KANSAS TEACHER RETENTION INITIATIVE

in partnership with

EMPORIA STATE UNIVERSITY.

KASB Kansas Association of School Boards

KNEA Kansas National Education Association

USA Kansas United School Administrators of Kansas

KANSAS EDUCATOR ENGAGEMENT & RETENTION STUDY

2023

2023 Kansas Educator Engagement and Retention Initiative. Data Driven Insights to Inform the Future of Education in Kansas

Dr. Bret Church & Dr. Luke Simmering

EPIC
Educator Perceptions & Insights Center

Contents

Overview

Facing the persistent challenge of educator turnover in U.S. public-school systems, the Kansas Teacher Retention Initiative (KTRI) has been relaunched to delve into the current state of the Kansas educator experience. Building on insights from the inaugural 2021 KTRI study, the 2023 KTRI offers a renewed perspective, aiming to amplify educators' voices and examine trends longitudinally. The United States is grappling with a growing educator shortage, a crisis exacerbated in the last two years due to the impact of the Covid-19 pandemic. These teacher shortages gained nationwide attention, with notable statistics:

- 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 escalating concern, the Educator Perceptions and Insights Center (EPIC) launched the KTRI in the summer of 2021. This initiative focuses 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 KTRI seeks to provide actionable information and foster collaborative, solutions-oriented efforts to enhance teacher engagement and retention.

In partnership with key organizations such as the Kansas Association of Schools Boards, Kansas National Education Association, United School Administrators, and Emporia State University, the Kansas Teacher Retention Survey was deployed and administered to all teachers in Kansas. The survey, a comprehensive tool meticulously crafted through extensive research, aims to explore the critical drivers of teacher engagement and retention specifically within the State of Kansas.

Led by Dr. Bret Church and Dr. Luke Simmering of EPIC, and with support from key partnerships, the inaugural Kansas Teacher Retention Survey in 2021 saw the active participation of 20,000 educators in the State of Kansas, achieving a commendable response rate of 50%. In the 2021 research, nearly 48% of the 286 Kansas school districts garnered a response rate exceeding 50%.

For the 2023 KTRI, a notable surge in participation occurred, with over 24,000 Kansas educators contributing their perspectives, resulting in an overall response rate of 60%. This encompassed 50% of school districts achieving a response rate surpassing 50%, and 61% of districts qualifying for the standard report. Like the 2021 KTRI, districts meeting the participation threshold will receive personalized reports outlining their educators' responses and findings based on 2023 data.

KTRI Participation Indicators	2021 KTRI	2023 KTRI
Total Survey Responses	20,000 (50% Response Rate)	24,536 (60% Response Rate)
Qualified for Standard Report	143 (50% of Districts)	175 (61% of Districts)
Over 50% Response Rate	48% of Districts	50% of Districts

While the state-level data offers insights into the broader educator population, it does not represent every educator statewide. However, the provided insights offer data-driven analysis along with strategic and actionable recommendations. Future endeavors include releasing several reports and facilitating opportunities for dialogue, such as:

- A detailed report focused on educator engagement and retention in the State of Kansas.
- District reports (for qualifying districts) providing district-level data compared to state results.
- Statewide educator engagement and retention workshops, offering a platform to discuss key steps in addressing the educator shortage.
- Opportunity for districts to invest in more in-depth analytics and reporting insights (Inform).

The intention is to continue conducting the Kansas Teacher Retention Survey on a bi-annual basis, ensuring the collection of longitudinal data. Overcoming the teacher retention challenge demands sustained focus and continuous effort. EPIC remains dedicated to listening to the voices of educators, informing and arming stakeholders with insights, and actively working towards improving teacher engagement and retention.
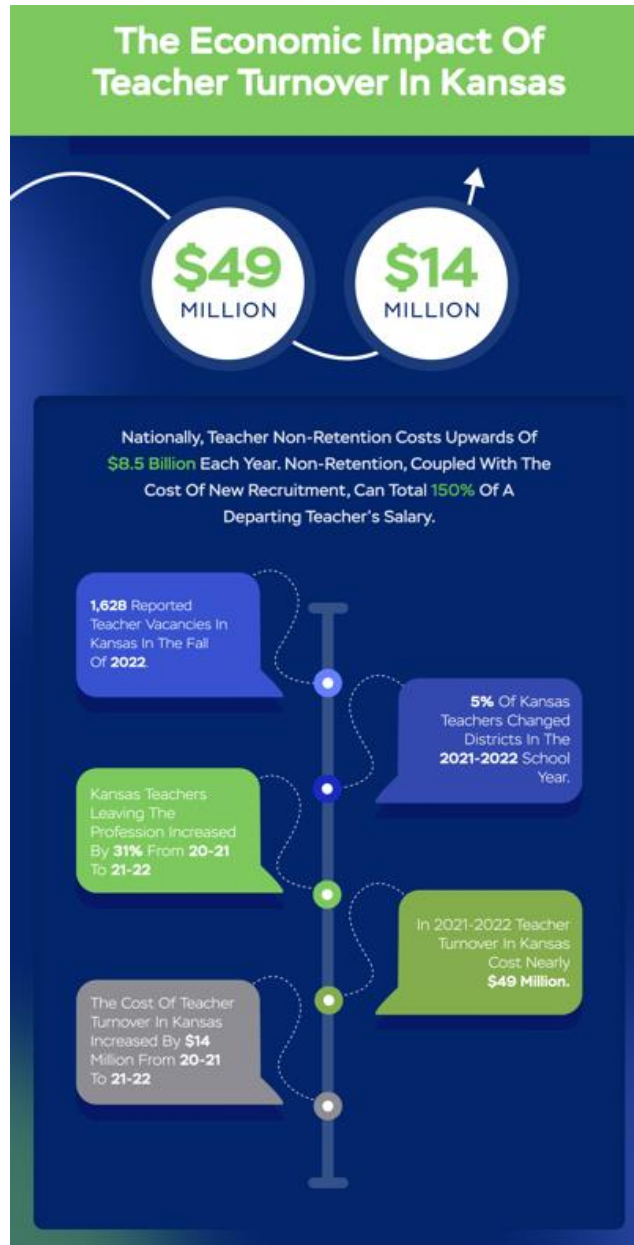
2023 KTRI Key Insights

Educator Engagement Trends:

- Proportion of educators classified as 'Actively Engaged' or 'Engaged' decreased by 9%.
- A 3% decrease in the 'Actively Disengaged' category, but a 12% increase in educators labeled 'Disengaged.'
- 46% of educators in 2021 were 'Actively Disengaged' or 'Disengaged,' while 55% fell into this category in 2023.

Key Engagement Factors:

- Engagement related to 'Being Heard' (teacher perspectives on 'voice and opinion being valued') remained the lowest engagement item within the index.
- 'Being Connected' (teacher perspective on 'having someone who cares about them as a person') remained the highest-rated engagement item within the index.
- The educator's relationship with their principal/colleagues and their teaching location remained as the highest overall satisfaction items.

