



KANSAS
TEACHER RETENTION INITIATIVE

in partnership with



**KANSAS EDUCATOR ENGAGEMENT
& RETENTION STUDY**
2022

Inaugural Kansas
Educator
Engagement and
Retention Survey.
Data Driven Insights
to Inform the Future
of Education in
Kansas

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Overview

A growing educator shortage is having significant impacts in schools and communities throughout the United States. While educator recruitment and retention were trending downward prior to the Covid-19 pandemic, the last two years have accelerated this crisis. In 2021, teacher shortages made headlines in every single state. In addition:

- 2/3 of school districts currently report experiencing teacher shortages (Frontline, 2021).
- 55% of teachers are planning to leave the classroom earlier than anticipated due to Covid-19 (National Education Association, 2022).
- Teacher preparation enrollment was down by one-third from 2010-2017 (Partelow, 2019)
- For the first time ever, a majority (54%) of parents discourage their children from becoming teachers (PDK International 2018).
- Teacher vacancies increased 62% between the fall of 2020 and 2021 (KSDE 2021).

In response to this growing concern, the Kansas Teacher Retention Initiative was launched in the summer of 2021, with a focus on measuring, understanding, interpreting, and disseminating data-driven insights regarding the driving factors of teacher retention within school districts and across the State of Kansas. The initiative seeks to provide actionable information and stimulate solutions-minded collaboration to improve teacher engagement and retention. Through partnerships with the Kansas Association of Schools Boards, Kansas National Education Association, United School Administrators, and Emporia State University, the inaugural Kansas Teacher Retention Survey was conducted from October through December of 2021. The survey explores the critical drivers of teacher engagement and retention in the State of Kansas.

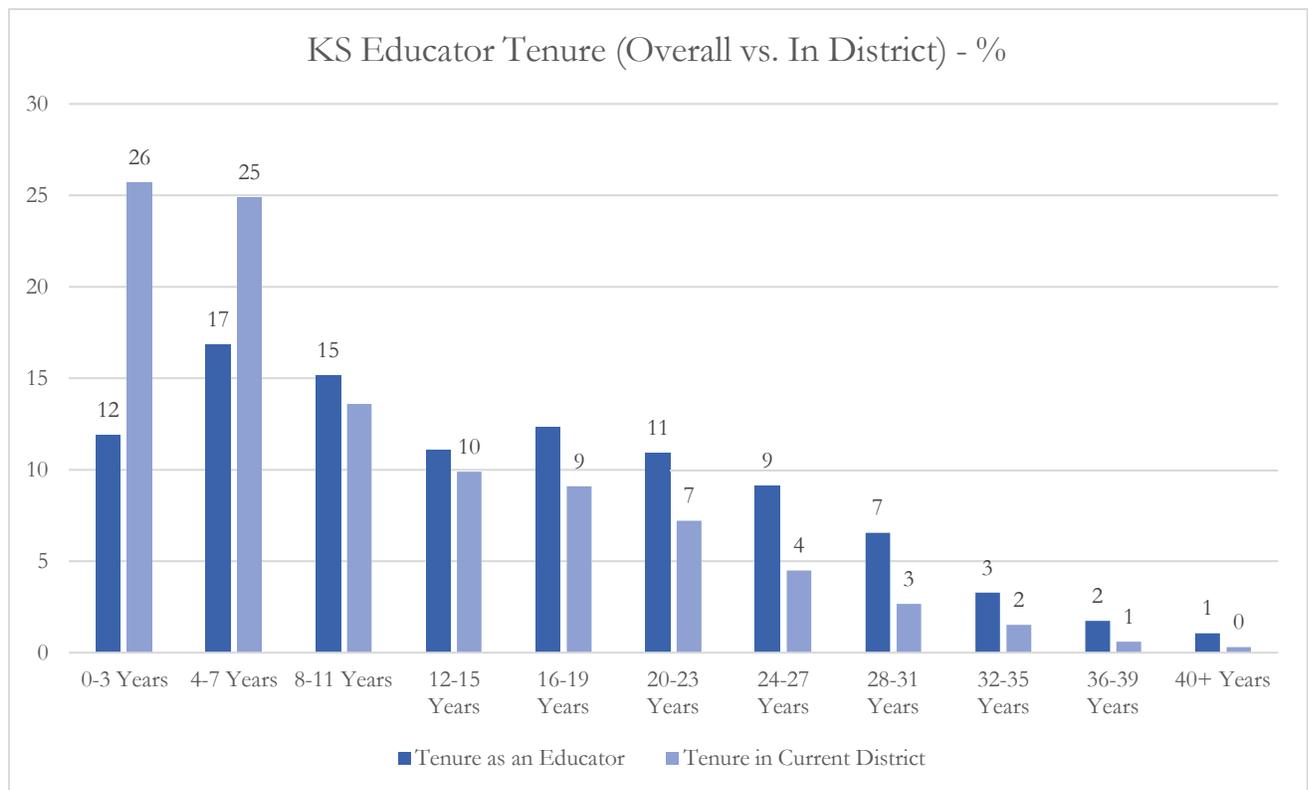
Through the shared efforts of Dr. Bret Church and Dr. Luke Simmering, and support from key partnerships, 20,000 educators in the State of Kansas participated in the Kansas Teacher Retention Survey resulting in a response rate of 50%. Roughly 48% of the 286 school districts in the State of Kansas had a response rate (i.e., percentage of educators within the district that participated) over 50%. As part of the initiative, districts that met the threshold of participation will receive a district-specific report to outline their own educators' responses and findings. The state level data is representative of the broader educator population, but the findings do not represent every educator statewide. However, the insights provide data-driven analysis along with strategic and actionable insights. Several reports and opportunities for dialogue will be provided in the coming months, including:

- A detailed report focused on the educator engagement and retention in the State of Kansas (early March).
- District reports (for qualifying districts) providing district-level data compared to state results. (late March).
- Free statewide educator engagement and retention workshops to discuss key steps in addressing the educator shortage (April).

The data from the Kansas Teacher Retention Survey represents the current perceptions of Kansas educators. However, this single administration does not give us the ability to compare this data to the past or track improvements in the future. Therefore, it is our intention to conduct the Kansas Teacher Retention Survey on a bi-annual basis and to collect longitudinal data. Overcoming this challenge will require sustained focus and continuous effort. Dr. Church and Dr. Simmering are committed to listening to the voice of educators, to inform and arm stakeholders with insights, and to improving teacher engagement and retention.

Respondent Profile

- Over 20k Educators participated in the survey
- Final sample of 18,427 Educators after removal of random, duplicate, and/or incomplete responses
- 44% of respondents have been teaching for at least 11 years (17% for 4-7 years)
 - 32% of respondents have been teaching for over 20 years
- 61% of respondents have worked within a different district than where they currently teach
- 61% of respondents hold a master's degree (31% with a bachelor's degree)
- Average age of respondents is 43 years old
 - 50% of respondents are 42 years old or younger
 - 44% of respondents classify as Generation X (38% as Millennials)
- 31% of respondents are K-6 Educators
 - 40% of respondents are 6-12 educators
- 52% of respondents live within the district they teach
- 28% of respondents have children attending school within the district they teach
- 27% of respondents hold a second job (outside of education)
- 56% of respondents are currently members of a teacher's union (18% were members previously)



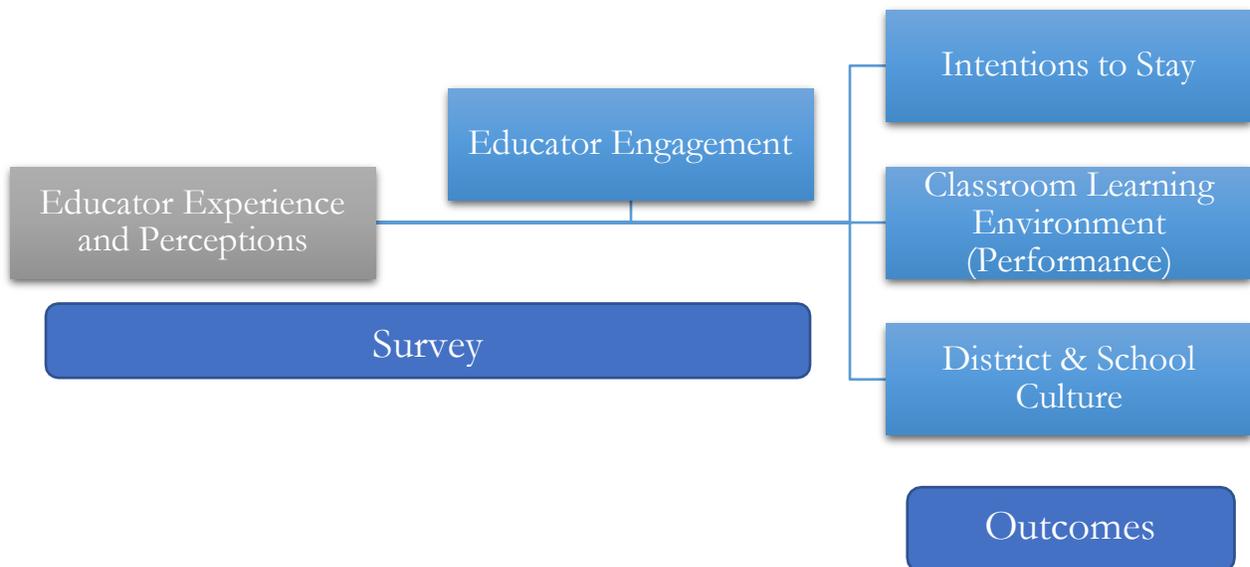
Educators are more likely to have less than 8 years within their district
(regardless of overall tenure)

Survey Profile

- Survey comprised of roughly 60 questions and was completed in 9 minutes (on average)
- A Likert scale (1-5) was utilized to measure educator ‘Agreement,’ ‘Satisfaction,’ and ‘Likelihood’
 - Satisfaction with specific aspects of being an educator
 - In-Class Experience as an Educator
 - Perception of School and Administrative Leadership
 - Community Support and Working Environment
 - General ‘Engagement’ as an educator in the State of Kansas
 - Standardized Level of Commitment and Satisfaction
 - Likelihood of leaving the field of education (i.e., retire, move districts, etc.)
 - Intentions to Remain an Educator in the Current Situation
- Educator Demographics (i.e., role, tenure, etc.)

