

Idaho State Board of Education

2017-2018 Teacher Pipeline Report

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Introduction

In response to reports from school districts regarding the difficulty to fill certain teaching positions, in December of 2015 and then again in August 2016, the Board reviewed data and reports on educator supply and demand in Idaho. Because early reports were inconsistent and insufficient to guide policy, Board staff were directed to bring together a broad group of education stakeholders to make recommendations on ways to increase and strengthen the educator pipeline.

The initial meeting of the workgroup was held in February 2017, followed by three subgroup convenings. The group formalized early recommendations which were sent to the Board in April 2017. Areas considered by the workgroup included attracting and retaining candidates in teacher preparation programs, recruiting individuals into the profession through traditional, non-traditional, and alternate pathways, incentivizing and attracting educators to teach in our rural and underserved areas, and recruiting and retaining educators for hard-to-fill subject areas such as special education. In June of 2017, and then again in October, the full committee reconvened to further define recommendations identified as critical to developing Idaho's Educator Pipeline. The following final recommendations were identified in the Teacher Pipeline Report presented to the Board in December 2017:

1. Develop an *Idaho Teacher Supply and Demand Report* consisting of multiple data points to determine if, where, and why a teacher shortage exists in Idaho
2. Begin developing a coherent policy dialogue
3. Further explore workgroup proposals falling into three categories: Attract/Recruit; Prepare/Certify, and; Retain.

The inaugural 2017 Teacher Pipeline Report explored multiple data points with the goal of establishing baseline data answering the following questions:

- What patterns exist in teacher staffing over the last three years? What are the areas of shortage and surplus in teacher certification? Do these patterns vary by region of the state?
- Are there differences in the teacher shortage areas in charter schools, rural schools, and urban schools?
- What K–12 public school enrollment trends are expected for the next three to five years?
- How do district leaders perceive teacher shortage areas in their own districts?

Some significant findings from the 2017 report identified previously unexplored characteristics of the teacher workforce, and revealed retention challenges in Idaho that are even greater than those found nationally:

- Approximately 1,873 Idaho instructional certificates are issued annually; of those certificated individuals, approximately 33% do not serve in an Idaho public school
- The attrition rate for Idaho teachers remains at a steady 10% annually, compared to approximately 8% nationally

According to the 2018 data, little has changed; the overall attrition remains at 10%. The practical translation is that well over 1,000 teachers **who are not of retirement age** leave Idaho classrooms every year. While some of the workgroup recommendations have been implemented in the last year, the 2018 report that follows makes clear that there is still much work to do. In summary, until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year, costing the state approximately 7 million dollars annually. *

Discussion

As with the 2017 report, the sources of data used to compile this report include the Teacher Certification Database, School Staffing Reports, Title II Reports and information supplied by the Idaho Department of Labor. Data through FY18 was analyzed for inclusion in this report, building upon the findings from the 2017 report. Additionally, after undergoing significant revisions from 2017, a survey to capture the perception of district leaders regarding teacher shortages was also conducted this year. Due to low response rates, the survey will be resent and data will be available on the State Board website in spring 2019.

All of the information that follows is based upon instructional staff certifications, including CTE, and excluding certificates with **only** Administrator or Pupil Personnel Services endorsements. See Appendix I located in *Attachment 2- Idaho Pipeline Report Detail* for a list of endorsements included, and how they were classified for the purpose of this report. Additionally, to distinguish between urban and rural districts, the NCES Urban-Centric Locale Definitions were used throughout. Those definitions and the classification for each Idaho district is included here as Attachment 3.

*On average, 1,550 teachers leave Idaho public schools each year. Using the lowest replacement cost estimate (*from a decade ago*) at \$4,400 per teacher, we can conclude that Idaho districts spend \$6,820,000.00 every year replacing teachers lost to attrition. The actual cost is likely two to three times higher.

Findings

Part One: Teacher Supply in Idaho

This section of the report will explore the number of teachers being produced by Idaho's universities and colleges that are eligible for certification, and provide an overview of Idaho's existing supply of teachers and their content area endorsements.

"Completer" data from Title II reports on those candidates graduating from Idaho's teacher programs, with the ability to certify, is consistent and reliable for the last three years:

Table 1: Potential new teachers (Completers) produced by traditional Idaho educator preparation programs

Year	Completers by Program							Totals
	Boise State	BYU Idaho	Idaho State	College of Idaho	LCSC	NNU	U of Idaho	
2014-15	196	320	83	12	48	54	108	821
2015-16	172	384	92	20	49	56	99	872
2016-17	178	348	70	11	44	53	88	792

Though there appears to be a slight decrease in the number of completers exiting Idaho preparation programs, this may be a reporting issue. Trainings took place in 2018 to improve reporting procedures and eliminate duplication. However, even if this is a drop in production, it would be safe to say that in the last three years our preparation programs are exiting around 800 candidates ready for teacher certification. Going forward, firm reporting definitions will ensure consistent, accurate preparation program data to identify trends. Detailed information on enrollment and subject area preparation is available in the FY18 Title II report, posted on the Board's website.

The tables that follow break down the approximately 16,000 active instructional staff by content area endorsement. Total certificates issued include teachers receiving full certification as well as interim certification. Interim certification is temporary, and can only be utilized for a maximum of three years while a candidate is meeting the state's requirements for full certification (with the exception of the Provisional and Alternate Authorization to Endorsement). Interim certification that is renewable for up to three years encompasses all Board-approved alternative pathways. Alternative pathways include American Board Certified Teachers of Excellence (ABCTE), Teach for America (TFA), Content-Specialist Alternative Authorization, and Teacher to New Certificate. Alternative Authorization to Endorsement and Provisional certificate routes are valid for a period of one year.

Table 2: Number receiving Idaho certifications issued with Special Education endorsement

	Total certificates issued
2013-2014	260
2014-2015	237
2015-2016	282
2016-2017	292
2017-2018	328

Note: A teacher that received more than one certification would only appear once in this tally.

