

### Introduction and Goals

One of the primary challenges in education for Wisconsin and the Department of Public Instruction (DPI) is the growing teacher shortage. State Superintendent Tony Evers has labeled it one of the “most critical public policy issues” confronting the state and is dedicating significant resources towards addressing it (<https://dpi.wi.gov/news/dpi-connected/teacher-shortage-announcement>). Work on this issue is also being guided by the Professional Standards Council—a statutorily constructed group that assists the state superintendent with improvement in the areas of teacher preparation, licensure, and regulation (<http://dpi.wi.gov/news/releases/2016/evers-announces-efforts-address-school-staffing-shortages>).

The issue of educator shortages is directly linked to the ability of schools and districts to recruit, retain, support and develop staff members. When schools suffer high turnover and attrition rates, students’ education and learning environments are disrupted. This situation works against efforts to improve student educational outcomes and hinders efforts to reduce the achievement gap throughout the state. High levels of turnover and attrition work against efforts at improving equity throughout Wisconsin schools (<https://dpi.wi.gov/sites/default/files/imce/esea/pdf/WisconsinEdEquityPlan.pdf>).

This brief will only cover educational staff that are licensed through DPI and it will focus specifically on Teachers, which includes teachers in all subjects (math, technology education, German, Chemistry) as well as Speech/Language Pathologists, Librarians, Library Media Specialists, and Instructional Technology Integrators. It presents data on both turnover and attrition for teachers throughout the state that occurred between the 2011-12(SY2012) and 2012-13(SY2013) school years.

For the purposes of this study, “turnover” is defined as the situation when an individual left a position at a school, but kept working within the Wisconsin Public School system the subsequent year either by finding a position at another school, or by retaining at least one other position within the school system. “Attrition” is defined for this study as the situation when an individual left all of their positions within the Wisconsin public school system and did not return the next year.

### Teacher Turnover and Attrition

Analysis shows that during the 2011-12 school year, 62707 licensed teachers were employed in Wisconsin Public Schools filling 81847 positions. The analysis distinguished between the number of positions and the number of distinct people in the Teacher category, because one person might hold multiple positions in a district (or even in multiple districts), and therefore the number of people in the school system was less than the number of positions held by them. Additionally, data on the assignment workload percentages—full-time equivalency (FTE)—that these positions entailed is presented.

From this 62707 licensed teaching personnel, 52644 individuals remained in 67583 positions into the next year. 6434 individuals left 7841 positions while remaining within the system (turnover) and 4969 left the system entirely (attrition). These statistics are displayed in table 1 along with FTE totals.

*Table 1—Teaching Personnel SY2012-13—Remaining, Turnover, & Attrition Numbers*

	Positions	% of total	Individuals	% of Total	FTE	% of Total
Total Teaching	81847	100.00%	62707	100.00%	60243.96	100.00%
Remaining	67583	82.57%	52644	83.95%	50606.23	84.00%
Turnover	7841	9.58%	6434	10.26%	5122.82	8.50%
Attrition	6423	7.85%	4969	7.92%	4514.91	7.49%

It is important to note that the percentages for individuals adds up to more than 100%. This occurs because individuals with multiple positions may have kept some of them (and were thus counted in the Remaining group), while also leaving others (thus being counted in the Turnover group).

Within the Teacher category, there are a large number of different subject areas and positions—83 in total—but the seven largest categories—make up approximately 61.8% of all FTEs. These subjects and positions are: 1. Elementary Ed. (33.68%), 2. Cross-Categorical Special Ed (6.68%), 3. English (6.19%), 4. Math (5.68%), 5. Physical Education (4.08%), 6. Speech Pathology (2.74%), and Art (2.74%). Altogether, these positions constituted 37223.23 FTEs within the Teacher category. Table 2 displays the turnover and attrition numbers for each of these seven positions in terms of FTE.