Educator Engagement and Retention Model

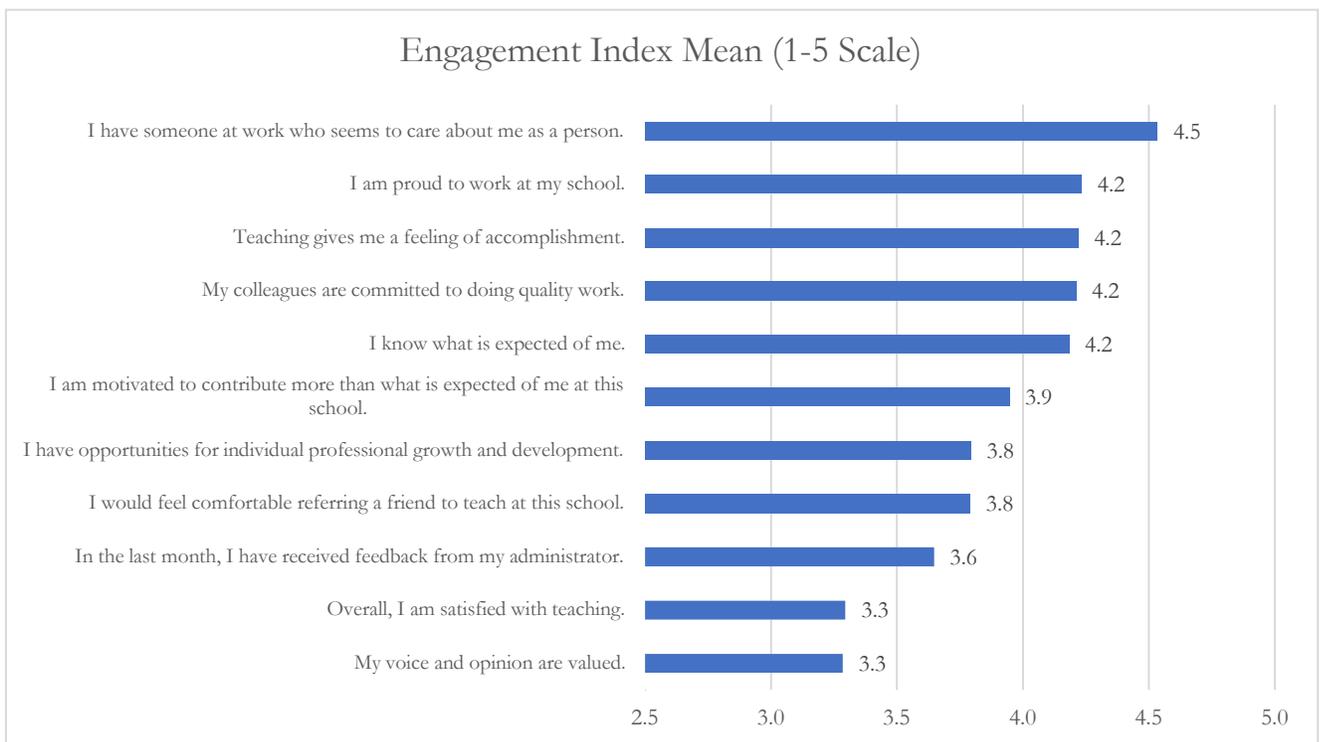
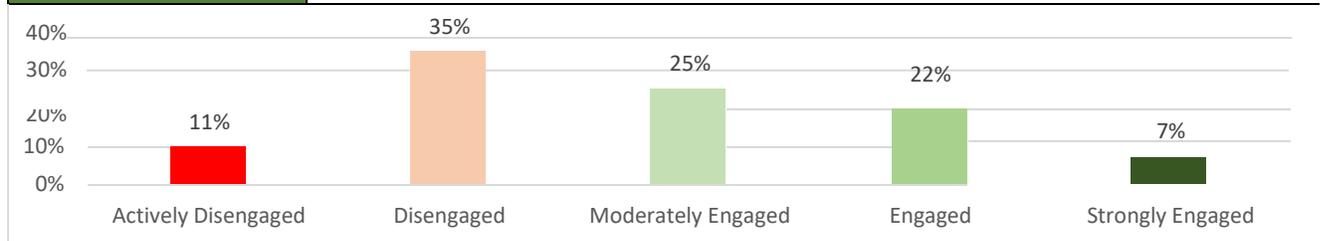
As the visual below demonstrates, research has demonstrated a strong relationship between the perceived educator experiences and their overall engagement. Engagement has consistently been proven to be a driver of relevant outcomes such as their intentions to stay as a teacher/educator, their performance in delivering a positive learning environment for students, as well as how they contribute to the overall culture/experience for their colleagues and district as a whole.



Engagement Profile

Engagement is a significant driver of educator retention, but is also a critical driver of student engagement and academic success. A set of eleven items were used to measure educator engagement in this survey and a standardized scoring mechanism was used to determine the extent to which educators align to a specific set of attributes.

| Level of Engagement | Description |
|----------------------------|--|
| Actively Disengaged | Likely dissatisfied with current educator experience and work environment. May tend to withdraw from work and possibly spreads negativity across their school/district. |
| Disengaged | Likely to be negatively impact the learning environment and is likely delivering well below their potential and capability. |
| Moderately Engaged | Pursues goals as an educator and delivers consistently. May not consistently go 'above and beyond' expectations to enhance the learning environment for students and to improve the broader school and/or district |
| Engaged | Seeks out and consistently delivers an impactful learning environment for students while encouraging others to do the same. Models positive behaviors and attitudes for others |
| Actively Engaged | Consistently goes above and beyond to create a positive learning environment for students, advocating for their school/district, and encouraging other educators to do the same. |



Drivers of Engagement

A multiple regression analysis was performed to identify which perceived retention factors are most closely related to 'Engagement.' These are factors most and least predictive of engagement in the school district at this point in time.

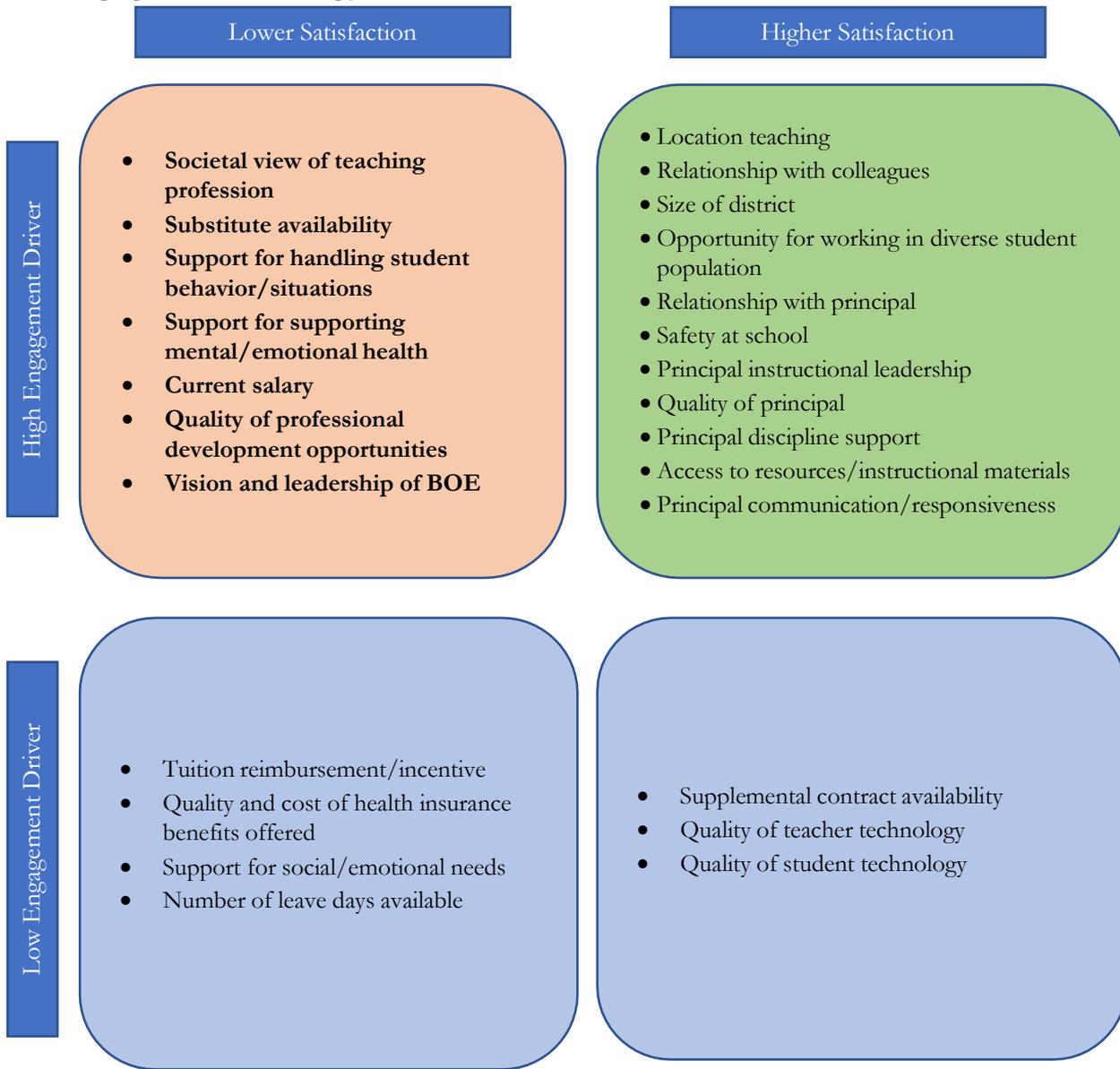
| Strongest Drivers (sig at .01) | Weakest Drivers(non sig at .01) |
|---|--|
| 1. Your relationship with colleagues within your school. | 1. The supports your school/district has in place to meet student social-emotional needs. |
| 2. Your relationship with your principal. | 2. The quality of student technology (hardware/software) at your school. |
| 3. Opportunities to receive feedback to assist in your professional growth. | 3. Total number of leave days you have. (personal, sick, non-categorical, etc...). |
| 4. Your district's attention and approach to supporting your mental and emotional health. | 4. The availability of supplemental contracts. (sponsoring clubs, coaching sports, serving as department chair, etc...). |
| 5. The level of safety you and your students feel at school. | 5. The quality of teacher technology (hardware/software) at your school. |
| 6. The quality of professional development days/opportunities. | 6. The quality and cost of health insurance benefits offered to you. |
| 7. The support you receive from your principal specific to student discipline. | 7. Tuition reimbursement or similar incentives to advance your education. |
| 8. The reputation of the district you teach in. | |
| 9. The parent support and involvement at your school. | |
| 10. Your opportunity to work with a diverse student population. | |