Table 3: Number receiving Idaho certifications issued with Career Technical endorsement

Year	Total CTE certificates issued
2013-2014	33
2014-2015	51
2015-2016	61
2016-2017	56
2017-2018	41

Note: A teacher that received more than one certification would only appear once in this tally.

Table 4: Idaho certifications issued for content endorsements, by area of assignment

STEM Content Areas

	Mathematics	Life and Physical Science	Computer and Informational Systems
2013-2014	187	142	19
2014-2015	150	138	21
2015-2016	172	171	19
2016-2017	207	184	14
2017-2018	209	176	27

Languages and Humanities

	English Language and Literature	World Language	Humanities
2013-2014	436	74	568
2014-2015	380	68	500
2015-2016	407	48	485
2016-2017	416	63	488
2017-2018	426	58	516

Other

	Social Science	Fine and Performing Arts	Physical, Health, and Safety
2013-2014	213	247	97
2014-2015	192	194	75
2015-2016	168	200	75
2016-2017	187	173	86
2017-2018	221	179	92

Note: Area of assignment was determined by using the crosswalk between endorsements and assignments provided by SDE in the 2016-17 Assignment Credential Manual. See appendix found in Attachment A for a list of which endorsements are counted in each category. A teacher that received more than one endorsement would appear more than once in these tables; duplicated across content areas but not within.

The most notable change in 2017-18 is the slight increase in special education teachers and a significant jump in computer and informational science teachers. The number of career technical education certificates appears to be on the decline, which should be an issue for further study within the State Career and Technical Education Department.

The following table illustrates the total number of individuals issued an initial certificate to teach in Idaho, including the percentages of those who were issued a certificate but chose not to teach in an Idaho public school.

Table 5: Number receiving new Idaho certifications (non-duplicated), with instructional endorsements

	Total certificates issued	Certificates issued to those who were employed in Idaho				Share not employed in Idaho
		Academic Certificates			CTE Certificates	
		<i>Total</i>	<i>State of first certification</i>			
		<i>Idaho</i>	<i>Other state</i>			
2013-2014	1,932	1,249	828	421	33	35%
2014-2015	1,720	1,180	782	398	51	31%
2015-2016	1,889	1,298	909	389	61	31%
2016-2017	1,952	1,234	821	413	56	37%
2017-2018	1,969	1,281	838	443	41	35%

Notes: Certification period is from Sept 1-August 31. Excludes certifications with only Administration or Pupil Personnel Services endorsements. A teacher that received more than one certification would only appear once in this tally. Total certificates issued includes certificates issued to teachers who never had a teaching assignment in Idaho. State of first certification is not available for these teachers. CTE Certificates are those certificates with only CTE endorsements. Teachers with both academic and CTE endorsements would be included in the Academic certificates group

Once again, it is significant to note that more than *one third* of the teachers who certified in 2017-2018 are not employed in Idaho public schools. Ways to capture exactly what is happening with this population are being explored. It will be critical to eventually determine if these potential Idaho teachers using their teaching certificates in border states, unable to find jobs in the content area in which they were prepared, the geographic locations they desire, or are choosing other professions.

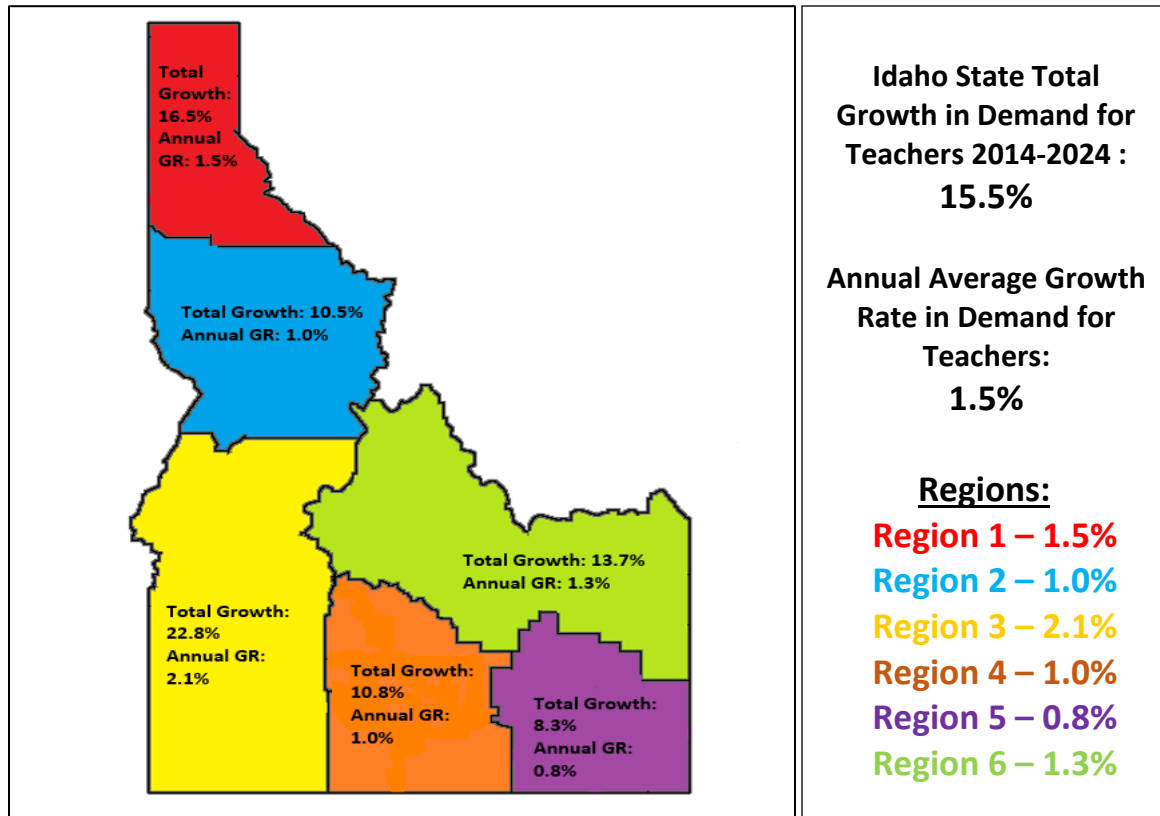
Part Two: Teacher Demand in Idaho

Growth Projections

The Idaho Department of Labor projects the average increase in demand for teachers to average 1.5% annually over time.