Challenges and Concerns:

- 'Society's view of the profession,' 'salary growth potential,' 'incentives to advance education,' and 'current salary' were rated as the lowest items in terms of satisfaction.
- Improvement areas included the ability to 'request and secure a substitute' and the 'quality of the principal.'
- Decreases in satisfaction were noted in teacher perspectives regarding their 'current salary' and 'the level of safety felt at school.'

Retention Insights:

- Turnover intentions across various contexts (retirement, administrative roles, district change, leaving the profession) mirrored the 2021 findings.
- Overall 'Risk Factor' decreased by 2% (28% in 2023 compared to 30% in 2021).

Drivers of Engagement and Retention:

- Eleven specific areas identified as significant predictors (Drivers) of teacher engagement and retention.
- Four of the 11 teacher experience factors were rated as 'low satisfaction.'

Demographic Insights:

- Four profile characteristics associated with lower overall engagement and a higher likelihood of leaving the teaching profession:
  - Educators holding a second job.
  - Educators with a Specialist or Doctoral Degree.
  - Educators with 4-11 years of tenure.
  - Educators with children attending school outside the district where they teach.

Additional Input:

- Over 8,000 educators provided open-ended feedback, which was reviewed and categorized to identify themes and provide additional context related to the statistical drivers of engagement and retention.

2023 KTRI Respondent Profile

- Over 24,000 Educators participated in the survey
- Final sample of 24,503 Educators after removal of random, duplicate, and/or incomplete responses
- 32% of respondents have children in attendance within their school district (53% no school age children)
- 40% of respondents are not the 'primary income earner' in their household (39% are primary earner)
- 88% of respondents are White and 77% of the respondents are Female

Educator Tenure (Years) - Percentage of Respondents - 2023

Tenure (Years)	Tenure Teaching	Tenure in District
0-3	13%	27%
4-7	16%	23%
8-11	15%	14%
12-15	12%	9%
16-19	12%	9%
20-23	11%	7%
24-27	9%	5%
28-31	6%	3%
32-35	4%	1%
36-39	2%	1%
40+	1%	0%

Educator Background - Percentage of Respondents-2023

	No	Yes
Worked in Other District	36%	64%
Teach & Live in District	43%	57%
Second Job	66%	34%

Age (Generation Distinction) - Percentage of Respondents -2023

Generation	Percentage
Gen Z	8%
Millennials	42%
Gen X	42%
Baby Boomers	8%

Educator Role - Percentage of Respondents - 2023

Role	Percentage
6th-8th	15%
9th-12th	24%
Counselor	3%
ELL	2%
Instructional Coach	2%
K-6th	32%
Media Specialist	2%
Pre-K	2%
Reading Specialist	2%
Social Worker	1%
Special Education	11%
Special Education Professional	4%

Educational Degree - Percentage of Respondents

Degree	Percentage
Bachelor's Degree	31%
Doctoral Degree	1%
Master's Degree	63%
No Degree	1%
Specialist Degree	4%

Union Affiliation - Percentage of Respondents

Affiliation	Percentage
No, and never have been	28%
No, but used to be a member	16%
Yes, currently a member	55%

2023 KTRI Survey Profile

The 2023 Kansas Teacher Retention Initiative (KTRI) survey, crafted by the Educator Perceptions and Insights Center (EPIC), is a comprehensive tool designed to holistically understand the teacher experience. The survey items were meticulously developed through in-depth research and qualitative input from subject matter experts in educational leadership. Drawing inspiration from employee engagement research in corporate settings, the survey aligns with the unique context of the public education industry. Each item is aligned to specific overarching constructs designed to ensure a holistic understanding of the teacher experience. The survey items are consistent with the 2021 version to provide the capability of making longitudinal benchmarking comparisons.

Teacher Experience Constructs and Example Items:

Teacher Experience Construct	Example Item
School Environment Factors	*Your opportunity to work with a diverse student population.*
Job Specific Factors	*Total number of leave days you have. (personal, sick, non-categorical, etc...).*
Principal Perceptions	*Your principal's communication and responsiveness to your questions.*
Professional Growth	*Opportunities to receive feedback to assist in your professional growth.*
School Specific Factors	*The amount of plan time that you are provided.*
Teacher Support Factors	*The responsiveness and support of the district office staff.*

Additional Survey Components:

- **Engagement Index:** A standardized index comprised of 11 items, serving as a dependent variable to gauge how various teacher experience factors influence overall teacher engagement. In sum, the engagement index serves as a reliable way for teachers to reflect on the following questions:
    - Am I connected?
    - Am I growing?
    - Am I heard?
    - Am I motivated?
- **Teacher Retention Items**: Instead of a singular factor, four distinct teacher retention items were created to evaluate nuanced aspects of turnover:
    - Those retiring.
    - Teachers leaving their district but continuing to teach.
    - Teachers leaving the teaching profession altogether.
    - Those pursuing administrative positions within education.
- **Qualitative Feedback**: As a new addition to the 2023 KTRI, two prompts were provided to the survey respondents at the end of the survey to provide an opportunity for them to elaborate on their experience as an educator. Each comment was reviewed to identify themes and provide additional context related to the quantitative survey findings.
    - What additional feedback or aspects of your experience should be considered as part of understanding teacher engagement and retention?
   - What questions do you have regarding this research?

In sum, the 2023 KTRI survey is characterized by its thoughtful design, featuring approximately 60 questions that educators can complete in an average time of 9 minutes. Employing a Likert scale ranging from 1 to 5,

the survey comprehensively measures educators' perspectives on 'Agreement,' 'Satisfaction,' and 'Likelihood.' In terms of satisfaction assessment, the survey explores educators' contentment with their 'In-Class Experience,' evaluates their perceptions of 'School and Administrative Leadership,' and assesses satisfaction regarding 'Community Support and Working Environment.' Additionally, the survey addresses retention considerations by delving into educators' 'Intentions to Remain in the Current Situation.' Capturing a wealth of demographic details, including roles and tenure, the survey goes beyond a mere snapshot of the current teacher landscape. It serves as a robust tool, offering profound insights into the nuanced factors that influence teacher engagement and retention in the State of Kansas, thereby providing valuable information for crafting targeted strategies to enhance the overall educational experience.

The EPIC Educator Engagement and Retention Research Model

As illustrated in the visual representation below, extensive research underscores the profound connection between perceived educator experiences and overall engagement. Employee engagement, particularly in the context of teaching, is recognized as a critical principle and a pivotal factor to measure due to its predictive nature. Numerous studies consistently demonstrate that teacher engagement is a reliable predictor of specific outcomes, including job performance, student academic performance, and a teacher's likelihood to turnover. A teacher's level of engagement is intricately tied to their intentions to stay in the profession, their effectiveness in cultivating a positive learning environment for students, and their contributions to the broader culture within their colleagues and the broader district. Understanding engagement not only as a key driver of educator retention but also as a decisive influencer of student engagement and academic success, the survey employed a set of eleven items to meticulously measure educator engagement. Utilizing a standardized scoring mechanism, the survey gauged the extent to which educators align with a specific set of attributes, providing nuanced insights into their engagement levels.

