

Chairman Nathe and members of the House Appropriations Committee:

My name is Erin Jacobson and I have had the privilege of serving as the coordinator of the North Dakota Teacher Support system for the past 7 years. This past year, we renamed our program ND RISE; the RISE stands for Retaining, Inspiring and Supporting Educators.

Since 2009, the ND State Legislature has made critical investments in this teacher mentoring program. These investments have significantly contributed to improved teacher retention, enhanced student achievement and has empowered teacher leaders across the state.

The Task Force on Teacher Retention and Recruitment recently recommended the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This program will include measurable outcomes with annual reporting to ensure accountability and success.

In the upcoming slides, you will see the work that occurs across our state in over 100 districts each year. We will also share testimonials from administrators, mentors and beginning teachers.

For the 2023-25 biennium, ND RISE received \$2.5 million in the form of a passthrough grant in the ND DPI budget, and we also secured an additional \$1.3 million from the Governor's Emergency Education Relief (GEER) Fund. This total of \$3.7 million allowed ND RISE to continue providing essential services to first- and second-year teachers, support instructional coaches, and fund Beginning Teacher Networks through Regional Education Associations (REAs) and districts.

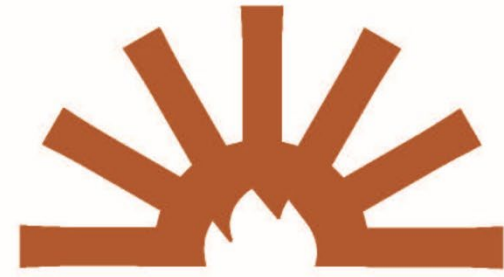
To continue providing these services to all first- and second-year teachers, we need to secure \$3.7 million in funding for the upcoming biennium. However, if ND RISE is expanded to include teachers in their third year, as recommended by the Task Force, a fully funded, graduated mentorship program would require \$4.8 million.

This \$4.8 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.
- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.
- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.
- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.

At this time, I would like to invite my colleague, Marijke Leibel, to discuss how this investment is helping retain teachers across North Dakota.

Thank you.



NDRISE

RETAINING, INSPIRING, AND SUPPORTING EDUCATORS

House Appropriations
January 16th, 2025



NDRISE

**NORTH DAKOTA STATE LEGISLATORS HAVE INVESTED IN
TEACHER MENTORING SINCE 2009.**

THIS INVESTMENT HAS

**increased teacher retention,
positively impacted student
achievement, and empowered
teacher leaders across the state.**

ND.GOV/ESP/B/WELCOME-ND-RISE

New Name

SAME GREAT OUTCOMES

ND RISE formally NDTSS



*Retaining, Inspiring, and
Supporting Educators*

- ✱ ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.
- ✱ Statewide Structured Mentoring Program
- ✱ Coaches Academy & Continued Learning for Instructional Coaches
- ✱ Beginning Teacher Network Grants through REAs and Districts
- ✱ Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators.
- ✱ Over 4,000 new teachers and their mentors have been supported since 2009.
- ✱ New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- ✱ The rate of retention is consistently greater for ND RISE teachers.
- ✱ The greatest attrition rate occurs within the first two years of teaching.



**RECOMMENDED
BY THE
GOVERNOR-
APPOINTED
TASK FORCE ON
TEACHER
RETENTION
AND
RECRUITMENT.**



**LEARN
MORE!**

The image shows the cover of a report. At the top, the title 'THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE' is written in a bold, black, sans-serif font. To the left of the title is a vertical bar with a gradient from blue at the top to red at the bottom. Below the title, the subtitle 'Recommendations and Report' is written in a smaller, italicized, black font. The background of the cover is a light gray image of a person's hands holding a pen over a document.

THE NORTH DAKOTA TEACHER RETENTION AND RECRUITMENT TASK FORCE

Recommendations and Report

FUND MENTORSHIP

The Task Force recommends the legislature fund a graduated mentorship through the ND RISE program for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that [teacher retention](#) rates drop significantly in the first two years, and the third year is a notable predictor for teachers deciding to stay in the profession. Furthermore, [lack of teacher support](#) is cited as a top reason for leaving the profession.

Mentorship programs are designed to help teachers in their first three years to develop [self-efficacy](#), effective teaching strategies and better classroom management. Data indicates that teachers who participate in NDRISE have [higher retention rates](#) compared to teachers not in the program. By expanding this program, new teachers can develop their presence in the classroom, increasing their likelihood of staying in the educational field.

North Dakota Century Code – Teacher Support Program

15.1-18.2-05. Teacher support program - Establishment.

The education standards and practices board shall:

1. Establish and administer a teacher support program;
2. Employ an individual to serve as a teacher support program coordinator;
3.
 - a. Select and train experienced teachers who will serve as mentors for first-year teachers and assist the first-year teachers with instructional skills development; or
 - b. If a school district or other employing entity listed in section 15.1-18.2-07 is not in need of mentors for its first-year teachers, select and train experienced teachers who will work with school district administrators and administrators from the other employing entities to identify the needs of the non-first-year teachers and help the non-first-year teachers address their particular needs through the use of:
 - (1) Research-validated interventions; and
 - (2) Proven instructional methods.

15.1-18.2-06. Teacher support program - Availability of services.

The education standards and practices board may use any moneys it receives for the teacher support program to provide staff compensation, training, evaluation, and stipends for mentors and experienced teachers who assist first-year and non-first-year teachers participating in the program, and to pay for any other administrative expenses resulting from the program; provided, however, that the board may not expend more than five percent of the moneys for administrative purposes.

15.1-18.2-07. Teacher support program - Authorized service recipients.

The education standards and practices board may provide support services to teachers employed by:

1. School districts;
2. Special education units;
3. Area career and technology centers;
4. Regional education associations; and
5. Schools funded by the bureau of Indian education.



ERIN JACOBSON
ecjacobson@nd.gov



MARIJKE LEIBEL ED.D
mleibel@nd.gov

Mission and Objectives

ND RISE works to build the capacity of teacher leaders to develop a system of support for effective teachers in every school in our state.

- ✦ Statewide Structured Mentoring Program
- ✦ Coaches Academy & Continued Learning for Instructional Coaches
- ✦ Beginning Teacher Network Grants through REAs and Districts
- ✦ Robust Professional Learning Opportunities for Mentors, New Teachers, and Administrators

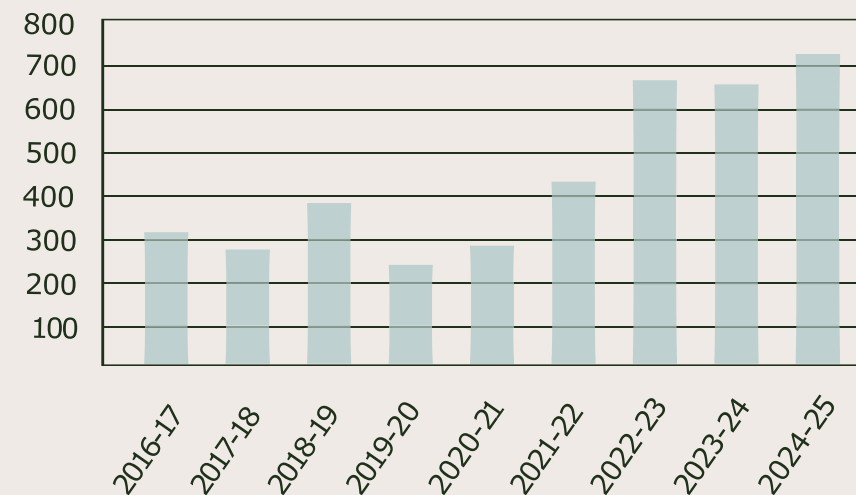
Program Overview

Signing up your 1st and 2nd year teachers in the ND RISE Mentoring Program allows the beginning teacher to gain:

- ✦ Effectiveness
- ✦ Confidence
- ✦ Satisfaction
- ✦ Likelihood of being retained

Performance Metrics

ENROLLMENT INTO THE ND RISE MENTORING PROGRAM



WHAT DOES IT COST YOU?

There is no cost for schools or districts. This is a program that is supported by state and federal funding to be able to offer equitable support to all beginning teachers in our state.

What does the mentor receive? A leadership opportunity, training and a stipend each semester for completed requirements.

ALIGNMENT WITH STATE EDUCATION GOALS

Our work aligns with the goal of providing "Quality Education Personnel."



Requirements and Structure



Education Strategic Vision Framework

NDTSS Rebrand

ND RISE's rebranding journey has not only revitalized its image but also strengthened its mission and impact. By championing beginning teachers and transforming the future of education, ND RISE is truly rising to new heights, proving that with the right strategy, educators can change the world. The sky's the limit for ND RISE, and the future looks brighter than ever!



Administrator Feedback

A survey of 78 administrators from 2024 showed positive reviews of the program:

92.3%

Participating in the ND Rise Mentoring Program provides valuable support for beginning teachers.

TESTIMONIALS

Powers Lake 27

"Having been both on the mentoring and administrator sides, I would highly recommend the mentor program. And for those that can, I would highly encourage schools to take advantage of both years for new teachers."

Stanley 2

"Our teachers mentioned how valuable this program was to their careers - both for the mentees and the mentors."

TGU 60

"It's an excellent program! Thank you."

Fargo 1

"Mentoring programs are vital to beginning teachers. Every interview, we have been asked about the mentoring offered to new or incoming teachers."

West Fargo 6

"What an asset this is to our school! We are fortunate for this opportunity for our teachers and students!"

Grand Forks 1

"Incredible program to support our new teachers! Mentoring could be the #1 reason teachers stay in the profession:)"

100%

Working with a mentor impacts the student learning in the beginning teachers classroom.

Bismarck 1

"This program continues to provide much needed support for teachers entering the profession!"

Minot 1

"Love having both Year 1 and Year 2!! I value this program exponentially."

West Fargo 6

"This program has increased the success of our new teachers to have direct support, mentorship, and develop positive relationships within the school. Of course, also a direct impact on learner instruction."

Roosevelt 18

"We are exceptionally satisfied! Our mentor and teacher are both here at the same school which has made the program even more beneficial! Thank you for all the work that goes into the mentoring program. I wish I would have had a mentor 27 years ago:)"

Grand Forks

"This program provides valuable conversations for the mentor and mentee to have throughout the school year. It has been a positive partnership! The new teachers are able to get direct feedback and questions answered immediately with a mentor."

Lisbon 19

"It is a great program and we are lucky to have it in our state."

OUTCOMES AND IMPACT

- ☀ New Teachers in the ND RISE Mentoring Program stay in teaching longer than other teachers.
- ☀ The rate of retention is consistently greater for ND RISE teachers.
- ☀ Data include stayers, leavers, and returners.
- ☀ ND RISE has a larger average of stayers for each year since 2010.
- ☀ The greatest attrition rate occurs within the first two years of teaching, for both ND RISE and Non-ND RISE.



ND Teacher Retention Report



Board Report On Retention

Mentor Feedback

A survey of 265 mentors from 2024 showed positive reviews of the program:

96.6%

Agree that mentoring impacts the beginning teachers experience considerably.

TESTIMONIALS

Fargo

"This is an extremely valuable program. I can't imagine our new teachers not having this program."

Manvel 125

"I feel that this program is so resourceful for new and Mentor Teachers alike. It allows everyone a chance to be reflective of their teaching and how to explore new ways to better themselves in this field."