Figure 1. Teacher Demand Projections 2014-2024

Idaho Department of Labor Long Term Projections



The number of instructional staff working in Idaho’s public schools averages about 15,500 over the last five years. After accounting for Idaho’s steady attrition rate that results in the loss of approximately 1,550 teachers annually, an additional 233 must be hired in various districts across the state to counter growth of student populations. The following tables illustrate attrition patterns of teachers with instructional teaching assignments. Until the attrition problem is solved, Idaho will continue to need in excess of 1,750 new teachers every year.

Attrition of Idaho Teachers Statewide

In the following tables, Idaho’s attrition rates are examined according to a number of factors; age, years of experience, by cohort, and by region. A teacher is counted as leaving if that teacher had an instructional assignment in one year and did not have an instructional assignment in the next year.

Table 6: Number of teachers with instructional assignments who have instructional assignments in the next school year

	Number with instructional assignment	Number with instructional assignment in next year	Attrition Rate	Number without instructional assignment but with Administrative assignment	Share who leave to become only Administrators
2013-2014	15,322	13,814	10%	108	1%
2014-2015	15,576	13,922	11%	98	1%
2015-2016	15,767	14,116	10%	114	1%
2017-2018	16,035	14,421	10%	88	1%

In summary, approximately ten percent of teachers with instructional assignments in one year do not have instructional assignments in the next year. Of those, only one percent left to become full-time administrators. The national average for teacher attrition is 8%; attrition in Idaho is consistently higher.

Table 7: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by age

	Attrition Rate – Age of those who leave the profession			
	2013-2014	2014-2015	2015-2016	2016-2017
Age 24 or younger	5%	6%	5%	5%
Age 25 to 29	12%	12%	14%	12%
Age 30 to 34	13%	11%	13%	13%
Age 35 to 39	10%	10%	9%	12%
Age 40 to 44	11%	9%	9%	9%
Age 45 to 49	7%	8%	9%	9%
Age 50 to 54	8%	9%	8%	7%
Age 55 to 59	16%	14%	15%	14%
Age 60 to 64	15%	17%	13%	14%
Age 65 and older	4%	5%	5%	6%
Overall Attrition	10%	11%	10%	10%

Note: Age is measured as of base year. Rates higher than the overall rate are highlighted.

In summary, attrition rates in the Idaho teaching population are highest for those under the age of 35 and those over the age of 54. Of the 10% who leave the profession annually, those teachers aged 55 years or older account for about 33% of Idaho’s annual attrition on average, with 66% clearly leaving for reasons other than retirement. Considering that Idaho’s annual rate of attrition is consistently 10%, we can assume that next year 1,600 teachers will leave; approximately 500 of them will retire **but 1,100 will leave the classroom due to other compelling factors**. Though attrition for those under the age of 35 decreased slightly in 2016-2017, Idaho is still losing teachers for reasons other than retirement at a rate that is higher than the national average.

Table 8: Number of teachers with instructional assignments who do not have instructional assignments in the next school year, by years of experience

	Attrition Rate - Share with an assignment in base year but without assignment in next year			
	2013-2014	2014-2015	2015-2016	2016-2017
No prior experience	14%	17%	15%	15%
0.1 to 3.9 years of experience	10%	12%	11%	11%
4.0 to 7.9 years of experience	10%	9%	11%	9%
8 to 10 years of experience	7%	8%	8%	7%
More than 10 years of experience	10%	10%	10%	9%
Overall	10%	11%	10%	10%

Note: Experience is measured as of base year. Attrition rates higher than the overall rate are highlighted. Years of experience only includes years of teaching K-12 in Idaho.

The most current attrition data indicates that, once again, 15 percent of new teachers leave after the first year of teaching. The 2018 report looks at this statistic to better understand if the bulk of those teachers leaving the profession within the first year hold interim certificates or full standard certificates. Next year’s report will compare the rates at which they are exiting voluntarily vs. non-renewal of teaching contract.

Beyond the first year, national estimates have suggested that “new teachers leave at rates of somewhere between 19% and 30% over their first five years of teaching” (Sutcher, et al., 2016, p.7). Using available data to follow cohorts of new Idaho teachers, statewide attrition is at the high end of national estimates after three years, climbing even higher after four.

Table 9: Share of new teachers, by cohort, who leave in subsequent years

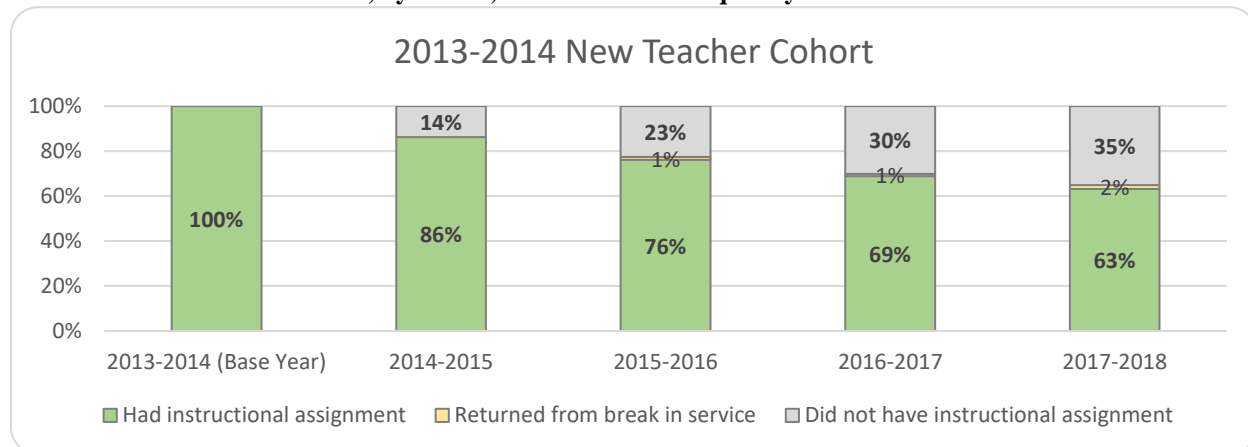


Table 9: Share of new teachers, by cohort, who leave in subsequent year (continued)

