 2016, Dr. Randy Watson, Kansas Commissioner of Education, invited representatives from each of the stakeholder groups who prepare teachers for employment and who hire and support teachers to join a Blue Ribbon Task Force charged with studying teacher vacancies and supply. The task force would make three categories of recommendations to the Kansas State Board of Education to ensure there is a reduction of teaching vacancies in Kansas:

- Immediate implementation in year 1
- Intermediate implementation in years 2 and 3
- Long-term implementation in years 4 and beyond.

The assessment for the effectiveness of these recommendations is the number of unfilled teacher vacancies by the spring of the school year.

The task force was comprised of 28 education professionals from different regions of the state, different levels of education, different size of districts and from both rural and urban areas across Kansas (see Appendix A).

Task force members included

- 4 – Superintendents
- 5 – Principals
- 5 – Teachers
- 3 – Human Resources Directors
- 4 – Higher Education faculty and deans
- 4 – School Board Members
- 3 – Service Center Personnel

The task force was co-chaired by Ken Weaver, dean of the Teachers College at Emporia State University, and Rudy Perez, principal at Norton Community High School.

Four three-hour meetings took place in Topeka. The first meeting was from 9 a.m. to noon Thursday, April 7, at the Kansas State High School Activities Association. The three remaining meetings on Tuesday, May 10; Thursday, June 2; and Thursday, June 23, occurred at the Kansas Association of School Boards from 1 p.m. to 4 p.m.

The first meeting, on April 7, consisted of introductions, directives for the Task Force and a review of the Teacher Vacancy Report provided by Scott Myers, Zachary Conrad and Lori Adams from the Kansas State Department of Education. The report detailed the unfilled positions by school district/region and endorsement areas. The data presentation informed the number of teachers who left their positions and/or the career. Participants offered their insights regarding the data presentations, the quality of the data, and their own perceptions of teacher vacancies and supply. School district personnel reported having fewer qualified candidates apply for open positions than in prior years. Groups shared the challenges of finding, recruiting and retaining teachers. The KSDE team fielded additional questions regarding additional information they would provide at the next meeting.

During the May 10 meeting, KSDE staff provided additional data and analyses regarding teacher vacancies and supply and migration patterns as teachers left one type of school and region and moved to another school type or region. KSDE added data to document that the distribution of teachers by years of

experience revealed that most teachers eligible to retire had retired and almost a quarter of Kansas teachers had less than five years of experience, a “greening” rather than a “greying” effect. For the last half of the meeting, the task force broke into teams composed of a teacher, school board member, school administrator, district administrator, service center staff member and higher education faculty member. The co-chairs directed the teams to discuss the data presented and generate ideas regarding immediate, intermediate and long-term strategies to address teacher supply and then report back to the entire task force. Team suggestions were recorded for the next meeting.

On June 2, the Task Force began the process of understanding, arranging, and reporting team ideas into a meaningful report. The co-chairs split the task force into different cross-representation teams that worked toward a deeper understanding of the issues presented and categorized their recommendations into short-term, intermediate and long-term strategies in order to put together a final draft copy for the July State Board of Education presentation. A draft final report was presented to the Task Force in the week that preceded the final meeting.

The fourth meeting occurred June 23. After an introductory overview of the final report from the co-chairs, members self-selected either the Understanding Teacher Vacancies and Supply section or Recommendations section of the final report to review, vet and edit. At the end of the meeting, the groups presented their edits and comments for the final report. The task force looked at state data disaggregated by the following six regions: Northwest, North Central, Northeast, Southwest, South Central and Southeast. The Kansas City metro area is included in the Northeast region, and the Wichita metro area is included in the South Central region. The map of Kansas showing the regions is in Appendix B.

The task force’s focus was on teacher vacancies and supply. Ancillary to this focus is the future supply of special educators, school counselors, library media specialists, principals, superintendents and reading specialists, who start their careers as teachers. A strong supply of teachers ensures a strong supply of these advanced personnel.

The task force gratefully acknowledges the contributions of Scott Myers, Susan Helbert, Catherine Chmidling, Zachary Conrad and Lori Adams. Catherine’s review of the research literature (see Appendix C) provided several studies with results that provided guidance to the task force on developing recommendations. Zachary’s data gathering, analyses, figures and tables were essential to the task force’s understanding and subsequent preparation of this report.

The final report contains four sections: Introduction, Understanding the Complexities of Teacher Vacancies and Supply in Kansas, Recommendations and Appendices. The task force’s deliberations were consistently conducted to attain the following goals:

- Fulfilling the Commissioner’s charge by presenting a variety of recommendations to reduce teacher vacancies and increase teacher supply.
- Ensuring that the report’s recommendations preserve the effectiveness of teaching and learning for Kansas children that Kansans expect of their schools.
- Writing a final report that definitively establishes the baseline for understanding teacher vacancies and supply in Kansas.
- Continuing the study of teacher vacancies and supply.

# Understanding the Complexity of Teacher Vacancies and Supply in Kansas

## Data Quality

The task force reviewed numerous quantitative analyses to understand teacher vacancies and supply. From this review two conclusions emerged. First, there are currently only three sources of data on which to base this report's recommendations:

- 2015-2016 Teacher Vacancy Survey completed by school districts\*.
- Title II data of program completers and teacher education candidates annually reported by the teacher preparation programs.
- District-entered data into the Educator Data Collection System (EDCS) during the annual Licensed Personnel Report (LPR) submission.

\*Teacher Vacancy Survey data prior to 2015-2016 are incomplete because the data was submitted in an unreliable manner and not all school districts participated. In 2015-2016, all school districts were required to participate and did so.

In several cases, data were reported to help illuminate teacher vacancies and supply that weren't collected for that purpose. For example, new teachers every year come from a variety of sources — graduates of teacher preparation programs, retired school personnel re-entering the teaching profession, teachers who left the profession and then returned, teachers who left Kansas to teach in another state and then returned and teachers who move to Kansas. These teachers are coded by the teaching fields that are part of their responsibility; a teacher who teaches secondary history and psychology counts as two. Thus it isn't possible at this time to know with accuracy the counts of new teachers from the different sources of teacher supply (see Appendix D). Another example can be seen in *Table 2 Reasons for Leaving the Kansas Teaching Profession*. Five hundred teachers didn't give a reason, limiting the usefulness of the data for understanding and planning.

Identifying the data that KSDE needs to collect annually about teacher vacancy and supply and doing so to ensure accuracy and reliability is an urgent priority. The next section of the report includes several recommendations to meet this priority.

Second, the data portray a complex picture of teacher vacancy and supply in Kansas. To the question "Is there a concern with teacher supply in Kansas?" the most accurate answer is "it depends."

A variety of factors contribute to the determination of teacher vacancies and supply including the number of teaching vacancies at the start of the school year, the number of teachers who resign their position to take a position elsewhere in Kansas (movers), the number of teachers who leave the teaching profession each year (leavers), the number of new teachers prepared annually by the 25 teacher preparation programs in Kansas, the number of teacher education candidates in the pipeline, and the retention of early career teachers. This section of the task force's report explores these complexities.

## Analysis of 2015-2016 Teacher Vacancy Data

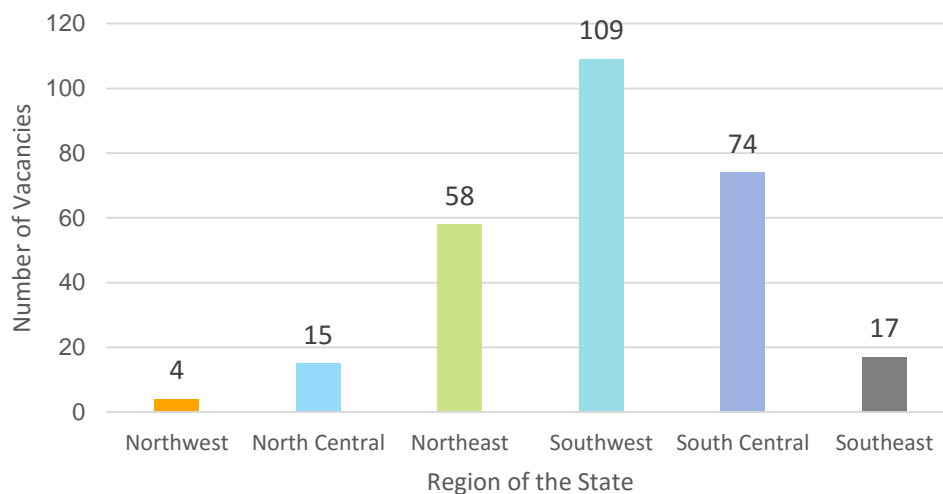
The 2015-2016 Teacher Vacancy Survey was conducted by KSDE. As of fall 2015, the KSDE required all districts to submit a Fall Vacancy report by Sept. 1 through the Educator Data Collection



System/Licensed Personnel Report. During the spring semester, districts then report the final vacancy count.

For the 2015-2016 school year, 38,126 teacher positions were filled, and 277 teacher positions were vacant .0072. The task force used only the 2015-2016 data because not all school districts participated in the Vacancy Survey in previous years. This prevents examining trends.

The vacancies are distributed by region as follows (see Appendix E for the distribution of vacancies by district and region):



**Figure 1. Number of Vacancies by Region 2015-2016**

Per Table 1, almost half of the districts in the Southwest reported at least one vacancy, and one-third of the North Central districts reported at least one vacancy.

