



# The Distribution and Retention of Illinois Teachers

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# The State Context:

## Enrollments are Changing

- Elementary enrollments peaked in 2003 after 15 years of growth. They have since dropped by 11,500 and will go down another 16,000 by 2008 (-2%). They will then return to the 2003 peak by 2012, and continue rising.
- High school enrollments started growing in 1999 (up 58,000 by 2005, or 2% per year) and will continue to grow (up another 38,000 by 2008). They will then drop about 6% by 2014.
- From 1989 to 2003 the number of full-time teachers in Illinois Public Schools *increased* by almost 30,000. Since 2003 the number has *dropped* by 2,000. The changing demographics will likely mean the need for fewer elementary teachers and more high school teachers for the rest of the decade, with a reversal thereafter.





# **The State Context: The Teacher Quality Index**

**The IERC has developed a Teacher Quality Index (TQI) that measures average teacher academic characteristics by school.**





# What the average school looks like, by TQI component and school TQI quartile

TQI Component	Lowest Quartile		Middle-Low Quartile	Middle-High Quartile	Highest Quartile
	0-10%	11-25%			
Teachers' average ACT composite score	18.2	19.6	20.6	21.6	23.1
Teachers' average ACT English Score	18.4	19.9	21.2	22.3	23.7
% of teachers who failed the Basic Skills Test on first attempt	16%	6%	2.5%	1%	0.6%
% if teachers with emergency or provisional credentials	10%	3%	1%	0.7%	0.4%
Teachers' average undergraduate college competitiveness ranking	2.8	2.9	3.0	3.1	3.3
% of teachers with 3 or fewer years of teaching experience	18%	19%	18%	17%	16.5%

- Top-quartile TQI schools have teachers with ACT scores of about 23-24, on the average, compared to 18 in the lowest 10% of TQI schools. Other components follow this pattern.***







# Key Findings on TQI Distribution

- **High-minority, high-poverty schools have lower Teacher Quality Indexes, and TQI matters most for student performance in these schools.**
- **This suggests the need for especially strong induction and professional development programs for these schools.**





# The State Context: Teachers Who Leave

- Between 32% and 40% of Illinois' Public School teachers leave within 5 years.
  - **13% loss after first year; + 10% after second year**
  - **Females under 30 are 40% more likely to leave than older females (35% versus 25%)**
  - **Little difference by race and district type**

Sources: Theobald and Michael. NCREL, 2002 "Teacher Turnover in Illinois, Indiana, Minnesota and Wisconsin: Who Stays, Moves and Leaves." "Educator Supply and Demand in Illinois 2002 Annual Report." Illinois State Board of Education, January 2003.





# The State Context: Teachers Who Move

- An additional 26% of Illinois Public School teachers ***move between districts*** during their first 5 years
  - **Minority teachers (47% versus 23%)**
  - **Urban teachers (47% versus 19%)**
  - **Teachers in above-average poverty districts (35% versus 16%)**
  - **Special education teachers (34% versus 26% elementary/23% secondary)**
- Movers take advantage of being especially attractive to other districts and/or motivated to move up to a ‘better’ district environment





# The Illinois Teacher Study

We looked at career plans and experiences of random samples of

- Teachers newly certified in 1999-2000 - ***the starters and non- or delayed starters;*** and
- Teachers leaving Illinois Public Schools after 1999-2000 with 1 to 5 years' teaching experience - ***the leavers***
- Respondents were representative of respective populations – except Chicago region (under-represented by about 10 percentage points)

Source: Teacher Induction in Illinois: Evidence from the Illinois Teacher Study. IERC 2003-2..







# The Starters

- **95% intended** to be teaching in Illinois Public Schools after their first year of teaching (Fall 2002)
- **77% intended** to be teaching in Illinois Public Schools in Fall 2006
  - **13% were undecided**
  - **Only 10% did not intend to be teaching after five years.**





