



Talented Dashboard Protocol

Employment Status and Position



Data Overview



Essential Question

"Are there certain pathways of teachers that are connected to higher retention?"



Dashboard Pages

- Retention of Teachers
- Position of Teachers
- Employment Status Through Time
- Employment Status Summary Table



Data Description

This dashboard illustrates the impact of certification type/status and the path a teacher takes towards employment in the LEA on teacher retention. It also shows the long-term outcomes of newly hired teachers, overall retention patterns over time, and how certification status at hire predicts the likelihood of staying in the profession or within a Texas public school system.

Protocol Description



Recommended Participants

This protocol is designed for district and campus decision-makers who directly influence teacher recruitment, placement, support, and retention strategies, including but not limited to:

- Superintendent & District Leaders
- Campus Leaders
- Human Resources/Talent Staff



Recommended Time

90-120 minutes



Questions to Leverage Dashboard Data

- How does a newly hired teacher's pathway into the profession affect their retention in our LEA?
- How does certification status at the time of hire influence retention?
- Through time, where are teachers who were newly hired into our LEA? Are they still teaching here, in a different position, in another LEA, or have they left the profession?
- Do we lose a greater percentage of newly hired teachers after a specific number of years, or is attrition relatively steady over time?
- How well does certification status at hire predict long-term retention?



Protocol: Employment Status and Position

Frame > Describe > Plan



Frame

This phase occurs before reviewing the data to orient stakeholders and focus the analysis.



Guiding Questions

- What are we trying to understand and do by analyzing this data?
- What do you expect to see in the data? Are there any assumptions or biases that need to be named?
- What decisions can this data help us make?



Example

From this dashboard, our LEA is seeking to understand patterns of teacher retention over the first five years of employment, with attention to how certification status at hire and pathway of hire may influence whether teachers remain in our schools. Because we hire teachers from multiple pathways—including fully certified, provisionally certified, and emergency or intern permits—we anticipate that retention rates may vary across these groups. We intend to use these dashboards to help us identify where teacher turnover is highest, when attrition tends to occur, and which types of teachers (by certification at hire and source/pathway) are most likely to stay long-term. These insights will support strategic decisions around recruitment, onboarding, and professional development, as well as help us strengthen staffing stability across the LEA.

Your framing...





Describe

This phase occurs during the review of data to make meaning of the data and support decision making.



Guiding Questions

- What insights can be gathered from this data?
- Are there trends, outliers, correlations, etc.?
- What does the data suggest?



Example

In reviewing the data, some trends that we noticed were:

- *Retention is consistently higher among teachers who were fully certified at hire, while those with provisional or emergency permits are more likely to leave within the first three years.*
- *Attrition is not evenly distributed over time, with noticeable peaks around years two and three, during which teachers may leave the LEA, transfer to other districts, or exit the profession entirely.*
- *Certain sources of newly hired teachers tend to yield higher long-term retention, while others are associated with greater turnover. These patterns suggest that targeted recruitment, onboarding, and support strategies could help improve teacher stability across the LEA, particularly in schools or subject areas experiencing higher attrition.*

Your description...





Plan

This phase occurs after the analysis of the data, resulting in a codified plan with actions that support continuous improvement.



Guiding Questions

- Based on this data, what interventions or strategies would help address the trends noticed?
- What other data sources can be reviewed in conjunction with the trends noticed in this data?
- What are the specific next steps (timelines, resources, limitations. etc.) needed to build our plan?
- How will we ensure the plan is effective? How will we know if/when it is effective?
- How will we share the results (both the plan and the outcomes of the plan) with stakeholders?



Example

Based on the retention patterns we observed, we need to focus on reducing attrition among teachers hired with provisional or emergency permits and addressing the peak turnover around years two and three. To do this, we plan to:

- 1. Investigate why teachers hired with provisional or emergency permits show higher attrition in the first three years, including examining onboarding, mentoring, and support structures.*
- 2. Focus recruitment and support efforts on sources of newly hired teachers associated with higher turnover, while reinforcing pathways that yield stronger long-term retention.*
- 3. Address critical attrition points around years two and three by providing additional coaching, professional development, and engagement opportunities to support teachers before they leave.*
- 4. Monitor retention trends continuously across the first five years and develop early-warning indicators to help school leaders and HR identify teachers at risk of leaving, so that timely interventions can improve long-term stability in the LEA.*

Suggested Timing - This plan will be finalized and launched in collaboration with district and program leaders during the upcoming district planning meeting.

Your plan...