Region	Total Number of Districts	Number of Districts Reporting Vacancies	Percent of Districts Reporting in a Region
Southwest	38	18	47.40%
North Central	40	13	32.50%
Northeast	62	12	19.40%
South Central	74	12	16.20%
Southeast	44	7	15.90%
Northwest	27	4	14.80%

Table 1. Percent of Districts with Vacancies by Region for the 2015-2016 school year

## Movers and Leavers: Recruiting Teachers to Rural Communities is an Immediate Priority

In 2014-2015, there were 38,190 licensed teachers working in the schools across the state. Movers are teachers who changed teaching jobs by relocating to a different region of Kansas.

From the 2014-15 to 2015-2016 school years, about 4.6 percent of teachers, or around 1,750 teachers, moved to a different region of the state to take a teaching job.

The Northeast and the Northwest were the only two regions to gain movers. Teacher loss was greatest in the North Central and the Southwest regions. The task force used only the 2015-2016 data because not all school districts participated in the Vacancy Survey in previous years. This prevents examining trends.

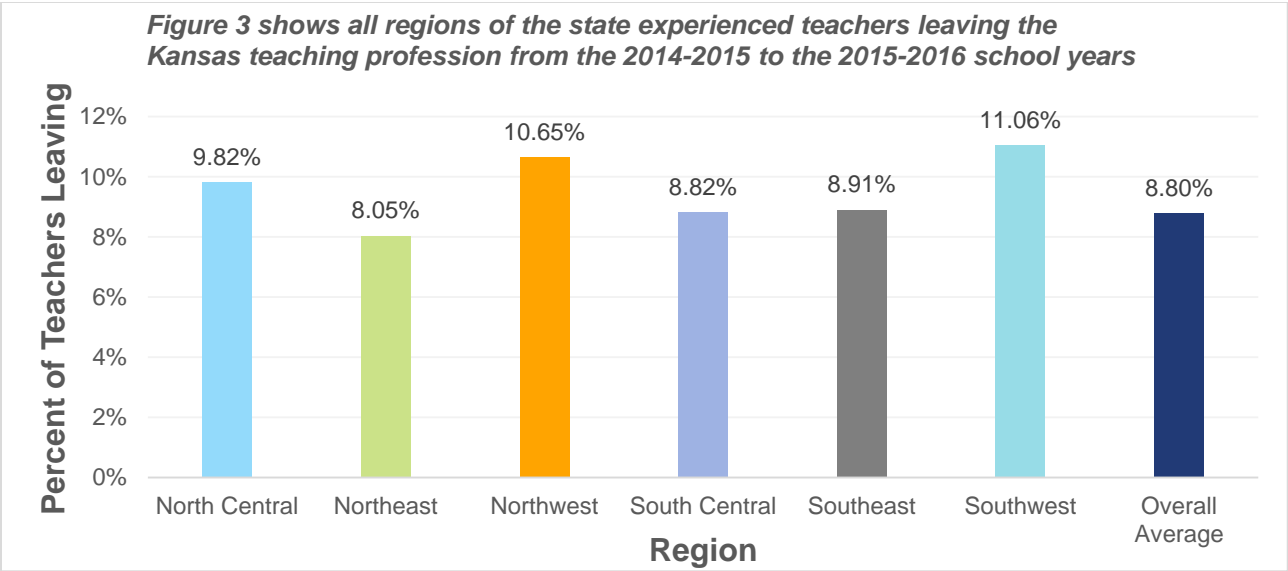
Leavers are teachers who leave the Kansas teaching profession altogether for a variety of reasons, which are presented in Table 2.

Reason	Number of Staff
Academic Study	26
Deceased	29
Health	28
Leave of Absence	34
Left Profession	332
Military	2
Moved from Area Employment Unknown	193
Out of State	263
Reason Not Provided	500
Reduction in Force	14
Retirement	1,123
Termination	245
Grand Total	2,789

**Table 2. Reasons for Leaving the Kansas Teaching Profession** (Note: The 2,789 contains duplicates; there are about 2,570 unique teachers)

Retirements by far are the primary reason for teachers leaving the profession. Other useful conclusions:

- 332 left the profession and 245 were terminated. Retention will be addressed later in this section and ensuring strong mentoring programs for both early career and experienced teachers is one of the recommendations.
- 10 percent of the leavers ( $n = 263$ ) moved out-of-state, but it is not known how many in this category left to teach out-of-state.
- 500 gave no reason. Requiring leavers to identify definitively their reason for leaving the Kansas teaching profession is essential to having a more accurate and complete picture of teacher vacancies and supply.



**Figure 3. Percentage of Teachers Leaving by Region**

## More Challenges for Recruiting Teachers to Rural Communities

The Southwest and the South Central regions of the state had the most unfilled vacancies. More teachers moved away from the North Central and Southwest regions than any other region. Another regional challenge is the attractiveness of working in rural areas to prospective teachers.

Table 3 presents the likelihood of one location filling a vacancy relative to the likelihood of another location filling a vacancy. For example, a district located in a large suburban location is significantly more likely to fill vacancies with fully qualified personnel.

Compared to districts in a large suburban location, fringe rural districts are 85.50 times more likely to maintain the vacancy. Remote rural districts are 50.14 times more likely than large suburban districts to maintain the vacancy. The statistical significance (the values with an asterisk) remains true for the remaining locations, indicating a strong preference of applicants selecting employment in large suburban locations

	City, Large	Rural, Distant	Rural, Fringe	Rural, Remote	Suburb, Large	Town, Distant	Town, Fringe
City, Large	-						
Rural, Distant	0.87	-					
Rural, Fringe	0.46	0.53	-				
Rural, Remote	0.78	0.9	1.71	-			
Suburb, Large	39.21*	45*	85.5*	50.14*	-		
Town, Distant	1.45	1.67	3.17	1.86	27*	-	
Town, Fringe	4.36	5	9.52	5.57	9	3	-
Town, Remote	1.71	1.11	3.73	2.18	22.95*	1.18	0.39

Table 3. The Likelihood of Maintaining Vacancies by Location

Kansas has 286 school districts. The National Center for Education Statistics provides geographic codes to identify school district location. Figure 4 presents the distribution of school districts by geographic code. There are far more school districts in Kansas coded as rural than any other designation (Appendix F contains the glossary with definitions of these codes).

“Rural, Remote” and “Rural, Distant” coded districts combined constitute 181 of the 286 school districts.

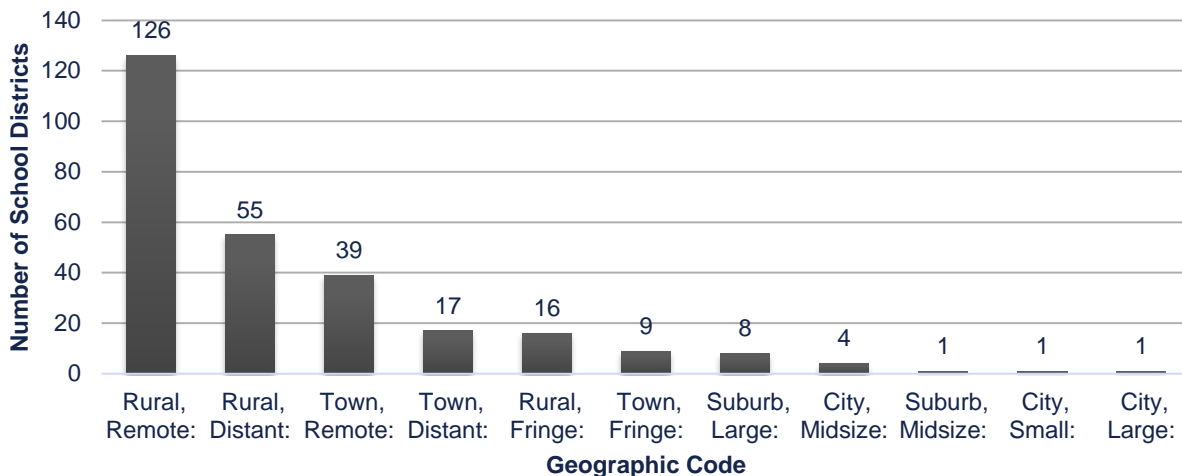


Figure 4. The Distribution of School Districts by Geographic Code (note that the sum of all counts is 277 as nine districts weren't coded by the National Center for Education Statistics)

Recruiting teachers to teach in rural communities is an immediate priority.

## The Kansas Teacher Pipeline: Making Teaching an Attractive Career is an Immediate Priority

Annual Title II reports are required by the federal Higher Education Act. Title II requires teacher preparation programs to submit annually the number of students enrolled in teacher preparation programs and the number of program completers (program completion is required before applying for licensure). The most recent report is for the 2013-2014 school year. Appendix G lists the institutions of higher education that offer teacher preparation programs. The data below combine students in traditional and alternative programs.