EPIC Research Model
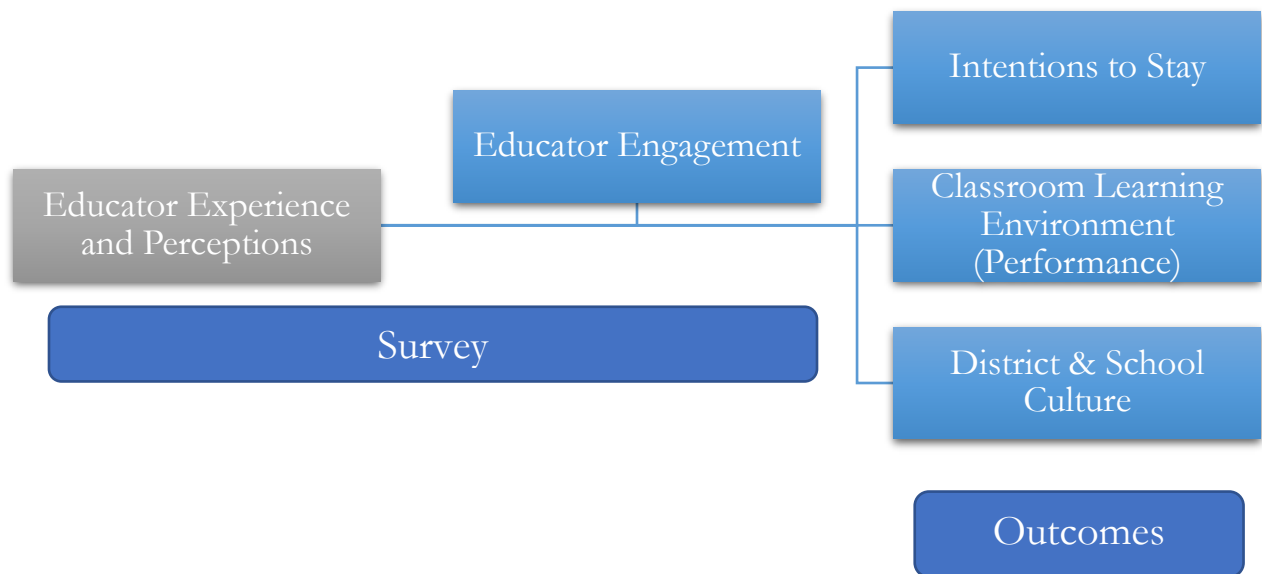
2023 Engagement Profile

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.

Educator Engagement - 2021 to 2023

Level	2021	2023
Actively Disengaged	11%	8%
Disengaged	35%	47%
Moderately Engaged	25%	26%
Engaged	22%	15%
Actively Engaged	7%	5%

Engagement Index Item Means - 2021 to 2023

Category	Item	2023 Mean	2021 Mean
Motivated	Overall, I am satisfied with teaching.	3.5	3.3
Motivated	I know what is expected of me.	4.1	4.2
Motivated	I am motivated to contribute more than what is expected of me at this school.	3.8	3.9
Motivated	I am proud to work at my school.	4.1	4.2
Heard	In the last month, I have received feedback from my administrator.	3.6	3.6
Heard	My voice and opinion are valued.	3.3	3.3
Growing	I have opportunities for individual professional growth and development.	3.8	3.8
Growing	Teaching gives me a feeling of accomplishment.	4.1	4.2
Connected	My colleagues are committed to doing quality work.	4.1	4.2
Connected	I have someone at work who seems to care about me as a person.	4.4	4.5
Connected	I would feel comfortable referring a friend to teach at this school.	3.6	3.8

■ 2023 Mean ■ 2021 Mean

Educator Satisfaction Factors - 2023

Highest Satisfaction 2023

Experience Mean Score (1-5 Scale)

Factor	2023 Mean	2021 Mean
The location of the district in which you teach.	4.2	4.2
Your relationship with colleagues within your school.	4.1	4.1
Your relationship with your principal.	4.1	3.9
The size of the district you teach in.	4.0	4.1
The quality of your principal.	4.0	3.6
Your opportunity to work with a diverse student population.	4.0	4.0

■ 2023 Mean   ■ 2021 Mean

Lowest Satisfaction 2023

Experience Mean Score (1-5 Scale)

Factor	2023 Mean	2021 Mean
Society's view of the teaching profession.	2.1	2.0
Your salary growth potential in the future. Based on district's salary schedule both through longevity…	2.5	2.5
Tuition reimbursement or similar incentives to advance your education.	2.6	2.5
Your current salary.	2.6	2.8
The support your school/district has in place to handle challenging student behaviors/situations.	2.7	2.7
The quality and cost of health insurance benefits offered to you.	2.9	3.0

■ 2023 Mean   ■ 2021 Mean

Positive Experience Changes – Largest Increases in Satisfaction

Experience Mean Score (1-5 Scale)

Question	2023 Mean	2021 Mean
Your principal's communication and responsiveness to your questions.	3.9	3.6
Opportunities to receive feedback to assist in your professional growth.	3.6	3.4
The responsiveness and support of the district office staff.	3.5	3.3
Your district's attention and approach to supporting your mental and emotional health.	3.1	2.8
The quality of your principal.	4.0	3.6
The ability to request and secure a substitute teacher for your absence.	3.0	2.4

Negative Experience Changes – Largest Decreases in Satisfaction

Experience Mean Score (1-5 Scale)

Question	2023 Mean	2021 Mean
Your current salary.	2.6	2.8
The level of safety you and your students feel at school.	3.7	3.9

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2023 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	2021 Retention Risk (More and Very Likely)	2023 Retention Risk (More and Very Likely)
Leaving Public Education	16%	16%
Pursuing Educational Admin Role	7%	6%
Teach in Another District	12%	11%
Retire in the Next 3 Years	14%	12%