*Table 2—Teaching Positions SY2012-13—Turnover and Attrition Numbers*

Subject/Position	Total FTE	Turnover FTE	% Turnover	Attrition FTE	% Attrition
Elementary Ed	20287.69	1233.09	6.08%	1329.94	6.56%
Cross Cat SE	4023.36	828.34	20.59%	366.94	9.12%
English	3730.71	196.02	5.25%	301.03	8.07%
Math	3422.93	177.56	5.19%	227.42	6.64%
Phys. Ed.	2455.38	161.71	6.59%	146.52	5.97%
Speech Path.	1653.48	246.61	14.91%	115.39	6.98%
Art	1649.68	138.47	8.39%	131.59	7.98%

One important aspect of the educator staffing challenge is knowing whether those leaving the profession are newly engaged educators, moderately experienced educators, or are long-term education professionals nearing retirement. By analyzing staffing data, this brief examines how long teachers had been working in Wisconsin public schools. The time period categories used in this analysis are noted in Table 3. These categories were chosen to highlight the critical nature of early years of employment within the Wisconsin Public School system as well as the different stages within an educator’s professional development. One caveat to this data is that it measures the total years of experience as an educator overall rather than measuring only the total experience in a particular position or subject area. Thus, an educator who worked as a sub for one year, then as a program coordinator for 7 years, and finally as a teacher for 7 years would have a sum of 15 years of total experience for this measure.

Table 4 presents a summary of the turnover and attrition groups within teachers, and there are a couple of important inferences to make. With regards to turnover, one can note that there is significant proportion of the total turnover related to teachers with little experience. Specifically, almost 19% of the total turnover is tied to teachers with 3 or fewer years of experience and 31% for the first five years. These 1218 individuals also represent 17.3% of all teachers with 3 years or less of work experience. This finding might point to a lack of stability in the first few years of a teacher’s career. After five years, however, the rate of turnover mostly stabilizes and continues to drop as teachers get more experience.

*Table 3--Work History Categories used in Analysis*

1 year or less of experience
2 years or less of experience
3 years or less of experience
3-5 years of experience
5-10 years of experience
10-20 years of experience
20+ years of experience

*Table 4—Teacher Turnover and Attrition compared to Years of Experience.*

Years Exp.	Turnover		Attrition	
	# of individuals	% of total Turnover	# of individuals	% of total Attrition
0-1 years	458	7.12%	301	6.06%
0-2 years	845	13.13%	566	11.39%
0-3 years	1218	18.93%	802	16.14%
3.1-5 years	783	12.17%	407	8.19%
5-10 years	1544	24.00%	797	16.04%
10-15 years	1259	19.57%	740	14.89%
15+ years	1630	25.33%	2222	44.72%

Regarding attrition, the information in Table 4 shows that the majority of those leaving teaching positions possess significant teaching experience. Nearly 60% of those leaving the Wisconsin public school system have 10 or more years of experience, with nearly 45% of the attrition coming from those with more than 15+ years of experience. According to FTE percentages, 45.4% of the FTE’s leaving the system were aged 55 or older, which could signify retirement. However, another 20% of those leaving (according to FTE %) were between the ages of 40 and 54, which is not yet within the standard age of retirement and might therefore be important for those interested in educator retention. A second important inference from the table is that 16% of this attrition comes from those with 3 years or less of experience, and nearly 25% of the total attrition comes from those with 5 years or less. This points to a possibly significant issue of teacher retention for newly hired teachers.

*Table 5—Number of Districts in Mapping Categories of Turnover and Attrition Rates*

### Maps of Educator Turnover Rates

The statewide analyses of educator turnover and attrition above do not, however, display the distribution or concentration of educator losses throughout the state. To accomplish this, this brief presents three separate maps that show turnover, attrition, and combined (turnover+ attrition) rates for each of the

	Turnover	Attrition	Turnover+Attrition
0%	19	10	0
0-5%	179	113	30
5-10%	123	193	111
10-15%	37	45	123
15-20%	14	11	66
20-33.3%	6	6	44
33.3%+	0	0	4
no data	0	0	0

378 unified school districts in the state. Accompanying these maps are three tables that present related information. Table 5 shows the number of districts that fall within the different percentage-based categories for turnover and attrition.

Tables 6 and 7 show the breakdown the data from Table 5 further using National Center for Education Statistics (NCES) Locale Codes. These codes are “a measure of geographic status on an urban continuum that ranges from ‘large city’ to ‘rural.’”( <https://nces.ed.gov/ccd/commonfiles/localedescription.asp>) The four main categories in these codes are “city,” “suburb,” “town,” and “rural.” Table 6 shows the breakdown of districts related to turnover percentages, while table 7 shows the same breakdown for attrition percentages.