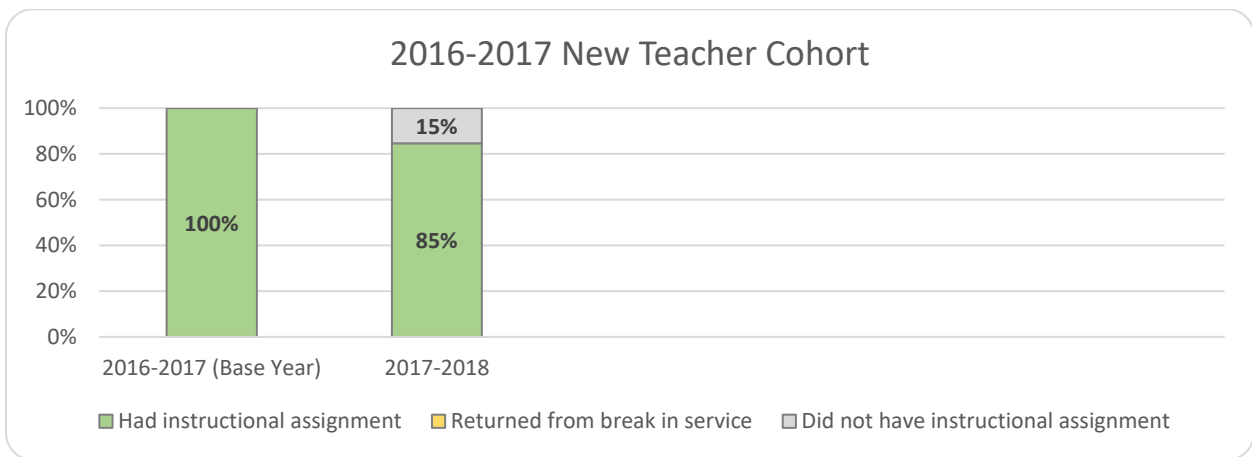
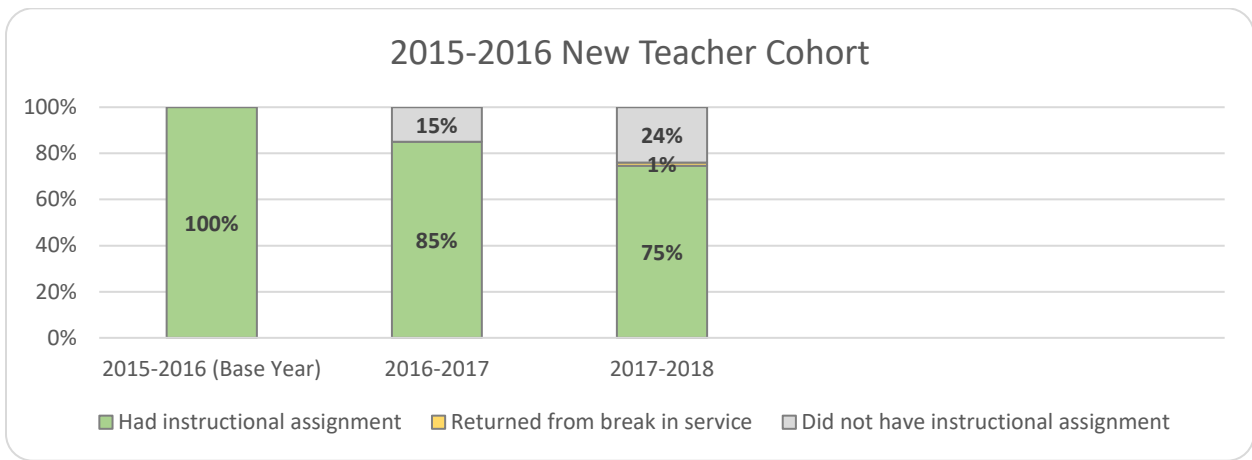
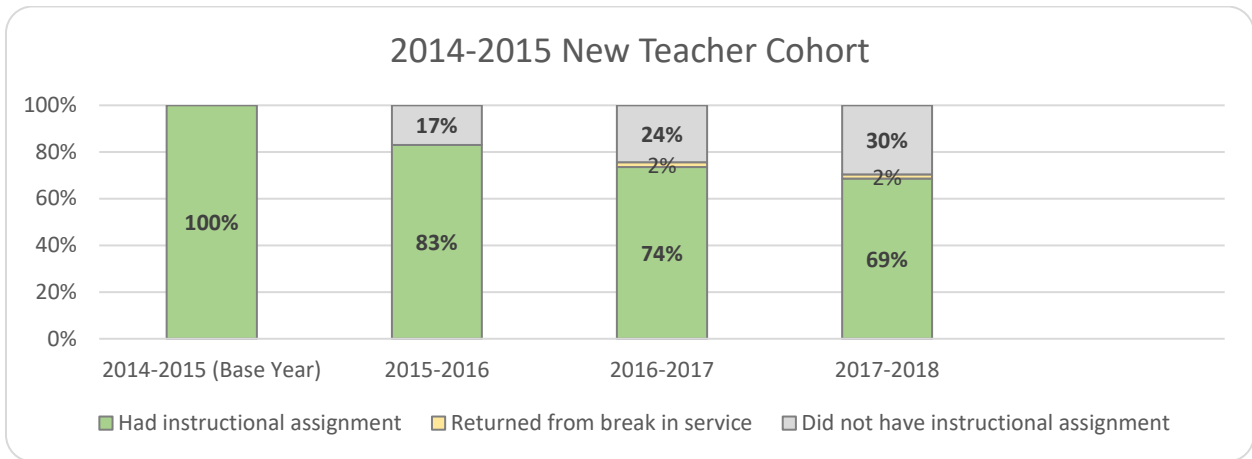
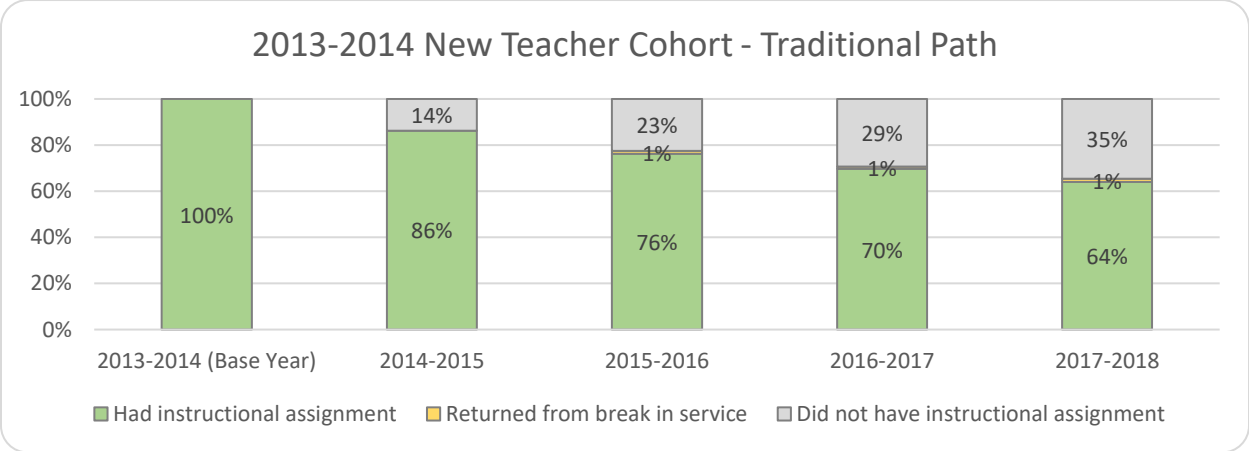