Turnover Intentions - 2023

Retire in the Next 3 Years
- 8%
- 4%
- 7%
- 10%
- 70%

Teach in Another District
- 4%
- 7%
- 18%
- 34%
- 38%

Pursuing Educational Admin Role
- 3%
- 3%
- 8%
- 14%
- 71%

Leaving Public Education
- 8%
- 8%
- 18%
- 34%
- 32%

Legend:
- ■ Very Likely and Will Probably Happen
- ■ More Likely Than Not
- ■ Somewhat Likely
- ■ Potentially but Not Likely
- ■ Not Likely at All
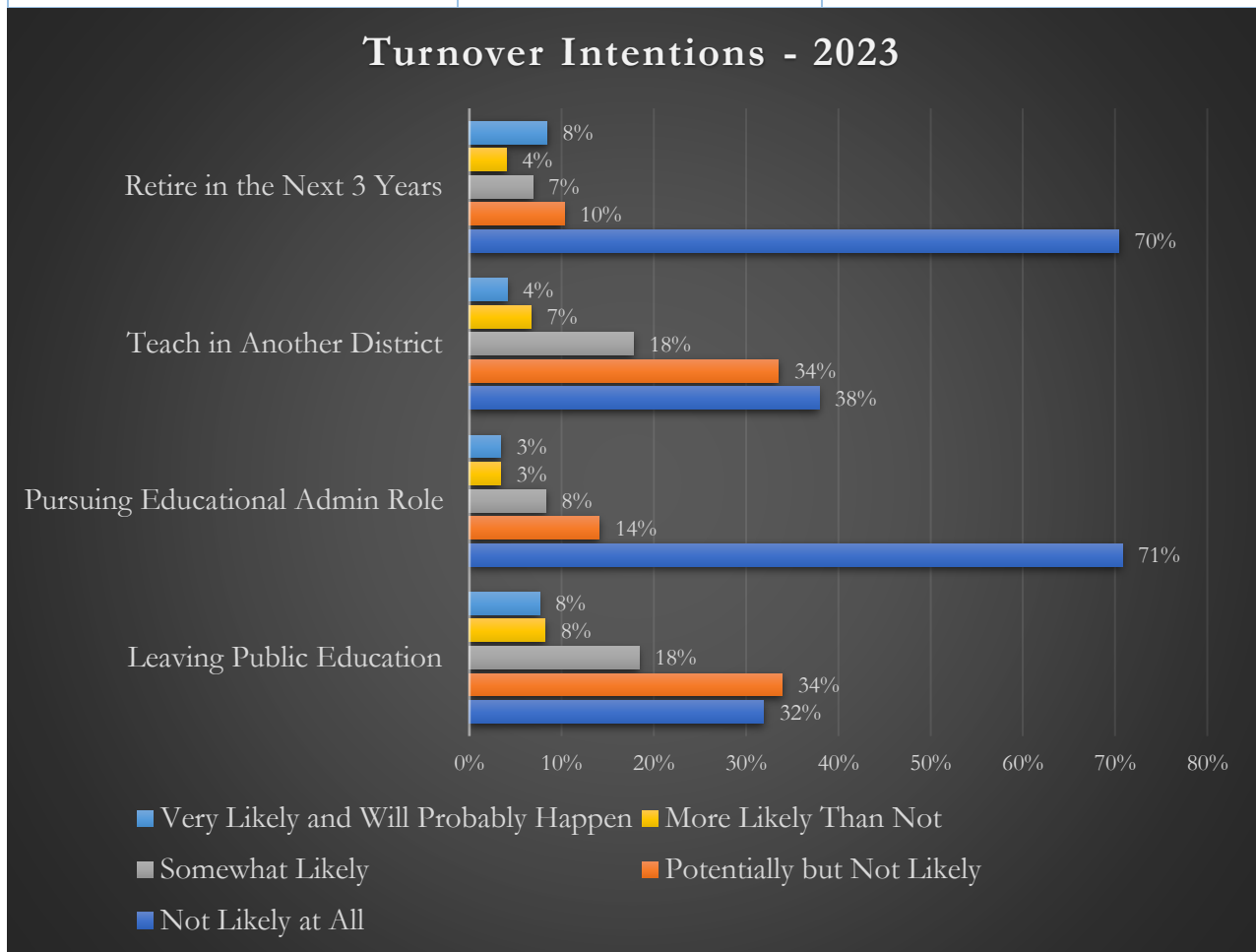
Overall Risk Factor

Retention Intentions Description	2021	2023
More Likely than Not or Very Likely to Retire in the Next Three Years OR Leave Public Education Altogether	30%	28%

Educator Engagement and Retention Drivers -2023

Educator Experience Factor (Survey Items)	**Teacher Experience Satisfaction	*Importance - Statistical Driver
Your district's attention and approach to supporting mental and emotional health.	Low	**ER**
The support in place to handle challenging student behaviors/situations.	Low	**ER**
Your salary growth potential in the future.	Low	**ER**
Society's view of the teaching profession.	Low	**ER**
The responsiveness and support of the district office staff.	Moderate	**ER**
The level of safety you and your students feel at school.	Moderate	**ER**
Your relationship with colleagues within your school.	High	**ER**
Your relationship with your principal.	High	**ER**
Your opportunity to work with a diverse student population.	High	**ER**
The location of the district in which you teach.	High	**ER**
The size of the district you teach in.	High	**ER**
The vision and leadership of the Board of Education.	Low	**E**
The quality of professional development days/opportunities.	Low	**E**
The parent support and involvement at your school.	Moderate	**E**
The vision and leadership of the Superintendent.	Moderate	**E**
Your class size (teacher to student ratio).	Moderate	**E**
Your access to necessary resources and instructional materials.	Moderate	**E**
Opportunities to receive feedback to assist in your professional growth.	Moderate	**E**
Collaboration time to work with teacher teams of which you are a member.	Moderate	**E**
The support you receive from your principal specific to student discipline.	Moderate	**E**
The reputation of the district you teach in.	Moderate	**E**
Your principal's communication and responsiveness to your questions.	High	**E**
Your principal's instructional leadership.	High	**E**
The quality of your principal.	High	**E**
The amount of plan time that you are provided.	Low	**R**
Your current salary.	Low	**R**
The quality of teacher technology hardware/software at your school.	Moderate	**R**
Total number of leave days you have.	Moderate	**R**
The ability to request and secure a substitute teacher for your absence.	Low	
The support in place to meet student social emotional needs.	Low	
Tuition reimbursement or similar incentives to advance your education.	Low	
The quality and cost of health insurance benefits offered to you.	Low	
The availability of supplemental contracts.	Moderate	
The quality of student technology hardware/software at your school.	High	

*E (Engagement Driver)/R (Retention Driver) = statistical significance at p>.001 level:
**Satisfaction Categories: High: (3.75 and Above): Moderate: (3.25 – 3.75): Low: (Below 3.25)

Engagement and Retention Drivers Priorities

- Address Low Satisfaction and High Importance (ER) Factors:

Mental and Emotional Health Support: Establish comprehensive mental health programs for teachers, including access to counseling and stress management resources. Create a supportive environment where educators feel comfortable discussing their emotional well-being.

Handling Challenging Behaviors: Provide professional development and training for teachers on classroom management strategies and interventions for challenging student behaviors. Develop clear protocols for addressing behavioral issues.

Salary Growth Potential: Advocate for competitive compensation packages and career advancement opportunities for educators. Regularly review salary structures to ensure they align with market standards.

Perception of the Teaching Profession: Launch public relations campaigns to improve the image of teaching. Showcase success stories and emphasize the importance of educators in society.

- Mitigate Low Satisfaction and High Importance (R or E) Factors:

Vision/Leadership of BOE: Encourage regular communication between board members and teachers to ensure that educators' perspectives are considered in decision-making. Provide opportunities for board members to engage with teachers, attend school events, and gain a deeper understanding of classroom realities.

Quality of Professional Dev: Conduct a thorough assessment of the current professional development offerings. Seek feedback from teachers to understand their specific needs and preferences. Tailor professional development to address identified areas for improvement. Invest in research-based, innovative, and job-embedded training that empowers teachers to enhance their skills and knowledge.

Plan Time: Review and adjust teacher schedules to allow for adequate planning and preparation time. Recognize that effective planning is crucial for teacher effectiveness and well-being.

