

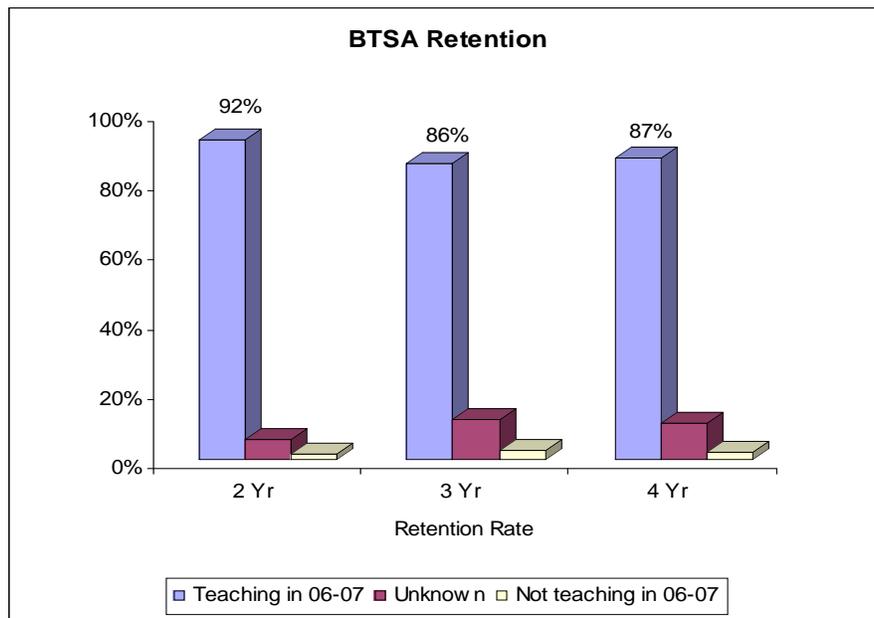
How long do beginning teachers stay in the teaching profession?

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Each year, approximately 25,000 beginning teachers participate in California's Beginning Teacher Support and Assessment (BTSA) program. There are 150 BTSA programs spread throughout the state, working in almost all 1,000 school districts in California. The BTSA program is a 2-year state funded induction program. All newly credentialed teachers are eligible to participate in California's BTSA program.

The Commission has been collecting retention data for all BTSA participating teachers for the past several years. In fall 2006, a web-based retention data system was developed to gather the following information about participating teachers. The following data is gathered for each individual participant:

- Is the individual still teaching?
- Is the individual in a leadership position in education?
- Is the individual on leave, but planning to return to the profession?
- Is the individual no longer teaching?



Overall,

- More than ninety-two (92.2 percent) of the 2005-06 participating teachers are teaching after two years and nearly 87 percent (87.0 percent) of the 2003-04 participating teachers are teaching in the fourth year.
- Little more than two percent (2.0 and 2.3 percent, respectively) did not teach.
- Teaching status of the participating teachers "Unknown" ranged from 6 percent in 2005-06 to 11 percent in 2003-04.

Retention rate was also analyzed by Program Type (Single District vs. Consortium) and Support Provider Type (Full release vs. Other models). Each participating teacher is paired up with a support provider. The support provider could be released from all teaching responsibilities full-time or part-time to provide necessary support to the participating teachers. Or the support provider may be a full time classroom teacher.

- The retention rates vary very little by the type of programs or support provider models.
- The retention rate was slightly higher (by 1 percent) for Single District programs compared to the Consortium type programs. The reason could be that it is easier to track teachers in a single district and more difficult in a consortium where there are more than school districts to track.
- The retention rate of the participating teachers from the full-release support provider model was 2 percentage points lower than the retention rate of the programs where other support provider models (full release, partial release, mixed) were used.

In summary, almost nine out of every ten participating BTSA teachers are still teaching in their fourth year of teaching. In fall 2007, data will be collected on teachers in their fifth year of teaching that were initially BTSA participants in 2003-2004. In early 2008 look for the five year retention report!