Educator Satisfaction

Measured through a 1-5 Likert scale (strongly agree to strongly disagree) the perceived satisfaction regarding the educator was evaluated to understand higher vs. lower areas of satisfaction.

| Highest Satisfaction Areas | Lowest Satisfaction Areas |
|--|--|
| 1. The location of the district you teach in. | 1. Society's view of the teaching profession. |
| 2. Your relationship with colleagues within your school. | 2. The ability to request and secure a substitute teacher for your absence. |
| 3. The size of the district you teach in. | 3. Your salary growth potential in the future. (Based on district's salary schedule both through longevity and increased education). |
| 4. Your opportunity to work with a diverse student population. | 4. Tuition reimbursement or similar incentives to advance your education. |
| 5. Your relationship with your principal. | 5. The support your school/district has in place to handle challenging student behaviors/situations. |
| 6. The level of safety you and your students feel at school. | 6. Your district's attention and approach to supporting your mental and emotional health. |
| 7. The quality of student technology (hardware/software) at your school. | 7. Your current salary. |
| 8. The quality of teacher technology (hardware/software) at your school. | 8. The amount of plan time that you are provided. |
| 9. Your principal's communication and responsiveness to your questions. | 9. The quality and cost of health insurance benefits offered to you. |
| 10. Your principal's instructional leadership. | 10. The quality of professional development days/opportunities. |

Engagement Strategy Matrix



| Quadrant | Description |
|---|--|
| High Importance – Lower Performance | Significant predictors of educator engagement with the greatest opportunity for improvement – Evaluate and Invest |
| High Importance – Higher Performance | Strong predictors of educator engaged with relatively more positive educator perceptions – Maintain and Leverage |
| Low Importance – Lower Performance | Room for improvement but not critical to the engagement of educators in KS – Monitor and Improve |
| Low Importance – Higher Performance | Positive educator perceptions but not critical drivers of educator engagement – Continue and Monitor |

Educational Experience: Engagement Drivers and Performance

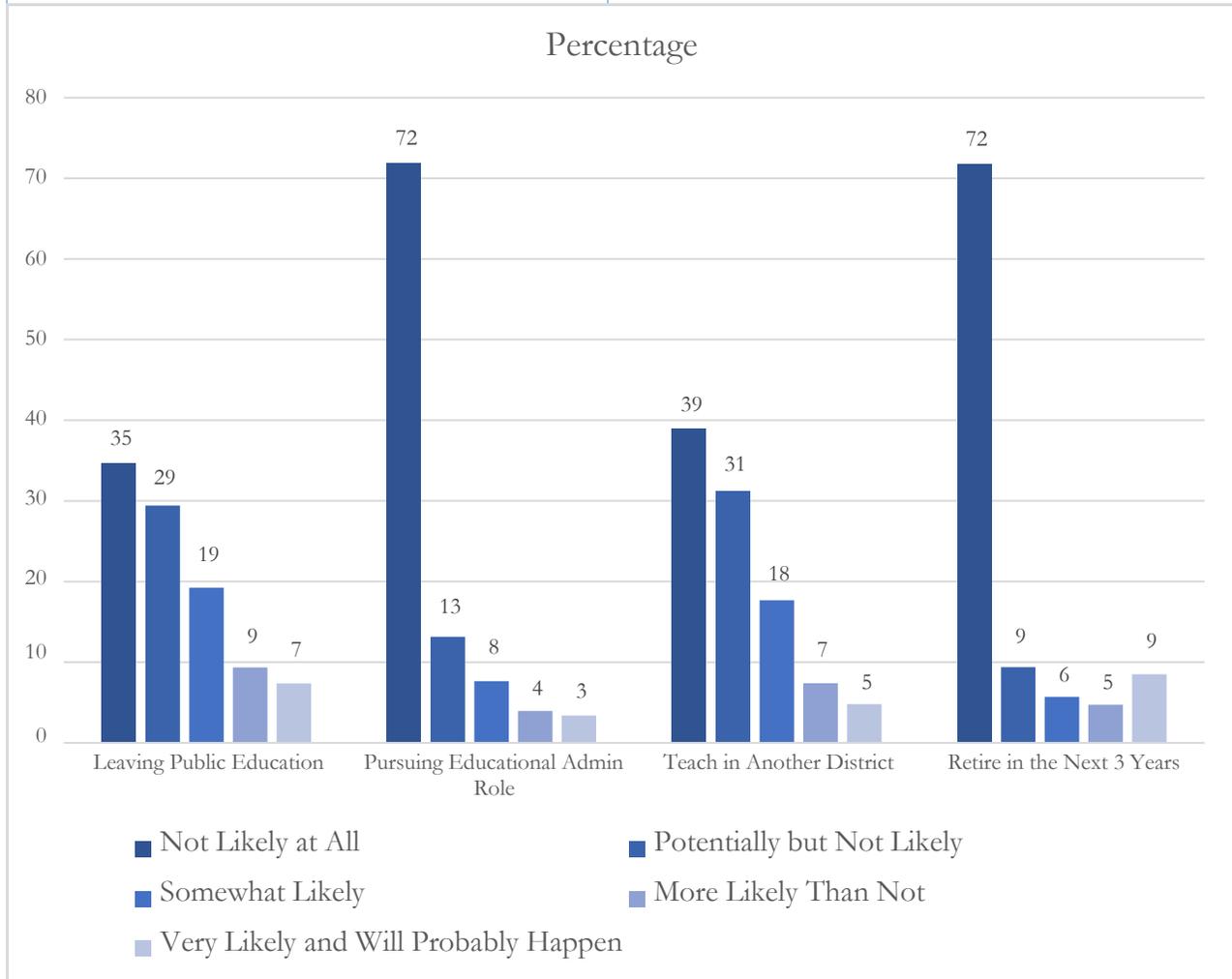
| Educational Factor | Significant Drivers: Engagement Driver (X) – Retention (Y) | Satisfaction (Perceived Experience) |
|--|--|-------------------------------------|
| Your relationship with colleagues within your school. | XY | High |
| Your relationship with your principal. | XY | High |
| The level of safety you and your students feel at school. | XY | High |
| The support you receive from your principal specific to student discipline. | XY | High |
| Your opportunity to work with a diverse student population. | XY | High |
| Your access to necessary resources and instructional materials. | XY | High |
| The quality of your principal. | X | High |
| The location of the district you teach in. | XY | High |
| Your principal's instructional leadership. | X | High |
| The size of the district you teach in. | XY | High |
| Your principal's communication and responsiveness to your questions. | XY | High |
| The quality of teacher technology (hardware/software) at your school. | Y | High |
| The availability of supplemental contracts. (sponsoring clubs, coaching sports, serving as department chair, etc...). | | High |
| The quality of student technology (hardware/software) at your school. | | High |
| Opportunities to receive feedback to assist in your professional growth. | X | Moderate |
| The reputation of the district you teach in. | X | Moderate |
| The parent support and involvement at your school. | X | Moderate |
| Your class size (teacher to student ratio). | XY | Moderate |
| The vision and leadership of the Superintendent. | XY | Moderate |
| Collaboration time to work with teacher teams of which you are a member (department, grade-level team, middle school interdisciplinary team, Professional Learning Communities, etc.). | X | Moderate |
| The responsiveness and support of the district office staff. | X | Moderate |
| Total number of leave days you have. (personal, sick, non-categorical, etc...). | Y | Moderate |
| The supports your school/district has in place to meet student social-emotional needs. | | Moderate |
| Your district's attention and approach to supporting your mental and emotional health. | XY | Low |
| The quality of professional development days/opportunities. | XY | Low |
| The vision and leadership of the Board of Education. | XY | Low |
| Society's view of the teaching profession. | XY | Low |
| Your current salary. | XY | Low |
| The ability to request and secure a substitute teacher for your absence. | XY | Low |
| The support your school/district has in place to handle challenging student behaviors/situations. | X | Low |
| Your salary growth potential in the future. (Based on district's salary schedule both through longevity and increased education). | X | Low |
| The amount of plan time that you are provided. | XY | Low |
| Tuition reimbursement or similar incentives to advance your education. | | Low |
| The quality and cost of health insurance benefits offered to you. | | Low |

X denotes statistical significance at $p > .01$ level: High: (3.5 and Above); Moderate: (3.1 – 3.49); Low: (Below 3.09)

Educator Retention Intentions

- Survey respondents were prompted to rate their likelihood of leaving their current role as an educator across four different contexts.
- For the prompt of ‘Leaving Education Altogether’ respondents were advised to provide their rating ‘outside of potentially retiring’ to minimize confounding data.