Salary: Advocate for competitive salary structures and regular increases to attract and retain experienced teachers.

Substitute Teacher Availability: Streamline the substitute teacher hiring process and create contingency plans for teacher absences.

Support for Social-Emotional Needs: Implement social-emotional learning programs for both students and teachers. Provide resources and counseling support for teachers dealing with emotional stressors.

- Maintain High Satisfaction and High Importance (ER) Factors:

Fostering Positive Relationships: Encourage collaboration among teachers and provide opportunities for them to build strong relationships with colleagues, principals, and students. Implement mentorship programs and team-building activities.

Supporting Diversity: Promote diversity and inclusion initiatives in schools. Create an inclusive curriculum and offer training to educators on culturally responsive teaching methods.

Investing in Technology: Allocate resources to ensure teachers have access to the latest technology tools and resources for effective teaching and learning. Provide training and support for integrating technology into the classroom.

- Monitor Moderate Satisfaction and High Importance (E) Factors:

Professional Development: Invest in high-quality professional development opportunities, tailored to the needs and interests of teachers. Encourage continuous learning and career advancement.

Parental Involvement: Foster parent-teacher partnerships through regular communication, parent-teacher conferences, and involvement in school activities. Engage parents in the education process.

Vision and Leadership of the Superintendent: Ensure that the district superintendent communicates a clear vision for the school district and provides strong leadership. Collaborate with the superintendent to align goals with teacher needs.

Reflection Questions for Consideration
Your District's Attention and Approach to Supporting Mental and Emotional Health:

- How effectively does our district address the mental and emotional well-being of our teachers?
- Are there specific initiatives or programs in place to support teachers' mental health, and are they accessible and effective?
- How can we further promote a culture of emotional well-being and psychological support within our schools?
- What additional resources or strategies can be implemented to reduce stress and promote resilience among our educators?
- Are there opportunities to collaborate with mental health professionals or organizations to enhance our support for teachers' mental and emotional health?

The Support in Place to Handle Challenging Student Behaviors/Situations:

- How well-equipped are our teachers to manage and address challenging student behaviors and situations?
- Are there clear protocols and resources in place to assist teachers in dealing with disruptive or challenging students?
- Can we provide additional training or professional development opportunities to empower teachers in managing classroom behavior effectively?
- What strategies can be implemented to create a safe and conducive learning environment for both teachers and students?
- Is there a feedback mechanism in place for teachers to communicate their needs and experiences related to handling challenging behaviors?

Salary Growth Potential in the Future:

- Do teachers perceive that there are clear pathways for salary growth and career advancement within our district?
- How does our salary structure compare to regional and national standards, and are we competitive in attracting and retaining talent?
- What measures can be taken to provide opportunities for teachers to increase their earning potential through continued education, leadership roles, or specialized skills?

- Are there transparent communication channels in place to educate teachers about their salary growth potential and the criteria for advancement?
- How can we align our compensation policies with our commitment to valuing and retaining experienced educators?

Society's View of the Teaching Profession:

- How does the broader community perceive the teaching profession, and what can we do to positively influence that perception?
- Are there public awareness campaigns or community engagement initiatives in place to highlight the importance and value of educators in our society?
- How can we celebrate the successes and achievements of our teachers to inspire respect and recognition for their work?
- Are there opportunities for teachers to engage with the community, share their expertise, and foster positive relationships with stakeholders?
- What strategies can be employed to address misconceptions or stereotypes about teaching and reinforce the significance of this profession in shaping future generations?

By addressing these questions and implementing the suggested actions, school district leaders can create a more supportive and engaging environment for educators, which will ultimately lead to improved outcomes for teachers and students alike.

Integrating Engagement and Retention: Priorities for Consideration

Certain aspects of educator experiences emerged as significant drivers of engagement and the likelihood of leaving the teaching profession while also being indicated as a relative area improvement (i.e., lower satisfaction). In our research, we categorized teacher experiences into 'Transactional' and 'Transformational' factors, aligning each aspect with one of these overarching concepts. Transactional factors, such as perceptions of compensation and benefits, often result in short-term satisfaction. In contrast, transformational factors, including relationships with colleagues, collaboration time, and district support, contribute to long-term motivation and retention. The 'escalating zero point' theory highlighted the limited impact of compensation and other transactional factors on job satisfaction. While specific thresholds of transactional factors can yield positive returns, individuals tend to recalibrate to baseline satisfaction levels even after improvements. This finding challenges the common emphasis on compensation in educational discussions, providing a more nuanced perspective for educational leaders when evaluating what to prioritize to improve retention and which areas can make a more sustained and long-term positive impact.

Factor Label	Teacher Experience	Driver
Transformational -Work Environment Factor	*Society's view of the teaching profession.*	Engagement & Retention
Transformational – School Specific Experience	*The support your school/district has in place to handle challenging student behaviors/situations*	Engagement & Retention
Transformational – Support	*Your district's attention and approach to supporting your mental and emotional health*	Engagement & Retention
Transactional - Job Factor	*Your salary growth potential in the future. (Based on district's salary schedule both through longevity and increased education)*	Engagement & Retention
Transformational – Support	*The vision and leadership of the Board of Education*	Engagement
Transactional - Job Factor	*Your current salary*	Retention
Transformational – Job Factor	*The quality of professional development days/opportunities*	Retention

Demographic Variable Insights -2023

To uncover potential demographic related trends impacting educator Engagement and/or Retention factors, a series of analyses were conducted. Though there are many observable differences related to demographic variables, only those that met a specific statistical criteria/threshold are noted below. The standardized Engagement Index and the prompt asking the educators 'likelihood of leaving the profession' were evaluated to derive these findings.

Notable Demographic Findings (**Bold** = Lower Engagement & Higher Turnover Risk)

- Significantly Lower Engagement
    - ELL Educators and Social Workers
    - **Educators with 4-11 years of teaching tenure**
    - **Educators with Children attending school outside their district**
    - Current members of teaching Union
    - **Educators holding a 2nd Job**
    - Black or those of Two or More Ethnicities
    - **Educators holding a Specialist or Doctoral Degree**

- Significantly Higher Risk for Leaving the Profession Altogether
    - **Educators with 4-11 years of teaching tenure**
    - **Educators with Children attending school outside their district**
    - **Educators holding a 2nd Job**
    - Those currently without Benefits (only 251 educators in the sample)
    - Generation of 'Millennials' (Ages 23-38)
    - 6th through 8th Grade Educators
    - **Educators holding a Specialist or Doctoral Degree**

Teachers who have been educators between 4 and 11 years are significantly less engaged and more likely to leave the teaching profession compared to other tenure groups. The (4-11 years) tenure group also makes up approximately 30% of survey respondents.

Demographic Categorization Tables – Engagement & Retention

Categories within the Engagement and Retention indices were created to distinguish educators across two distinct dimensions to illustrate trends by the demographic questions captured in the survey:

- **Engaged/Strongly Engaged** = % Educators Engaged or Strongly Engaged Category
- **Turnover Likelihood** = % Educators Somewhat Likely, More than Likely, or Very Likely to Leave Teaching Profession

The tables include comparisons to findings from the 2021 KTRI survey to illustrate potential shifts in Engagement and/or Turnover Intentions over time.