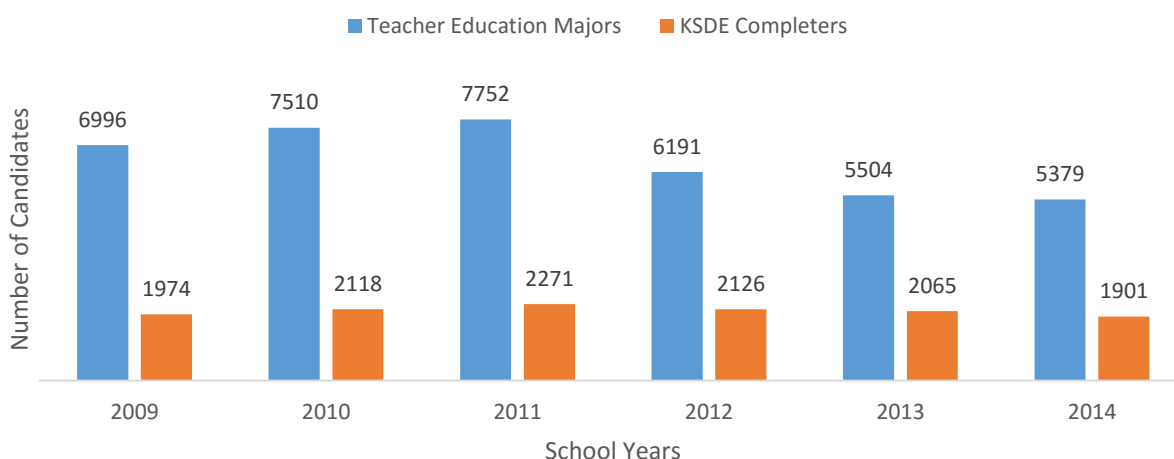


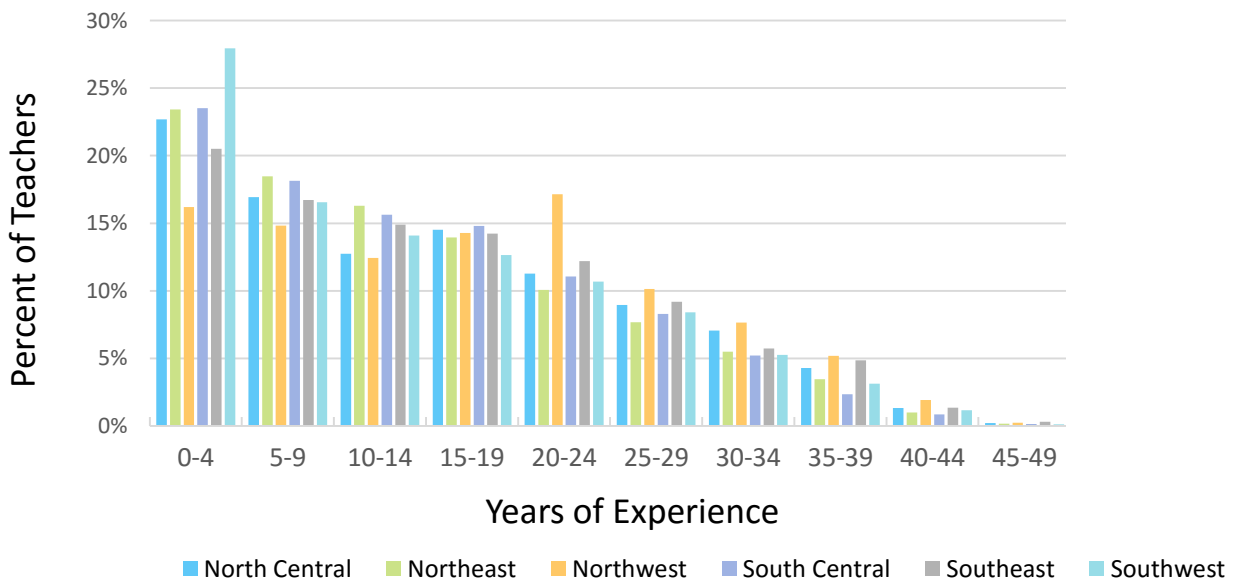
Figure 5. Teacher Education Candidate Supply Trends

Since 2011, the decrease in the number of program completers has paralleled the decrease in the number of candidates who declared education as their majors. The 2014-2015 state Title II report expected in October will indicate whether a decline of more than 2,300 majors in the past four years will dramatically impact the number of program completers.

Regardless, at a time when Kansas needs a robust pipeline of preservice teachers, the opposite appears to be the case. Recruiting Kansas elementary, middle, high school and community college students into teacher education while assuring their parents of the quality of a career as a Kansas teacher is an immediate priority.

## The Greening of the Kansas Teaching Profession: Retention is an Immediate Priority

Kansas isn't experiencing a greying of the profession but actually a greening. Figure 6 shows the percent of teachers by years of experience across the six regions of the state. With the exception of the Northwest, more teachers are in the zero to four years of experience for the other regions than in all subsequent categories. Similarly, more teachers are in the five to nine years of experience category than in all subsequent categories, and the pattern continues through the end of the distribution. Another immediate priority is providing incentives and mentoring for all teachers and especially early career teachers to ensure high retention and low termination.



**Figure 6. Percentage of Teachers by Years of Experience and Region**

# Conclusions

For **teacher vacancies**, the task force knows that

- 99.28 percent of all teacher positions were filled with qualified teachers in 2015-2016.
- 277 teacher vacancies occurred in 2015-2016.
- 109 of the 277 vacancies were in the Southwest region.
- 61 of the 87 vacancies in the South Central region were in Wichita.
- 28 of the 46 vacancies in the Northeast region were in Kansas City, Kan.
- Of 286 school districts, 220 reported no vacancies in 2015-16.

For **teacher recruitment**, the task force knows that

- The number of students graduating from the 25 teacher preparation programs in the state has been on a gradual four-year decline from 2,271 in 2011 to 1,901 in 2014.
- The number of students majoring in teacher education from the 25 teacher preparation programs in the state has decreased from 7,752 in 2011 to 5,379 in 2014.

For **teacher retention**, the task force knows that

- 22 percent of Kansas teachers have less than 5 years of experience.
- 40 percent of Kansas teachers have less than 10 years of experience.

The data illuminate **four immediate priorities** to decrease vacancies and increase teacher supply:

- Recruit teachers to rural communities and urban Kansas City, Kan., and Wichita.
- Make teaching as a career attractive to elementary, middle, and high school students and their parents.
- Retain early-career teachers.
- Change the Work After Retirement KPERS rules to allow retired teachers, principals and superintendents to teach full time without loss of benefits or salary.

The sources of teacher supply (see Appendix D) are new teachers, continuing teachers, former teachers returning to teaching, and “immigrants,” which refer to the teachers who have moved out of the Kansas teaching profession and then return. Initiatives to increase each of the four sources will ensure Kansas a solid supply of teachers. Data collection methods of the number of teachers supplied by each source will be refined to assist the KSBE and the KSDE in their ongoing efforts to monitor teacher vacancies and supply.

# Recommendations

This section of the report contains recommendations in three categories:

- 1) immediate recommendations for implementation this year;
- 2) intermediate recommendations for implementation in years 2 and 3;
- 3) long-term recommendations for implementation in year 4 and beyond.

For each recommendation, the task force has advised the board who the accountable party should be, recognizing that the state board may differ.

## Challenges to Teacher Supply

The task force sees four challenges to the teacher supply dilemma:

- Low salaries may deter students and others from entering the profession, especially in teaching fields (e.g., STEM) where other career options are better remunerated.
- Low esteem for the teaching profession deters students and others from entering the profession and retaining them if they do. Parental support for their children becoming teachers also can be low because of low esteem for the teaching profession.
- Current and ongoing instability of education-related funding and policies in the Legislature deter students and others from entering the profession. Parental support for their children becoming teachers also can be low because of low salaries.
- Recent changes to KPERS and an emphasis on defining “contribution” rather than “benefit” deter students, others, and current educators from entering or continuing in the profession.



# The Leadership of the Kansas State Board of Education

The task force regards the leadership of the Kansas State Board of Education essential to permanent change. The task force recommends the board makes increasing the recruitment and retention of teachers be priority No. 1. The Immediate Recommendations section contains several ideas that can be implemented immediately to support this priority.

*The task force recommends the board use this report to develop and implement a three-year plan starting July 1, 2017, identifying the stakeholders (e.g., Legislature, Kansas Board of Regents/Council of Education Deans, Kansas Association of Private Colleges for Teacher Education, community/regional governance, local businesses, school personnel [teachers, principals, superintendents, school board members] and state organizations) and for working collaboratively to clarify each stakeholder's role in implementing the plan.*

Increasing the supply of teachers and retaining early career teachers is an adaptive challenge for the entire state. The leadership of the state board is crucial to energizing others and intervening skillfully in pointing the way forward.

## Immediate Recommendations for 2016-2017

### Kansas State Board of Education

1. Convenes a group of community members, business leaders, representatives from state education organizations (see Appendix H for a complete list) and media professionals to create and implement a public relations campaign to tell Kansans the inspirational stories of Kansas teachers, the great things happening in the schools and the value and benefits of a career in teaching disseminated by social media, television, radio and print.

### Kansas State Department of Education

1. Expand the Restricted License to include elementary.
2. Communicate to superintendents and principals the routes to the classroom (see Appendix I) with special emphasis on the Restricted License and options for out-of-state licensed teachers.
3. Create a three- to five-year license for out-of-state licensed teachers who may need to complete additional requirements for an initial or professional Kansas licensure.
4. Complete an analysis of teacher salaries by years of experience and region.
5. Open up the database of licensed individuals to allow superintendents and principals to search for individuals in their geographic area who are not currently teaching.
6. Provide a list to all superintendents and key district personnel of individuals in their districts with early childhood licenses so the superintendents can contact them to teach kindergarten, freeing up elementary teachers to cover elementary vacancies.
7. Advertise at state's high schools, public and private teacher education providers, and on the KSDE and Board of Regents websites those programs available to Kansas students interested in teaching careers, including the Kansas tuition reimbursement programs and the federally funded TEACH grants. These programs target high need content and geographic locations and can serve as an impetus to bring new students into the teaching pipeline. Also advertise the scholarships available from each institution or provide a link to university's scholarship web pages for teacher preparation.
8. Provide support/information regarding programs for promoting teaching careers in the high school setting.