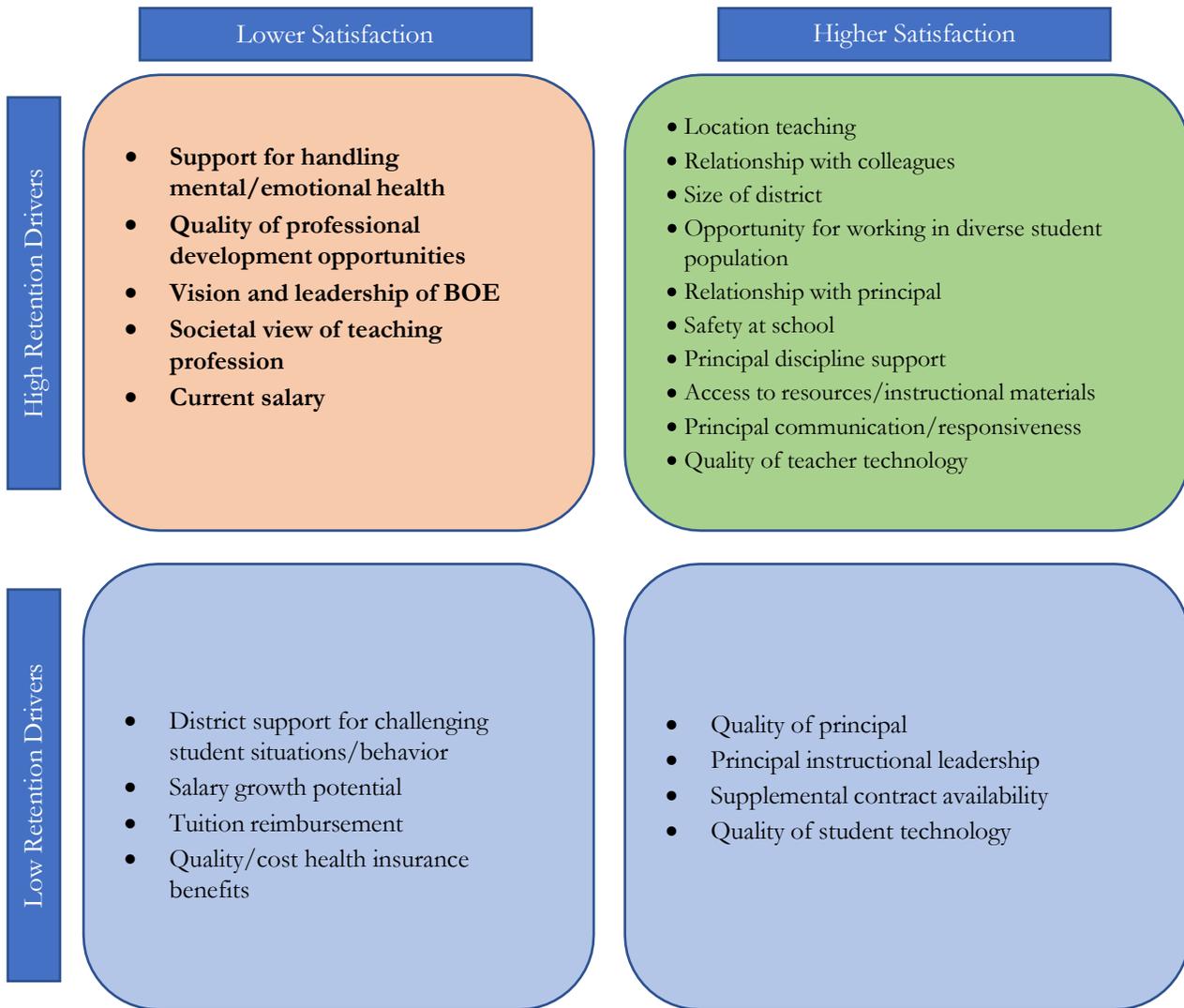
| Retention Item/Prompt | Retention Risk (More and Very Likely) |
|--|---------------------------------------|
| Leaving Public Education | 16% |
| Pursuing Educational Admin Role | 7% |
| Teach in Another District | 12% |
| Retire in the Next 3 Years | 14% |



Overall Risk Factor

| | |
|--|------------|
| More Likely than Not or Very Likely to Retire in the Next Three Years OR will Likely Leave Public Education Altogether | 30% |
|--|------------|

Retention Strategy Matrix



| Quadrant | Description |
|--|---|
| High Importance – Lower Satisfaction | Significant predictors of educator retention with the greatest opportunity for improvement – Evaluate and Invest |
| High Importance – Higher Satisfaction | Strong predictors of educator retention with relatively more positive educator perceptions – Maintain and Leverage |
| Low Importance – Lower Satisfaction | Room for improvement but not critical to the retention of educators in KS – Monitor and Improve |
| Low Importance – Higher Satisfaction | Positive educator perceptions but not critical drivers of educator retention – Continue and Monitor |

Integrating Engagement and Retention: Priorities for Consideration

Areas of Improvement and Drivers of Engagement/Retention

A set of areas were determined to have lower ratings regarding the educator experiences and are significant drivers of educator engagement and the likelihood to leave the teaching profession. Though there were many significant predictors/drivers of engagement and retention, these areas/experiences elevated as being the most critical.

| Item – Educational Factor |
|--|
| Your district's attention and approach to supporting your mental and emotional health. |
| The quality of professional development days/opportunities. |
| The vision and leadership of the Board of Education. |
| Society's view of the teaching profession. |
| Your current salary. |
| The ability to request and secure a substitute teacher for your absence. |
| The amount of plan time that you are provided |

Notable Demographic Differences

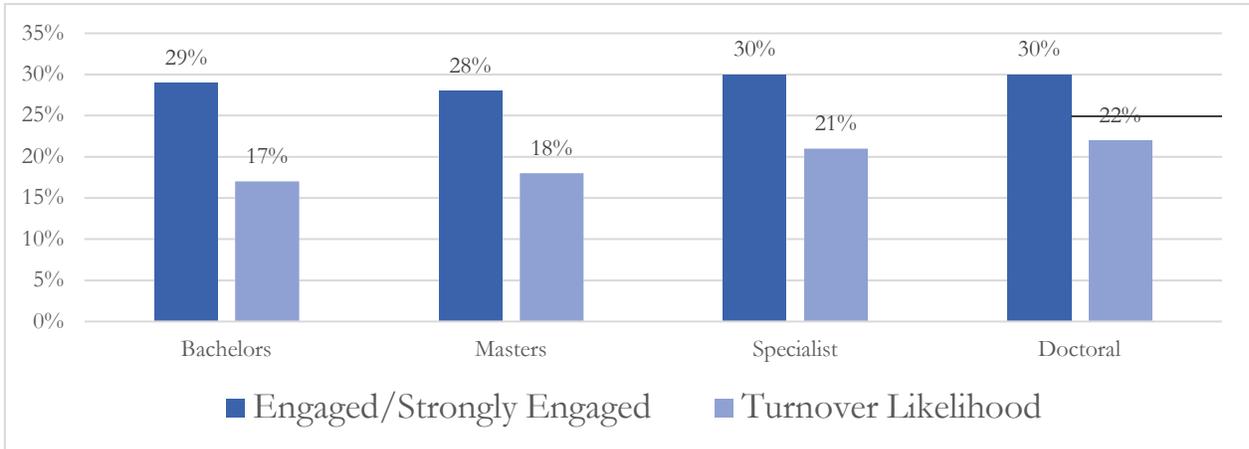
- Significantly **Lower** Engagement
 - Educators that live outside of the district they teach in
 - Educators holding a Master's degree
 - Educators holding a second job
 - Educators that are current members of the teacher's union
 - Educators with 4-11 years of tenure
 - The Generation of 'Millennials' (Ages 23-38)
- Significantly **Higher** Risk for Leaving the Profession Altogether
 - 6th through 8th Grade Educators
 - Educators holding a Specialist or Doctoral Degree
 - Educators holding a second job
 - Educators that DO NOT have children in the district they teach
 - Educators that DO NOT live within the district they teach
 - Educators with 4-11 years of tenure
 - The Generation of 'Millennials' (Ages 23-38)

Teachers who have been educators between 4 and 11 years are significantly less engaged than other tenure groups. The (4-11 years) tenure group also makes up approximately 38% of current educators.

Demographics

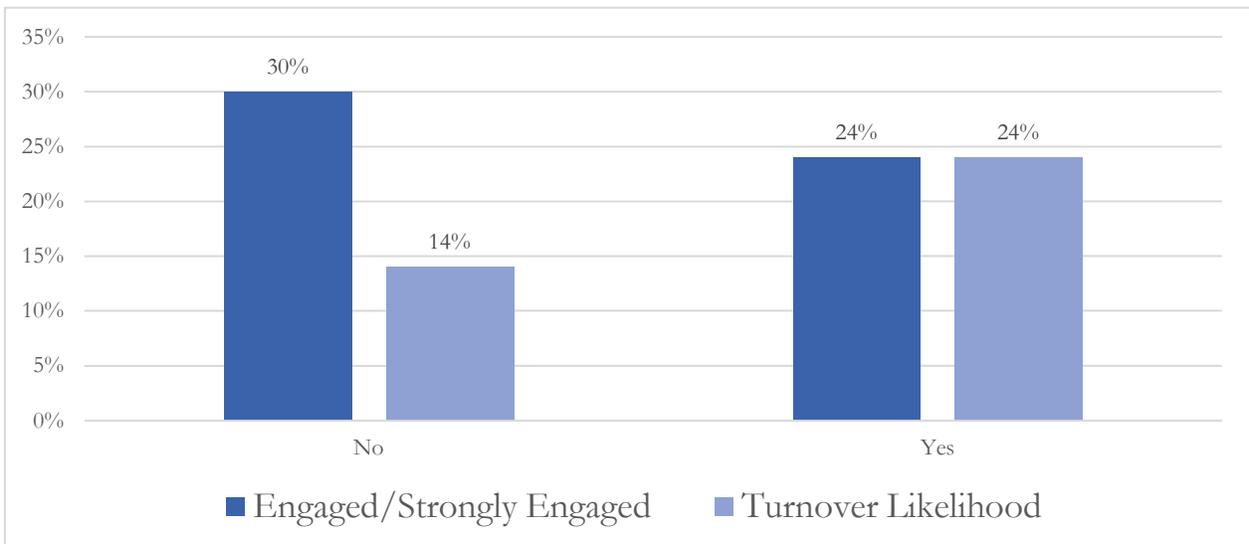
Degree

| Degree | Engaged/Strongly Engaged | Turnover Likelihood |
|-------------------|--------------------------|---------------------|
| Bachelors | 29% | 17% |
| Masters | 28% | 18% |
| Specialist | 30% | 21% |
| Doctoral | 30% | 22% |