Degree

Degree	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
Bachelors	29%	29%	17%	16%
Masters	28%	27%	18%	16%
Specialist	30%	21%	21%	16%
Doctoral	30%	21%	22%	16%

Second Job

Second Job (Currently)	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
No	30%	29%	14%	13%
Yes	24%	23%	24%	21%

Children in District

Children in District	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
No	27%	23%	17%	18%
No School Age Children	-	27%	-	17%
Yes	31%	29%	15%	13%

Live within District

Live within District	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
No	28%	27%	18%	17%
Yes	29%	27%	16%	15%

Union Membership

Union Membership Status	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
No	31%	30%	13%	15%
Yes	26%	25%	17%	16%
Former	31%	28%	17%	17%

Role as an Educator

Role	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
K to 6	31%	29%	17%	16%
6 to 8	25%	27%	18%	16%
9 to 12	25%	24%	17%	17%
Special Ed	27%	24%	16%	16%
Pre-K	37%	28%	13%	17%
ELL	30%	19%	17%	10%
Counselor	33%	37%	16%	14%
Media Specialist	31%	21%	10%	12%
Reading Specialist	37%	30%	13%	15%
Special Ed Prof	28%	24%	16%	15%
Social Worker	25%	24%	15%	15%
Nurse	38%	28%	13%	13%
Instructional Coach	-	42%	-	11%

Educator Tenure

Years Teaching	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
0-3 Years	33%	36%	17%	13%
4-7 Years	24%	23%	19%	19%
8-11 Years	25%	24%	19%	19%
12-15 Years	27%	26%	15%	15%
16-19 Years	29%	25%	16%	13%
20-23 Years	29%	26%	13%	12%
24-27 Years	28%	27%	13%	13%
28-31 Years	30%	26%	16%	20%
32-35 Years	34%	32%	15%	21%
36-39 Years	38%	37%	16%	24%
40+ Years	42%	39%	10%	21%

Healthcare Benefits Utilization

Benefits Utilization	2023 Engaged/Strongly Engaged	2023 Turnover Likelihood
No - Different Benefit Plan	29%	16%
No - No Benefits	28%	25%
Yes - Benefits w/ District	27%	16%

Gender

Benefits Utilization	2023 Engaged/Strongly Engaged	2023 Turnover Likelihood
Female	28%	16%
Male	29%	15%
Other	8%	19%

Ethnicity

Years Teaching	2023 Engaged/Strongly Engaged	2023 Turnover Likelihood
American Indian or Alaska Native	23%	19%
Asian	31%	18%
Black or African American	23%	19%
Hispanic or Latino	32%	18%
Native Hawaiian or Pacific Islander	0%	15%
Two or More Ethnicities	23%	17%
White	28%	15%

Generation Designation (Age)

Generation (Age)	2021 Engaged/Strongly Engaged	2023 Engaged/Strongly Engaged	2021 Turnover Likelihood	2023 Turnover Likelihood
Generation Z	40%	34%	16%	15%
Millennials	26%	25%	20%	17%
Generation X	30%	27%	15%	14%
Boomers	32%	32%	14%	21%

> The Generation of 'Millennials' (Ages 27-42) will continue to grow as a percentage of the workforce. Millennials are significantly less engaged than other generations.

Qualitative Feedback

As a new addition to the 2023 KTRI survey, two open-ended prompts were provided for respondents, providing the opportunity for them to elaborate on their experience.

Prompt	Number of Comments Provided
What additional feedback or aspects of your experience should be considered as part of understanding teacher engagement and retention?	8,501 Responses
What questions do you have regarding this research?	2,471 Responses

Additional Teacher Experience Feedback Themes:

Working Conditions and Support:

- Difficult working conditions
- Lack of support from school administrators and parents
- Frustration with disrespect and mistreatment of the teaching profession
- Desire for more support from supervisors

Workload and Work-Life Balance:

- Frustration with workload
- Constantly changing initiatives
- Advocacy for a better work-life balance

Mental Health Support:

- Request for mental health support for teachers
- Impact of disruptive student behavior on teachers
- Advocacy for more mental health support for both students and teachers

Healthcare and Leave:

- Concerns about health insurance
- Need for better healthcare and parental leave

Staffing and Recruitment:

- Lack of substitute teachers
- Need for more support for smaller school districts
- Desire for diverse options for recruiting and retaining teachers

Teacher Retention:

- Factors leading to teachers leaving the profession (low salaries, high stress, lack of response from administration, negative societal views)
- Desire for more support, resources, and autonomy in classrooms
- Need for teachers' voices to be heard in curriculum decisions

Public Perception and Valuation:

- Feeling undervalued and unsupported
- Negative societal views and lack of public respect for teachers
- The job not being valued, low pay, and lack of support from school administrators

Challenges in Education Field:

- Difficulty in hiring STEM teachers
- High cost of health insurance
- Stress and fear from parents and administration
- Lack of appreciation and support from the legislature

Desire for Change:

- Advocacy for a four-day workweek
- Support for part-time positions and more flexibility in working conditions
- Request for trust in decision-making

Overall Frustration:

- General frustration with the changes in education
- Feeling unsupported and that the job has become too demanding

Questions Regarding KTRI:

Utilization of the Survey Insights:

- Skepticism that insights from this research will be used to make actual changes.
- Would like to learn more about the findings and how this research is used.

Salary and COVID-19 Impact:

- Expresses dissatisfaction with the lack of salary increase.
- Highlights the impact of COVID-19 on educators and their job satisfaction.

Administrative Divide and Cultural Considerations:

- Expresses worry about the divide between administrators and staff.
- Emphasizes the role of culture and community in the educational environment.
- Feeling disconnected and unheard from the Kansas Educational leaders

Hope for Positive Change:

- Despite concerns, teachers hopeful that the research will be utilized for positive changes.
- See this type of research and communication as a helpful way to make changes (time is now).

Survey Inclusivity:

- Appreciate that the survey spans across various roles but classified staff should be researched too.
- Emphasizes the goal of gathering opinions from all stakeholders for district improvement.
- Findings at state level may not be applicable to their experience/district and would like to see results related to their location.

Concerns about the Education System:

- Teachers express concerns about the education system, feeling undervalued.
- Common themes include the desire for better pay, parental support, and improved working conditions.

References to Key Figures:

- Some teachers attribute education system issues to specific figures like Betsy DeVos and Donald Trump.
- Worry that political environment might create increased challenges in education.
- Hope board of education members have opportunity to learn from teacher perspectives.

Teacher Frustrations and Workload:

- Frustration expressed with workload and perceived lack of support from administrators.
- Doubts if the survey is a genuine effort to address teacher concerns.

Professional Identity and Job Satisfaction:

- Discusses the impact of professional identity and self-efficacy on teacher retention.
- Image of teachers has changed in society resulting in less trust and more scrutiny on educators.
- Not feeling heard, valued, or appreciated

Lack of Resources and Support:

- Raises concerns about the low pay of teachers, inadequate school resources, and insufficient support for educators.