Minot

"I think the way the program is set up clearly identifies the objectives. I like being able to do the triad meetings so administration can give their expectations, and in addition, the mentee can feel more comfortable asking the admin questions and share their successes."

Fargo 1

"The program is well run and the information is shared in a positive and easy to use way. It is nice to have so many forms and pieces of information for conversations, etc.. right at our fingertips."

Barnes County North 7

"I hope this program continues... we need new teachers coming into the field, as well as we need to keep the ones we have."

Mapleton 7

"2nd year mentoring is so important! It was great to see these teachers grow in academics this year! 1st year mentor has a heavy focus on classroom management, so seeing teachers grow in lesson plans, standards, assessing, and academics in their 2nd year has been so amazing!"

West Fargo 6

"The ND Rise Mentoring Program is very beneficial to beginning teachers. The support provided greatly helps beginning teachers as they are new to the profession and the building. There is no way to have all of their questions answered through new teacher training that happens at the beginning of the school year, and they need support as they go through the year."

Milnor 2

"I was impressed with the initial training. I feel like my classroom instruction also improved due to mentoring."

West Fargo 6

"Thank you for having the online version for the first time as a mentor class and helping me through this program. It helped me attach a "why" again to what I am doing each day with the students."

Jamestown 1

"The ND Rise Mentoring Program is monumental for a 1st year teacher. The amount of support given and knowing there will be a trusted and reliable "go to" for questions and guidance, develops confidence within the first year teacher. The rigorous expectations in our Public Schools today have increased and I can not imagine a first year teacher navigating this alone without the ND Rise Mentor Program."

Belfield 13

"I think it is very helpful for 1st year teachers. I'm not sure my mentee would have signed to come back next year without it."

Bismarck 1

"I think this is such a valuable program. Thank you for all you do!"

Milnor 2

"I truly wish this program would've been implemented in the school that I started out in. This program has not only helped first year teachers, but also helped me as a teacher. I love getting new ideas from them and bouncing ideas back and forth. It's a great way to build a long-lasting relationship with my mentees, so they feel comfortable coming to me with any questions in the future."

Wahpeton 37

"I loved being a mentor. I am retiring this year, and I will truly miss this program. Thank you for allowing me these wonderful opportunities. It is SO important to support our new teachers."

Bismarck 1

"Thank you for this opportunity, this program has allowed for a greater depth of development and I believe it is a huge benefit."

West Fargo 6

"As always, the mentoring program is a valuable resource and asset to not only new teachers, but also to mentors. Thank you for allowing me this experience."



TOP 4 FOCUS POINTS

During One On One Conferences

- ✦ Classroom Environment and Management (Establishing Respect, Rapport, and a Culture for Learning; Managing Classroom Behavior and Procedures)
- ✦ Professional Responsibilities (Reflecting on Teaching, Maintaining Records, Communicating with Families, Professional Development)
- ✦ Classroom Instruction (Developing Questioning and Discussion Techniques, Engaging Students in Learning, Using Assessment to Guide Instruction)
- ✦ Planning and Preparing for Instruction (Developing my Understanding of Content, Students, and Resources; Designing Coherent Lessons and Assessments)

Beginning Teacher Feedback

A survey of 161 beginning teachers from 2024 showed positive reviews of the program.

TESTIMONIALS

Fargo 1
"My mentor was invaluable in helping me navigate my first year of teaching."

Fargo 1
"This program creates and establishes an incredible foundation for beginning teachers. I'm excited to complete my second year in this program."

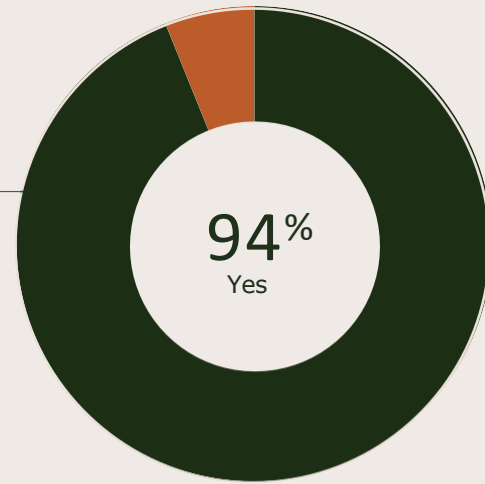
Grand Forks 1
"This was a much better experience than what I had in my first position in a different district within the state. I was paired with a teacher that knew nothing about my content or classroom environment and received minimal help. My experience this year was much better and beneficial!"

Menoken 33
"I think the structure you have set up holds us all accountable. It's so easy to let things go another day or another week but having a timeline to get tasks done is necessary."

Minot 1
"As overwhelming as the first year is, having a mentor is such a blessing. I don't know what I would have done without my mentor."

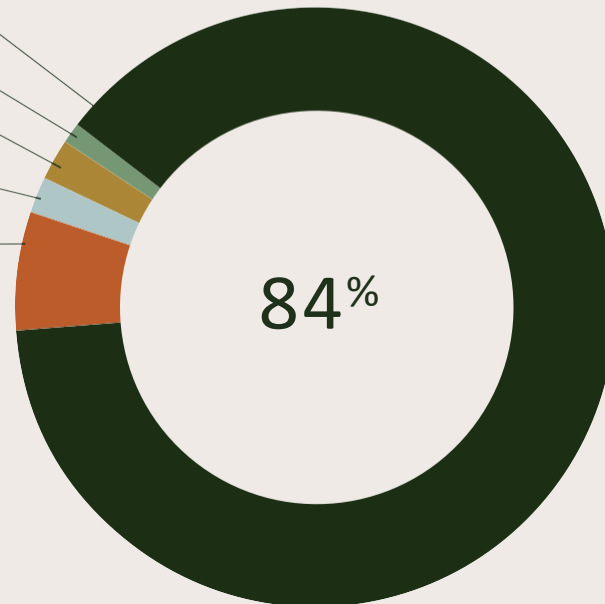
Jamestown 1
"The mentoring program helped me tremendously. It formed me into a better teacher and a better person!"

94% of beginning teachers felt they received adequate support from their mentor.



Next year's plan for beginning teachers

- 84% - Continue working at their school.
- 2% - Don't plan to teach.
- 4% - Teach in a different state.
- 4% - Teach in a different ND District.
- 9% - Work at different school in same district



Grand Forks 1
"I really enjoyed being a part of the program. It has made me feel more comfortable and feel okay to not be perfect in what I do."

Maddock 9
"This program is beyond wonderful. I think every first, second year teacher should be enrolled in this program."

Bismarck 1
"I enjoyed my time in the program. I felt like having that mentor teacher to go to is essential as a first and second year teacher."

Williston
"This program was a big help. I'm naturally shy (even as an adult) and asking other teachers to sit and talk with me about my teaching and the profession, in general, is intimidating. I don't want to waste anyone's time. It's not a waste of time, though. The NDTSS Mentoring Program gives new teachers permission to "bug" experienced teachers, to get to know the profession and coworkers better, and to strengthen the knowledge and the teaching team. It's a helpful program and can only serve to strengthen the ND education system."

MENTORING PROGRAM SUCCESSES:

- Enrollment continues to increase yearly
- Over 4,000 new teachers and their mentors supported to date

Expansion in 2022-2023:

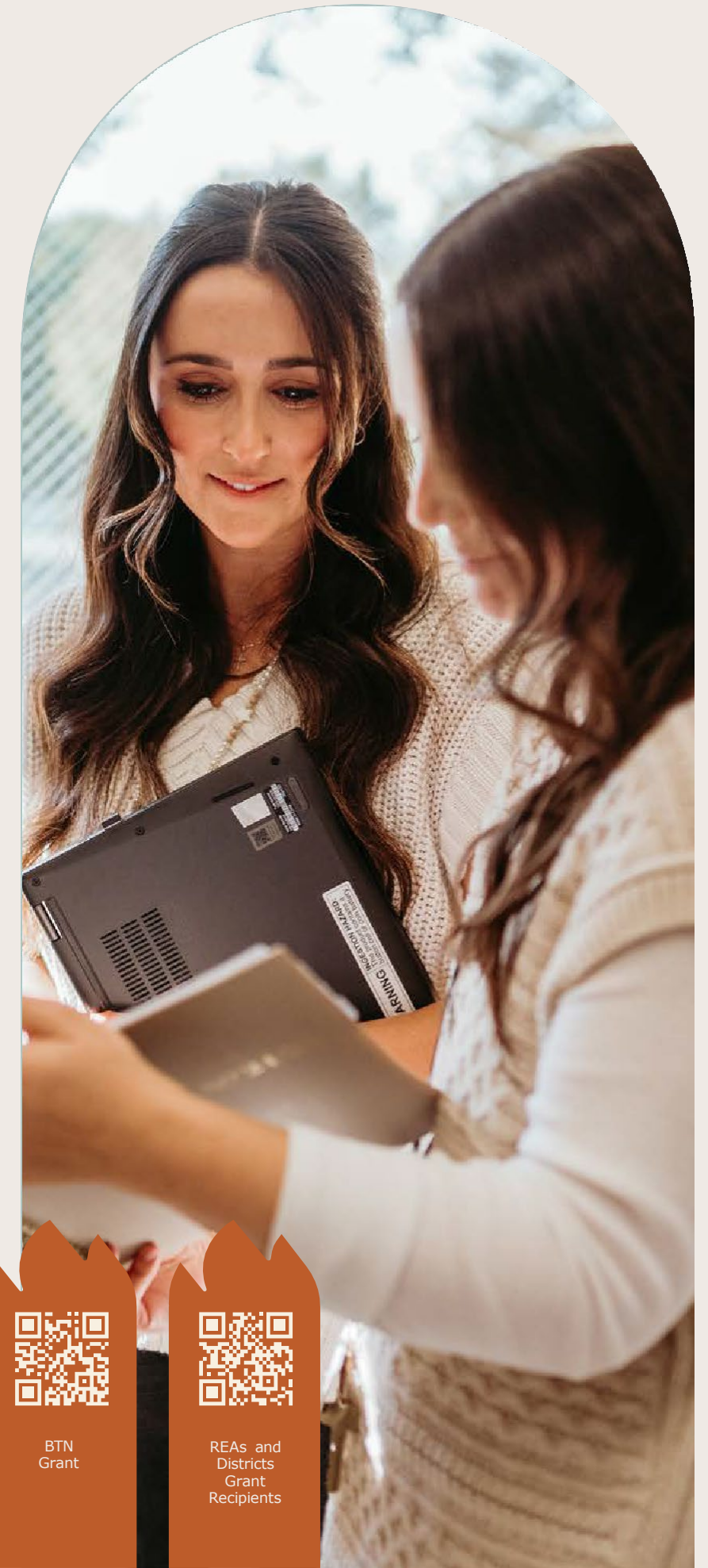
- Enrollment open to 1st and 2nd year teachers
- Offered additional learning opportunities
- Enrollment doubled (number includes both 1st and 2nd year teachers)

Coaches Academy

- Over 700 graduated ND Instructional Coaches
- Continued Learning Opportunities offered each year

Beginning Teacher Networks:

- Provided Grants through ND RISE
- Facilitated by REAs and Districts
- Supplement to one on one mentoring- includes new teachers to region/district, up to 5 years of teaching, offers region specific support.



