

# What Fifteen Years of New Teacher Data Reveals About Agriculture Teacher Turnover in Kansas

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## Introduction

- The need for a qualified and consistent career and technical education teaching force is as important as ever (USDOE, 2019).
- Despite the growth in SBAE, teacher turnover continues to be a factor in the loss of teaching positions and the closing of programs in many states (Smith et al., 2019).
- Pre-retirement turnover accounts for the greatest percentage of teachers who leave the classroom (Ingersoll, 2003), with the lowest retention being associated with young and beginning teachers in their first five years in the classroom (Carver-Thomas & Darling-Hammond, 2017; Grissmer & Kirby, 1987; Ingersoll, 2003).
- Most national teacher retention studies have been focused primarily on core subjects and special education teacher retention, and not specifically the retention of school-based agricultural education teachers.



## Methods

- The purpose of this study was to determine if the teacher turnover trends among beginning agriculture teachers in Kansas was consistent with prior research and national data.
- Research Question #1: At what point in their career are beginning agriculture teachers in Kansas most likely to leave the profession?
- Research Question #2: Is there a difference between male and female Kansas agriculture teachers in teacher retention rates?
- A collection of Kansas agriculture teacher attrition data kept for 15 years (2004-2018) on 258 teachers was analyzed in this study (Disberger, 2020).

## Results

Retention Rates of Kansas Beginning Teachers by Years of Experience

School Year	1 <sup>st</sup> Year	2 <sup>nd</sup> Year	3 <sup>rd</sup> Year	4 <sup>th</sup> Year	5 <sup>th</sup> Year
2004-05	80.00%	80.00%	50.00%	50.00%	50.00%
2005-06	92.31%	92.31%	76.92%	69.23%	61.54%
2006-07	90.00%	60.00%	55.00%	50.00%	50.00%
2007-08	81.82%	81.82%	72.73%	54.55%	54.55%
2008-09	85.71%	71.43%	50.00%	50.00%	50.00%
2009-10	63.64%	63.64%	45.45%	45.45%	45.45%
2010-11	91.67%	66.67%	66.67%	58.33%	50.00%
2011-12	100.00%	63.16%	47.37%	42.11%	42.11%
2012-13	94.74%	78.95%	73.68%	68.42%	63.16%
2013-14	91.67%	83.33%	62.50%	58.33%	58.33%
2014-15	76.92%	76.92%	69.23%	69.23%	69.23%
2015-16	100.00%	100.00%	70.00%	60.00%	-
2016-17	72.22%	66.67%	61.11%	-	-
2017-18	76.00%	68.00%	-	-	-
2018-19	89.66%	-	-	-	-



## Conclusions, Implications, and Recommendations

- The patterns of beginning agriculture teacher turnover in Kansas are consistent with the turnover statistics of all teachers across the country (Carver-Thomas & Darling-Hammond, 2017; Grissmer & Kirby, 1987; Ingersoll, 2003).
- A high percentage of agriculture teachers are retained after the first year of teaching, but by year five, almost half the beginning teachers have left the classroom, with year three being the most critical.
- Teacher induction and mentoring programs should expand beyond first year teachers.
- The influence of characteristics of the individual agriculture program and school should be investigated.

Gender and Beginning Kansas Teacher Retention Rates

Gender	Total Teachers	Teachers Who Stayed	Retention Rate
Male	120	68	57%
Female	138	81	59%

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