

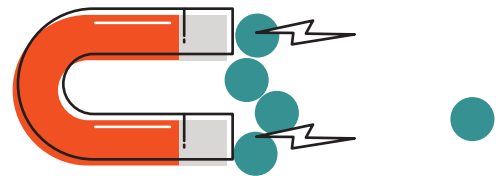


GAINING FOCUS

IDENTIFYING GAPS IN IDAHO'S TEACHING WORKFORCE

TEACHER RETENTION

1 in 5 Idaho teachers does not return to their school the following year.



High-poverty and low-performing schools are experiencing higher than average teacher turnover.



National average: 16%
Idaho average: 19.7%

Low poverty: 15.2%
High poverty: 20.0%

High-performing: 15.9%
Low-performing: 23%

WORKFORCE EXPERIENCE

The teacher workforce in Idaho is becoming less experienced.

Novice and early career teachers with less than four years of experience make up a growing share of Idaho's teacher workforce, especially in low-performing and high-poverty schools.



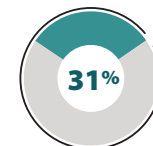
In the last five years, the percentage of teachers with less than four years of experience grew from 17% to 24%

(2011/12–2016/17)

Low poverty: 18.9%
High poverty: 33.2%

High-performing: 19.6%
Low-performing: 28.2%

Novice and early career teachers made up 25% of the workforce across most content areas. In special education, these teachers made up 31% of the workforce.



Special education teachers



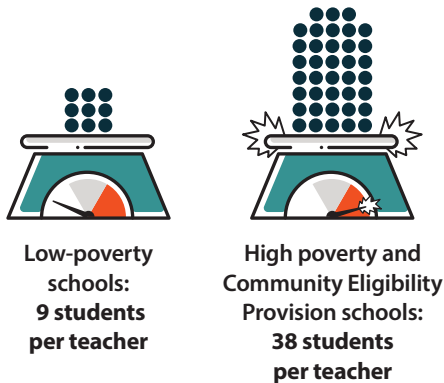
Other teachers

CHANGING STUDENT POPULATION

High-poverty schools are struggling to keep up with increasing enrollments of English learner students. The workforce appears to be meeting the needs of the growing population of students receiving special education services.

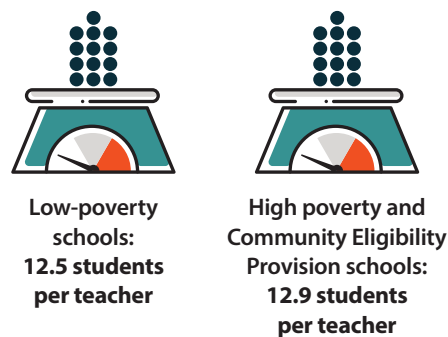
English Language Development Teacher Caseloads

English language development teachers in high poverty schools have large caseloads.

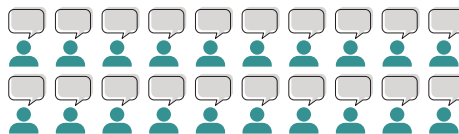


Special Education Teacher Caseloads

Caseloads for special education teachers at both high poverty and low poverty schools are similar.



23% of schools that had at least 20 English learner students did not have an English language development teacher.



TEACHER WORKFORCE GAP IMPLICATIONS

Principals and educators in high-poverty schools may need help addressing higher turnover rates and higher percentages of novice and early-career teachers.



The shortage of English language development teachers underscores the need to **strengthen and sustain programs that help all educators meet diverse educational needs and develop partnerships** that improve the recruitment and training of bilingual and English language development teachers.



High numbers of early career teachers and alternative authorization certificates signal a need for **mentorship and professional development**. School leaders may want to consider ways to make student assignments more equitable to help inexperienced teachers learn the craft.