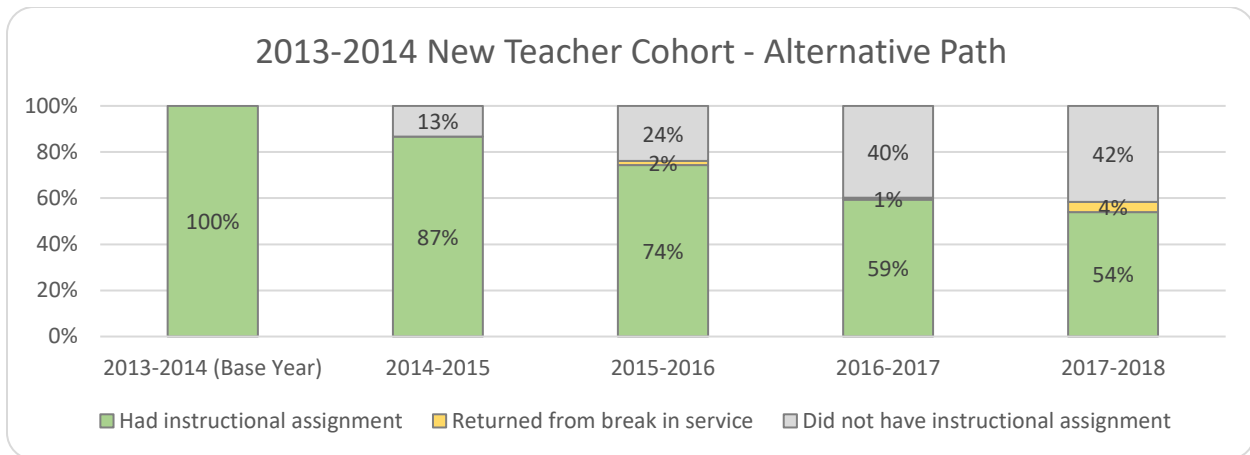
Table 9 Detail	2013-2014 (Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	1,399	1,207	1,065	963	884
Returned from break in service			17	14	24
Did not have instructional assignment		192	317	422	491
	2014-2015 (Base Year)	2015-2016	2016-2017	2017-2018	
Had instructional assignment	1,363	1,131	1,002	936	
Returned from break in service			28	24	
Did not have instructional assignment		232	333	403	
	2015-2016 (Base Year)	2016-2017	2017-2018		
Had instructional assignment	1,469	1,249	1,096		
Returned from break in service			20		
Did not have instructional assignment		220	353		
	2016-2017 (Base Year)	2017-2018			
Had instructional assignment	1,637	1,386			
Returned from break in service					
Did not have instructional assignment		251			

Note: This only includes teachers with 0 years of teaching experience in the base year.

To better understand if type of certification, and therefore method of preparation, played a significant role in teacher attrition. Data for the 2013-2014 cohort was disaggregated into two categories: Those prepared through a traditional path and entering the field fully certified, and those prepared through an approved alternative route or granted a provisional who enter the field on an interim certificate without having met certification requirements.