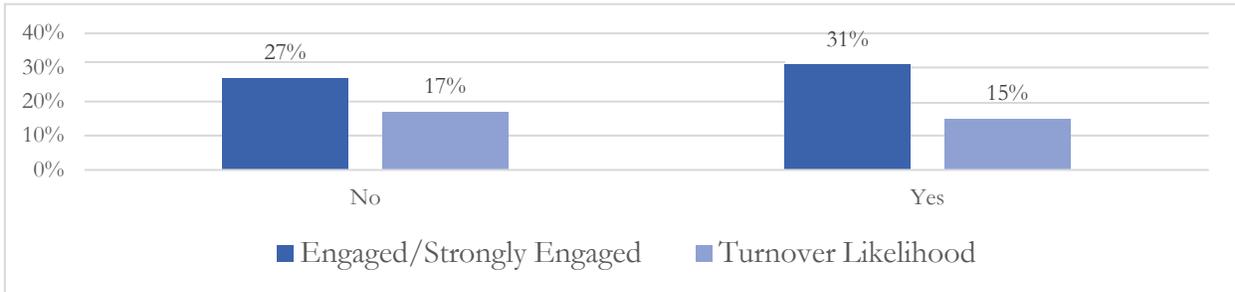
Second Job

| Second Job (Currently) | Engaged/Strongly Engaged | Turnover Likelihood |
|------------------------|--------------------------|---------------------|
| No | 30% | 14% |
| Yes | 24% | 24% |



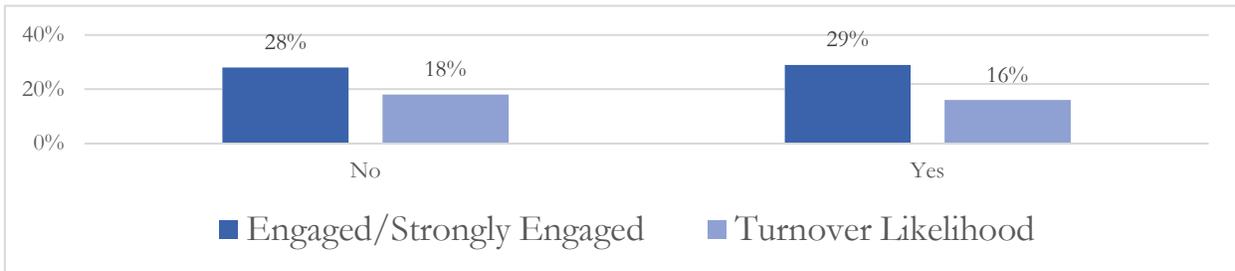
Children in District

| Children in District | Engaged/Strongly Engaged | Turnover Likelihood |
|----------------------|--------------------------|---------------------|
| No | 27% | 17% |
| Yes | 31% | 15% |



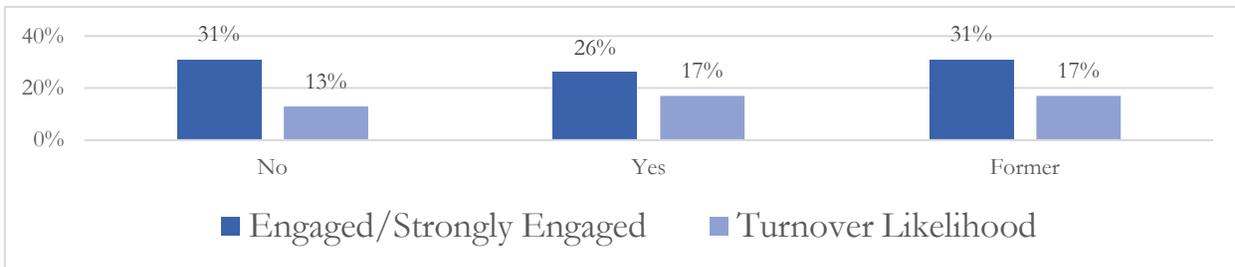
Live within District

| Live within District | Engaged/Strongly Engaged | Turnover Likelihood |
|----------------------|--------------------------|---------------------|
| No | 28% | 18% |
| Yes | 29% | 16% |



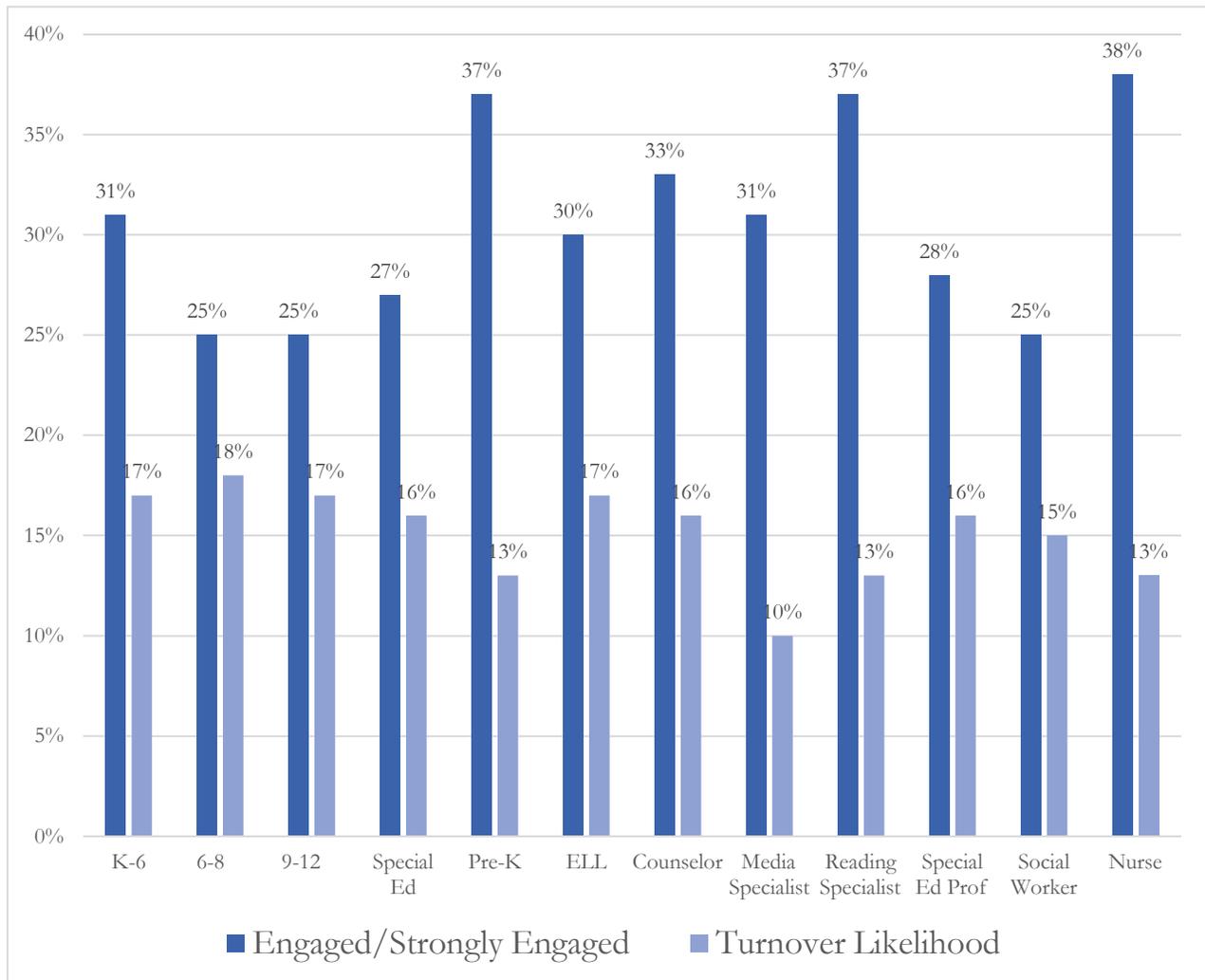
Union Membership

| Union Membership Status | Engaged/Strongly Engaged | Turnover Likelihood |
|-------------------------|--------------------------|---------------------|
| No | 31% | 13% |
| Yes | 26% | 17% |
| Former | 31% | 17% |



