

TEACHER TURNOVER, RETENTION, AND COMPENSATION

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FIVE CONSIDERATIONS FOR RAISING TEACHER QUALITY (NCTQ)

1. Delivering Well Prepared Teachers

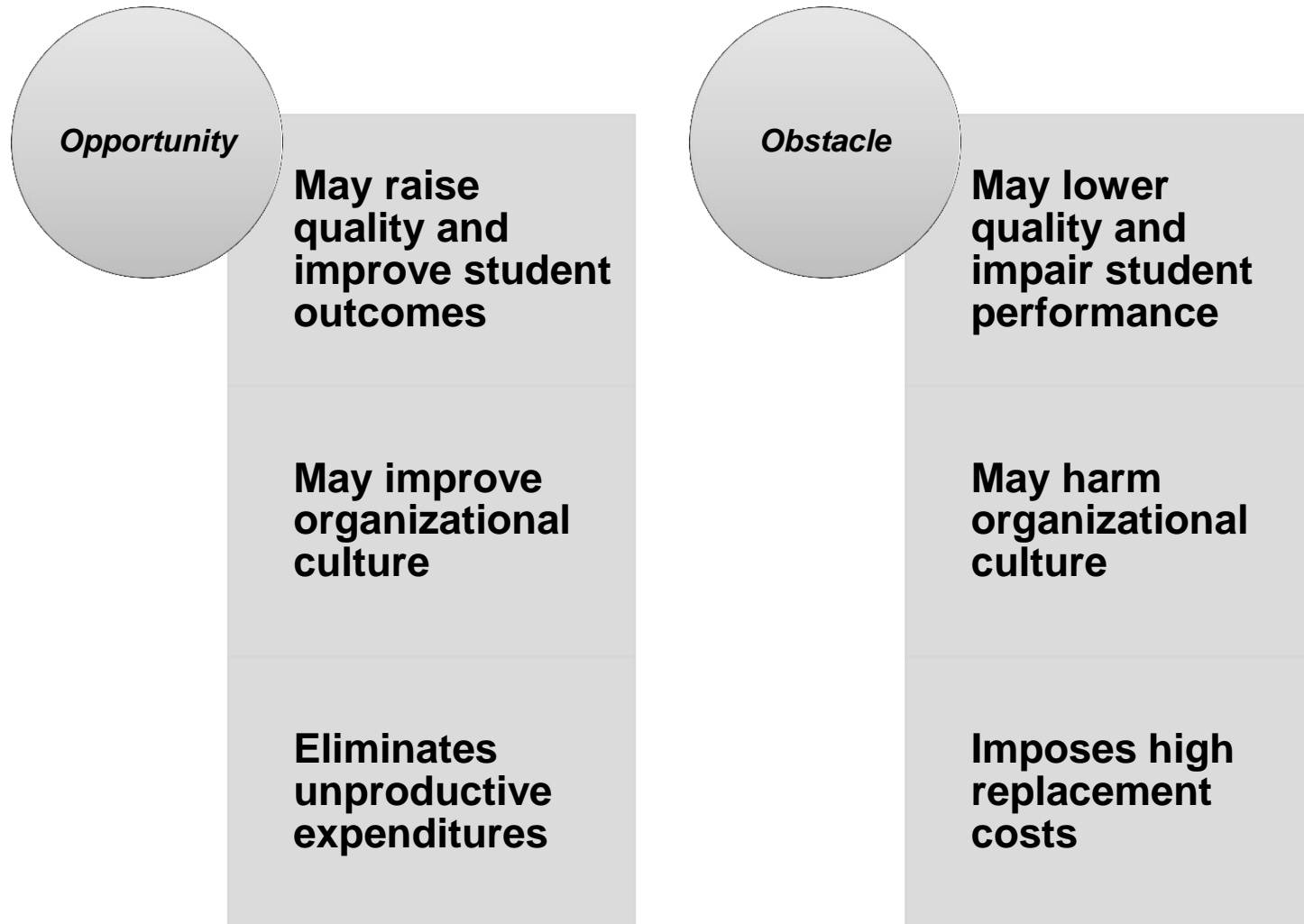
1. Expanding the Pool of Teachers

1. Identifying Effective Teachers

1. Retaining Effective Teachers

1. Exiting Ineffective Teachers

IS TEACHER TURNOVER GOOD OR BAD?