Table 10: Share of new teachers, by method of preparation, who leave in subsequent years





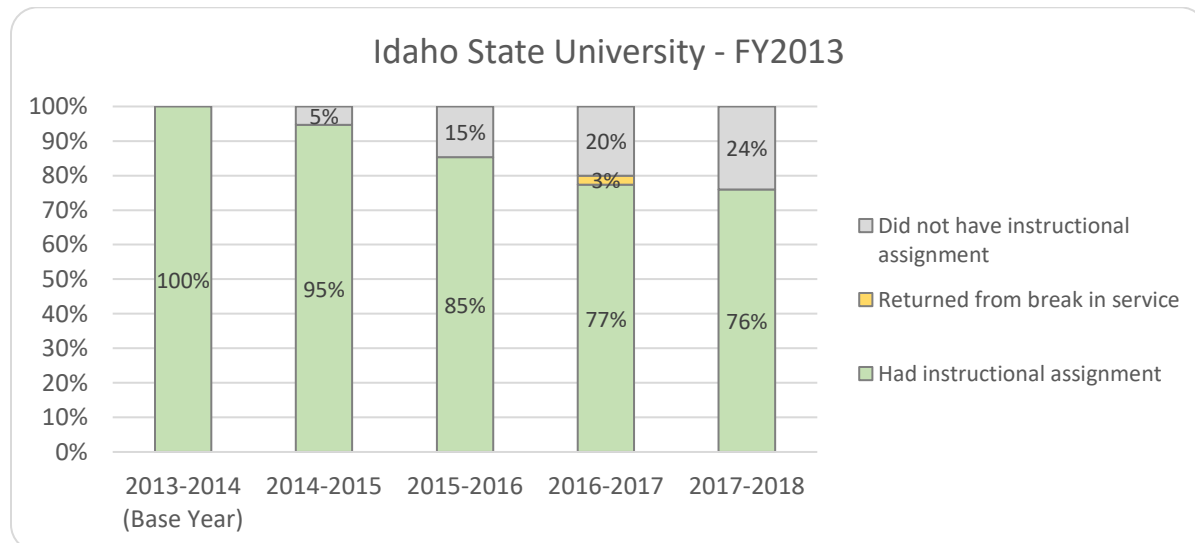
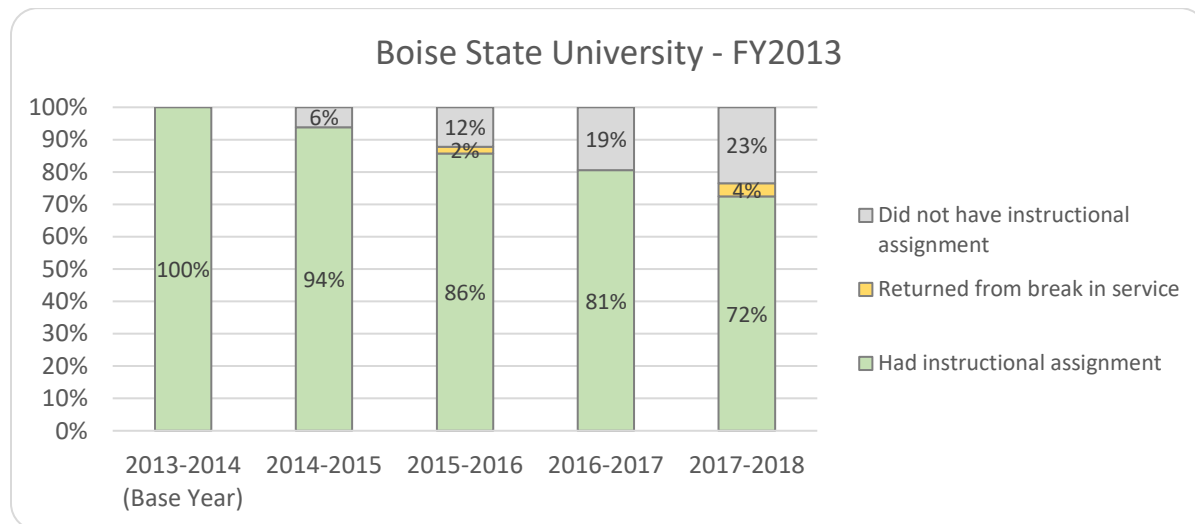
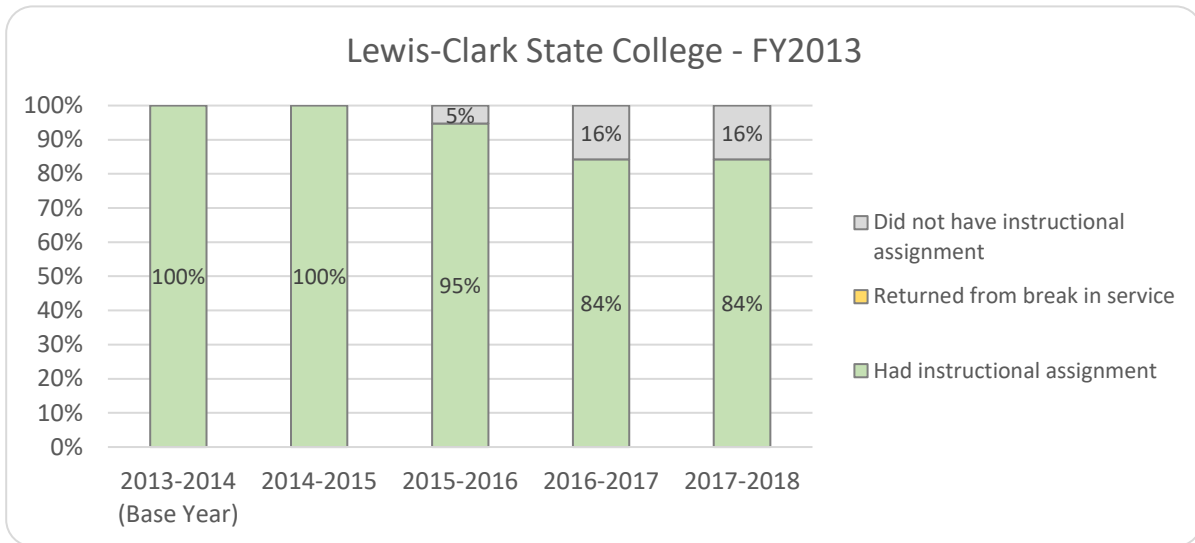
Alternative Path	2013-2014				
	(Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Had instructional assignment	113	98	84	67	61
Returned from break in service			2	1	5
Did not have instructional assignment		15	27	45	47