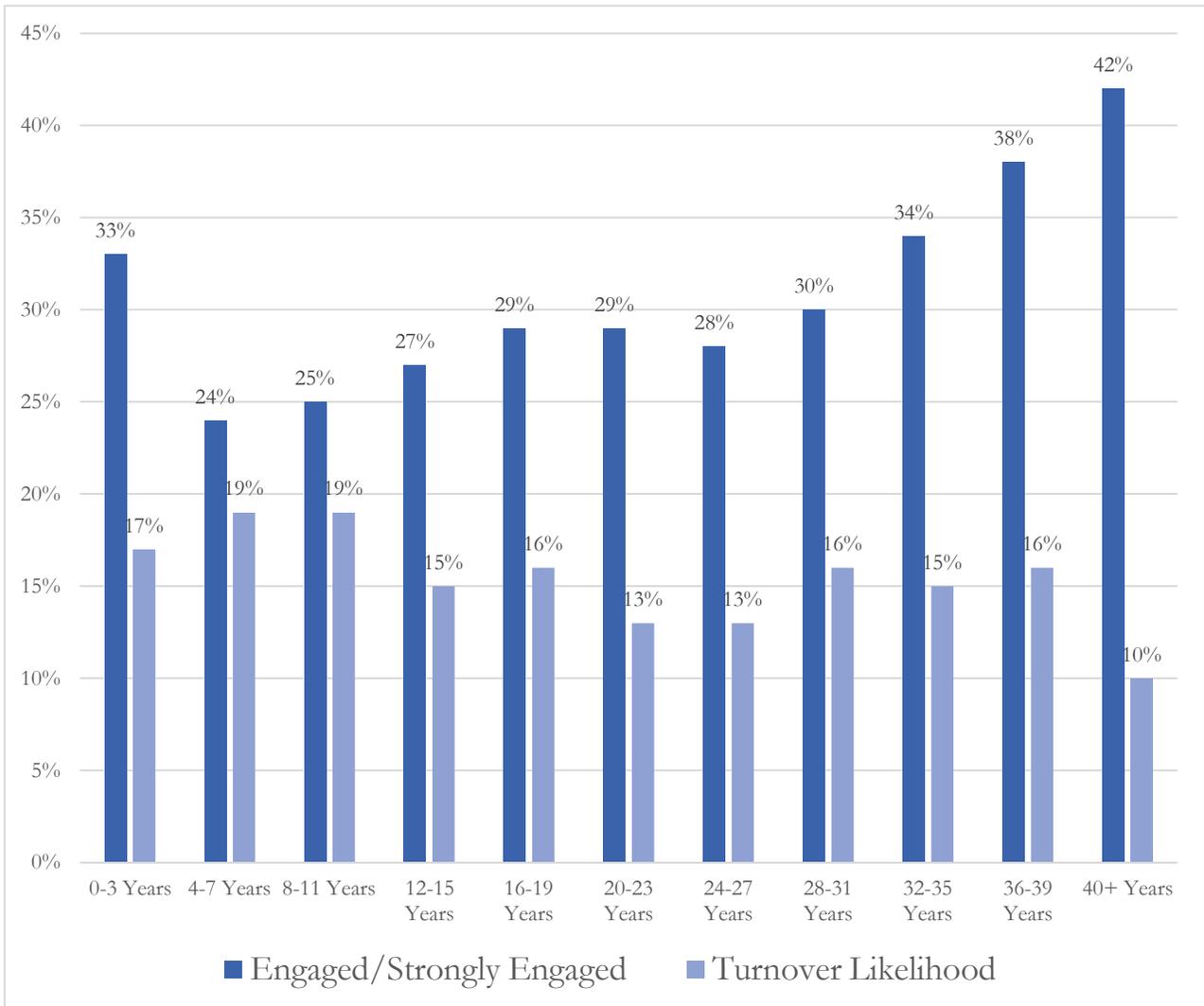
Role as an Educator

| Role | Engaged/Strongly Engaged | Turnover Likelihood |
|---------------------------|--------------------------|---------------------|
| K-6 | 31% | 17% |
| 6-8 | 25% | 18% |
| 9-12 | 25% | 17% |
| Special Ed | 27% | 16% |
| Pre-K | 37% | 13% |
| ELL | 30% | 17% |
| Counselor | 33% | 16% |
| Media Specialist | 31% | 10% |
| Reading Specialist | 37% | 13% |
| Special Ed Prof | 28% | 16% |
| Social Worker | 25% | 15% |
| Nurse | 38% | 13% |



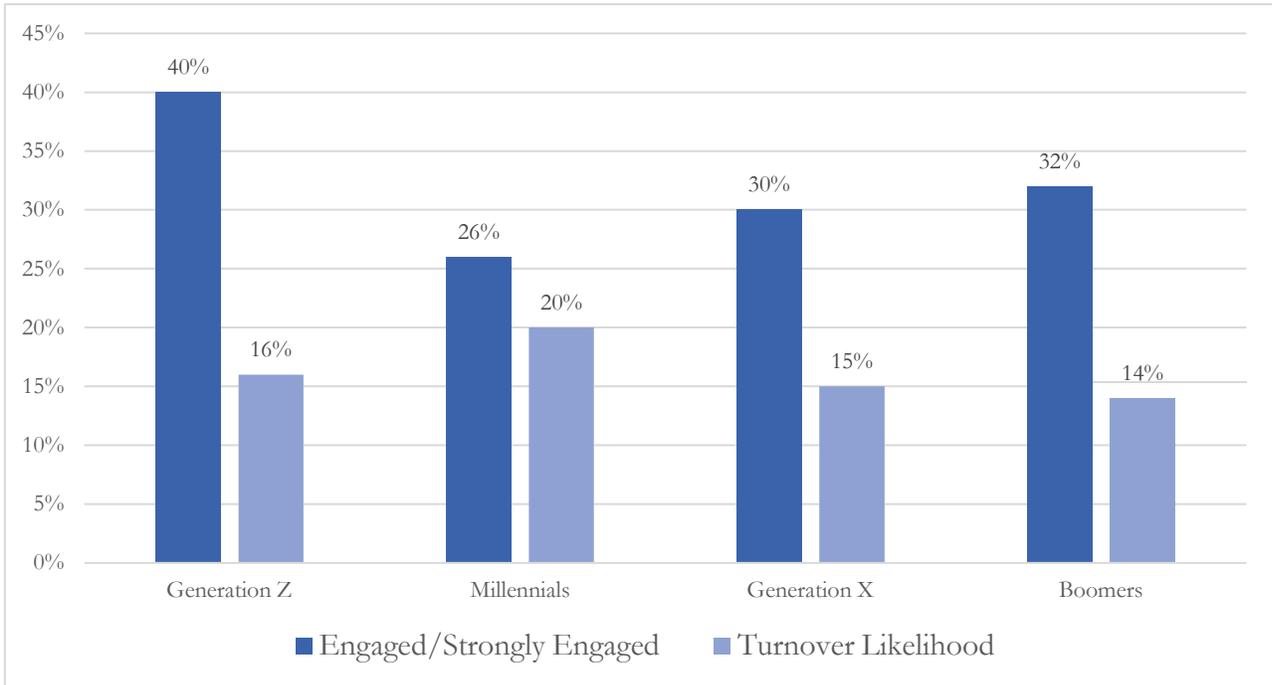
Educator Tenure

| Years Teaching | Engaged/Strongly Engaged | Turnover Likelihood |
|--------------------|--------------------------|---------------------|
| 0-3 Years | 33% | 17% |
| 4-7 Years | 24% | 19% |
| 8-11 Years | 25% | 19% |
| 12-15 Years | 27% | 15% |
| 16-19 Years | 29% | 16% |
| 20-23 Years | 29% | 13% |
| 24-27 Years | 28% | 13% |
| 28-31 Years | 30% | 16% |
| 32-35 Years | 34% | 15% |
| 36-39 Years | 38% | 16% |
| 40+ Years | 42% | 10% |



Generation Designation

| Years Teaching | Engaged/Strongly Engaged | Turnover Likelihood |
|---------------------|--------------------------|---------------------|
| Generation Z | 40% | 16% |
| Millennials | 26% | 20% |
| Generation X | 30% | 15% |
| Boomers | 32% | 14% |



The Generation of 'Millennials' (Ages 23-38) will continue to grow as a percentage of the workforce. Millennials are both significantly less engaged and at a higher risk of leaving the profession than other generations.

Qualitative Feedback

Though the survey didn't include standardized prompts to gather qualitative input/feedback, respondents were offered the opportunity to provide supplemental feedback via email. Supplemental commentary was provided and yielded roughly 45 unique areas of input/feedback.

Most Frequent Themes: Categorized Areas of Feedback

| Category | Description | Number of Responses |
|---|---|---------------------|
| Recent Changes (i.e., COVID) | Impact of COVID and the resulting pressure and protocol that hindered educational delivery | 8 |
| State Requirements (i.e., Testing, Curriculum, etc.) | Concerns with the guidance from State leaders regarding the grading systems and testing requirements | 8 |
| Bandwidth of Teachers | Increased demands and expectations that impact time to deliver against expectations | 6 |
| Pay | Potential to increase compensation while providing more transparency and consistency on payment structures | 4 |
| Student Behavior | Student motivation is shifting and additional support/guidance is needed to address | 4 |
| Lack of Training | Given frequent changes and the expectations, developmental support/training would be appreciated | 3 |
| Role of Parents | Parents have taken a more active role and create increased demands on not only navigating students but also their parents | 3 |

Exemplar Comments

Recent Changes - *The fact is, our children are living in a post-COVID world, in the State of Kansas that has pre-COVID curriculum standards. I feel that this has detrimental effects on these kids who are already behind because of the initial educational lockdown. Teachers working their tails off to help their students "catch up" but honestly, there isn't enough time. We talk about retention and I feel like this added pressure to try to catch the kids up is burning teachers out and causing teachers to leave in droves.*

State Requirements - *The curriculum requirements for teachers and students are unrealistic and I think KSDE needs to think seriously about changing these requirements. This isn't a case where you can throw money at the problem. I believe if we have attainable curriculum goals with our students, we will see a complete shift in our teacher employment rates.*

Bandwidth of Teachers - *I have been teaching many, many years, and with the integration of technology has come an influx of emails and other electronic items that have to be managed, on a daily basis. My plan time is the same length as it was 3 decades ago, but now it seems to be consumed with managing and responding to electronic messages - something that didn't even exist when I started teaching. It used to be that plan time was solely for planning, grading, and making a phone call when necessary, but now, as I previously stated, I find that my planning time is filled with staring at my device. I have found that I typically spend 10 hours at school each day and I often still have to grade at home in the evening.*

Pay - *I love teaching and do not see myself doing anything else. I would love to teach closer to home. However, the pay cut I would experience changing districts prevents me from doing so (the pay cut for me to leave this county is over \$10,000 a year). If the state wants to retain teachers, maybe a few monetary items should be considered. Such as a more uniform pay across the state and teachers being able to change districts without losing experience pay.*

Student Behavior - *Kids don't care about their grades and on many occasions, students have shared that they don't care because they are going to the next grade anyway. I wonder how much this affects kids when they get to high school and find out if they don't pass then they have to repeat. I am not sure we are doing any justice for kids by just passing them on without learning. Since the survey was a lot of selecting an answer, I wanted to let you know what I am hearing teacher's talk about. I love teaching and helping kids but it is getting harder and harder because of the behavior and kids just not seeing the need to really learn and I feel we are just told to make our lessons more interesting. There should be a standard expectation for students and that seems to have been lost somewhere over the last few years.*