9. Create the Teacher Vacancy and Supply Committee as a standing committee of Teacher Licensure and Accreditation to monitor teacher vacancy and supply data and annually report on the status of recruitment and retention efforts across the state.
10. Explore student teachers serving as teacher of record in areas of low teacher supply with appropriate supervision and support.
11. Provide to school districts a list of future teacher academies, mentoring centers, and leadership institutes in the state.
12. Convene a task force to identify reasons that Kansas teachers leave the profession. Create and implement a teacher retention plan.
13. Add a question to the Vacancy Report specific to retirements to predict more accurately this source of teacher vacancies.

### **School Districts**

1. Review hiring packages to offer financial incentives including hiring bonuses, differential pay for teachers in high needs (e.g. urban and rural) and hard-to-fill teaching fields, housing options, and property tax relief.
2. Add more steps on the pay scale to incentivize teachers to continue teaching rather than retire.
3. Provide \$1,000/year stipends for teachers who earn the Teacher Leader endorsement and are working as teacher leaders in their districts.
4. Invite business, political, religious and other community leaders into local schools so they know what happens in classrooms across the state.
5. Start future teacher clubs through Educators Rising (<https://www.educatorsrising.org>) that recruit potential students to consider careers in teaching.
6. Use Individual Plans of Study to identify high school students with potential to become teachers and direct them to the school chapter of Educators Rising, the teaching training pathway, and Kansas Future Teacher Academy or other future teacher academies.
7. Work with local chambers of commerce to match community member mentors to high school students who express interest in teaching as a career.

### **Public and Private Teacher Preparation Providers**

1. Develop statewide agreements through the Kansas State Department of Education that counts completing the teaching/training pathway coursework and passing the pathway standardized exam for college/university coursework.
2. Present to middle, high school, and community college students and teacher education majors the information about Rural Opportunity Zones for Kansas income tax waivers and student loan repayments (<http://www.kansascommerce.com/index.aspx?nid=320>) and teacher loan forgiveness for federal students loans (<https://studentaid.ed.gov/sa/repay-loans/forgiveness-cancellation/teacher>). (Appendix J has the counties that qualify for both programs.)
3. Add to middle, high school, and community college student recruitment literature information about Rural Opportunity Zones for Kansas income tax waivers and student loan repayments. (<http://www.kansascommerce.com/index.aspx?nid=320>)
4. Bring to the attention of all teacher education majors the Kansas Teacher Service Scholarship.

5. Self-inventory institutional support for students preparing for Praxis tests both initially and after they do not pass. Forward these supports to the Association of Teacher Educators-Kansas for ATE-K to recommend guidance for institutions to improve support.
6. Advertise on all teacher preparation campuses those programs available to Kansas students interested in teaching careers, including the Kansas tuition reimbursement programs and the federally funded TEACH grants.
7. Offer the bachelor's special education degree.
8. Create 2+2 partnerships with community colleges to prepare more teachers.
9. Restructure the student teaching model so it takes into account differing experience levels and possible compensation/support for student teachers. Promote programs that reduce the need of districts to hire long-term subs with little to no experience in the teaching area.
10. Examine why the proportion of program completers to total number of candidates is increasing (see Figure 5) and why the number of candidates are declining.
11. Survey first-year teachers and their employers to assess preparedness for teaching.
12. Continue to explore strategies for enhancing the affordability of teacher preparation programs.

#### **State Legislature**

1. Increase funding for teacher salaries, additional pay scale steps, and teacher mentoring at the district level.
2. Create financial incentives like income tax relief to keep teachers in the field.
3. Eliminate the Working after Retirement rules and KPERS penalties.
4. Align the criteria for the Rural Opportunity Zone loan forgiveness program to parallel the criteria for the Kansas Teacher Service Scholarship.
5. Provide funding to prepare more teachers for designated high-need geographic areas and hard-to-fill teaching fields.

#### **Kansas Association of School Boards**

1. Create a statewide public awareness campaign highlighting the benefits of public education as a profession, showing the importance of how public schools support their communities.

#### **United School Administrators of Kansas (USA Kansas), Kansas Association of Elementary School Principals (KAESP), Kansas Association of Middle School Administrators (KAMSA), Kansas School Superintendents Association (KSSA), Kansas Learning First Alliance (KLFA)**

1. Identify the elements of a school environment that contribute to strong teacher retention.

#### **Members of Kansas Education Organizations (see Appendix H)**

1. Present to P-12 students, parents, and other community members in their respective communities the importance and value of becoming a Kansas teacher.

## **Intermediate Recommendations for 2017-2018 and 2018-2019**

### **Kansas State Board of Education**

1. Engage local leaders in rural communities to create regional consortia of communities to develop initiatives to incentivize teaching in their communities such as paying relocation expenses and subsidized housing. A regional consortium creates a brochure, website, Facebook page and other social media to present to prospective teachers and others the region's quality of life and the benefits of teaching and living in that part of the state. Enlist the aid of the local Chambers of Commerce, Main Street and other economic development agencies.

### **KSDE**

1. Communicate with all superintendents and principals the services offered by the Kansas Mentor and Induction Center and other mentoring providers.
2. Develop alternate career stages and paths for teachers to encourage retention.
3. Extend the one-year nonrenewable license to two years to allow more time for completion of requirements to acquire the initial license.
4. Explore the Comprehensive Science Endorsement.

### **KSBE and KBOR**

1. Meet annually to address and implement strategies collaboratively for increasing the numbers in the teacher pipeline.

### **School Districts**

1. Offer financial incentives to attract student teachers such as free housing and a stipend.
2. Work with their communities to improve teacher benefits, such as relocation expenses, housing subsidies, daycare, sabbaticals, tuition reimbursement for higher education, support for gaining National Board for Professional Teaching Standards certification, teacher exchange programs.
3. Encourage paraeducators and substitute teachers to pursue licensure and/or education degrees.
4. Offer professional development that provides teachers with useful resources, collaborative support, and motivation to excel, improving teacher retention, as well as student learning.
5. Create job sharing contracts so teachers can share positions with another working spouse or colleague.
6. Create alternative contracts so some teachers can work year-round.
7. Involve teachers in the development of recruitment and retention strategies.
8. Establish in their high schools the teaching/training pathway to provide course work that will prepare potential students for the admission requirements at the state's public and private institutions of higher education.
9. Advertise in the high school(s) those programs available to Kansas students interested in teaching careers, including the loan forgiveness and Kansas Teacher Service Scholarship programs and the federally funded TEACH grants.

### **School Districts and Public and Private Teacher Education Providers**

1. Work with the Kansas Educational Leadership Institute or other leadership programs to ensure that building and district leadership curricula are providing the school leaders of Kansas information and skills needed to create the school culture to retain outstanding teachers.

## **State Legislature**

1. Reinstate teacher due process.
2. Use salary data in states across the region to ensure a) middle, high school and community college students and their parents regard teaching as a good career path, b) Kansas teachers remain in Kansas, and c) Kansas' competitiveness to attract teachers from out of state increases.
3. Fund the teacher retention plan (see Immediate Recommendation No. 2), more K-12 professional development school partnerships with institutions of higher education, and more clinical faculty members (teachers-in-residence) from local school districts to expand the pool of faculty for training new teachers.
4. Create a Teacher Recruitment and Retention Center (e.g., South Carolina's Center for Educator Recruitment, Retention and Advancement <http://cerra.org/>, North Carolina Center for the Advancement of Teaching <http://www.nccat.org/>) to help devise programs and strategies to increase teachers in the state.
5. Fund incentives for encouraging teachers to teach high need content areas and/or teach in high need geographic areas.

## **Members of Kansas Education Organizations (see Appendix H)**

1. Continue to present to P-12 students, parents, and other community members in their respective communities the importance and value of becoming a Kansas teacher.

## **Long-Term Recommendations for 2019-2020 and Beyond**

### **School Districts**

1. Fully utilize, monitor and keep accurate the Kansas Education Employment Board so it accurately reflects the current state of teacher vacancies in the state.

### **Members of Kansas Education Organizations (see Appendix H)**

1. Continue to present to P-12 students, parents, and other community members in their respective communities the importance and value of becoming a Kansas teacher.