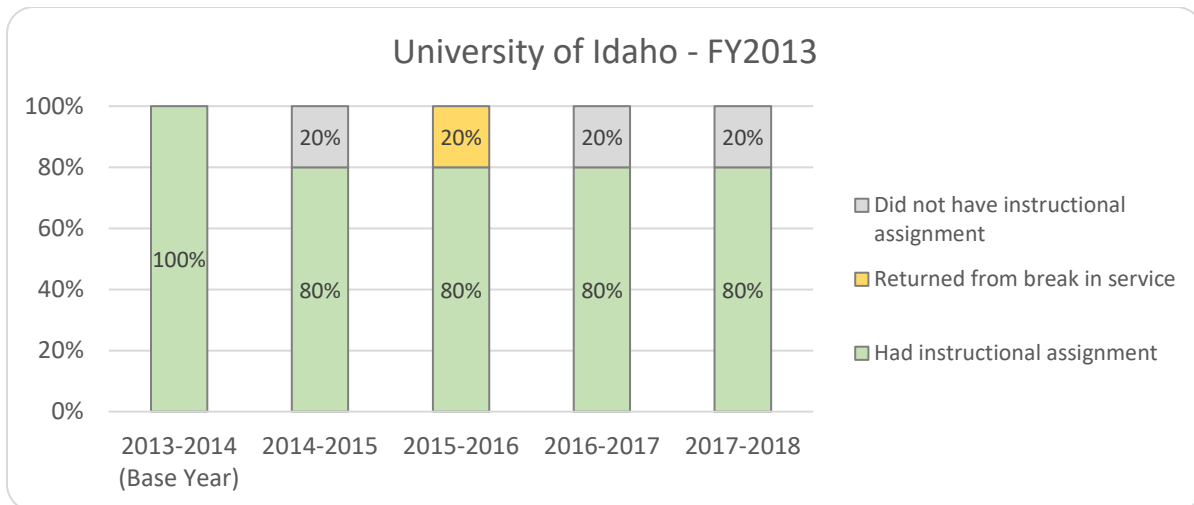
It is interesting to note that attrition rates within the first three years are not significantly different between the two groups. Alternatively prepared teachers leave at significantly higher rates in the fourth year, which correlates with the end of the validity period of the interim certificate. It is likely that many of the those teaching on an interim certificate are unable to meet all of the certification requirements within the three year validity period, and are unable to remain in teaching.

Finally, attrition according to preparation program was explored. Using completer data provided by each of the public preparation programs, FY 2013 graduates of Idaho's public teacher preparation programs were followed through FY18. Full detail of attrition in subsequent cohorts, disaggregated according to institution, is included as Attachment 3.

Table 10 Detail	2013-2014				
	(Base Year)	2014-2015	2015-2016	2016-2017	2017-2018
Traditional Path					
Had instructional assignment	1,286	1,109	981	896	823
Returned from break in service			15	13	19
Did not have instructional assignment		177	290	377	444

Table 11: District-level attrition rates by public preparation program





With the exception of Lewis Clark State University, traditionally prepared teachers appear to leave in predictable increments, with at least 20% attrition. Overall, cohort attrition appears to be steady and predictable, with at least a third of new teachers exiting from teaching in an Idaho public school after three years, regardless of type of preparation. As noted earlier, it will be critical to understand the percentage of teachers exiting the profession voluntarily compared to those who are dismissed within each new teaching cohort. In either exit scenario, voluntary or not, a strong case can be made for induction programs and mentor support.

Attrition of Idaho Teachers by District Type and Region

Statewide, between attrition (which includes retiring teachers) and student population growth, nearly 2,000 teachers are needed each year to meet the demands of Idaho school districts.

This section of the report examines attrition patterns of teachers with instructional teaching assignments by district type and region. As in previous tables, a teacher is counted as leaving if that teacher had an instructional assignment in one year in a district and did not have an instructional assignment in the next year in that same district. Therefore, this measures attrition both from the profession as well as from the individual district.

The number of teachers with a teaching assignment in each group is tabulated, as well as the number of teachers from that group who left the district. Some teachers appear in more than one district. Therefore the total teachers in each school year will not match the total teachers in earlier graphs and figures.

Table 11: District-level attrition rates by locale

	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
City/Suburb	8,160	14%	8,232	13%	8,383	12%
Town	4,605	15%	4,595	14%	4,668	15%
Rural, Fringe & Distant	2,273	17%	2,310	16%	2,311	16%
Rural, Remote	1,047	15%	1,051	16%	1,076	13%
Virtual	429	10%	459	11%	479	13%

Note: Locale was determined using categories defined by the National Center for Education Statistics (NCES).

Table 12: District-level attrition rates by region

Region	2014-2015		2015-2016		2016-2017	
	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate	Number of teachers with instructional assignments	District-level Attrition Rate
1	1,764	13%	1,779	13%	1,798	13%
2	927	11%	940	13%	939	11%
3	6,964	14%	7,058	13%	7,150	13%
4	2,307	17%	2,310	15%	2,382	16%
5	1,480	17%	1,438	13%	1,454	11%
6	2,635	16%	2,654	16%	2,705	14%
Virtual	453	10%	484	11%	505	12%

In summary, Regions 4 and 6 consistently have among the highest district-level attrition rates although there is not a lot of variation between regions.

Table 13: One-year district-level attrition for first-year teachers

	2013-2014		2014-2015	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	637	22%	723	25%
Town	452	22%	398	22%
Rural, Fringe & Distant	242	21%	211	20%
Rural, Remote	116	27%	86	23%
Virtual	56	14%	23	26%

	2015-2016		2016-2017	
	Number of first-year teachers with instructional assignments	District-level attrition rate	Number of first-year teachers with instructional assignments	District-level attrition rate
City/Suburb	778	18%	818	21%
Town	439	21%	529	19%
Rural, Fringe & Distant	197	32%	208	27%
Rural, Remote	88	20%	133	21%
Virtual	30	17%	18	22%

Note: This measures attrition following the first-year of teaching for teachers with instructional assignments.

In summary, there is not a clear pattern of differences in district-level attrition for first-year teachers by locale.