INSUFFICIENT TEACHER TURNOVER DATA

- **According to NCTQ, six states report an annual turnover rate (CT, IL, NJ, NY, NC, and SC)**
- **Individual studies of turnover in cities (Chicago, New York, Philadelphia, and Los Angeles) and states (NY, IL, and TX)**
- **Quadrennial attrition estimates from the federal School and Staffing Survey and Teacher Follow-up Survey**

CHARACTERISTICS OF TEACHERS WHO MIGRATE OR LEAVE THE PROFESSION

Early-career teachers

Late-career teachers

Science teachers

Math teachers

Teachers in low-income schools

Teachers in low-performing schools

Teachers in high-minority schools

Teachers in urban schools

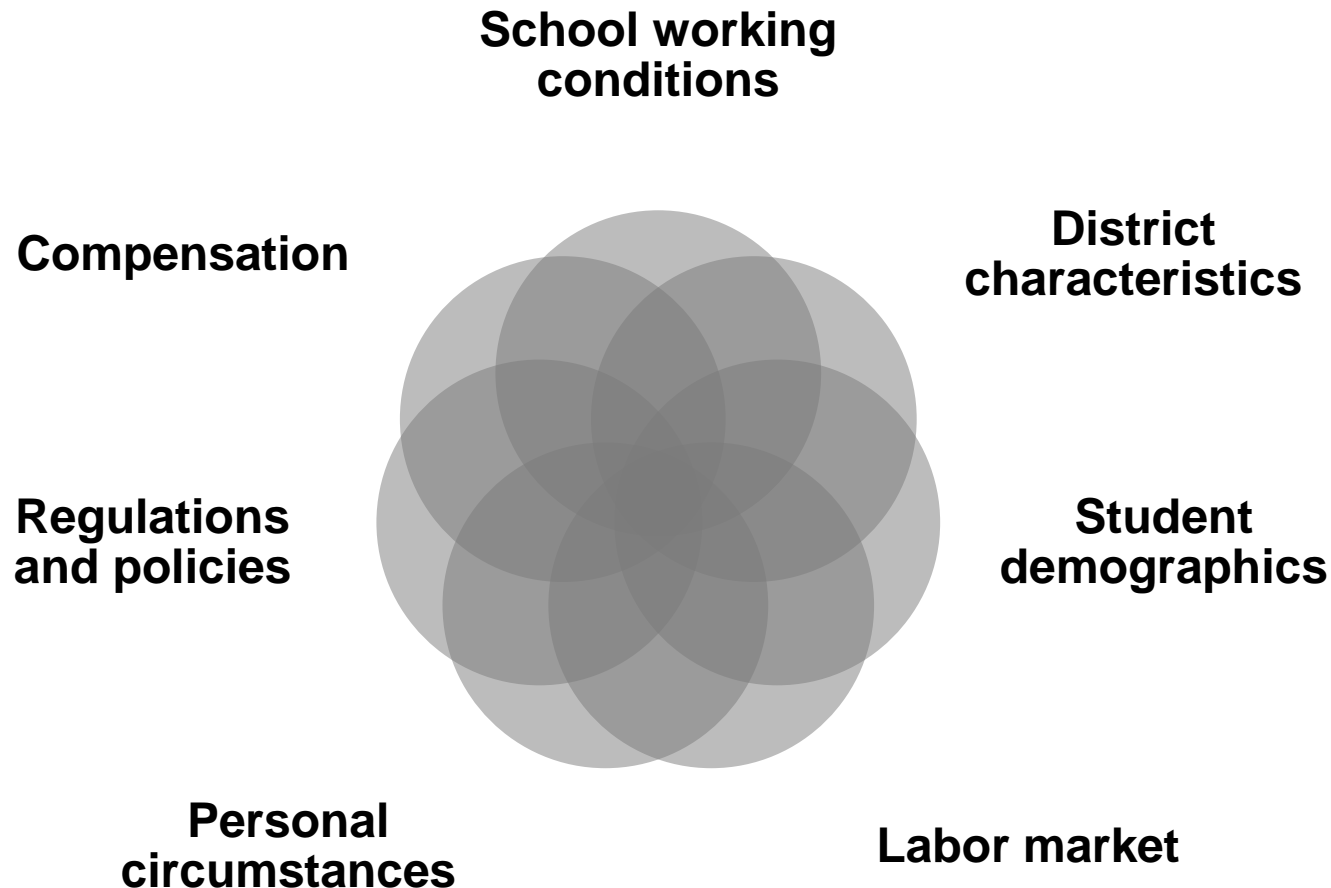
Teachers with higher test scores

Teachers who are less effective than their peers

Graduates of traditional teacher education programs

Teachers in schools that limit autonomy or provide insufficient support

WHY DO TEACHERS MIGRATE OR LEAVE THE PROFESSION?



EVALUATING STATE TEACHER RETENTION EFFORTS (NCTQ)