## Appendix A. Task Force Members

**Rudy Perez, co-chair**

Norton High School  
USD 211  
Principal

**Ken Weaver, co-chair**

Emporia State University  
Teacher Preparation

**Jody Marshall**

Gardner-Edgerton School  
District USD 231  
Human Resources

**Julie Menghini**

Manhattan-Ogden School  
District USD 250  
Human Resources

**Carla Nolan**

Topeka Public Schools  
USD 501  
Human Resources

**John Befort**

Washington Grade School  
USD 388  
Principal

**Aarion Gray**

Logan Elementary School  
USD 345  
Principal

**Amy Murphy**

Blue Valley Northwest High  
School USD 384  
Principal

**Shawn Roberts**

Scott City Elementary USD  
466  
Principal

**Betty Arnold**

Wichita Public Schools  
USD 259  
School Board Member

**Lori Blake**

Southeast of Saline School  
District USD 306  
School Board Member

**Margaret Nightengale**

Ulysses School District  
USD 214  
School Board Member

**Pam Robinson**

Blue Valley School District  
USD384  
School Board Member

**Mike Cook**

ESSDACK  
Service Center

**Kathy Kersenbrock-  
Ostmeyer**

Northwest Kansas  
Educational Services  
Center  
Service Center

**Michael Koonce**

Greenbush Southeast  
Kansas Education Service  
Center  
Service Center

**Tim Hallacy**

Silver Lake School District  
USD372  
Superintendent

**Darin Headrick**

Kiowa County School  
District USD 422  
Superintendent

**Steve Karlin**

Garden City Public Schools  
USD 457  
Superintendent

**Mischel Miller**

Vermillion School District  
USD 380  
Superintendent

**Julie Doyen**

Bergman Elementary  
School USD 383  
Teacher

**Erica Huggard**

Emporia High School USD  
253  
Teacher

**Misty McCurdy**

Reno Valley Middle School  
USD 309  
Teacher

**Sherri Schwantz**

Lansing USD 469  
Teacher

**Jamie Slupianek**

Marysville Elementary  
School USD 364  
Teacher

**Cameron Carlson**

Southwestern College  
Teacher Preparation

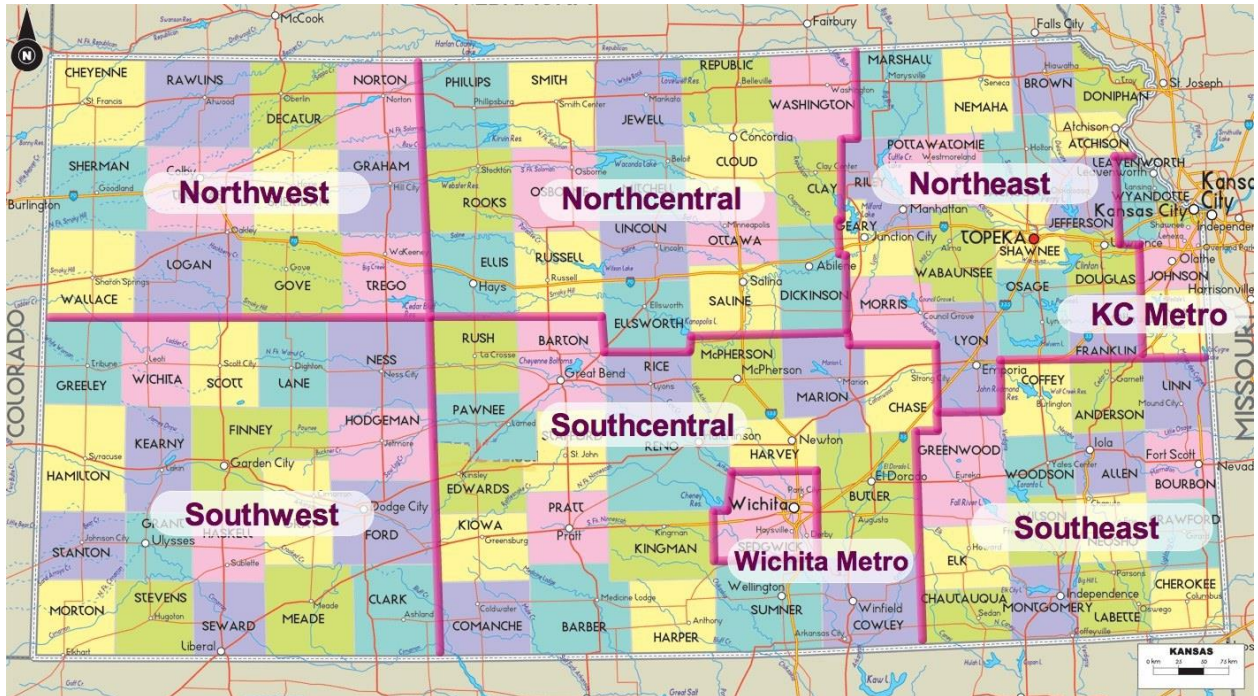
**Laurie Curtis**

Kansas State University  
Teacher Preparation

**Shirley Lefever**

Wichita State University  
Teacher Preparation

## Appendix B. Map of Kansas Regions





## Appendix C. Research on Addressing Teacher Vacancies and Supply

1. There is strong evidence that attractive compensation is key for recruitment and retention. There is moderate evidence that attractive working conditions are key for recruitment and retention.

(From *Eight Questions On Teacher Recruitment and Retention: What Does The Research Say?* Education Commission of the States, 2005, <http://files.eric.ed.gov/fulltext/ED489332.pdf>)

2. “The strategies of states and districts that have turned around shortages ... include increased salaries alongside increased standards, stronger pipelines to teacher preparation, and improved teaching conditions, including mentoring and professional development.” Retention has greater impact than recruitment. Incentives for increasing supply of new teachers and retaining experienced teachers included:

- scholarships;
- raising/equalizing salaries;
- more supportive school environments;
- improved working conditions;
- expert mentor teachers and paid mid-career recruits in hard-to-fill locations;
- professional development school model;
- and structured induction for beginning teachers and strong mentoring.

Evidence against lowering standards for high-need areas:

- Students need more skilled teachers to help close educational gaps.
- Untrained teachers have greater turnover, and thereby cost districts more.

Recommended actions: scholarships, salary incentives, improved working conditions with smaller class sizes, increased support for supplies & materials, and increased time for planning and professional development

(From *Recruiting and Retaining Teachers: What Matters Most and What Can Government Do?* L. Darling-Hammond, 2007, <http://www.forumforeducation.org/news/recruiting-and-retaining-teachers-what-matters-most-and-what-can-government-do>)

3. Environment beyond salary is also important for retention: “Special preparation for [location-specific] teaching, support from more experienced colleagues, and schools that offered opportunities for knowing students better (i.e., through more flexible schedules and advisory classes) all played an important role in recruiting and retaining.”

“Money is necessary, but clearly not sufficient.” “Location, lack of administrative support, poor working conditions, and a lack of preparation for the challenging work” were also determining factors in teachers accepting positions at high-needs schools.

“A six-state survey found overwhelmingly that financial incentives alone will not lure these accomplished teachers to low-performing schools. Other factors such as strong principal leadership, a collegial staff with

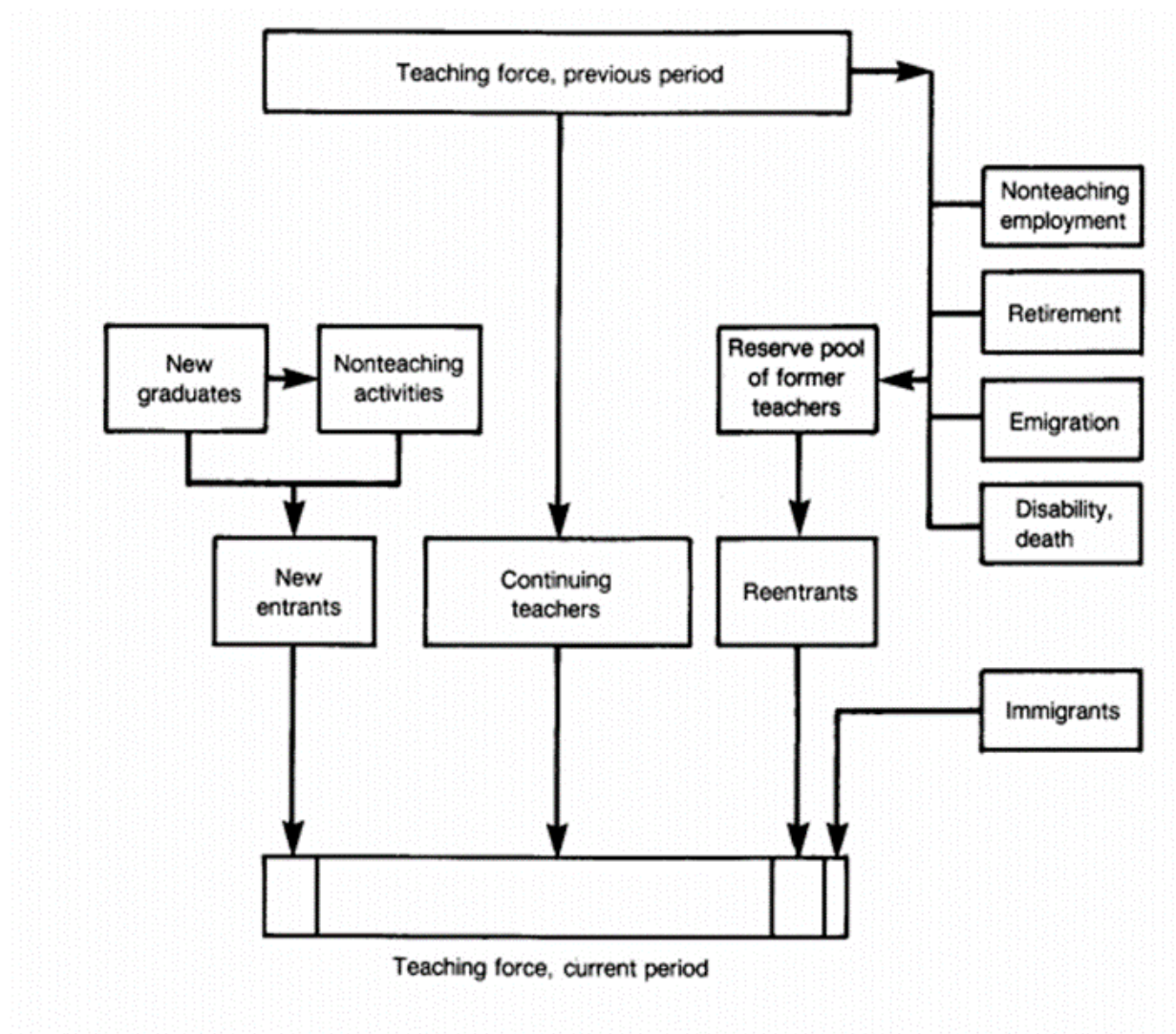
a shared teaching philosophy, adequate resources necessary to teach, and a supportive and active parent-community were far more powerful determinants.”