Qualitative/Quantitative Integration

Factor Label	Teacher Experience Item	Exemplar Comments
Transformational - Work Environment Factor	Society's view of the teaching profession.	The public conversation criticizing education (and the "demonizing" of schools and educators, pitting parents against schools, etc.) makes me wonder why I even do this. In my district and in my school I am supported, but in the wider U.S. society I feel like there is a big target on me, and what I do is not respected or valued. Due to shortages, teaching is hard and it makes doing what we are trained to do difficult. In my opinion, teachers are one of the most valuable professions but yet we don't earn compensation comparable to other professions that require the time and heart it takes to teach in today's society. I teach because I have passion and not for the money.
Transformational – School Specific Experience	The support your school/district has in place to handle challenging student behaviors/situations	Administrative handling of negative behaviors. Teachers are getting worn down from students not having consequences for their behaviors. As a veteran teacher, it is extremely tiresome of having instruction REPEATEDLY disrupted by student behaviors. It is sucking the joy out of the profession. The behaviors in the classroom that remain in the classroom are causing a HUGE increase in teachers leaving the field. These behaviors that are expected to remain in the classrooms while we are trying to teach are unacceptable and mental health needs to be addressed and put- back onto the parents in order for teachers to be able to TEACH and enjoy their job
Transformational – Support	Your district's attention and approach to supporting your mental and emotional health	Adding mental health support for teachers is only effective if admin slows the "piling on" of expectations and tasks required. All of the focus on mental health and supporting students mental health when teachers mental health is not okay. Teacher suicide rate has increased everything that has been dumped on students and families has been dumped on teachers in triplicate. We're told to take mental health days and then told we can't take days because there are no subs. If we quit we can have all the days off we need.
Transactional - Job Factor	Your salary growth potential in the future. (Based on district's salary schedule both through longevity and increased education)	Dissatisfied with the amount of time to plan & opportunity with salary growth outside of getting my masters. I would like to use all the PD that I receive for an opportunity for growth outside of getting my masters. We are not competing in salary growth or city growth with surrounding areas. The community is not supporting schools, teachers, or making the schools better comparative to similar sized districts nearby. Our benefits are severely lacking as is the personal and sick time receiving comparative to other districts. The Board of Education is not working to better the schools or helping to retain teachers in the district.
Transformational – Support	The vision and leadership of the Board of Education	We have to change education entirely if we stand a chance of making teaching a career people want to stay in. Parents rule the school. Administrators don't do anything to protect their teachers because they're afraid of the outcomes. School boards do what they want rather than what's good for the district.

		A big part is the view that society has for teachers and it is hard when you get the same feeling from your Board of Education. I also don't feel that teachers are necessarily treated like professionals who can make decisions for what is best in their classroom.
Transactional - Job Factor	Your current salary	A key factor to retaining great leadership and quality teachers is to pay them an equivalent salary based on the current market trends. Teaching as a profession is well behind a commensurate salary to peers and to maintain trends within the overall structure of the economy. Essentially teachers need to be paid more due to increases in costs of living. If we place such a high value on quality teachers their salary should reflect their levels of education, years of experience and impact in and out of the classroom. While the structure is established to do this, it in no way, reflects current trends in the market economy over the past 20-30 years within the United States. If we want to take education as a national security priority seriously, we need to pay teachers and staff more. A huge aspect to teacher retention in my opinion is salary growth and potential. I know with teaching that isn't why we get into the profession, but it definitely should be a huge part of the conversation. Incentives matter. And for a new teacher like myself, not having access to higher earning potential early on makes me want to work into another profession. Times are also tough at the moment, the current salaries we make simply do not match the expenses that required in life with inflation and the current marketplace.
Transformational – Job Factor	The quality of professional development days/opportunities	A lot of emphasis is put on professional development through Greenbush, but there is nothing offered in the lane of specials classes (art/music/pe). Classroom management is completely different in these classes, as is daily instruction. Professional development is weak. No thought is put into what to do on professional development days. It always feels rushed and put together at the last minute.

Appendix:

Educator Experience: Item Means

- Educators presented with a 1-5 (Strongly Disagree – Strongly Agree) scale

Survey Item (Educator Experience Satisfaction)	2021 Mean	2023 Mean
The ability to request and secure a substitute teacher for your absence.	2.4	3.0
The quality of your principal.	3.6	4.0
Your district's attention and approach to supporting your mental and emotional health.	2.8	3.1
The responsiveness and support of the district office staff.	3.3	3.5
Opportunities to receive feedback to assist in your professional growth.	3.4	3.6
Your principal's communication and responsiveness to your questions.	3.6	3.9
The support you receive from your principal specific to student discipline.	3.5	3.7
Your principal's instructional leadership.	3.6	3.8
The reputation of the district you teach in.	3.4	3.6
Collaboration time to work with teacher teams of which you are a member.	3.1	3.3
The vision and leadership of the Superintendent.	3.4	3.5
Your relationship with your principal.	3.9	4.1
Tuition reimbursement or similar incentives to advance your education.	2.5	2.6
The parent support and involvement at your school.	3.2	3.3
The quality of professional development days/opportunities.	3.0	3.1
The amount of plan time that you are provided.	2.9	3.0
Your class size teacher to student ratio.	3.2	3.3
Your salary growth potential in the future. Based on district's salary schedule both through longevity and increased education.	2.5	2.5
The availability of supplemental contracts.	3.5	3.5
Your access to necessary resources and instructional materials.	3.5	3.6
The location of the district in which you teach.	4.2	4.2
The vision and leadership of the Board of Education.	3.0	3.1
Society's view of the teaching profession.	2.0	2.1
The quality of teacher technology hardware/software at your school.	3.7	3.7
Your opportunity to work with a diverse student population.	4.0	4.0
Total number of available leave days.	3.3	3.3
Your relationship with colleagues within your school.	4.1	4.1
The size of the district you teach in.	4.1	4.0
The quality of student technology hardware/software at your school.	3.8	3.8
The support your school/district has in place to handle challenging student behaviors/situations.	2.7	2.7
The quality and cost of health insurance benefits offered to you.	3.0	2.9
The support your school/district has in place to meet student social emotional needs.	3.2	3.2
The level of safety you and your students feel at school.	3.9	3.7
Your current salary.	2.8	2.6

2023 Kansas School District Participation

- 175 school districts eligible for reporting (61% of districts)

District	Response Rate
D0107	100%
D0103	100%
D0106	100%
D0108	100%
D0352	100%
D0271	100%
D0109	100%
D0303	100%
D0258	100%
D0230	100%
D0203	100%
D0410	100%
D0379	100%
D0417	100%
D0461	100%
D0299	100%
D0114	100%
D0315	100%
D0415	100%
D0266	100%
D0446	100%
D0313	100%
D0262	100%
D0316	100%
D0420	100%
D0249	100%
D0327	100%
D0345	100%
D0450	100%
D0320	100%
D0453	100%
D0398	100%
D0469	100%
D0338	100%
D0264	100%
D0460	100%
D0300	100%
D0430	100%