Onboarding Playbook

Welcome To Teaching

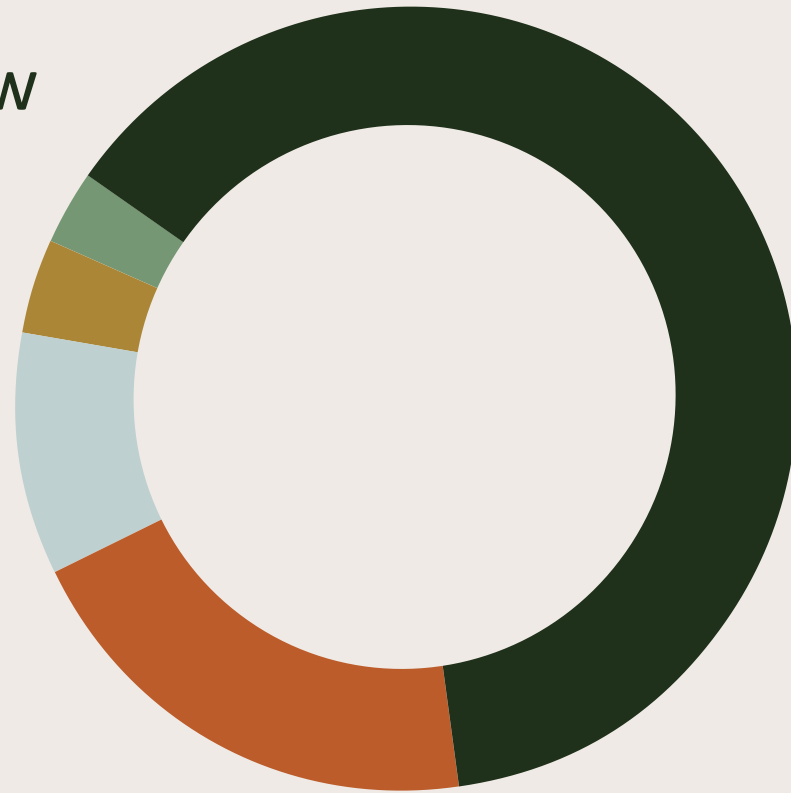
BTN Grant

REAs and Districts Grant Recipients

Financial Overview

% Per Budget

- ✱ 63.1% - Mentor stipends
- ✱ 19.82% - Staff and administrative costs
- ✱ 10.09% - Coaches Academy and beginning teacher professional development
- ✱ 4.01% - Mentor training and professional development
- ✱ 2.78% - Technology data and record keeping



Future Goals and Plans

The Governor appointed Teacher Retention and Recruitment Task Force recommends the legislature fund a graduated mentorship through ND RISE for teachers within their first three years in a new position. This mentorship program would include measurable outcomes and be results-based through annual public reporting.

Mentorship is crucial to the retention of new teachers in their first three years. Research shows that teacher retention rates drop significantly in the first two years, and the third year is a notable predictor for

teachers deciding to stay in the profession. Furthermore, lack of teacher support is cited as a top reason for leaving the profession. Mentorship programs are designed to help teachers in their first three years to develop self-efficacy, effective teaching strategies, and better classroom management. **Data indicate that teachers who participate in the North Dakota Retaining, Inspiring, and Supporting Educators (ND RISE) have higher retention rates compared to teachers not in the program.** Expansion of the ND RISE Mentoring Program will offer the necessary support to

new teachers who are developing their presence in the classroom and allow mentor teachers an opportunity to gain a leadership role. The mentoring partnership fosters a supportive school climate, enhances job satisfaction and increases the likelihood of new teachers to stay in the educational field.

BEGINNING TEACHERS NETWORK GRANTS

REA or District	Amount Granted 2023-2024	Amount Granted 2024-2025
WERC	\$10,250	\$7,750
LRSE	\$4,320	\$4,990
BPS	\$16,550	\$9,625
SEEC	\$9,625	\$5,250
NCEC	\$6,500	\$6,500
FPS	\$10,397	\$13,887
NESC	\$5,865	\$5,875
CREA	Did Not Apply	\$4,500
WFPS	\$18,625	\$18,625
RRVEC	\$5,854	\$4,000
NCEC Supporting Overseas Teachers	Not Applicable	\$6,500
Total Awarded	\$87,986	\$87,502

Challenges and Lessons Learned

The challenge of offering supports that are flexible yet structured remains at the heart of our decisions. We strive to be able to be implemented in a variety of settings yet keep the rigor that has allowed for an impact on teacher retention.

We are also focused on the challenge of continuing to offer up to date training and materials. We are continuously looking for ways to improve the experiences our mentors, coaches and beginning teachers receive while engaging in our programming and training.

PROGRAM FUNDING & PARTICIPATION

Biennium	Amount Granted	Additional Funding	Number of Beginning Teachers	Number of Districts
2009 - 2011	\$2,300,000	\$0	246	40
2011 - 2013	\$2,300,000	\$0	457	61
2013 - 2015	\$2,300,000	\$0	655	77
2015 - 2017	\$2,700,000	\$0	686	71
2017 - 2019	\$2,050,000	\$0	646	69
2019 - 2021	\$2,125,764	\$0	681	71
2021 - 2023	\$2,125,764	\$1,366,348	1024	117
2023 - 2025	\$2,500,000	\$1,366,348	1388	101

Requested funding for the 2025-27 Biennium

If ND RISE is expanded to include teachers in their third year, as recommended by the Task Force, a fully funded, graduated mentorship program would require \$4.8 million.

This \$4.8 million would:

- Allow us to provide mentoring for all first, second, and third-year teachers, as well as those transitioning into new roles at any public or non-public school in North Dakota.
- Ensure full funding of Beginning Teacher Network Grants to supplement mentoring efforts through REAs and districts.
- Provide necessary professional development for instructional coaches, mentors, and beginning teachers, fostering teacher leadership, and enhancing effectiveness.
- Continue to positively impact teacher retention, job satisfaction, and overall teacher quality.

January 16, 2025

Chairman Nathe and Members of the Committee,

My name is Marijke Leibel and I am the Assistant Coordinator for the ND RISE State Mentoring Program.

Since beginning this position over six years ago, I have conducted an annual teacher retention study comparing retention rates between teachers who are mentored in the state mentoring program and teachers who are not. The longitudinal study starts during the academic year 2009-2010, which is also the inaugural year of the North Dakota Teacher Support System. Since the program began, the retention study consistently suggests that mentoring has a positive impact on teacher retention in North Dakota (North Dakota Teacher Support System, 2020).

For my part of this testimony, I am going to dig into the retention data and invite your questions as I go through the upcoming slides. My retention study explores several aspects of retention and the full report can be found on the ND RISE website under “North Dakota Teacher Retention Report, March 2024”.

The main points we have learned from analysis of the data are:

- According to all aspects in the study, teachers who are mentored in ND RISE are retained at a higher average rate than teachers who are not in the program.
- By years of experience, ND RISE teachers have a greater rate of retention.
- Cumulatively, ND RISE has had more teachers who stay in the classroom over the past 13 years when compared to Non-ND RISE teachers.
- ND RISE has more teacher “stayers” (consistency in MISO3 employment record) and less teacher “leavers” (no longer reported as employed in a school in the MISO3).

We know from research and anecdotal data that teacher retention has a positive impact on school climate, community relationships, employee satisfaction, and student success (Jacobson et al., 2020). These points are why it is important for structures to be intentionally placed in schools and districts to increase the capacity of teacher knowledge, skills, and effectiveness and support the retention of new teachers. A list of references is included in the written submitted testimony.

Thank you for your consideration and I am happy to answer your questions.

Marijke Leibel, Ed.D
mleibel@nd.gov

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North Dakota
Teacher Retention Study
2024-25

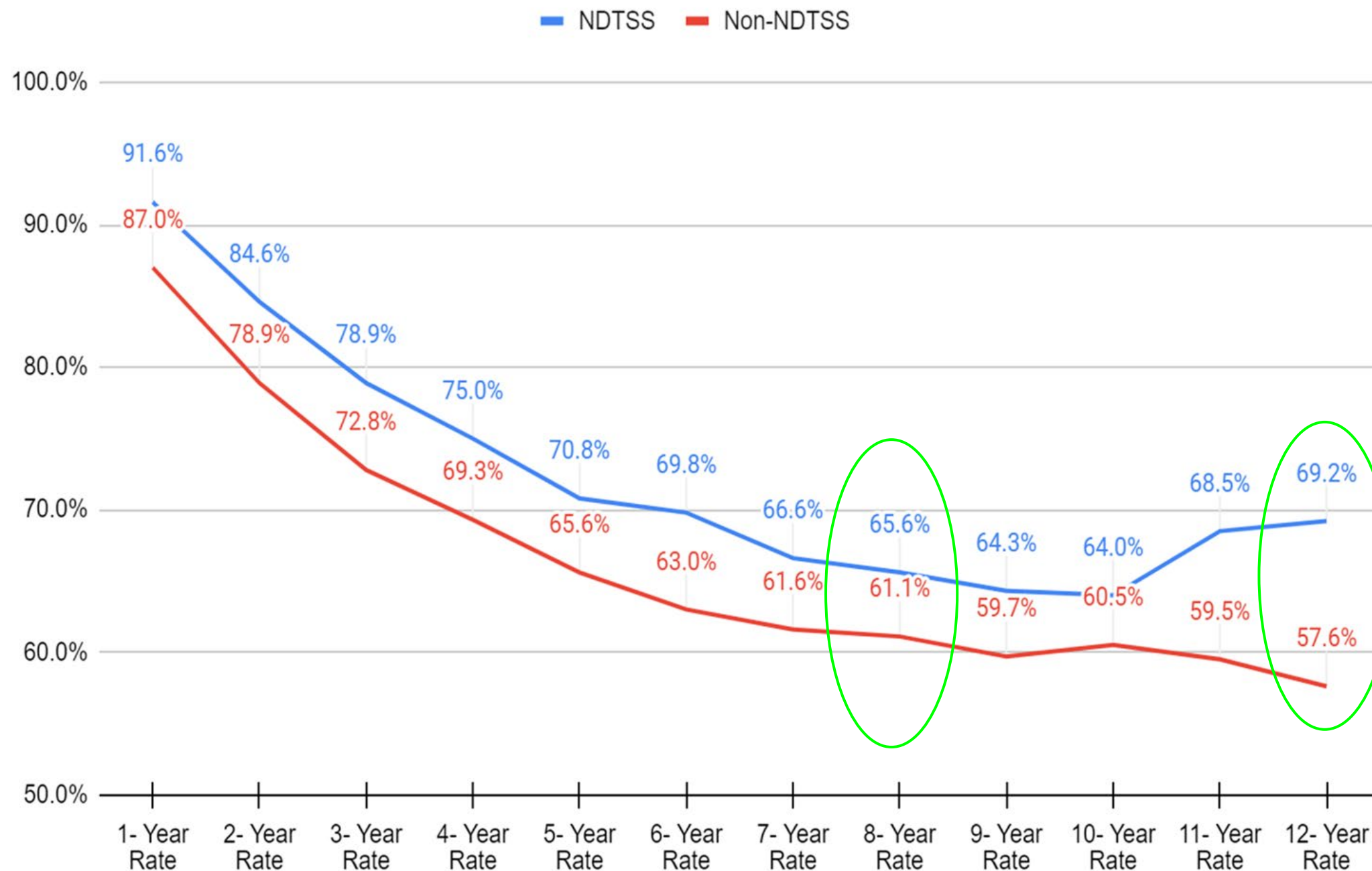


ND Teacher Retention: Main Points

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program.