Recommendations from National Board Certified Teachers include:

- Transform the teaching and learning conditions in high-needs schools.
- Prepare and support teachers for the specific challenges posed by working in high-needs schools.
- Recruit and develop administrators who can draw on the expertise of specially-prepared teacher leaders.
- Create a menu of recruitment incentives, but focus on growing teaching expertise within high-needs schools.
- Build awareness among policymakers, practitioners, and the public about the importance of National Board Certification [advanced teaching qualifications] for high-needs schools.

(From *Recruiting and Retaining Quality Teachers for High-Needs Schools: Insights from NBCT Summits and Other Policy Initiatives*, B. Berry, M. Rasberry, & A. Williams, 2007, Center for Teaching Quality, [http://www.nea.org/assets/docs/HE/mf\\_nationalstrategyforumreport.pdf](http://www.nea.org/assets/docs/HE/mf_nationalstrategyforumreport.pdf))

## Appendix D. Sources of Teacher Supply



## Appendix E. Distribution of 2015-2016 Unfilled Positions by District and Region

REGION	DISTRICT	COUNT	REGION	DISTRICT	COUNT
NORTHWEST	Goodland	2	SOUTHWEST	Deerfield	2
	Northern Valley	1		Dodge City	32
	St. Francis	1		Dighton	1
	<b>TOTAL</b>	<b>4</b>		Elkhart	1
NORTH CENTRAL	Barnes	1		Garden City	22
	Central Plains	1		Greely	1
	Hays	1		Healy	4
	Rock Hills	2		Hugoton	3
	Russell County	1		Kismet-Plains	2
	Salina	2		Lakin	5
	Smith Center	1		Leoti	4
	Southern Cloud	1		Liberal	20
	Thunder Ridge	2		Ness City	1
	Waconda	3		Rolla	2
	<b>TOTAL</b>	<b>15</b>		Syracuse	1
				Ulysses	8
NORTHEAST	De Soto	1		<b>Total</b>	<b>109</b>
	Easton	1	SOUTH CENTRAL	Clearwater	2
	Emporia	4		Fort Larned	2
	Geary County	1		Hutchinson	1
	Holton	1		Kingman-Norwich	5
	Jefferson Co N	1		Newton	1
	Kansas City	28		Stafford	1
	Lawrence	7		Wichita	61
	Leavenworth	1		Winfield	1
	Manhattan-Ogden	4		<b>TOTAL</b>	<b>74</b>
	Mission Valley	1	SOUTHEAST	Fredonia	1
	S. Lyon Co	3		Galena	1
	Topeka	4		Goddard	13
	Turner-KC	1		Jayhawk	1
	<b>TOTAL</b>	<b>58</b>		Uniontown	1
				<b>TOTAL</b>	<b>17</b>
			<b>OVERALL TOTAL</b>		<b>277</b>

## **Appendix F. Glossary of Geographic Codes from the National Center for Education Statistics ([https://nces.ed.gov/ccd/rural\\_locales.asp](https://nces.ed.gov/ccd/rural_locales.asp))**

### Urban-Centric Locale Codes

#### 11 - City, Large:

- Territory inside an urbanized area and inside a principal city with population of 250,000 or more.

#### 12 - City, Midsize:

- Territory inside an urbanized area and inside a principal city with population less than 250,000 and greater than or equal to 100,000.

#### 13 - City, Small:

- Territory inside an urbanized area and inside a principal city with population less than 100,000.

#### 21 - Suburb, Large:

- Territory outside a principal city and inside an urbanized area with population of 250,000 or more.

#### 22 - Suburb, Midsize:

- Territory outside a principal city and inside an urbanized area with population less than 250,000 and greater than or equal to 100,000.

#### 23 - Suburb, Small:

- Territory outside a principal city and inside an urbanized area with population less than 100,000.

#### 31 - Town, Fringe:

- Territory inside an urban cluster that is less than or equal to 10 miles from an urbanized area.

#### 32 - Town, Distant:

- Territory inside an urban cluster that is more than 10 miles and less than or equal to 35 miles from an urbanized area.

#### 33 - Town, Remote:

- Territory inside an urban cluster that is more than 35 miles from an urbanized area.

#### 41 - Rural, Fringe:

- Census-defined rural territory that is less than or equal to 5 miles from an urbanized area, as well as rural territory that is less than or equal to 2.5 miles from an urban cluster.

#### 42 - Rural, Distant:

- Census-defined rural territory that is more than 5 miles but less than or equal to 25 miles from an urbanized area, as well as rural territory that is more than 2.5 miles but less than or equal to 10 miles from an urban cluster.

#### 43 - Rural, Remote:

- Census-defined rural territory that is more than 25 miles from an urbanized area and is also more than 10 miles from an urban cluster.

## Appendix G. Teacher Preparation Providers in Kansas (IHE stands for Institution of Higher Education)

Baker University	Traditional; Alternative, IHE-based
Barclay College	Traditional
Benedictine College	Traditional
Bethany College	Traditional
Bethel College	Traditional
Central Christian College	Traditional
Donnelly College	Traditional
Emporia State University	Traditional; Alternative, IHE-based
Fort Hays State University	Traditional; Alternative, IHE-based
Friends University	Traditional
Haskell Indian Nations University	Traditional
Kansas State University	Traditional
Kansas Wesleyan University	Traditional
McPherson College	Traditional
MidAmerica Nazarene University	Traditional
Newman University	Traditional
Ottawa University	Traditional
Pittsburg State University	Traditional; Alternative, IHE-based
Southwestern College	Traditional; Alternative, IHE-based
Sterling College	Traditional
Tabor College	Traditional
University of Kansas	Traditional
University of Saint Mary	Traditional
Washburn University	Traditional
Wichita State University	Traditional; Alternative, IHE-based

## **Appendix H. Roster of Kansas Organizations Involved in Teaching and Teacher Preparation**

Association of Teacher Educators-Kansas (ATE-K)

Kansas Association for Supervision and Curriculum Development (KASCD)

Kansas Association of American Educators (KSNAEE)

Kansas Association of Colleges for Teacher Education (KACTE)

Kansas Association of Community College Trustees (KAACT)

Kansas Association of Educational Service Agencies (Kansas-AESA)

Kansas Association of Elementary School Principals (KAESP)

Kansas Association of Independent and Religious Schools (KAIRS)

Kansas Association of Middle School Administrators (KAMSA)

Kansas Association of Private Colleges of Teacher Education (KAPCOTE)

Kansas Association of School Boards (KASB)

Kansas Association of School Business Officials (KASBO)

Kansas Association of School Personnel Administrators (KASPA)

Kansas Association of Secondary School Principals (KASSP)

Kansas Association of Special Education Administrators (KASEA)

Kansas Board of Regents (KBOR)

Kansas Council of Career and Technical Education Administrators (KCCTEA)

Kansas Independent College Association (KICA)

Kansas Learning First Alliance (KFLA)

Kansas National Education Association (KNEA)

Kansas School Public Relations Association (KanSPRA)

Kansas School Superintendents Association (KSSA)

Kansas State Board of Education (KSBE)

Kansas State Department of Education (KSDE)

Other state education organizations

United School Administrators of Kansas (USA Kansas)

## Appendix I. Routes to the Classroom





## Appendix J. Kansas Department of Commerce Rural Opportunity Zones

The shaded counties ( $N = 77$ ) have been offered to authorize the financial incentive of Kansas income tax waivers for up to five years to new full-time residents. The shaded counties with stars are eligible to provide student loan repayments up to \$15,000. Information and applications are available online at <http://www.kansascommerce.com/index.aspx?nid=320>.



★ County is also participating in student loan program.

## Appendix K. 2015-2016 Licensed Personnel Report Summary

The Licensed Personnel Report (LPR) summarizes the personnel information collected from all state accredited schools in Kansas for the 2015-2016 school year.

### Section 1: State Demographics

#### A. Total Licensed Personnel and Gender Disaggregation:

	Number	Percent
Total Licensed Personnel	43,810	100.00%
Gender		
Female	32,950	75.21%
Male	10,860	24.79%

#### B. Educator Entrance Code:

Districts report the entrance status of each licensed personnel about whether they are a returning employee, new teacher, etc. in the demographics section of the Licensed Personnel Report.

Individual is counted once per district. If a staff member is reported in a licensed position with multiple Unified School District's (USD's), an individual would be represented more than one time in the entrance code data.