D0227	100%
D0331	100%
D0368	100%
D0440	100%
D0405	100%
D0484	100%
D0494	100%
D0341	100%
D0507	100%
D0355	100%
D0237	100%
D0373	100%
D0492	100%
D0200	100%
D0439	99%
D0339	97%
D0274	97%
D0290	96%
D0444	96%
D0449	96%
D0429	94%
D0275	94%
D0387	93%
D0448	92%
D0351	92%
D0229	91%
D0419	90%
D0445	89%
D0312	89%
D0105	88%
D0413	88%
D0481	88%
D0263	87%
D0512	87%
D0503	87%
D0491	86%
D0232	86%
D0307	85%
D0287	84%
D0480	83%
D0497	83%

D0347	83%
D0306	82%
D0330	82%
D0383	81%
D0377	81%
D0233	81%
D0389	80%
D0372	80%
D0409	79%
D0452	79%
D0364	79%
D0101	78%
D0418	77%
D0285	77%
D0111	77%
D0210	76%
D0443	76%
D0219	74%
D0361	73%
D0310	73%
D0458	73%
D0110	72%
D0357	72%
D0493	72%
D0426	72%
D0434	72%
D0214	72%
D0435	71%
D0447	70%
D0431	69%
D0465	69%
D0270	67%
D0281	66%
D0466	65%
D0348	65%
D0375	62%
D0490	62%
D0234	62%
D0400	61%
D0216	61%
D0267	61%

D0240	61%
D0500	60%
D0288	60%
D0305	59%
D0332	59%
D0467	58%
D0475	58%
D0473	56%
D0212	56%
D0428	55%
D0289	55%
D0337	55%
D0506	55%
D0259	55%
D0464	54%
D0231	52%
D0250	52%
D0407	52%
D0333	51%
D0269	50%
D0309	50%
D0463	49%
D0239	49%
D0487	49%
D0113	48%
D0353	48%
D0456	47%
D0350	47%
D0102	46%
D0489	46%
D0482	46%
D0293	45%
D0286	43%
D0308	43%
D0483	42%
D0261	41%
D0336	39%
D0476	38%
D0459	38%
D0380	38%
D0253	38%

D0436	37%
D0247	37%
D0457	36%
D0421	36%
D0311	36%
D0211	36%
D0422	35%
D0501	34%
D0393	33%
D0437	33%
D0326	32%
D0505	31%
D0509	31%
D0386	30%
D0477	30%
D0112	29%
D0325	29%
D0244	29%
D0297	23%
D0273	21%
D0260	21%
D0254	20%
D0235	20%
D0206	20%
D0284	20%
D0283	19%
D0291	19%
D0115	19%
D0209	19%
D0454	18%
D0381	18%
D0202	16%
D0396	16%
D0220	15%
D0385	14%
D0384	14%
D0371	13%
D0242	13%
D0251	13%
D0314	12%
D0416	12%

D0245	11%
D0502	11%
D0392	11%
D0205	10%
D0367	10%
D0365	10%
D0204	9%
D0498	9%
D0217	9%
D0335	9%
D0349	9%
D0462	8%
D0470	8%
D0218	8%
D0343	8%
D0252	7%
D0225	7%
D0388	7%
D0241	6%
D0496	6%
D0243	5%
D0511	5%
D0207	5%
D0508	5%
D0360	5%
D0255	4%
D0382	4%
D0411	4%
D0394	4%
D0334	4%
D0397	4%
D0322	4%
DO613	4%
D0265	4%
D0215	4%
D0378	4%
D0224	3%
D0495	3%
D0438	3%
D0356	3%
D0226	3%

D0223	3%
D0423	3%
D0504	3%
D0208	3%
D0376	3%
D0329	3%
D0374	3%
D0408	2%
D0346	2%
D0246	2%
D0323	2%
D0321	2%
D0340	2%
D0362	2%
D0268	1%
D0257	1%
D0402	1%
D0256	0%
D0282	0%
D0342	0%
D0344	0%
D0358	0%
D0363	0%
D0366	0%
D0390	0%
D0395	0%
D0432	0%
D0471	0%
D0474	0%
D0479	0%
D0412	0%
D0401	0%
D0248	0%
D0499	0%
D0403	0%
D0399	0%
D0369	0%
D0294	0%
D0292	0%
D0272	0%
D0404	0%

D0359	0%
D0298	0%
D0468	0%

Overview of the Educator and Perceptions 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 60% 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. At the heart of EPIC's ethos are the core values of Listen, Inform, and Improve. These principles underscore a commitment to actively engaging with educators, providing informative insights, and collaboratively working towards continuous improvement in the educational ecosystem. EPIC stands as a beacon of hope, recognizing that the key to addressing the challenges faced by educators lies in data-driven insights.

EPIC's comprehensive services are meticulously designed to navigate the unique challenges faced by each school district. The three-step process — listening to organizational needs, creating reliable data through advanced analytics, and collaboratively building strategies — ensures a tailored approach that drives meaningful improvements. With a history of developing data analytics and insights that inform positive change, EPIC prides itself on customizing services to meet the specific goals of each client. The Engagement and Retention Reports, accessible via a secure platform, provide clarity for educators, school districts, and educational institutions.

Key Services Offering:

Data Collection & Measurement:

- Educator Engagement and Retention Surveys
- Classified Employee Surveys
- Communication Tools and Strategies

Results Analysis & Interpretation:

- Detailed Analytics and Reporting
- Statistical Drivers of Engagement and Retention
- Custom Benchmarking and Comparative Insights

Strategic Consultation:

- Data-Informed Recommendations
- Collaborative Strategy Workshops
- Report Interpretation Guidance and Action Planning

Unveiling Trends and Patterns via Benchmarking:

EPIC not only gathers data from various sources but also employs advanced analytics tools to process and interpret the collected data. This goes beyond creating reports — it unveils trends and patterns in educator engagement and retention over time, pinpointing specific issues or challenges that need to be addressed. EPIC facilitates ongoing monitoring and evaluation of the effectiveness of implemented strategies. The platform enables schools and districts to benchmark their educator engagement and retention data against regional, national, or industry standards, providing a holistic context for their performance.

Tailored Reporting Packages for Actionable Insights:

EPIC provides flexible Engagement and Retention Reports, adaptable to specific needs, questions, and opportunities. These reports are not mere documents; they are actionable insights that facilitate continuous improvement and strategic decision-making.

A Catalyst for Transformative Change:

EPIC believes in a comprehensive yet pragmatic approach to gathering, interpreting, and illustrating data insights. By delving into the intricacies of educator perceptions and experiences, EPIC aims to reshape the narrative, providing invaluable insights that empower educational leaders, policymakers, and administrators to create a sustainable and fulfilling environment for educators.

In summary, the Educator Perceptions and Insights Center (EPIC) is not just a center for data; it is a catalyst for transformative change in K-12 education. 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.

Dr. Bret Church: bret.church@edu-epic.com

Dr. Luke Simmering: luke.simmering@edu-epic.com