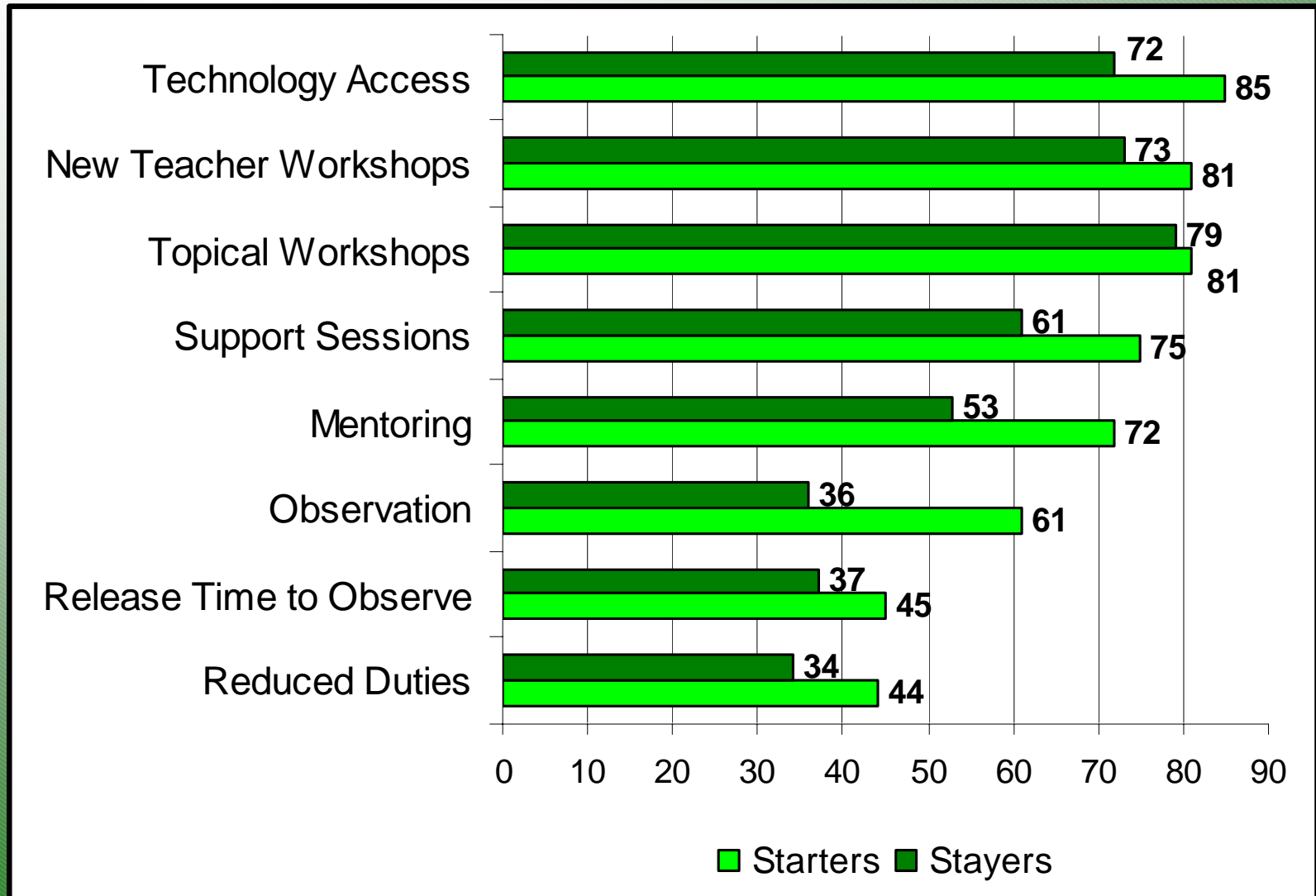
# Illinois' Teachers: Choosing Where to Teach

- Half of newly certified teachers said there were districts in Illinois in which they would ***not*** teach.
- When asked what it would take to change their minds, **3 factors** were ***very important*** :
  - Assurance of greater resources to support teaching
  - Improved student behavior
  - Safety in school/neighborhood