Entrance Code:	Number	Percent
Educator from another Kansas USD	1,995	4.55%
New Teacher from Kansas College	1,530	3.49%
New Teacher from Out-of-State College	186	0.42%
Experienced teacher returning from another area of employment	161	0.37%
Experienced teacher from outside Kansas	413	0.94%
Experienced teacher coming from a Private School	105	0.24%
Returning employee	39,009	89.04%
Other	582	1.33%

### C. Ethnicity:

All districts report the race and ethnicity which most clearly reflects the individual's recognition of their community or with which the individual most identifies. If a staff member is reported in a licensed position with multiple USD's, an individual would be represented more than one time in the race and ethnicity data.

<b>Race and Ethnicity</b>	<b>Number</b>	<b>Percent</b>
Hispanic or Latino	1,054	2.41%
Non-Hispanic or Latino	42,756	97.59%

<b>Race and Ethnicity</b>	<b>2015-2016</b>	
	<b>Number</b>	<b>Percent</b>
Hispanic or Latino	1,054	2.41%
American Indian or Alaska Native	117	11.10%
Asian	7	0.66%
Native Hawaiian or Other Pacific Islander	9	0.85%
Black or African American	16	1.52%
White	953	90.42%

<b>Race and Ethnicity</b>	<b>2015-2016</b>	
	<b>Number</b>	<b>Percent</b>
Non-Hispanic or Latino	42,756	97.59%
American Indian or Alaska Native	444	1.01%
Asian	280	0.64%
Native Hawaiian or Other Pacific Islander	68	0.16%
Black or African American	851	1.94%
White	41,48	94.70%

### D. Licensed Personnel – Age Grouping:

<b>Age Group</b>	<b>Number</b>	<b>Percent</b>
20-24	1,281	2.92%
25-29	5,383	12.29%
30-34	5,672	12.95%
35-39	5,691	12.99%
40-44	5,426	12.39%
45-49	5,592	12.76%
50-54	5,406	12.34%
55-59	4,794	10.94%
60-64	3,176	7.25%
65 and over	1,208	2.76%
Not Reported	182	0.42%

**E. Licensed Personnel – Age Grouping by Educator Type:**

Assignments: Age Group	Teachers		Special Educators		Principals		Superintendents	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
20-24	3,236	3.15%	285	2.15%	3	0.20%	0	0.00%
25-29	13,963	13.58%	1,187	8.94%	25	1.69%	0	0.00%
30-34	13,642	13.27%	1,436	10.82%	86	5.83%	3	1.05%
35-39	13,302	12.94%	1,591	11.99%	187	12.67%	13	4.56%
40-44	12,531	12.19%	1,648	12.42%	255	17.28%	24	8.42%
45-49	12,558	12.21%	1,764	13.29%	289	19.58%	41	14.39%
50-54	12,744	12.39%	1,691	12.74%	263	17.82%	73	25.61%
55-59	11,050	10.75%	1,870	14.09%	215	14.57%	60	21.05%
60-64	7,226	7.03%	1,303	9.82%	118	7.99%	45	15.79%
65 and over	2,573	2.50%	497	3.74%	35	2.37%	26	9.12%
Total	102,825	100.00%	13,272	100.00%	1,476	100.00%	285	100.00%

**F. Licensed Personnel – Total Years of Experience:**

Total Years of Experience	Number	Percent
0	2,284	5.21%
1-4	8,092	18.47%
5-9	7,321	16.71%
10-14	6,869	15.68%
15-19	6,307	14.40%
20-24	4,824	11.01%
25-29	3,639	8.31%
30-34	2,462	5.62%
35-39	1,433	3.27%
40-44	479	1.09%
45-49	82	0.19%
50 or over	14	0.03%

### G. Licensed Personnel – Total Years of Experience by Educator Type:

Assignments: Total Years Accredited Experience In Kansas	Teachers		Special Educators		Principals		Superintendents	
	Number	Percent	Number	Percent	Number	Percent	Number	Percent
0	5,208	5.60%	695	5.24%	30	2.03%	0	0.00%
1-4	20,054	19.50%	2,452	18.47%	76	5.15%	5	1.75%
5-9	17,642	17.16%	2,316	17.45%	98	6.64%	5	1.75%
10-14	15,916	15.48%	2,055	15.48%	209	14.16%	15	5.26%
15-19	14,785	14.38%	1,981	14.93%	298	20.19%	37	12.98%
20-24	10,904	10.60%	1,528	11.51%	290	19.65%	48	16.84%
25-29	8,410	8.18%	988	7.44%	221	14.97%	57	20.00%
30-34	5,338	5.19%	762	5.74%	140	9.49%	55	19.30%
35-39	3,219	3.13%	405	3.05%	82	5.56%	35	12.28%
40-44	1,136	1.10%	80	0.60%	29	1.96%	23	8.07%
45-49	190	0.18%	8	0.06%	2	0.14%	5	1.75%
50 or over	23	0.02%	2	0.02%	1	0.07%	0	0.00%
<b>Total</b>	<b>102,825</b>	<b>100.00%</b>	<b>13,272</b>	<b>100.00%</b>	<b>1,476</b>	<b>100.00%</b>	<b>285</b>	<b>100.00%</b>

### H. Exit Reason by Educator Type:

If a staff member is deleted by a USD from the Licensed Personnel Report, an exit reason must be selected.

Exit Reason	By Assignment <small>(If an individual has multiple assignments, they are counted for each assignment in this section of the table, because it allows collection of vacancy data at the assignment level.)</small>				Totals by Assignment	Counts By Individual Educator
	Teachers	Special Educators	Principals	Superintendents		
Academic Study	87	6	0	1	94	28
Accepted Administrative Position	317	32	65	24	438	150
Deceased	34	5	4	1	44	21
Health	55	10	2	1	68	26
Moved to another Kansas USD	3,228	409	48	25	3,710	1,191
Leave of Absence	61	6	1	1	69	33
Left Profession	1,075	97	13	6	1,191	368
Military	12	1	0	0	13	6
Moved from Area	783	78	12	5	878	337
Out of State	831	67	26	14	938	303
Private School	105	1	6	2	114	45
Reduction in Force	88	6	4	2	100	44
Retirement	2,693	214	73	54	3034	1,029
Termination	485	55	16	10	566	197

I. **Kansas Exit Trend Data – Teacher only:** History of teacher assignment data (see table H, first column)

Exit Reason	2012-2013	2013-2014	2014-2015	2015-2016
Deceased	42	28	70	34
Left Profession	669	717	740	1,075
Military	12	19	5	12
Out of State	413	468	654	831
Reduction in Force	83	79	80	88
<b>Retirement</b>	2,084	2,199	2,326	2,693
<b>Termination</b>	580	569	637	485

## Section 2: New teacher retention

A. Data compiled from 2012-2016 from entrance codes “New Teacher from Kansas College” and “New Teacher from Out-of-State College.”

The data compiled for New Teacher Retention represents the educators that were given an entrance code of “New Teacher from Kansas College” or “New Teacher from Out-of-State College.” The data represents a cohort of new teachers. We are able to track that group of teachers by their teacher identification number throughout their career. If a teacher is reported in the LPR whether they are with the same school district or a different one, they would be represented as a retained teacher the following year.

School Year	Number Issued	2011-2012		2012-2013		2013-2014		2014-2015		2015-2016	
		Employed Yes	Retention Rate	Employed Yes	Retention Rate	Employed Yes	Retention Rate	Employed Yes	Retention Rate	Employed Yes	Retention Rate
<b>2011-2012</b>	1,621	1,621	100.00%	1,623	100.12%	1,510	93.15%	1,399	86.30%	1,315	81.12%
<b>2012-2013</b>	1,858			1,858	100.00%	1,863	100.27%	1,719	93.15%	1,594	85.79%
<b>2013-2014</b>	1,916					1,916	100.00%	1,897	99.01%	1,738	90.71%
<b>2014-2015</b>	1,889							1,889	100.00%	1,847	97.78%
<b>2015-2016</b>	1,717									1,717	100.00%

## Section 3: Salary

### A. Average salary and age disaggregated by Educator Type:

2015-2016				
Educator Type	Average Salary	Average Age by Educator Type		
		Mean	Median	Standard Deviation
Elementary/Pre-School Teacher	\$49,522	41.21	40	11.74
Middle School Teacher	\$52,231	43.15	43	11.87
Secondary Teacher	\$53,584	43.96	44	12.03
SPED/ESOL Teacher	\$52,277	45	45	11.82
Career and Technical Education	\$53,889	43.98	44	11.66
School Specialist	\$59,393	47.3	48	11.41
School Support	\$57,426	46.71	47	10.78
Leadership/Administration	\$87,723	48.24	48	8.98

### B. Average salary by years of experience:

Experience Group	2012-2013	2013-2014	2014-2015	2015-2016
0	\$35,835	\$36,508	\$37,373	\$37,593
1-4	\$38,438	\$38,79/8	\$39,534	\$39,904
5-9	\$42,404	\$42,970	\$43,736	\$43,685
10-14	\$46,807	\$47,275	\$47,946	\$48,084
15-19	\$50,430	\$50,923	\$51,967	\$52,263
20-24	\$53,211	\$53,304	\$54,369	\$54,544
25-29	\$55,423	\$55,743	\$56,618	\$56,363
30-34	\$56,475	\$56,343	\$56,539	\$57,424
35-39	\$55,313	\$55,442	\$55,813	\$55,425
40-44	\$54,680	\$54,596	\$54,708	\$52,660
45-49	\$53,289	\$51,797	\$52,686	\$50,395
50 or over	\$29,878	\$26,954	\$41,380	\$39,455

## Section 4: Assignment Data

Some individuals teach in more than one building and/or more than one assignment; an individual may be duplicated either within or across qualification categories.