Table 6—District Breakdown by NCES Locale Code for Turnover Percentages

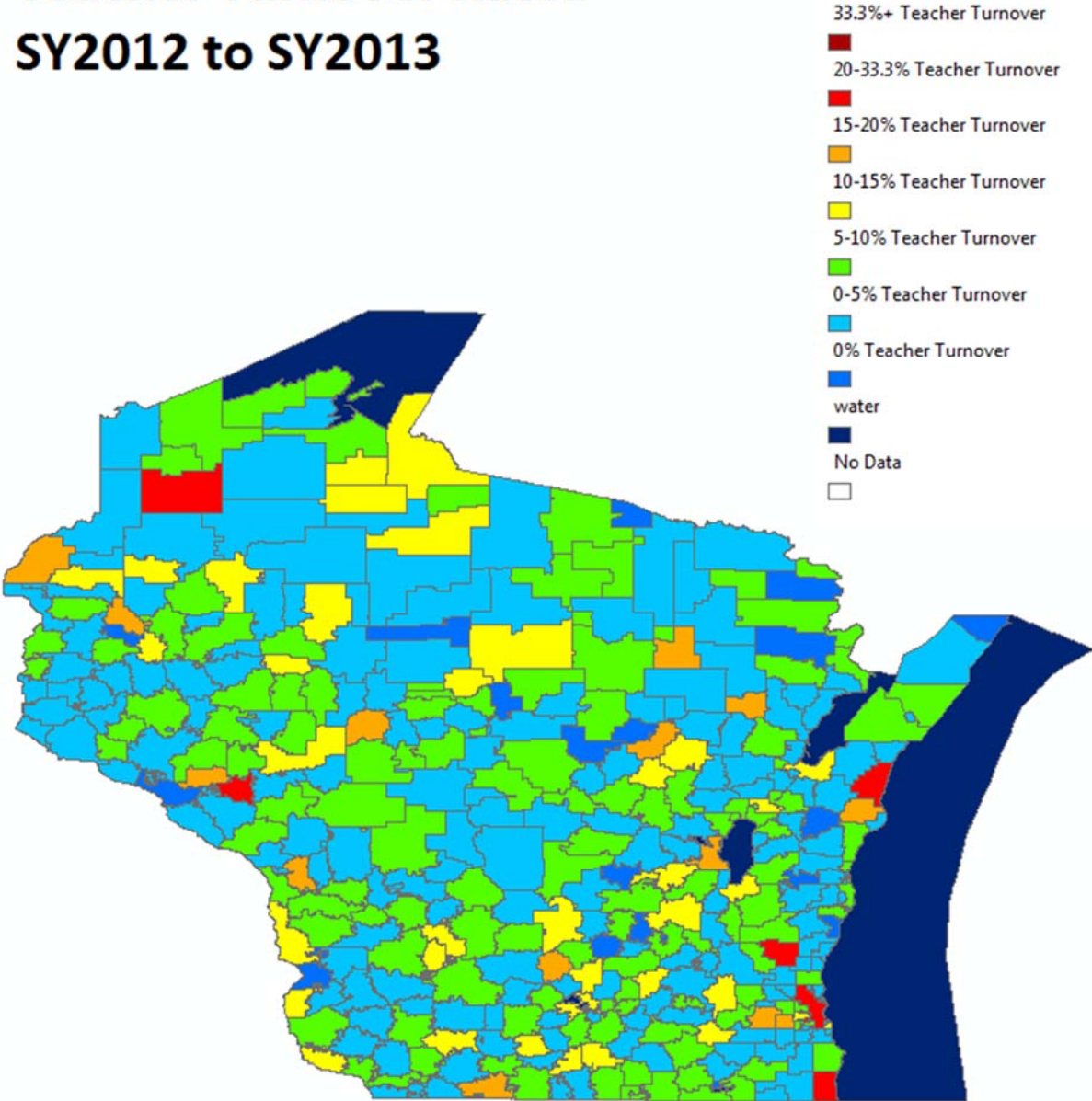
% Turnover	Rural	Town	Suburb	City	Total # of Districts
0%	17	2	0	0	19
0-5%	98	44	36	1	179
5-10%	59	37	18	9	123
10-15%	22	7	4	4	37
15-20%	10	1	1	2	14
20-33.3%	2	1	2	1	6
33.3%+	0	0	0	0	0
Total # of Districts	208	92	61	17	378