Role of Parents - *Lack of community/parent support - parents blame teachers for their kids failing or lack of progress. We're competing with students' devices for their attention but parents insist on their students having their personal devices with them instead of limiting them for home use.*

Appendix:

Educator Experience: Item Means

- Educators presented with a 1-5 (Very Dissatisfied – Very Satisfied) scale

| Item | MEAN |
|--|------|
| The location of the district you teach in. | 4.16 |
| Your relationship with colleagues within your school. | 4.11 |
| The size of the district you teach in. | 4.08 |
| Your opportunity to work with a diverse student population. | 3.97 |
| Your relationship with your principal. | 3.94 |
| The level of safety you and your students feel at school. | 3.85 |
| The quality of student technology (hardware/software) at your school. | 3.81 |
| The quality of teacher technology (hardware/software) at your school. | 3.71 |
| Your principal's communication and responsiveness to your questions. | 3.64 |
| Your principal's instructional leadership. | 3.60 |
| The quality of your principal. | 3.57 |
| Your access to necessary resources and instructional materials. | 3.52 |
| The availability of supplemental contracts. (sponsoring clubs, coaching sports, serving as department chair, etc...). | 3.46 |
| The support you receive from your principal specific to student discipline. | 3.46 |
| The reputation of the district you teach in. | 3.43 |
| Opportunities to receive feedback to assist in your professional growth. | 3.41 |
| The vision and leadership of the Superintendent. | 3.36 |
| Total number of leave days you have. (personal, sick, non-categorical, etc...). | 3.29 |
| The responsiveness and support of the district office staff. | 3.26 |
| The supports your school/district has in place to meet student social-emotional needs. | 3.24 |
| Your class size (teacher to student ratio). | 3.22 |
| The parent support and involvement at your school. | 3.22 |
| Collaboration time to work with teacher teams of which you are a member (department, grade-level team, middle school interdisciplinary team, Professional Learning Communities, etc.). | 3.10 |
| The vision and leadership of the Board of Education. | 3.04 |
| The quality of professional development days/opportunities. | 3.00 |
| The quality and cost of health insurance benefits offered to you. | 2.95 |
| The amount of plan time that you are provided. | 2.92 |
| Your current salary. | 2.81 |
| Your district's attention and approach to supporting your mental and emotional health. | 2.76 |
| The support your school/district has in place to handle challenging student behaviors/situations. | 2.72 |
| Tuition reimbursement or similar incentives to advance your education. | 2.48 |
| Your salary growth potential in the future. (Based on district's salary schedule both through longevity and increased education). | 2.46 |
| The ability to request and secure a substitute teacher for your absence. | 2.38 |
| Society's view of the teaching profession. | 2.04 |

Kansas School District Participation

- 169 school districts will receive the district report (60% of districts)
- Districts will be provided an opportunity to continue data collection

| District Name | District # | Response Rate | District Report Eligible |
|-------------------------|------------|---------------|--------------------------|
| Washington Co. Schools | D0108 | 100% | Yes |
| Spring Hill | D0230 | 100% | Yes |
| Chautauqua Co Community | D0286 | 100% | Yes |
| Atchison Public Schools | D0409 | 100% | Yes |
| Ness City | D0303 | 100% | Yes |
| Piper-Kansas City | D0203 | 100% | Yes |
| Leavenworth | D0453 | 100% | Yes |
| Hesston | D0460 | 100% | Yes |
| Kingman - Norwich | D0331 | 100% | Yes |
| Stockton | D0271 | 100% | Yes |
| Healy Public Schools | D0468 | 100% | Yes |
| Ellis | D0388 | 100% | Yes |
| Valley Falls | D0338 | 100% | Yes |
| Caldwell | D0360 | 100% | Yes |
| Peabody-Burns | D0398 | 100% | Yes |
| Mulvane | D0263 | 100% | Yes |
| Lincoln | D0298 | 100% | Yes |
| Lawrence | D0497 | 97% | Yes |
| Pawnee Heights | D0496 | 94% | Yes |
| Plainville | D0270 | 94% | Yes |
| Neodesha | D0461 | 92% | Yes |
| Santa Fe Trail | D0434 | 92% | Yes |
| Argonia Public Schools | D0359 | 92% | Yes |
| Smith Center | D0237 | 92% | Yes |
| Olathe | D0233 | 91% | Yes |
| Southern Lyon County | D0252 | 91% | Yes |
| Blue Valley | D0229 | 90% | Yes |
| Riverton | D0404 | 89% | Yes |
| Syracuse | D0494 | 88% | Yes |
| Flinthills | D0492 | 88% | Yes |
| Humboldt | D0258 | 88% | Yes |
| Madison-Virgil | D0386 | 87% | Yes |
| Wamego | D0320 | 87% | Yes |
| Republic County | D0109 | 87% | Yes |
| Ft Larned | D0495 | 87% | Yes |
| Baldwin City | D0348 | 87% | Yes |
| Wakeeney | D0208 | 86% | Yes |
| Lansing | D0469 | 86% | Yes |

| | | | |
|--------------------------|-------|-----|-----|
| LeRoy-Gridley | D0245 | 86% | Yes |
| Great Bend | D0428 | 86% | Yes |
| Lyons | D0405 | 85% | Yes |
| Manhattan-Ogden | D0383 | 83% | Yes |
| Burlington | D0244 | 82% | Yes |
| Burlingame Public School | D0454 | 81% | Yes |
| Eudora | D0491 | 81% | Yes |
| Pratt | D0382 | 80% | Yes |
| Inman | D0448 | 79% | Yes |
| Herington | D0487 | 78% | Yes |
| Ellinwood Public Schools | D0355 | 78% | Yes |
| Kinsley-Offerle | D0347 | 78% | Yes |
| McPherson | D0418 | 78% | Yes |
| De Soto | D0232 | 78% | Yes |
| Graham County | D0281 | 78% | Yes |
| Paola | D0368 | 78% | Yes |
| Goodland | D0352 | 78% | Yes |
| Shawnee Mission Pub Sch | D0512 | 78% | Yes |
| Garden City | D0457 | 77% | Yes |
| Tonganoxie | D0464 | 77% | Yes |
| Kansas City | D0500 | 77% | Yes |
| Comanche County | D0300 | 77% | Yes |
| Emporia | D0253 | 76% | Yes |
| Sublette | D0374 | 76% | Yes |
| Easton | D0449 | 75% | Yes |
| Ashland | D0220 | 75% | Yes |
| Attica | D0511 | 75% | Yes |
| Valley Center Pub Sch | D0262 | 75% | Yes |
| Phillipsburg | D0325 | 74% | Yes |
| Deerfield | D0216 | 72% | Yes |
| Waconda | D0272 | 72% | Yes |
| Geary County Schools | D0475 | 71% | Yes |
| Morris County | D0417 | 71% | Yes |
| Atchison Co Comm Schools | D0377 | 70% | Yes |
| Parsons | D0503 | 70% | Yes |
| Halstead | D0440 | 70% | Yes |
| Shawnee Heights | D0450 | 69% | Yes |
| Clifton-Clyde | D0224 | 69% | Yes |
| Silver Lake | D0372 | 69% | Yes |
| Haven Public Schools | D0312 | 68% | Yes |
| South Brown County | D0430 | 68% | Yes |
| Central Plains | D0112 | 68% | Yes |
| Wheatland | D0292 | 67% | Yes |

| | | | |
|---------------------------|-------|-----|-----|
| Maize | D0266 | 66% | Yes |
| Marysville | D0364 | 66% | Yes |
| Wichita | D0259 | 65% | Yes |
| Lebo-Waverly | D0243 | 65% | Yes |
| Ell-Saline | D0307 | 65% | Yes |
| Topeka Public Schools | D0501 | 64% | Yes |
| Renwick | D0267 | 64% | Yes |
| Newton | D0373 | 63% | Yes |
| Osage City | D0420 | 63% | Yes |
| Nickerson | D0309 | 63% | Yes |
| Hutchinson Public Schools | D0308 | 62% | Yes |
| Prairie View | D0362 | 61% | Yes |
| Cimarron-Ensign | D0102 | 61% | Yes |
| Durham-Hillsboro-Lehigh | D0410 | 59% | Yes |
| Chase County | D0284 | 59% | Yes |
| Concordia | D0333 | 59% | Yes |
| Ottawa | D0290 | 59% | Yes |
| Twin Valley | D0240 | 59% | Yes |
| Oberlin | D0294 | 58% | Yes |
| Royal Valley | D0337 | 58% | Yes |
| Logan | D0326 | 58% | Yes |
| Abilene | D0435 | 57% | Yes |
| Salina | D0305 | 57% | Yes |
| Scott County | D0466 | 57% | Yes |
| Elkhart | D0218 | 56% | Yes |
| Dighton | D0482 | 56% | Yes |
| Skyline Schools | D0438 | 56% | Yes |
| Fairfield | D0310 | 56% | Yes |
| Hugoton Public Schools | D0210 | 55% | Yes |
| Mission Valley | D0330 | 55% | Yes |
| Rural Vista | D0481 | 55% | Yes |
| Clay Center | D0379 | 54% | Yes |
| Nemaha Central | D0115 | 54% | Yes |
| Lakin | D0215 | 54% | Yes |
| Kismet-Plains | D0483 | 54% | Yes |
| Chaparral Schools | D0361 | 53% | Yes |
| Montezuma | D0371 | 53% | Yes |
| Marais Des Cygnes Valley | D0456 | 53% | Yes |
| Western Plains | D0106 | 52% | Yes |
| Southern Cloud | D0334 | 52% | Yes |
| Pike Valley | D0426 | 52% | Yes |
| Andover | D0385 | 51% | Yes |
| Iola | D0257 | 51% | Yes |