- **Years of Experience**
 - ND RISE has a higher retention rate each year.
- **Cumulative Retention**
 - ND RISE has a greater retention average over the past 13 years.
- **Stayers and Leavers**
 - ND RISE has more stayers and less leavers compared to Non-ND RISE.

Average Rate of Teacher Retention Per Years of Experience



Retention by YOE

- ND RISE teachers are consistently retained at a higher rate than Non-ND RISE teachers.
- Differences between the two groups ranges from 3.5% (10-year rate) and 11.6% (12-year rate).
- For ND RISE teachers, the retention rate increases in year 11, but the Non-ND RISE teachers demonstrate a steady decrease in retention.

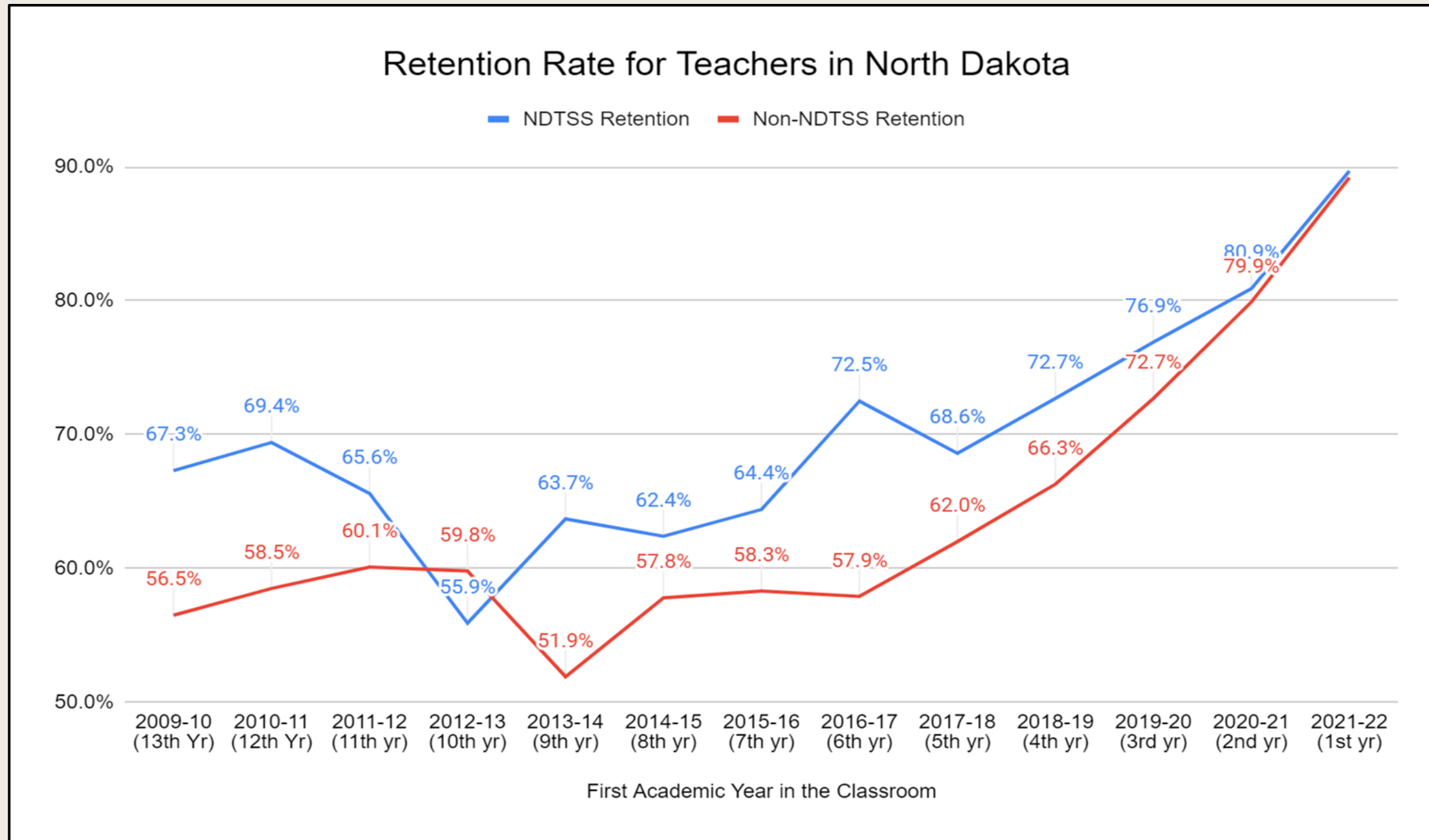
Attrition Percentage Difference by Year of Experience

	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

Attrition

- After the first two years of teaching, the percentage change is less each year until year 10 for Non-ND RISE and year 11 for ND RISE teachers.
- Non-ND RISE teachers experience a small increase in retention (.8%) in year 10 and decreases again until year 12.
- The rate of attrition for ND RISE teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years.
- **There is critical need for building a stronger net of support during a teacher's first years in the classroom.**

ND Teacher Cumulative Retention Rate



- The cumulative retention rate sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year.

Stayers, Returners & Leavers Data for 2022-23 School Year

	NDTSS "Stayers"	Non-NDTSS "Stayers"	NDTSS "Leavers"	Non-NDTSS "Leavers"	NDTSS "Returners"	Non-NDTSS "Returners"
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%

Findings

- The percentage of stayers for individual school years was **consistently greater in the ND RISE group of teachers.**
- The percent difference between stayers identified as ND RISE and Non-ND RISE ranges from 13.9% (2016-17) and 1.5% (2012-13) with **all differences in favor of ND RISE teachers.**

ND Teacher Retention Summary

Teachers who are mentored in ND RISE (formerly NDTSS) are retained at a higher rate than teachers who are not in the program according to:

- **Years of Experience**
 - ND RISE has a higher retention rate each year.

- **Cumulative Retention**
 - ND RISE has a greater retention average over the past 13 years.

- **Stayers and Leavers**
 - ND RISE has more stayers and less leavers.



North Dakota Teacher Retention Report, March 2024

Teacher retention is essential to positive school culture, community relationships, and student success. Studies consistently demonstrate the importance of support of teachers early in their education career (Foster, 2023; Helmke, 2022). Mentoring and comprehensive induction programs for beginning teachers play an important role in recruiting and keeping teachers in the classroom.

North Dakota has a unique approach to supporting new teachers. The NDTSS State Mentoring Program is a statewide mentoring and instructional coaching program that prioritizes the physical, mental, emotional, and social needs of new teachers. In addition, the NDTSS State Mentoring Program builds capacity in educational leaders through the offering of numerous state-funded professional learning opportunities.

The NDTSS State Mentoring Program conducts an annual teacher retention study comparing retention rates between teachers who are mentored in the program and teachers who are not. The longitudinal study starts during the academic year 2009-2010, also the inaugural year of the North Dakota Teacher Support System. Since the program began, the retention study suggests that mentoring has a positive impact on teacher retention in North Dakota (North Dakota Teacher Support System, 2020).

In May 2024, the North Dakota Teacher Support System updated their name to *NDRISE*: Retaining, Inspiring, and Supporting Educators. Since this retention study was updated in March 2024, the name will remain NDTSS in this report. Future reports will reflect the name change to *NDRise*.

This quantitative report presents numbers and percentages of the retention of licensed educators aggregated by participation in the NDTSS. The sample includes teachers, instructional coaches, strategists, directors of school and district programs, and administrators who are found in the North Dakota education state database MISO3.

Introduction

As defined by the North Dakota Department of Public Instruction in the *Instructional Manual for Completing MISO3 Personnel Forms*, “all contracted professional educational staff members working in North Dakota schools must complete an MISO3 (SFN 9111) form” (North Dakota Department of Public Instruction, 2023). The population of this study is the compilation of teachers in North Dakota taken from the MISO3 form.



Personnel in the following educational settings are required to annually complete the MISO3 form: public schools, career and technology academies, BIE schools, special education units, state institutional schools, and nonpublic schools. Educators who are classified as professional educational staff members are included in this retention report if their first year of reported teaching occurred in the 2009-2010 school year or thereafter.

For the purpose of this study, nonpublic school educators are excluded in the sample size until the academic year 2022-2023. Prior to 2022-2023, nonpublic school educators were not permitted to participate in the NDTSS State Mentoring Program per state century code (N.D.C.C 15.1-18.2-07).

First-year teachers are the focus of the retention study. A first-year teacher is defined as a contracted professional educational staff member who reported zero or one year of experience on the MISO3 form during the timespan of the study and has no prior reported employment on the MISO3 as determined in NDTeach ([Figure 1](#)). Although the instruction manual for completing the MISO3 states, “A staff member employed for the first time would enter a 0 in this block” (DPI, 2023, p. 4), new teachers often are entered with a 1 in years of experience. This trend was discovered by the NDTSS when comparing state teacher retention data using the MISO3 and NDTeach. To increase the reliability of the retention statistics, all teachers who indicated zero and one of experience on the MISO3 are deemed first-year teachers and cross referenced in NDTeach. If previous experience is found in NDTeach, the teacher is removed from the study.



Figure 1

*First- Year Contracted Professional Education Staff Members by Academic Year
2009-2010 to 2021-2022*

Academic Year	NDTSS <i>n</i>	Non-NDTSS <i>n</i>	NDTSS & Non-NDTSS <i>N (total)</i>	Percentage of First-Year Teachers who were mentored in the NDTSS
2009-10 (13th year)	110	356	466	23.6%
2010-11 (12th year)	111	371	482	23.0%
2011-12 (11th year)	157	288	445	35.3%
2012-13 (10th year)	256	336	592	43.2%
2013-14 (9th year)	267	389	656	40.7%
2014-15 (8th year)	319	296	615	51.9%
2015-16 (7th year)	303	362	665	45.6%
2016-17 (6th year)	291	335	626	46.5%
2017-18 (5th year)	255	284	539	47.3%
2018-19 (4th year)	333	356	689	48.3%
2019-20 (3rd year)	286	355	641	44.6%
2020-21 (2nd year)	298	278	576	51.7%
2021-22 (1st year)	331	342	673	49.2%
Cumulative <i>N</i>	3317	4348	7665 (average 590 per academic year)	43.3%

Study Sample

Data collected during the academic years starting in 2009-2010 show that North Dakota averages 590 (589.6) first-year teachers each year (Figure 2). It is important to note that the NDTSS State Mentoring Program began in the spring semester of 2009-2010. Data analyzed in this report represent numbers and percentages occurring during and after the 2009-2010 academic year.

Participation in the NDTSS State Mentoring Program is optional. The percentage of first-year teachers participating in the NDTSS varies each year with an average of 43.3% over 13 years. Participation in the program was limited due to funding until 2022-2023. A GEER II award was granted by the Governor of North Dakota in 2022 allowing the NDR/SE to keep enrollment open to all first-year teachers. Additionally, in 2022-2023, the NDTSS expanded the mentoring program to both first- and second-year teachers. Data will be collected to demonstrate the



impact of the expansion of the program on teacher retention as the data for upcoming school years are reported.

Factors Influencing Teacher Attrition

Several factors influence a teacher's choice to stay, return to, or leave the classroom. Identifying reasons that teachers leave is complex and not always reliable. Teachers may leave the classroom for another career choice, to care for family members, to seek educational employment outside of the school system, or due to retirement. Examples of factors that contribute to teacher attrition in North Dakota are further explored in this section.