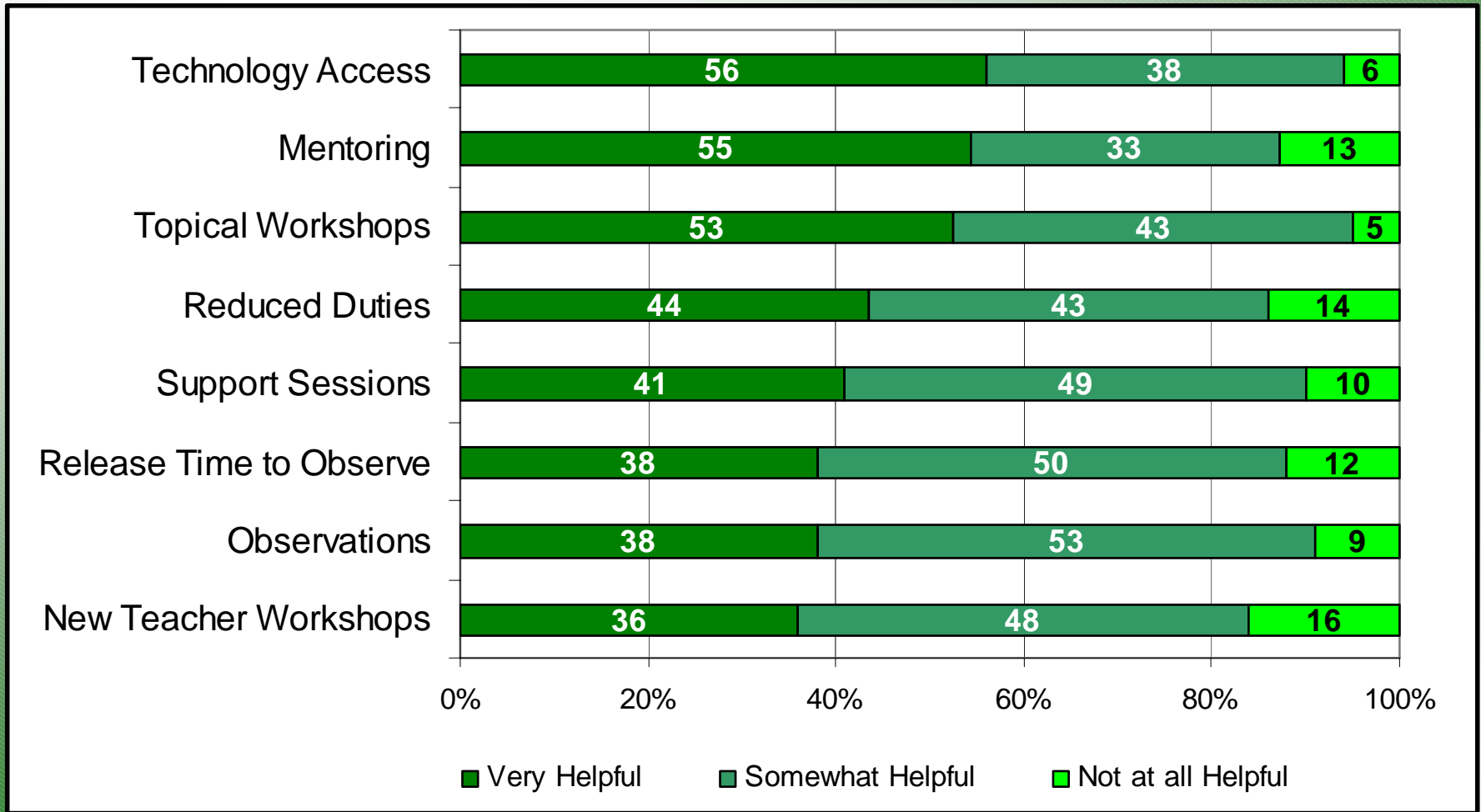


# Percent of Teachers Receiving Induction Activities in First Year of Teaching





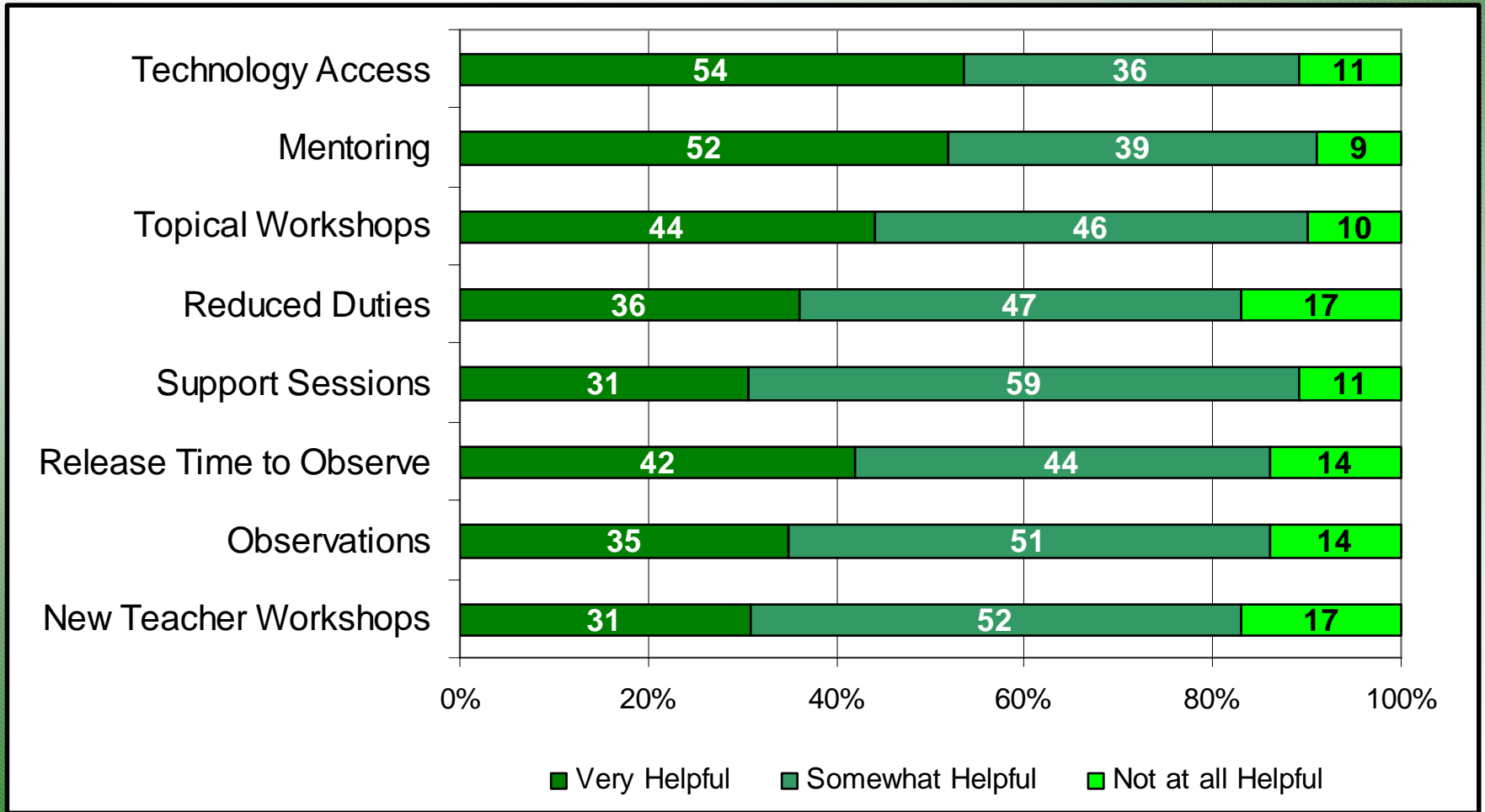
# Ratings of Induction Activities by Starters







# Ratings of Induction Activities by Stayers





# Starters' Participation in Induction Activities by Their Intentions to Teach in Illinois Public Schools in 2006

Induction Activity	Percent Intending to Teach in Fall 2006	
	Participated	Did Not Participate
Reduced Duties (e.g., no committee work)	87%	70%
Release Time to Observe Other Teachers	84%	72%
Topical workshops	81%	63%
Access to Computers and Other Technologies	80%	60%
Observation by Experienced Teacher	80%	73%
Support Sessions with High-Level School Personnel	78%	77%
Workshops Aimed at New Teachers	77%	78%
Mentoring	76%	82%

Note: Highlighted activities are statistically significant at the .05 level.