Table 7—District Breakdown by NCES Locale Code for Attrition Percentages

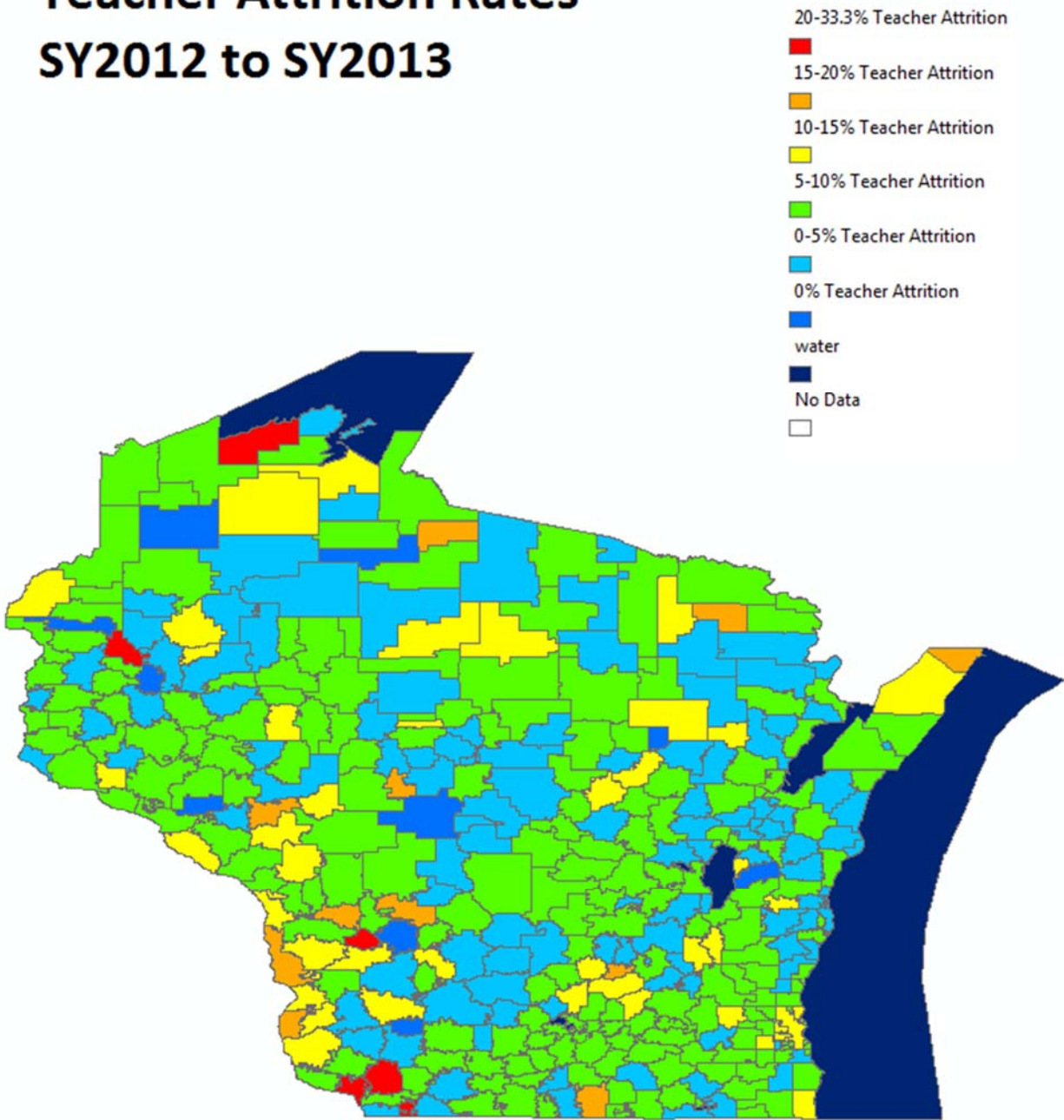
% Attrition	Rural	Town	Suburb	City	Total # of Districts
0%	9	1	0	0	10
0-5%	62	33	16	2	113
5-10%	93	50	39	11	193
10-15%	29	6	6	4	45
15-20%	10	1	0	0	11
20-33.3%	5	1	0	0	6
33.3%+	0	0	0	0	0
Total # of Districts	208	92	61	17	378

Maps will be shown on separate pages for easier visibility

# Teacher Turnover Rates SY2012 to SY2013



# Teacher Attrition Rates SY2012 to SY2013





# Teacher Turnover + Attrition Rates SY2012 to SY2013