### A. Licensure qualification by assignments:

Subject Category	Full Licensure		Licensed Unqualified		Provisionally Licensed	
	Number	Percent	Number	Percent	Number	Percent
Art	4,043	89.21%	192	4.24%	8	0.18%
Elementary	24,508	95.92%	330	1.29%	0	0.00%
English Language Arts	8,829	84.53%	827	7.92%	2	0.02%
ESL/Bilingual	491	92.82%	11	2.08%	0	0.00%
History / Government	6,504	86.40%	487	6.47%	2	0.03%
Mathematics	8,800	83.85%	874	8.33%	0	0.00%
Music	2,543	92.57%	65	2.37%	10	0.36%
Science	5,800	83.54%	731	10.53%	3	0.04%
Speech/Theatre	1,129	80.47%	208	14.83%	0	0.00%
World Languages	2,597	88.27%	202	6.87%	0	0.00%

### Explanation of terms:

- Fully Licensed – the staff member has full licensure in the area of assignment
- Licensed Unqualified – the staff member is licensed as a teacher in Kansas, but does not hold an endorsement for the area of assignment
- Provisionally Licensed – the staff member is licensed as a teacher in Kansas, and holds a provisional endorsement license for the area of assignment



## Section 5: No Child Left Behind (NCLB) Highly Qualified Teacher data

Tables below compare the percentage of classes taught by NCLB “Highly Qualified” teachers in high and low poverty schools. Elementary and secondary buildings were sorted by total free and reduced lunch enrollment to determine the socioeconomic status of the building.

### A. Highly Qualified Classes by Elementary Building Socioeconomic Status:

Assignment Categories	ELEMENTARY								
	All Elementary Buildings			High Poverty Buildings			Low Poverty Buildings		
	Number of Classes	HQ Classes	% HQ	Number of Classes	HQ Classes	% HQ	Number of Classes	HQ Classes	% HQ
Elementary	11,353	11,192	98.58%	3,859	3,826	99.14%	3,016	2,931	97.18%
English Language Arts	7,384	7,200	97.50%	2,147	2,109	98.23%	1,803	1,735	96.22%
Fine Arts	376	365	97.07%	76	72	94.73%	66	63	95.45%
History & Government	299	282	94.31%	60	51	85.00%	52	50	96.15%
Mathematics	4,564	4,413	96.69%	1,339	1,310	97.83%	1,182	1,144	96.78%
Science	3,186	3,114	97.74%	938	913	97.33%	841	808	96.07%
World Languages	59	40	67.79%	37	22	59.45%	12	9	75.00%

### B. Highly Qualified Classes by Secondary Building Socioeconomic Status:

Assignment Categories	SECONDARY								
	All Secondary Buildings			High Poverty Buildings			Low Poverty Buildings		
	Number of Classes	HQ Classes	% HQ	Number of Classes	HQ Classes	% HQ	Number of Classes	HQ Classes	% HQ
Elementary	65	65	100.00%	11	11	100.00%	26	26	100.00%
English Language Arts	21,228	19,120	90.06%	6,549	6,090	92.99%	5,821	4,875	83.74%
Fine Arts	13,848	13,112	94.68%	5,001	4,787	95.72%	2,936	2,707	92.20%
History & Government	15,815	14,757	93.31%	5,288	5,049	95.48%	3,842	3,390	88.23%
Mathematics	20,239	18,336	90.59%	6,010	5,714	95.07%	5,784	4,916	84.99%
Science	14,945	13,372	89.47%	4,767	4,472	93.81%	4,001	3,229	80.70%
World Languages	5,273	4,703	89.19%	2,219	2,010	90.58%	840	754	89.76%

### C. Highly Qualified Classes by Special Education (SPED) or English to Speakers of Other Languages (ESOL):

#### English to Speakers of Other Languages (ESOL):

Core Content Classes	Number of Classes	HQ Classes	% HQ
ESOL – Elementary	4	4	100%
ESOL – English Language Arts	219	209	95.43%
ESOL – History & Government	48	33	68.75%
ESOL – Mathematics	56	44	78.57%
ESOL – Science	31	30	96.77%
ESOL – World Languages	18	15	83.33%
<b>Total:</b>	<b>903</b>	<b>851</b>	<b>94.24%</b>

**Special Education (SPED):**

<b>Core Content Classes</b>	<b>Number of Classes</b>	<b>HQ Classes</b>	<b>% HQ</b>
SPED – Art	553	264	47.74%
SPED - Elementary	3,328	1,543	46.36%
SPED - English Language Arts	9,662	4,541	47.00%
SPED - History & Government	6,071	2,880	47.44%
SPED - Mathematics	7,655	3,763	49.16%
SPED - Science	4,485	2,325	51.84%
SPED - Speech/Theatre	354	155	43.79%
<b>Total:</b>	<b>49,857</b>	<b>26,670</b>	<b>53.46%</b>

## Section 6: Restricted License Teachers

### A. Restricted license teachers by recommending institution:

Data is total enrollment in the restricted teaching program by institution.

<b>Recommending Institution</b>	<b>2013</b>	<b>2014</b>	<b>2015</b>	<b>2016</b>
Baker University	11	11	14	8
Emporia State University	31	23	15	13
Fort Hays State University	89	77	123	160
MidAmerica Nazarene University	0	0	0	0
Pittsburg State University	12	9	6	11
Southwestern College	7	9	1	2
Sterling College	0	0	0	0
Washburn University	0	0	0	0
Wichita State University	29	35	37	32

## B. Restricted license teachers by assignment area:

Some individuals teach in more than one building and/or more than one assignment; an individual may be represented with multiple assignments. The 2015 data represents subjects taught by Restricted License holders, rather than assignments.

<b>Subject</b>	<b>2012 Courses</b>	<b>2013 Course</b>	<b>2014 Subject</b>	<b>2015 Subject</b>	<b>2016 Subject</b>
Agriculture	3	19	12	5	6
Architecture and Construction				1	1
Art	113	59	14	39	49
Biology	72	57	0	0	0
Business and Marketing	111	128	8	19	16
Chemistry	44	32	0	0	0
Earth Space Science	7	2	0	0	0
English Language Arts	106	141	43	50	71
Family & Consumer Science	12	36	8	3	10
French	12	14	0	0	0
German		7	0	0	0
Health Care Sciences	9	0	0	1	4
History & Government	43	50	24	20	39
Journalism	46	29	9	9	4
Library		1	0	0	0
Mathematics	137	120	40	41	54
Music	76	33	4	11	10
Physical Education	72	75	11	16	11
Physics	2	4	0	0	0
Psychology			2	1	1
Speech/Theatre	17.5	8	9	21	29
Counselor	2	4	0	0	0
Science	48	68	46	56	55
Spanish	40	72	0	0	0
Technology Education		7	7	6	5
World Languages			29	30	30

## Section 7: Career and Technical Education

### A. Career and Technical Education Assignments by Subject Categories:

Some individuals teach in more than one building and/or more than one assignment; an individual may be duplicated either within or across subject categories.

Subject Categories:	Assignments
Agriculture	1,090
Art	93
Business and Marketing	1,167
Computer and Information Sciences	939
Family & Consumer Science	852
Health Care Science	207
Human Services	120
Journalism	0
Miscellaneous	0
Physical, Health, and Safety Education	143
Public, Protective, and Government Service	0
Science	324
Speech/Theatre	0
Technology Education	1,033

## Section 8: Licensure waiver data

State Board of Education Regulation 91-31-42 allows a school accredited through the Quality Performance Accreditation System to request a licensure waiver to assign an individual to teach in a subject or at a grade level not authorized by the teacher's Kansas teaching certificate/license. The intent of a licensure waiver is to allow a school district to utilize the expertise of teaching staff to meet the educational needs of students.

### A. Waivers by subject area:

Subject		Waivers Issued
Adaptive Special Education/High Incidence		385
Deaf or Hard-of-Hearing		0
Early Childhood Unified	Special Education	41
	General Education	5
Earth and Space Science		1
English Language Arts		1
English to Speakers of Other Languages		18
French		1
Functional Special Education/Low Incidence		58
Gifted		34
Library Media		7
Mathematics		5
Physics		1
School Counselor		1
Visually Impaired		9
Extension of the number of days		24

*\*Shaded cells are considered Special Education areas*

## Section 9: Licensure Data

### A. Type and totals of licenses issued by Teacher Education and Licensure:

		2015-16	2014-15
Initial License	Kansas Grads	1695	1632
	Out of State	432	537
	Renewals	651	825
	School Specialist	258	273
	School Leadership	587	642
Professional Licenses	Out of State	343	340
	Upgrade from initial (mentoring)	1933	2210
	Renewals	6554	7386
One Year Nonrenewable	Kansas Grads	112	100
	Out of State	82	102
Two Year Exchange		110	156
Transitional		94	75
Interim Alternative		34	21
STEM		6	3
CTE Specialized		12	7
Restricted Teaching		237	213
Provisional	Teaching	212	266
	School Specialist	34	27

\* Each column of data represents dates from July 1 – June 30 of the respective year.

\* Shaded cells are Out of State