North Dakota welcomes many new teachers each year into the state from other countries. These teachers work with different organizations to obtain either H1B or J1 Visas. The H-1B Program works with individuals outside of the United States to grant non-immigrant visas to individuals who are seeking employment within a specialized field (U.S. Department of Labor, 2024). Exchange Visitors (or J-1 classification) is a program for "those who intend to participate in an approved program for the purpose of teaching, instructing or lecturing..." (U.S. Citizen and Immigration Services, 2024).

While international teachers play a role in helping with the issue of teacher shortage, other challenges may arise. These teachers are often limited in the amount of years they can teach in the United States before returning to their home country. Although the NDTSS supports many international teachers, the number of teachers not in the program during their first year is unknown. By providing additional and intentional support during the first years of teaching in the US, administrators may be more likely to retain international teachers.

Another factor relies on outside of school and district education employment opportunities. As educators gain experience in the classroom they are often presented with other leadership opportunities in education. When a teacher relocates to a position at a Regional Education Association (REA), higher education institute, government office, or other role in education, they are no longer included in the MISO3 and are tagged as leavers. Following up with leavers is difficult because school email addresses are most frequently reported in NDTeach. When a teacher leaves a school or district, the teacher's school email address is no longer in service.

Retirement is also a factor in teacher attrition and is much easier to track than previously described factors. For this study, the most experienced participants would have a maximum of 13 years of experience (first year of teacher employment in the 2009-2010 academic year). Therefore, retirement is not a known factor for attrition in the data presented in this report.

North Dakota educational leaders are looking for strategies to recruit and retain teachers. Unconventional pathways into the classroom have been established to help with teacher shortage, with a steady increase in permit or alternative licensure programs in the past few years. Programs often allow a teacher to work on a permit or alternate license for a specific number of years (usually two years) while earning credit toward a certification. All new teachers



who enter the classroom with alternate access are required to enroll in the NDTSS Mentoring Program. While many fulfill their commitment, some teachers do not complete the programs and leave the profession.

Contacting teachers who are considered leavers may provide more insight into why a teacher left the classroom or left the field of education altogether. To increase the reliability of the retention study and to be consistent with the purpose of the study, the NDTSS did not attempt to contact leavers. However, the NDTSS conducts an end-of-the-year program survey and asks for the intentions of new teachers regarding renewing or terminating teaching contracts into the following school year. This data is presented in the analysis section.

Methodology

The purpose of this study is to collect and analyze new teacher retention data from the state of North Dakota to determine the impact of early career teacher support in keeping teachers in classrooms in the state.

The quantitative data were aggregated to show a comparison of teacher retention based on participation or lack of participation in the NDTSS Mentoring Program. This study follows teachers who began their teaching career during the 2009-2010 through the 2022-2023 academic year.

To generate the research sample, the MISO3 annual report is collected from the North Dakota Department of Public Instruction. All educators on the MISO3 regardless of their year(s) of experience are included in the initial research population.

In order to determine the number of first-year teachers for individual years, teachers reporting zero or one year of experience are extricated from the MISO3 database and considered the secondary research population.

Teachers in the secondary population are coded in the following areas: public or nonpublic school educators, reported no previous experience in NDTeach prior to their zero or one year of experience on the MISO3, and participation in the NDTSS Mentoring Program. Nonpublic educators and those with previous experience are excluded from the sample.

The final sample is composed of two groups: first-year teachers who were enrolled in the NDTSS Mentoring Program and first-year teachers who were not enrolled in the NDTSS Mentoring Program. To determine the groups, the NDTSS utilizes the program Access database to consider teachers as “NDTSS”. Teachers who are not included in the NDTSS database are coded as “Non-NDTSS”.

NDTSS and Non-NDTSS teachers are searched for within NDTeach to verify their retention status for all years starting from their first-year of teaching until present. Teachers who are on a school contract are coded with “yes” and those not on contract are coded as “no”. Retention



rates and other statistical variables are calculated with regard to this data. Variables and inferences are further explored in the analysis section.

In addition to the data collected from the MISO3 and NDTeach, the NDTSS utilized a third party organization (Kickup) to survey NDTSS teachers regarding their intentions for the following school year. Data have been collected from May 2022 and May 2023. The analysis is included in this study.

Limitations

Several factors impact the validity and reliability of teacher retention data. The following limitations have been identified in this study.

1. Data reported in the MISO3 form are subject to human error. The MISO3 and NDTeach databases are updated by school personnel and information can be erroneous. To reduce the limitation, the NDTSS cross references the MISO3 data with NDTeach. Only teachers who have indicated zero or one year of experience and have no previous experience reported in the database are included in the study. This expectation is applied to both NDTSS and Non-NDTSS teachers.
2. The ratio between NDTSS and Non-NDTSS participants is greater during the first three years of programming. On average, 43.3% of new teachers over the past 13 years participated in the NDTSS Mentoring Program as a new teacher. Data may be skewed due to the difference in NDTSS and Non-NDTSS sample size. To moderate this limitation, the NDTSS has compiled data from 13 years, providing a large overall sample size of 7665.
3. Previous retention studies focused on cumulative teacher retention rates for all new teachers from 2009-10 until 2022-2023. Inferences can be made using the data, but a deeper dive into individual school years and years of experience presents a more comprehensive picture. This retention study offers various perspectives with different variables to provide a more accurate portrayal of teacher retention in North Dakota. This study only targets teachers beginning their teaching career in North Dakota from 2009-2010 to 2022-2023.

Analysis

Data were compared using three distinct variables: Retention rate determined by number of years of experience, cumulative retention average for all new teachers from the 2009-2010 school year until 2022-2023, and the percentages of “stayers”, “returners”, and “leavers” differentiated by academic year. Each identifier provides a different perspective of teacher retention rates.

Average Rate of Teacher Retention Per Years of Experience

Due to the complexity in calculating teacher retention, the NDTSS aggregated the data to show trends in attrition. One analysis based findings on the retention rate of teachers according to the number of years of experience. Findings represent the average teacher retention with one



year of experience, two years of experience, three years of experience, and so forth. This approach allows for targeted analysis of individual years of data thus providing data on critical support years for new teachers ([Figure 2](#)).

The graph in Figure 2 illustrates the difference in retention rate between teachers who participated in the NDTSS Mentoring Program during their first year of teaching and teachers who did not. Data points indicate the percentage for NDTSS (blue line) and Non-NDTSS (red line).

Figure 2

Average Rate of Teacher Retention Per Years of Experience

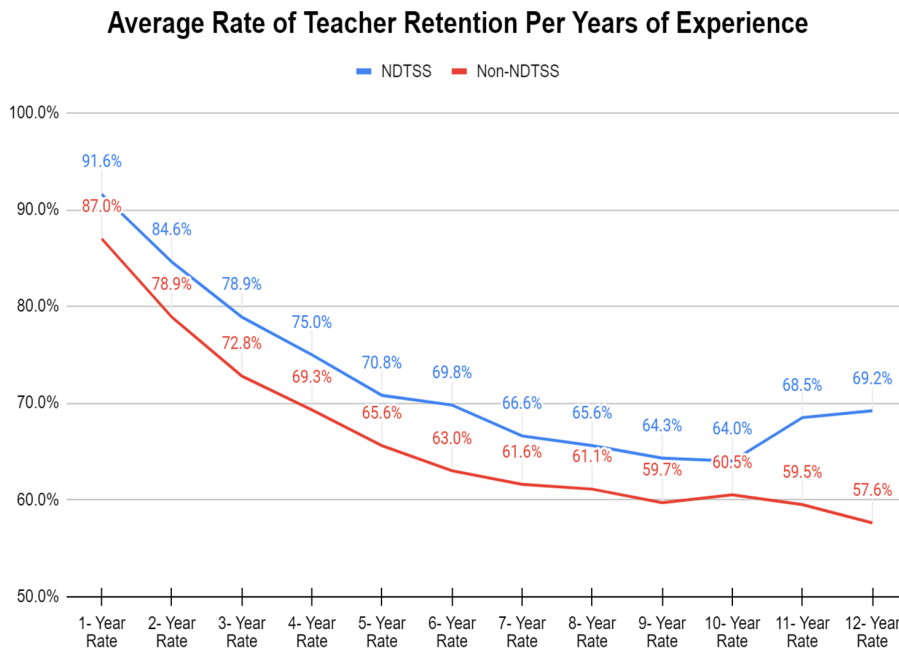


Figure 2 represents the data from the one-year retention rate to the 12-year retention rate. Teachers are considered retained in the first year if they have two consecutive employment records in NDTeach. For example, Teacher A has an employment record stating zero years of experience for the 2009-2010 academic year and one year of experience for the 2010-2011 academic year. Teacher A is considered retained during their first year of teaching. Teacher B has an employment record stating zero years of experience for the 2009-2010 academic year, but has no employment record in 2010-2011. Teacher B is not considered a retained teacher.

According to the MISO3 and NDTeach, teachers who are mentored in the NDTSS are consistently retained at a higher rate than Non-NDTSS teachers. The difference between the two groups ranges from 3.5% (10-year rate) and 11.6% (12-year rate). After 8 years of



experience, a gradual plateau is evident. For NDTSS teachers, the retention rate increases in year 11, but the Non-NDTSS teachers demonstrate a steady decrease in retention.

Attrition Percentage Change by Year of Experience

The attrition percentage change was also analyzed by academic year and teacher's participation in the NDTSS ([Figure 3](#)). For the first data set, the retention rate for NDTSS and Non-NDTSS was subtracted from 100% to determine the rate of change from total number of teachers to the number of teachers who reported renewing their contract into the second year of teaching. The yearly rate is then subtracted from the previous yearly rate to find the next percentage difference by year. This formula was continued into year 12.

To determine the percent attrition since year one, the retention rate by year of experience was subtracted by 100%. The same formula was used to determine the percent change for individual years until year 12. The data in the set represent the attrition rate by year of experience.

The data were used to look for emerging patterns, plateaus, peaks and valleys, and differences between NDTSS and Non-NDTSS teachers. Analysis of this data can provide valuable information to induction programs in order for them to target interventions to specific years and groups.



Figure 3

Attrition Percentage Difference by Year of Experience

Attrition Percentage Difference by Year of Experience						
	NDTSS	% Difference by Year	% Attrition Since Year One	Non-NDTSS	% Difference by Year	% Attrition Since Year One
1- Year Rate	91.6%	8.4%	8.4%	87.0%	13.0%	13.0%
2- Year Rate	84.6%	7.0%	15.4%	78.9%	8.1%	21.1%
3- Year Rate	78.9%	5.7%	21.1%	72.8%	6.1%	27.2%
4- Year Rate	75.0%	3.9%	25.0%	69.3%	3.5%	30.7%
5- Year Rate	70.8%	4.2%	29.2%	65.6%	3.7%	34.4%
6- Year Rate	69.8%	1.0%	30.2%	63.0%	2.6%	37.0%
7- Year Rate	66.6%	3.2%	33.4%	61.6%	1.4%	38.4%
8- Year Rate	65.6%	1.0%	34.4%	61.1%	0.5%	38.9%
9- Year Rate	64.3%	1.3%	35.7%	59.7%	1.4%	40.3%
10- Year Rate	64.0%	0.3%	36.0%	60.5%	-0.8%	39.5%
11- Year Rate	68.5%	-4.5%	31.5%	59.5%	1.0%	40.5%
12- Year Rate	69.2%	-0.7%	30.8%	57.6%	1.9%	42.4%

NDTSS teacher retention decreased 8.4% to a retention rate of 91.6% from year zero to year one ([Figure 3](#)). Non-NDTSS teacher retention rate decreased by 13.0% to an average retention rate of 87.0% during the same timeframe.

