

K-12 Recruitment and Retention Statistics You Should Know



34%

of districts with teacher shortages attribute the problem to difficulty **retaining teachers**

64%

of districts don't analyze their recruiting data



25%

of districts don't analyze recruiting **or** retention data.

Districts with an electronic applicant tracking system (ATS) are **3x** more likely to analyze recruiting data.

Confidence in Hiring Decisions:



14%

are "not at all confident" in their hiring decisions



With ATS + prescreening assessments

93%

are "somewhat" or "very" confident in their hiring decisions



Only **9%**

analyze the relationship between retention and recruitment well.

47%

say they try, but need improvement or do not have a formalized process.

Those who effectively analyze the relationship between retention and recruitment are **2x** as likely to be "very confident" in their hiring decisions

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Focusing on retention is crucially important because the statistics say it all. We're not producing enough new teachers to fill all of the vacancies. We have to figure out how to keep our top talent, and so we're doing that by creating an onboarding program that really supports our new hires and helps acclimate them to the district very early on.

— Alison Coker

Executive Director of Human Resources
Guilford County Schools

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Every year,
16%
of teachers leave
their school

1/2

of them leave the
teaching profession

the other half move
to another school

A comprehensive
induction and mentoring
program for novice
teachers reduces
turnover by **1/2**

*But comprehensive, effective
induction programs aren't common.*

New teachers and English
Language Learner (ELL) teachers
are **2x** as likely to leave.

Replacing a teacher is expensive:



\$18,000
per teacher for a large
urban district



\$4,400
per teacher for a small
rural district

How effective do administrators consider their organization's teacher induction or mentoring program?



44%

of survey respondents say they
have a **very effective** new teacher
induction or mentoring program.

48%

have a mentoring or induction
program but believe it has **room
for improvement.**

5%

don't have a mentoring or
induction program **at all.**

...but it depends on whom you ask. **HR and district-level leaders** tend to believe that their
induction program is very effective, while school-level leaders generally think there's room for improvement.

Who believes that their induction program is very effective?



54% ▲
of HR personnel say
it's very effective

47% ▲
of district-level leaders

vs. **18%** ▼
of school-level leaders



FrontlineEducation.com

Sources:

1. "2016" Recruiting & Hiring Survey." Frontline Education, Sept. 2016.
2. Haynes, Mariana. On the Path to Equity: Improving the Effectiveness of Beginning Teachers. Rep. Alliance for Excellent Education, 17 July 2014.
3. Sutchter, L., Darling-Hammond, L., & Carver-Thomas, D. (2016). A coming crisis in teaching? Teacher supply, demand, and shortages in the U.S.. Palo Alto, CA: Learning Policy Institute.