



# Talented Dashboard Protocol

## Teacher Retention and Attrition



### Data Overview



#### Essential Question

"Are there certain assignments that are connected to lower teacher turnover?"



#### Dashboard Pages

- By Teaching Subjects
- By In Field/Out of Field
- By Program/Population Served
- By Campus
- Through Time
- State Comparison
- Explorer
- Details



#### Data Description

This dashboard shows teacher retention and attrition rates overall and by subject area, field of assignment, population served, and campus, changes in retention and attrition over time, district rates compared to the state average, and detailed retention patterns within the district.

### 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
- Human Resources/Talent Staff
- Campus Leaders



#### Recommended Time

90-120 minutes



#### Questions to Leverage Dashboard Data

- What is the retention and attrition rate of all teachers from the previous year?
- What are the trends in the data over the last several years?
- What is the retention and attrition rate of teachers by subject area from the previous year?
- What is the retention and attrition rate of teachers by in or out of field subject area from the previous year?
- What is the retention and attrition rate of teachers by population served from the previous year?
- What is the retention and attrition rate of teachers by campus from the previous year?
- What is the retention and attrition rate of teachers over time?
- What is the retention and attrition rate of teachers of the district compared to the state average?
- What detailed information is available about teacher retention within the district?



# Protocol: Teacher Retention and Attrition

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 program is trying to understand overall teacher retention and attrition patterns in the district and how they compare across different contexts such as subject area, field of certification, campus, and populations served. Since numerous factors influence teacher retention, we anticipate variations by teaching assignment and campus context, as well as differences between district trends and the state average. This data will help us identify where retention challenges are most pronounced and inform strategies to provide more targeted support for teachers at risk of leaving.*

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:*

- *Overall teacher retention rates in the district are slightly lower than the state average. This could suggest: (1) difficulties teachers encounter in managing their roles and responsibilities, (2) teachers choosing to take jobs in nearby districts that may feel like a better fit, and/or (3) differences in compensation or support offered.*
- *Retention rates vary significantly by subject area, with higher attrition among teachers in high-need fields such as math and special education. This could suggest: (1) greater stress and workload in these areas, (2) difficulty recruiting fully prepared teachers, and/or (3) a need for more specialized support.*
- *Certain campuses show notably higher attrition compared to others. This suggests that local school context—such as leadership, culture, or student demographics—may play a key role in whether teachers stay.*
- *Certain grade levels or content areas show notably higher attrition compared to others. This suggests that further collaboration with educator preparation programs that service the school district could influence teacher readiness.*

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 what we noticed in the data, we will focus on addressing why teachers in high-need subject areas, such as math and special education, are leaving the school district at higher rates. To do this, we will:*

- 1. Conduct listening sessions and surveys with teachers in these subject areas to identify specific challenges contributing to attrition.*
- 2. Partner with campus and district leaders to design targeted supports, such as mentoring, peer collaboration opportunities, or workload adjustments.*
- 3. Explore incentives or recognition strategies to improve recruitment and retention in these hard-to-staff fields.*

*This plan will be developed collaboratively with campus leaders and district HR staff and finalized during the next district planning meeting.*

Your plan...