Notably, the greatest change in retention rate occurred during the first year of teaching, with the second largest drop in retention being between the first and second-year of teaching with NDTSS having a 7.1% decrease and Non-NDTSS having a decrease of 8.0% ([Figure 3](#)).

After the first two years of teaching, the percentage change is less each year until year 10 for Non-NDTSS and year 11 for NDTSS teachers. Non-NDTSS teachers experience a small increase in retention (.8%) in year 10 and decreases again until year 12 (the final year included in this study). The rate of attrition for NDTSS teachers begins to plateau at year 10 and retention percentage increases during the 11th and 12 years. This finding suggests the critical need for building a stronger net of support during a teacher’s first years in the classroom in order to address new teacher turnover.



By all measures, retention according to years of experience indicates a higher percentage for teachers in the NDTSS Mentoring Program. An inference can be made that if all new teachers in North Dakota participate in the Mentoring Program, more teachers over the past 13 years would currently be teaching in the classroom today. Retaining more teachers would arguably benefit schools and districts financially, socially, and academically.

Cumulative Retention Rate for Teachers in North Dakota

Teacher retention can be viewed in many ways and analyzed to show long or short-term trends. The cumulative retention rate sample includes all teachers who began their teaching career starting in 2009-2010 and adding to the sample each year. The study's sample is the sum of new teachers from 2009-2010 until 2022-2023 ([Figure 4](#); [Appendix A](#)).

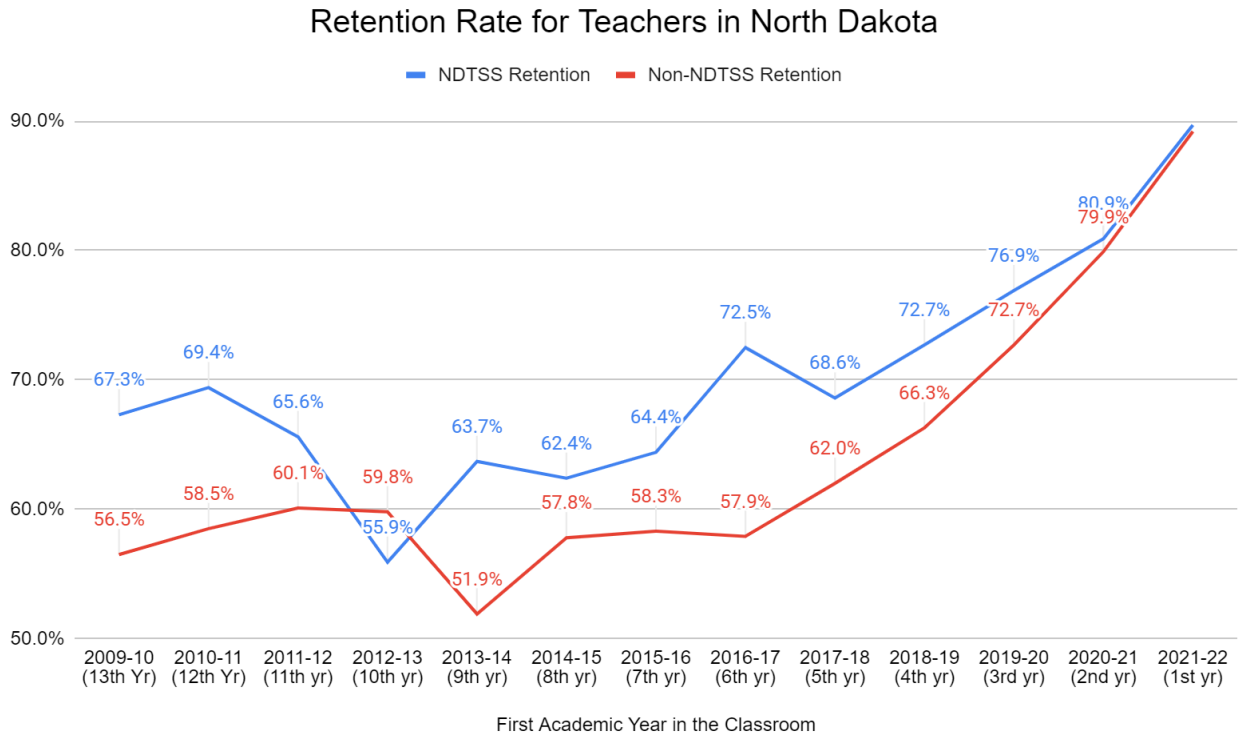
The limitation of this variable is that the retention rates are comparing teachers of different years in one chart. At first glance the graph seemingly demonstrates an increase in retention rate within the last four years of the study; regardless, time plays a role in this analysis. New teachers represented in the years on the right side of the graph have had less years of experience. Referring back to [Figure 2](#), it should be noted that the overall retention rate per years of experience naturally decreases with time.

The drop in retention rate during years 2010-2011 through 2014-2015 is noteworthy. However, the data plots show retention at that moment in time, not taking into consideration the teachers who leave and return to the classroom. This variable is addressed in the next section.



Figure 4

Cumulative Retention Rate for Teachers in North Dakota



Stayers, Returners, and Leavers

Using the same sample of teachers, retention rate was determined based on consecutive years of educational experience. Three groups were created using the identifying terms: stayers, returners, and leavers. Percentages were calculated with respect to the groups (Figure 5).

Stayers are teachers who began their teaching career during or after the 2009-2010 academic year and have consecutive school or district employment reported in NDTech. Stayers may be classroom teachers, instructional faculty, administrators, or another licensed position within a school or district.

Returners are educators who began their teaching career during or after the 2009-2010 academic year and have at least a one year gap in their school or district employment as reported in NDTech. These educators have returned to teaching and were currently employed in a North Dakota school or district in the 2022-2023 school year. Returners are considered retained for the 2022-2023 school year, but were considered not retained during the year or years they did not report employment in NDTech.



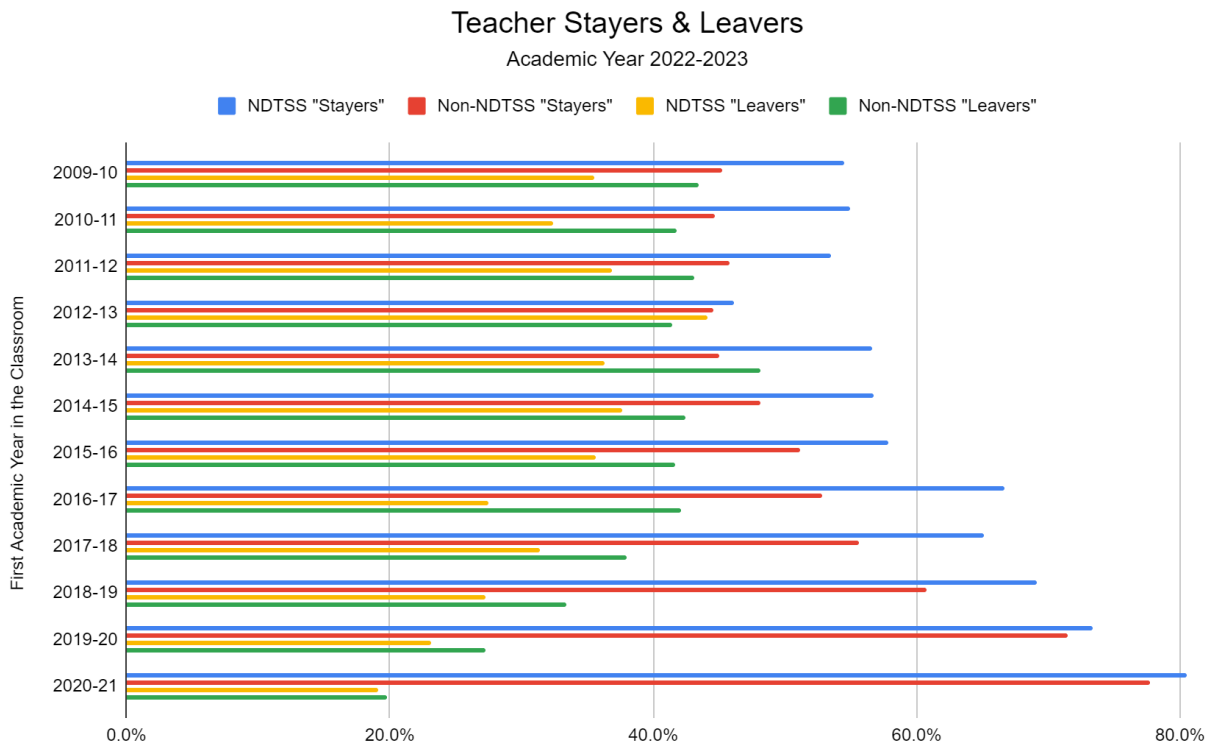
Leavers are defined as educators whose first year of teaching was during or after the 2009-2010 academic year and who are no longer teaching in the 2022-2023 school year. Leavers are considered not retained.

According to the MISO3 and NDTech, the percentage of stayers for individual school years was consistently greater in the NDTSS group of teachers (Figure 5). The percent difference between stayers identified as NDTSS and Non-NDTSS ranges from 13.9% (2016-17) and 1.5% (2012-13) with all differences in favor of NDTSS teachers.

For each year in the study, the percentage of leavers is greater for the Non-NDTSS group with the exception of 2012-2013.

Figure 5

Stayers and Leavers



Additional Data

The NDTSS Mentoring Program conducts an end-of-the-year survey with its stakeholders. The survey compiles rich qualitative and quantitative data about the perceived effectiveness, efficiency, and organization of the program. Questions are directed to various stakeholders including administrators, legislators, mentor teachers, instructional coaches, and new teachers.



In addition to questions based on program impact, the survey asks for the new teachers to share their teaching plans for the following year ([Appendix C](#)). Data show that 98.31% in (2022) and 89.24% (2023) of new teachers in the NDTSS Mentoring Program reported they planned to continue teaching into their second year. Data were not collected from new teachers not in the NDTSS Mentoring Program. Future surveys are planned to include Non-NDTSS teachers if the data is available.

Findings

Drilling down the data allows educational leaders to identify trends and gaps that may imply areas of need for supporting new teachers. While this study emphasizes the quantitative data of teacher retention in North Dakota, it is critical to note the importance of qualitative data as well. Adding qualitative data is a suggestion for future consideration.

Emerging Themes

Themes emerging from this longitudinal retention study are similar to past retention studies conducted by the NDTSS. The current study adds different perspectives and includes variables not analyzed previously. The following themes were identified.

Data Implies Teacher Mentoring through the NDTSS Contributes to Teacher Retention

To gain a more comprehensive perspective of teacher retention in North Dakota, the data were analyzed in various ways. The major finding in this study is that teachers who are in the NDTSS Mentoring Program are consistently retained at a higher rate in comparison to Non-NDTSS teachers. The Figures and Appendices in this study provide a closer look at the raw data collected from NDTSS and Non-NDTSS teachers from 2009-2010 through 2022-2023.