# Number of Induction Activities Received by Starters, by Intention to Teach in Illinois Public Schools in 2006

Number of Induction Activities Received	Percent Intending to Teach in Fall 2006	
	Yes	No and Not Sure
0 activities received	Small N	
1 activity received	67%	33%
2 activities received	67%	33%
3 activities received	70%	30%
4 activities received	72%	28%
5 activities received	64%	36%
6 activities received	84%	16%
7 activities received	85%	15%
8 activities received	87%	13%

Note: Highlighted activities are statistically significant at the .05 level



# Starters' Index for Helpfulness of Received Induction Activities by Intention to Teach in Illinois Public Schools in 2006

Induction Helpfulness Index	Percent Intending to Teach in fall 2006*	
	Yes	No and Not Sure
All were somewhat or very helpful	81%	19%
Some were "not at all helpful"	72%	28%
At least half were "not at all helpful"	65%	35%

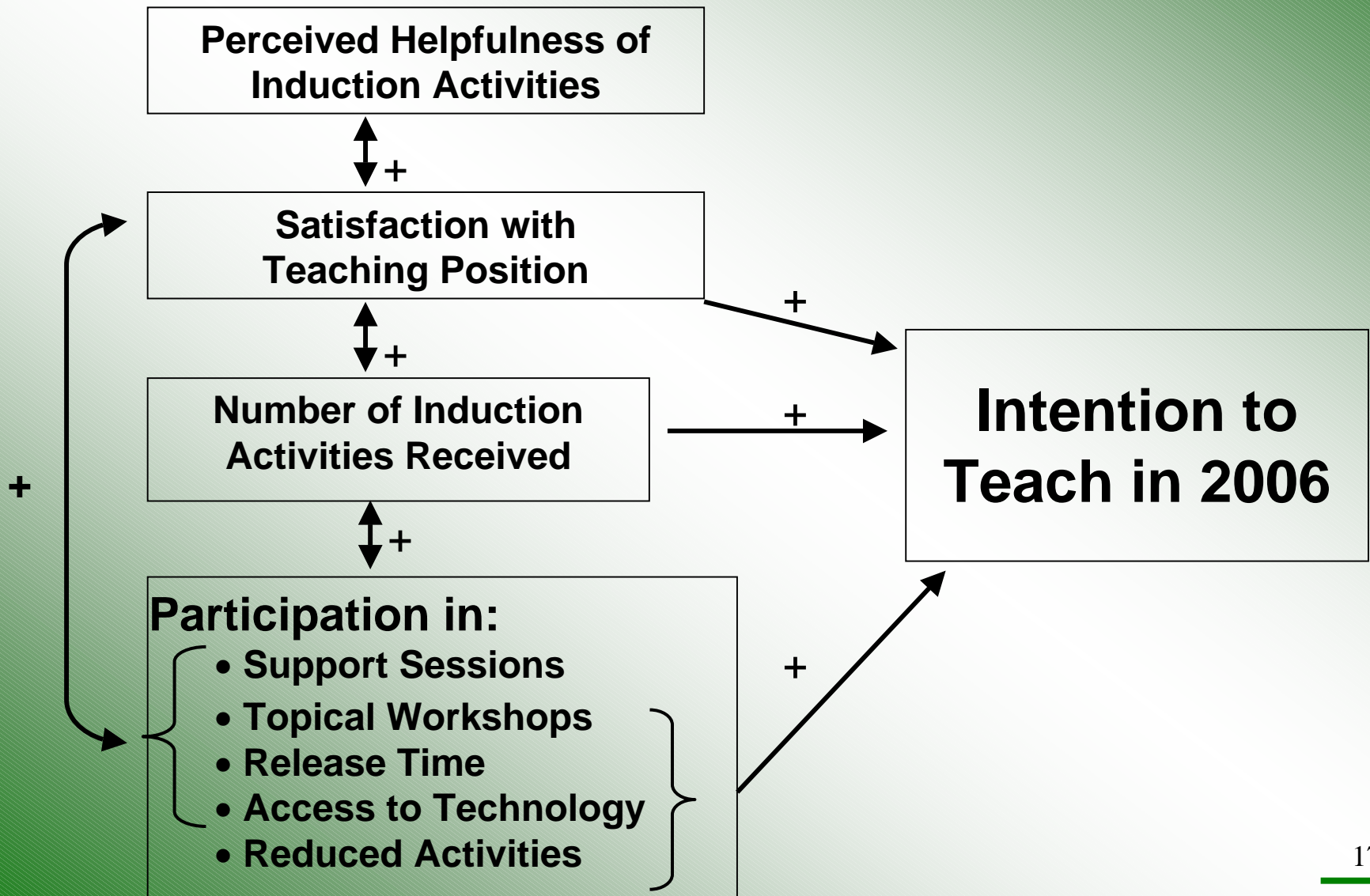
\*  $p = .09$







# Factors Related to Teachers' Intentions to be Teaching in 2006





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