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|---------------------------------|-------|-----|-----|
| Burrton | D0369 | 50% | Yes |
| Douglass Public Schools | D0396 | 50% | Yes |
| Leoti | D0467 | 50% | Yes |
| Palco | D0269 | 50% | Yes |
| Moscow Public Schools | D0209 | 50% | Yes |
| Paradise | D0399 | 49% | Yes |
| Haysville | D0261 | 49% | Yes |
| Oskaloosa Public Schools | D0341 | 49% | Yes |
| Circle | D0375 | 48% | Yes |
| Otis-Bison | D0403 | 47% | Yes |
| Wallace County Schools | D0241 | 47% | Yes |
| Kaw Valley | D0321 | 47% | Yes |
| Seaman | D0345 | 45% | Yes |
| Altoona-Midway | D0387 | 44% | Yes |
| Smoky Valley | D0400 | 44% | Yes |
| South Haven | D0509 | 44% | Yes |
| Gardner Edgerton | D0231 | 43% | Yes |
| Prairie Hills | D0113 | 43% | Yes |
| Cheylin | D0103 | 42% | Yes |
| El Dorado | D0490 | 41% | Yes |
| Columbus | D0493 | 41% | Yes |
| Rock Hills | D0107 | 41% | Yes |
| Pretty Prairie | D0311 | 40% | Yes |
| Weskan | D0242 | 39% | Yes |
| Buhler | D0313 | 39% | Yes |
| Copeland | D0476 | 38% | Yes |
| Barber County North | D0254 | 38% | Yes |
| Canton-Galva | D0419 | 38% | Yes |
| Ulysses | D0214 | 38% | Yes |
| Galena | D0499 | 38% | Yes |
| Russell County | D0407 | 37% | Yes |
| Uniontown | D0235 | 37% | Yes |
| Baxter Springs | D0508 | 37% | Yes |
| Wellington | D0353 | 36% | Yes |
| Girard | D0248 | 36% | Yes |
| Greeley County Schools | D0200 | 36% | Yes |
| Cheney | D0268 | 36% | Yes |
| Liberal | D0480 | 36% | Yes |
| Centre | D0397 | 35% | Yes |
| Wellsville | D0289 | 35% | Yes |
| St John-Hudson | D0350 | 34% | Yes |
| Norton Community Schools | D0211 | 34% | Yes |

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|--------------------------|-------|-----|-----|
| Lyndon | D0421 | 33% | Yes |
| Frontenac Public Schools | D0249 | 33% | Yes |
| Fort Scott | D0234 | 32% | Yes |
| Perry Public Schools | D0343 | 32% | No |
| Wabaunsee | D0329 | 31% | No |
| Stafford | D0349 | 30% | No |
| Turner-Kansas City | D0202 | 28% | No |
| Hoisington | D0431 | 27% | No |
| Rawlins County | D0105 | 26% | No |
| Troy Public Schools | D0429 | 26% | No |
| Triplains | D0275 | 26% | No |
| Macksville | D0351 | 25% | No |
| Sedgwick Public Schools | D0439 | 25% | No |
| Barnes | D0223 | 24% | No |
| Labette County | D0506 | 23% | No |
| Oakley | D0274 | 23% | No |
| Arkansas City | D0470 | 23% | No |
| Rock Creek | D0323 | 21% | No |
| Dodge City | D0443 | 21% | No |
| Bonner Springs | D0204 | 20% | No |
| Cherryvale | D0447 | 20% | No |
| Northern Valley | D0212 | 17% | No |
| Auburn Washburn | D0437 | 15% | No |
| Coffeyville | D0445 | 13% | No |
| Louisburg | D0416 | 11% | No |
| Blue Valley Randolph | D0384 | 11% | No |
| Augusta | D0402 | 9% | No |
| Colby Public Schools | D0315 | 6% | No |
| Belle Plaine | D0357 | 6% | No |
| Brewster | D0314 | 6% | No |
| Moundridge | D0423 | 6% | No |
| Chase-Raymond | D0401 | 5% | No |
| Golden Plains | D0316 | 5% | No |
| Northeast | D0246 | 5% | No |
| Central | D0462 | 4% | No |
| Hodgeman County Schools | D0227 | 4% | No |
| Kiowa County | D0422 | 4% | No |
| Caney Valley | D0436 | 4% | No |
| Basehor-Linwood | D0458 | 3% | No |
| Quinter Public Schools | D0293 | 3% | No |
| Meade | D0226 | 3% | No |
| North Lyon County | D0251 | 3% | No |
| Erie-Galesburg | D0101 | 3% | No |

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|--------------------------|-------|----|----|
| Hoxie Community Schools | D0412 | 3% | No |
| Solomon | D0393 | 3% | No |
| Sterling | D0376 | 3% | No |
| Jayhawk | D0346 | 2% | No |
| Hays | D0489 | 2% | No |
| Riverside | D0114 | 2% | No |
| Southeast Of Saline | D0306 | 2% | No |
| North Ottawa County | D0239 | 2% | No |
| Jefferson West | D0340 | 2% | No |
| Osawatomie | D0367 | 1% | No |
| Garnett | D0365 | 1% | No |
| Winfield | D0465 | 1% | No |
| Clearwater | D0264 | 1% | No |
| Chapman | D0473 | 1% | No |
| Goddard | D0265 | 1% | No |
| Derby | D0260 | 1% | No |
| Holton | D0336 | 1% | No |
| Rose Hill Public Schools | D0394 | 1% | No |
| Independence | D0446 | 1% | No |
| Pittsburg | D0250 | 1% | No |
| Remington-Whitewater | D0206 | 0% | No |
| Beloit | D0273 | 0% | No |
| Bluestem | D0205 | 0% | No |
| Bucklin | D0459 | 0% | No |
| Cedar Vale | D0285 | 0% | No |
| Central Heights | D0288 | 0% | No |
| Chanute Public Schools | D0413 | 0% | No |
| Cherokee | D0247 | 0% | No |
| Chetopa-St. Paul | D0505 | 0% | No |
| Conway Springs | D0356 | 0% | No |
| Crest | D0479 | 0% | No |
| Cunningham | D0332 | 0% | No |
| Dexter | D0471 | 0% | No |
| Doniphan West Schools | D0111 | 0% | No |
| Elk Valley | D0283 | 0% | No |
| Ellsworth | D0327 | 0% | No |
| Eureka | D0389 | 0% | No |
| Fowler | D0225 | 0% | No |
| Fredonia | D0484 | 0% | No |
| Ft Leavenworth | D0207 | 0% | No |
| Goessel | D0411 | 0% | No |
| Grinnell Public Schools | D0291 | 0% | No |
| Hamilton | D0390 | 0% | No |

| | | | |
|---------------------------|-------|----|----|
| Haviland | D0474 | 0% | No |
| Hiawatha | D0415 | 0% | No |
| Holcomb | D0363 | 0% | No |
| Ingalls | D0477 | 0% | No |
| Jefferson County North | D0339 | 0% | No |
| LaCrosse | D0395 | 0% | No |
| Lewis | D0502 | 0% | No |
| Little River | D0444 | 0% | No |
| Marion-Florence | D0408 | 0% | No |
| Marmaton Valley | D0256 | 0% | No |
| McLouth | D0342 | 0% | No |
| Minneola | D0219 | 0% | No |
| North Jackson | D0335 | 0% | No |
| Onaga-Havensville-Wheaton | D0322 | 0% | No |
| Osborne County | D0392 | 0% | No |
| Oswego | D0504 | 0% | No |
| Oxford | D0358 | 0% | No |
| Pleasanton | D0344 | 0% | No |
| Riley County | D0378 | 0% | No |
| Rolla | D0217 | 0% | No |
| Satanta | D0507 | 0% | No |
| South Barber | D0255 | 0% | No |
| Spearville | D0381 | 0% | No |
| St Francis Comm Sch | D0297 | 0% | No |
| Stanton County | D0452 | 0% | No |
| Sylvan Grove | D0299 | 0% | No |
| Thunder Ridge Schools | D0110 | 0% | No |
| Udall | D0463 | 0% | No |
| Valley Heights | D0498 | 0% | No |
| Vermillion | D0380 | 0% | No |
| Victoria | D0432 | 0% | No |
| West Elk | D0282 | 0% | No |
| West Franklin | D0287 | 0% | No |
| Woodson | D0366 | 0% | No |

Educator Perceptions and Insights Center

Additional Analysis and Support

The success of the Kansas Teacher Retention Survey is due in large part to the support of our partners, the Kansas National Education Association (KNEA), United School Administrators of Kansas (USA-KS), the Kansas Association of School Boards (KASB), and Emporia State University. Additionally, because of their generosity we have been able to provide the state-level report and a district report to any district with a response rate of at least 30%. Each of the partners recognize the importance of not only identifying the problem we face but also by taking action to address the challenge of teacher engagement and retention.

We are inspired by 50% of Kansas Educators participating in the Kansas Teacher Retention Survey, and by the feedback we have received about additional analysis and support that would assist in addressing the specific and unique challenges that each district faces. The following ideas and requests have been shared in the past year:

- Providing districts with the level of analysis that is included in the state report to include specific engagement drivers and strategies that can be leveraged to improve district retention.
- An engagement survey to identify how better to recruit and retain classified staff members.
- A dashboard to compare districts to a cohort of districts that are most like themselves.
- The development of custom surveys and measurement tools to assist districts in meeting their goal of recruiting and retaining qualified staff.
- On-site consulting to engage district stakeholders in dialogue to organize a plan to improve educator engagement and retention.
- Unique reports for special education cooperatives, service centers, and other educational organizations to meet the needs of their stakeholders.
- Customized analysis, reporting, and consultation for unique district needs.

Dr. Church and Dr. Simmering recognize the importance of not only having a deep understanding of the education profession and this challenge, but also in providing actionable insights and strategies that will help us to meet the needs of our employees. To this end, Dr. Church and Dr. Simmering have created the Educator Perceptions and Insights Center (EPIC) to continue this work by offering the tools and services listed above to school districts across the State of Kansas and beyond. In the coming weeks, we will provide additional information on how school districts and other organizations can partner with us to address their specific needs around educator engagement and retention.

While recognizing the challenges we face is an initial step, we must also have the courage to implement a plan to address this problem. We believe the best way to accomplish this is to listen to what our educators are saying, analyze that data to inform our approach, and then implement the plan to improve. We look forward to partnering with you to support your educators, students, and communities.

Please reach out or find us at www.edu-epic.com.

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