On average, NDTSS teachers have a greater retention rate than Non-NDTSS teachers per year of experience. Percentage differences between NDTSS and Non-NDTSS are presented in [Figure 3](#). The first-year and second-year rates have the most notable drops in retention. NDTSS retention rate dropped by 8.4% from the first to second year of teaching and 7.0% from the second to third year. Non-NDSS retention rates dropped by 13.0% from the first to second years and 8.1% from the second to third year. Teachers who stay into their third year of teaching experience less of a decrease in retention each year. This information provides insight into the importance of targeted teacher support interventions during a teacher's first three years of teaching.

An interesting trend in the average rate of teacher retention per years of experience data ([Figure 2](#)) occurs in the 10-year and beyond retention rate. According to Figure 2, the retention rate for NDTSS begins to increase at that point. Conversely, the Non-NDTSS rate continues to drop. This information could predict that NDTSS teachers stay in the profession longer and than Non-NDTSS especially after 10 years of experience. Further, if the trend continues in future retention studies it could indicate that NDTSS teachers are more likely to stay into the classroom until close to or retirement years.



Outlier

Academic year 2012-2013 appears to be an outlier in all data analysis categories for teacher retention. For cumulative rates of retention, the only year that an inverse of retention occurred is in 2012-2013 with NDTSS teachers dropping 3.9% below the Non-NDTSS rate ([Figure 4](#)). Meaning, NDTSS teachers who began their career in education in 2012-2013 (10th year of teaching in 2022-23) have a higher attrition rate than Non-NDTSS teachers. In every other retention measure analyzed in this variable, NDTSS teachers have a more favorable rate of retention.

In the analysis of stayers, returners, and leavers, a similar trend exists with 2012-2013 teachers ([Figure 5](#); [Appendix B](#)). The average NDTSS stayers drastically dips to 46.1% in 2012-13, with the next lowest percentage of stayers being 53.3% in 2011-12 (7.2% difference). Likewise, in 2012-13 the percentage of NDSS leavers was 2.7% higher than Non-NDTSS. All other years in the study show NDTSS data to have fewer leavers (ranging from a .7% difference in 2020-21 to a 14.6% in 2016-17).

Exploring possible causes for the outlying data is a recommendation for future research.

Pandemic Wonderings

New teachers who began or were novice teachers during the most covid impacted school years may show trends that have yet been observed since the NDTSS Mentoring Program started. The data from 2019-2020 through 2022-2023 show consistency in the total number of new teachers. There was a small decrease in new teachers in the classroom in 2020-2021 compared to the previous year. However, the total falls within a normal range in the series of data.

It is too early to predict how long term retention rates will be affected by the pandemic. With data spanning over a 13 year period, trends occurring in retention after the 2019-2020 school year will be a variable studied more in the upcoming future.

Future Implications

A drastic drop in teacher retention occurs within the first two years a teacher is in the classroom. Educational researchers must explore the impact that initial support of teachers has on keeping teachers in the profession. Specifically, interventions and structures in teacher induction programming should aim for bridging gaps in content from teacher preparation programs to classroom application.

Questions for further exploration are as follows.

- Would two or more years of induction programming slow the curve on teacher retention?
- What information can be gathered by comparing attrition rate by region, population, gender, school, district, and race/ethnicity?
- What gaps can be identified in support for new teachers? When do these gaps occur?



- What meaningful supports can educational leaders and administrators provide to beginning teachers, while encouraging a balance of time and energy spent on professional growth and personal wellness?

The data in the North Dakota Teacher Retention Study show that being part of the NDTSS Mentoring Program has a positive impact on teacher retention. Continuing to encourage teachers to use aspects of the NDTSS mentoring model in their practice may contribute to the long-term advantages of the program. Teachers who are working closely with peers, regularly observing other teachers and being observed by colleagues, and focusing on professional growth using teaching standards may report higher job satisfaction. High job satisfaction is an indicator of teacher retention.

In addition to the instructional support outlined above, shifting the recent teacher narrative toward a more positive lens can prompt educators to reflect on what motivates them to teach. Tate (2022) encourages teachers to intentionally rekindle their passion for teaching by re-evaluating or redefining their purpose. When educators reflect on their purpose, they are reminded of the positive impact they are making on their students, families, and community (Leibel & Jacobson, 2022; Kanold, 2017; Tate, 2022). Recognizing that the work the teacher is doing is valuable and contributing to the greater good boosts teacher satisfaction.

Teacher wellness can also play a vital role in retaining teachers. High levels of stress and teacher burnout can be caused by working long hours particularly as a new teacher, limited time for collaboration with colleagues, teacher isolation, unrealistic expectations, lack of family support, uncertainty in ability to make a positive impact, student behaviors, and illness. Assessing and responding to the needs of educators within and outside the classroom is necessary. Traditionally, teacher needs have focused around classroom resources, professional learning, collaboration time, and compensation. An expansion on these needs would entail an emphasis on the physical, mental, social, and emotional dimensions of wellness (Kanold & Boogren, 2022). Challenges that affect teachers' decisions to stay in the classroom include affordable and reliable childcare, personal health or health of a loved one, feeling of social belonging, and lack of leadership or professional growth opportunities in schools. Focusing on authentic and realistic solutions should be prioritized in school, district, and statewide conversations.

North Dakota Educator Leaders are determinedly seeking strategies to recruit and retain effective teachers and the participation in the NDTSS Mentoring Program has consistently been successful in helping this mission. Continued funding for the expansion of the program and widespread participation of new teachers will be critical for tackling the issues of teacher shortage in North Dakota.



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Appendix A

**North Dakota Cumulative Raw Data for Rate of Teacher Retention
2009-2010 to 2022-2023**

First Academic Year in the Classroom	NDTSS Retention	NDTSS <i>n</i>	Attrition	Non-NDTSS Retention	Non-NDTSS <i>n</i>	Attrition	Retention Difference	<i>n (total)</i>	Total	% of FYTs in NDTSS
2009-10 (13th Yr)	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 (12th Yr)	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%	23.0%
2011-12 (11th yr)	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 (10th yr)	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 (9th yr)	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 (8th yr)	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.2%	51.9%
2015-16 (7th yr)	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 (6th yr)	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	65.0%	46.5%
2017-18 (5th yr)	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 (4th yr)	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 (3rd yr)	76.9%	220 / 286	23.1%	72.7%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 (2nd yr)	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463 / 576	80.2%	51.7%
2021-22 (1st yr)	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	.5 %	602 / 673	89.2%	49.2%
Total	70.8%	2347 / 3317	29.2%	63.6%	2767 / 4348	36.4%	7.2%	5114 / 7665	66.7%	43.3%



Appendix B

Stayers, Returners & Leavers Data for 2022-23 School Year						
	NDTSS "Stayers"	Non-NDTSS "Stayers"	NDTSS "Leavers"	Non-NDTSS "Leavers"	NDTSS "Returners"	Non-NDTSS "Returners"
2009-10	54.5%	45.2%	35.5%	43.5%	10.0%	11.2%
2010-11	55.0%	44.7%	32.4%	41.8%	12.6%	13.5%
2011-12	53.5%	45.8%	36.9%	43.1%	9.6%	11.1%
2012-13	46.1%	44.6%	44.1%	41.4%	9.8%	14.0%
2013-14	56.6%	45.0%	36.3%	48.1%	7.1%	6.9%
2014-15	56.7%	48.1%	37.6%	42.4%	5.6%	9.5%
2015-16	57.8%	51.1%	35.6%	41.7%	6.6%	7.2%
2016-17	66.7%	52.8%	27.5%	42.1%	5.8%	5.1%
2017-18	65.1%	55.6%	31.4%	38.0%	3.5%	6.3%
2018-19	69.1%	60.7%	27.3%	33.4%	3.6%	5.9%
2019-20	73.4%	71.5%	23.1%	27.3%	3.5%	1.1%
2020-21	80.5%	77.7%	19.1%	19.8%	0.3%	2.5%



Appendix C

2023 New Teacher End-of-the-Year Survey Responses What are your plans for next year?

86%	I plan to teach in the same school.	80
3%	I plan to teach in a different school within my district.	3
3%	I do not plan to teach.	3
2%	I plan to teach in a different state.	2
1%	My plans for next year are not decided. I hope to continue to teach in the future, but I will be moving in January, so I might not teach next year.	1
1%	Sub or find a different position	1
1%	either not teach or find another kind of teaching position	1
1%	unsure	1
1%	I plan to long term sub next year for the same district.	1

2022 New Teacher End-of-the-Year Survey Responses What are your plans for next year?

82%	I plan to teach in the same school.	146
7%	I plan to teach in a school in a different district in North Dakota.	13
5%	I plan to teach in a different school within my district.	9
3%	I plan to teach in a different state.	5
1%	I am getting deployed	1
1%	Uncertain	1
1%	I plan to teach at the same school unless a more desirable position opens up in a different building.	1
1%	Undecided--considering returning to my previous career (as an RN)	1

North Dakota Teacher Retention Rate for Schoolyear 2022-2023

13 year average new teachers in ND: 589.6
 13 year percentage of new teachers in NDTSS Mentoring Program: 43.3%
 * New years added to retention study are highlighted in blue

Academic Year	NDTSS	n	Attrition	Non-NDTSS	n	Attrition	Retention Difference	n (total)	Total	% of FYTs in NDTSS
2009-10 (13th Yr)	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 (12th Yr)	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%	23.0%
2011-12 (11th yr)	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 (10th yr)	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 (9th yr)	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 (8th yr)	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.2%	51.9%
2015-16 (7th yr)	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 (6th yr)	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	65.0%	46.5%
2017-18 (5th yr)	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 (4th yr)	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 (3rd yr)	76.9%	220 / 286	23.1%	72.7%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 (2nd yr)	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463/ 576	80.2%	51.7%
2021-22 (1st yr)	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	.5 %	602 / 673	89.2%	49.2%
2022-23 (Current)	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
	70.8%	2347 / 3317	29.20%	63.6%	2767 / 4348	36.40%	7.20%	5114 / 7665	66.70%	43.30%

1-Year North Dakota Teacher Retention Rate (average)

* New years added to retention study are highlighted in blue

	NDTSS	n	Attrition	Non-NDTSS	n	Attrition	Retention Difference	n	Total	% of FYTs in NDTSS
2009-10 to 2010-11	97.3%	107 / 110	2.7%	85.4%	304 / 356	14.6%	11.9%	411 / 466	88.2%	23.6%
2010-11 to 2011-12	91.0%	101 / 111	9.0%	86.0%	319 / 371	14.0%	5.0%	420 / 482	87.1%	23.0%
2011-12 to 2012-13	94.3%	148 / 157	5.7%	92.0%	265 / 288	8.0%	2.3%	413 / 445	92.8%	35.3%
2012-13 to 2013-14	89.1%	228 / 256	10.9%	86.6%	291 / 336	13.4%	2.5%	519 / 592	87.7%	43.2%
2013-14 to 2014-15	93.3%	249 / 267	6.7%	89.5%	348 / 389	10.5%	3.8%	597 / 656	91.0%	40.7%
2014-15 to 2015-16	90.6%	289 / 319	9.4%	84.1%	249 / 296	15.9%	6.5%	538 / 615	87.5%	51.9%
2015-16 to 2016-17	88.8%	269 / 303	11.2%	86.5%	313 / 362	13.5%	2.3%	582 / 665	87.5%	45.6%
2016-17 to 2017-18	94.2%	274 / 291	5.8%	86.3%	289 / 335	13.7%	7.9%	563 / 626	89.9%	46.5%
2017-18 to 2018-19	92.5%	236 / 255	7.5%	87.0%	247 / 284	13.0%	5.5%	483 / 539	89.6%	47.3%
2018-19 to 2019-20	93.4%	311 / 333	6.6%	84.6%	301 / 356	15.4%	8.8%	612 / 689	88.9%	48.3%
2019-20 to 2020-21	91.3%	261 / 286	8.7%	88.2%	313 / 355	11.8%	3.1%	574 / 641	89.5%	44.6%
2020-21 to 2021-22	90.3%	269 / 298	9.7%	85.3%	237 / 278	14.7%	5.0%	506 / 576	87.8%	51.7%
2021-22 to 2022-23	89.7%	297 / 331	10.3%	89.2%	305 / 342	10.8%	0.5%	602 / 673	89.5%	49.2%
2022-23 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
One-Year Rate	91.60%	3039 / 3317	8.40%	87.00%	3781 / 4348	13.00%	4.60%	6830 / 7665	89.10%	43.30%