- **Six states rated as most effective at retaining effective teachers (AR, FL, HI, LA, UT, and VA)**
- **NC grade for retaining effective teachers: C+**
 - New teacher induction (NC meets goal)
 - Professional development (NC meets goal)
 - Pay scales and performance pay (NC meets small part of goal)
 - Differential pay (NC does not meet goal)
 - Compensation for prior experience (NC is a “best practice” state)

HOW CAN WE RETAIN HIGH-QUALITY TEACHERS?

High-quality induction programs

Performance pay

Differential pay for hard-to-staff schools

Differential pay for high-demand credentials

Pay scale flexibility

Leadership opportunities

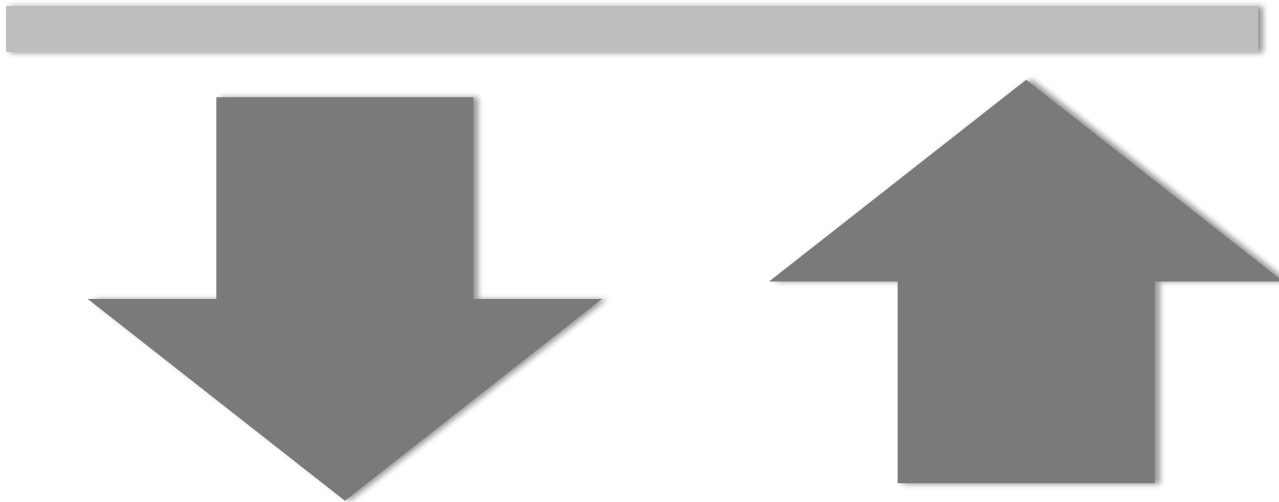
Contractual flexibility

Professional development

WHY NOT AN ACROSS-THE-BOARD SALARY INCREASE?

**Creates a “bad
equilibrium”**

**Salaries for
both effective
and ineffective
teachers
increase**



THANK YOU

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