Prevalence of Alternative Pathways to Certification

This section of the report examines the number of instructional staff working on interim certificates while pursuing full state certification. Pathways represented below encompass both traditional and non-traditional preparation programs. The “Teacher to New” alternative pathway numbers combines the number of individuals with an existing certificate to earn an additional certificate, such as an individual with a standard instructional certificate earning an administrators certificate and individuals holding an existing instructional certificate adding additional endorsements. This pathway is most commonly used for instructional staff to add additional endorsements. In 2017-2018 this pathway was used by certificated staff to add 253 endorsements to existing certificates.

Table 14: Types and Numbers of Alternative Pathways to Certification, by Region

2013-2014	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1		5	4	16		2%
Region 2		3	4	29		4%
Region 3	38	14	57	79		3%
Region 4	19	11	17	42		4%
Region 5	17	3	22	29		5%
Region 6	25	3	43	27		4%
Charter/Virtual	15	3	16	20		6%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1		1	6	24		2%
Region 2	1	5	3	16		3%
Region 3	28	23	41	84		3%
Region 4	9	10	35	37		4%
Region 5	4	9	15	21		4%
Region 6	12	7	36	32		4%
Charter/Virtual	11	5	23	30		7%
Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1	2	22		29		3%
Region 2		16		22		5%
Region 3	41	106		72	14	4%
Region 4	26	102		38		8%
Region 5	7	50		24		6%
Region 6	30	57		34		5%
Charter/Virtual	13	46		23		8%
Total	119	399	0	242	14	

2016-2017	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of Instructional Staff
Region 1	10	25	1	30		4%
Region 2	10	24		16		6%
Region 3	82	103	11	79	14	4%
Region 4	49	117	7	48		10%
Region 5	19	55	8	25		8%
Region 6	24	80	6	30		6%
Charter/Virtual	33	54	4	35	2	9%
Total	227	458	37	263	16	

2017-2018	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
Region 1	22	31	8	29		5%
Region 2	5	20		23		6%
Region 3	115	135	6	69	25	5%
Region 4	44	161	16	40		12%
Region 5	36	64	3	28		10%
Region 6	54	124	5	46	1	9%
Charter/Virtual	46	68	5	17	2	10%
Total	322	603	43	252	28	

Table 15: Types and Numbers of Alternative Pathways to Certification, by District Type

2013-2014	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	50	12	37	70		2%
Town	35	19	71	66		5%
Rural, Fringe & Distant	7	5	16	42		4%
Rural, Remote	7	3	23	44		8%
Charter schools	15	3	16	20		5%
Total	114	42	163	242		
2014-2015	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	30	21	46	74		2%
Town	11	22	56	61		4%
Rural, Fringe & Distant	7	5	21	48		4%
Rural, Remote	6	7	13	31		6%
Charter schools	11	5	23	30		6%

Total	65	60	159	244		
2015-2016	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	44	104		59	12	3%
Town	44	147		70	2	6%
Rural, Fringe & Distant	11	57		54	0	6%
Rural, Remote	7	45		36	0	9%
Charter schools	13	46		23	0	6%
Total	119	399		242	14	
2016-2017	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	86	98	3	82	6	4%
Town	65	170	13	74	5	8%
Rural, Fringe & Distant	21	65	2	44	3	7%
Rural, Remote	22	71	15	28		14%
Charter/Virtual schools	33	54	4	35	2	9%
Total	227	458	37	263	16	
2017-2018	ABCTE	Content Specialist	Provisional Authorization	Teacher to New	TFA	Share of instructional teachers
City/Suburb	131	148	5	66	15	5%
Town	78	219	17	84	8	10%
Rural, Fringe & Distant	32	93	9	43	3	9%
Rural, Remote	35	75	7	42		16%
Charter/Virtual schools	46	68	5	17	2	10%
Total	322	603	43	252	28	

Note: Information on teaching pathways was included only for assignments in public schools. All Public Charter School Commission-authorized charter schools should have been identified. However, district-authorized charter schools may or may not have been identified depending on how the district name was entered in the report.

Though alternative pathways to certification (alternative authorizations) are sometimes used to bring in teachers with unique skill sets for particular types of programs, these authorizations generally denote a district trying to meet a hard-to-fill position due to either a scarcity of teachers in a particular content area or difficulty in drawing candidates to a geographic location. From the above tables, it is clear that the percentage of teachers on some form of interim certificate has increased in every region over the last five years, but the percentages are consistently higher in Region 4. It also appears that the numbers of certified staff vs. interim staff is persistently disproportional between urban districts and all types of rural districts; fringe, distant, and remote. Not surprisingly, Rural Remote districts consistently struggle with staffing issues.

Conclusion

Retention is clearly the primary issue facing Idaho's supply of highly effective teachers. Idaho's traditional educator preparation programs are steadily producing an average of 800 teachers annually and Idaho issues

approximately 400 certificates to teachers from other states; this should be more than enough newly certified teachers to replace the average 500 teachers who retire and the 233 needed annually to address student population growth with hundreds to spare. However, five years of staffing data illustrates that at least 1,500 teachers leave the profession every year prior to retirement age.

Though a number of the recommendations put forth in the 2017 Teacher Pipeline Report have been enacted, the lack of attention to, or funding for, a robust mentoring and induction program is likely a major contributor to Idaho's glaring rates of attrition. As part of a support program, Idaho policymakers may also want to consider developing a research agenda with the goal of more clearly identifying the causes of teacher attrition throughout the state by following cohorts of teachers from preparation through their first five years of teaching: How many new teachers leave the classroom voluntarily? How many are not offered continuing contracts? How can these novice teachers be better supported?

Another critical area for research would be to understand why well over 30% of the teachers who receive an initial Idaho teaching certificate choose not to serve in our public schools. Are these potential Idaho teachers using their teaching certificates in border states? Are they choosing other professions within the state? Are these potential educators choosing to stay home with young families rather than teach and could they be enticed with part-time opportunities and job sharing?

Until policymakers become urgent in their efforts to retain Idaho teachers, shortages will have a constant presence in our education landscape, draining district resources and negatively impacting student learning.