2-Year North Dakota Teacher Retention Rate (average)

* New years added to retention study are highlighted in blue

	NDTSS	n	Attrition	Non-NDTSS	n	Attrition	Retention Difference	n	Total	% of FYTs in NDTSS
2009-10 to 2011-12	91.8%	101 / 110	8.2%	79.8%	284 / 356	20.2%	12.0%	385 / 466	82.6%	23.6%
2010-11 to 2012-13	86.5%	96 / 111	13.5%	79.2%	294 / 371	20.8%	7.3%	390/ 482	80.9%	23.0%
2011-12 to 2013-14	84.1%	132 / 157	15.9%	85.8%	247 / 288	14.2%	-1.7%	379 / 445	85.2%	35.3%
2012-13 to 2014-15	80.9%	207 / 256	19.1%	81.3%	273 / 336	18.7%	-0.4%	480 / 592	81.1%	43.2%
2013-14 to 2015-16	82.4%	220 / 267	17.6%	76.1%	296 / 389	23.9%	6.3%	516 / 656	78.7%	40.7%
2014-15 to 2016-17	83.4%	266 / 319	16.6%	74.3%	220 / 296	25.7%	9.1%	486 / 615	79.0%	51.9%
2015-16 to 2017-18	83.5%	253 / 303	16.5%	79.3%	287 / 362	20.7%	4.2%	540 / 665	81.2%	45.6%
2016-17 to 2018-19	90.0%	262 / 291	10.0%	76.4%	256 / 335	23.6%	13.6%	518 / 626	82.7%	46.5%
2017-18 to 2019-20	85.9%	219 / 255	14.1%	78.5%	223 / 284	21.5%	7.4%	442 / 539	82.0%	47.3%
2018-19 to 2020-21	86.5%	288 / 333	13.5%	78.1%	278 / 356	21.9%	8.4%	566 / 689	82.1%	48.3%
2019-20 to 2021-22	83.9%	240 / 286	16.1%	79.4%	282 / 355	20.6%	4.5%	522 / 641	81.4%	44.6%
2020-21 to 2022-23	80.9%	241 / 298	19.1%	79.9%	222 / 278	20.1%	1.0%	463 / 576	80.4%	51.7%
2021-22 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Two-Year Rate	84.60%	2525 / 2986	15.40%	78.90%	3162 / 4006	21.10%	5.70%	5687 / 6992	81.30%	42.70%

2024 March Retention Data Overview

3-Year North Dakota Teacher Retention Rate (average)										
* New academic years added to retention study are highlighted in blue										
	NDTSS	<i>n</i>	<i>Attrition</i>	Non-NDTSS	<i>n</i>	<i>Attrition</i>	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2012-13	87.3%	96 / 110	8.2%	74.4%	265 / 356	25.6%	12.9%	361 / 466	77.5%	23.6%
2010-11 to 2013-14	80.2%	89 / 111	19.8%	74.1%	275 / 371	25.9%	6.1%	364 / 482	75.5%	23.0%
2011-12 to 2014-15	77.7%	122 / 157	22.3%	75.7%	218 / 288	24.3%	2.0%	340 / 445	76.4%	35.3%
2012-13 to 2015-16	73.4%	188 / 256	26.6%	76.2%	256 / 336	23.8%	-2.8%	444 / 592	75.0%	43.2%
2013-14 to 2016-17	77.9%	208 / 267	22.1%	69.2%	269 / 389	30.8%	8.7%	477 / 656	72.7%	40.7%
2014-15 to 2017-18	77.4%	247 / 319	22.6%	68.2%	202 / 296	31.8%	9.2%	449 / 615	73.0%	51.9%
2015-16 to 2018-19	78.2%	237 / 303	21.8%	71.5%	259 / 362	28.5%	6.7%	496 / 665	74.6%	45.6%
2016-17 to 2019-20	83.5%	243 / 291	16.5%	71.9%	241 / 335	28.1%	11.6%	484 / 626	77.3%	46.5%
2017-18 to 2020-21	82.7%	211 / 255	17.3%	72.3%	211 / 284	27.7%	10.5%	422 / 539	78.3%	47.3%
2018-19 to 2021-22	78.4%	261 / 333	21.6%	72.8%	259 / 356	27.2%	5.6%	520 / 689	75.5%	48.3%
2019-20 to 2022-23	76.9%	220 / 286	23.1%	72.70%	258 / 355	27.3%	4.2%	478 / 641	74.6%	44.6%
2020-21 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Three-Year Rate	78.9%	2122 / 2688	21.10%	72.8%	2713 / 3728	27.2%	6.1%	4835 / 6416	75.40%	41.90%

4-Year North Dakota Teacher Retention Rate (average)										
* New academic years added to retention study are highlighted in blue										
	NDTSS	<i>n</i>	<i>Attrition</i>	Non-NDTSS	<i>n</i>	<i>Attrition</i>	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2013-14	86.4%	95 / 110	13.6%	71.3%	254 / 356	28.7%	15.1%	349 / 466	74.9%	23.6%
2010-11 to 2014-15	76.6%	85 / 111	23.4%	71.7%	266 / 371	28.3%	4.9%	351 / 482	72.8%	23.0%
2011-12 to 2015-16	75.2%	118 / 157	24.8%	74.0%	213 / 288	26.0%	1.2%	331 / 445	74.4%	35.3%
2012-13 to 2016-17	70.7%	181 / 256	29.3%	72.6%	244 / 336	27.4%	-1.9%	425 / 592	71.8%	43.2%
2013-14 to 2017-18	74.2%	198 / 267	25.8%	64.5%	251 / 389	62.9%	9.7%	449 / 656	64.4%	40.7%
2014-15 to 2018-19	75.2%	240 / 319	24.8%	67.9%	201 / 296	32.1%	7.3%	441 / 615	71.7%	51.9%
2015-16 to 2019-20	71.9%	218 / 303	28.1%	67.7%	245 / 362	32.3%	4.2%	463 / 665	69.6%	45.6%
2016-17 to 2020-21	80.4%	234 / 291	19.6%	66.6%	223 / 335	33.4%	13.8%	457 / 626	73.0%	46.5%
2017-18 to 2021-22	74.9%	191 / 255	25.1%	71.8%	204 / 284	28.2%	3.1%	395 / 539	73.3%	47.3%
2018-19 to 2022-23	72.7%	242 / 333	27.3%	66.3%	236 / 356	33.7%	6.4%	478 / 689	69.4%	48.3%
2019-20 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Four Year Rate	75.00%	1802 / 2402	25.00%	69.30%	2337 / 3373	30.70%	5.70%	4139 / 5775	71.70%	41.60%

5-Year North Dakota Teacher Retention Rate (average)										
* New academic years added to retention study are highlighted in blue										
	NDTSS	<i>n</i>	<i>Attrition</i>	Non-NDTSS	<i>n</i>	<i>Attrition</i>	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2014-15	79.10%	87 / 110	20.90%	68.5%	244 / 356	31.5%	10.6%	331 / 466	71.30%	23.6%
2010-11 to 2015-16	73.0%	81 / 111	27.0%	69.3%	257 / 371	30.7%	3.7%	338 / 482	70.10%	23.0%
2011-12 to 2016-17	70.7%	111 / 157	29.3%	70.1%	202 / 288	29.9%	0.6 %	313 / 445	70.3%	35.3%
2012-13 to 2017-18	65.2%	167 / 256	34.8%	68.5%	230 / 336	31.5%	-3.3%	397 / 592	67.1%	43.2%
2013-14 to 2018-19	72.7%	194 / 267	27.3%	62.2%	242 / 389	37.8%	10.5%	436 / 656	66.5%	40.7%
2014-15 to 2019-20	68.3%	218 / 319	31.7%	64.9%	192 / 296	35.1%	3.4%	410 / 615	66.7%	51.9%
2015-16 to 2020-21	70.0%	212 / 303	30.0%	64.1%	232 / 362	35.9%	5.9%	444 / 665	66.8%	45.6%
2016-17 to 2021-22	75.3%	219 / 291	24.7%	62.1%	208 / 335	37.9%	13.2%	427 / 626	68.2%	46.5%
2017-18 to 2022-23	68.6%	175 / 255	31.4%	62.0%	176 / 284	38.0%	6.6%	351 / 539	65.1%	47.3%
2018-19 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Five-Year Rate	70.80%	1464 / 2069	32.30%	65.70%	1983 / 3017	34.30%	5.1%	3447 / 5086	67.80%	40.70%

6-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2015-16	78.2%	86 / 110	21.80%	65.7%	234 / 356	34.3%	12.5%	320 / 466	68.7%	23.6%
2010-11 to 2016-17	69.4%	77 / 111	30.60%	66.6%	247 / 371	33.4%	2.8%	324 / 482	67.2%	23.0%
2011-12 to 2017-18	69.4%	109 / 157	30.6%	65.5%	189 / 288	34.5%	3.9%	298 / 445	67.0%	35.3%
2012-13 to 2018-19	64.5%	165 / 256	35.5%	65.8%	221 / 336	34.2%	-1.3%	386 / 592	65.2%	43.2%
2013-14 to 2019-20	72.3%	193 / 267	27.7%	59.1%	230 / 389	40.9%	13.2%	423 / 656	64.5%	40.7%
2014-15 to 2020-21	70.2%	224 / 319	29.8%	62.8%	186 / 296	37.2%	7.4%	410 / 615	66.7%	51.9%
2015-16 to 2021-22	66.3%	201 / 303	33.7%	60.8%	220 / 362	39.2%	5.5%	421 / 665	62.5%	45.6%
2016-17 to 2022-23	72.5%	211 / 291	27.5%	57.9%	194 / 335	42.1%	14.6%	405 / 626	64.7%	46.5%
2017-18 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Six Year Rate	69.8%	1266 / 1814	30.20%	63.0%	1721 / 2733	37.00%	6.8%	2987 / 4547	65.7%	39.90%

7-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2016-17	77.3%	85 / 110	22.7%	62.6%	223 / 356	37.4%	14.7%	308 / 466	66.1%	23.6%
2010-11 to 2017-18	69.4%	77 / 111	30.6%	65.0%	241 / 371	35.0%	4.4%	318 / 482	66.0%	23.0%
2011-12 to 2018-19	68.8%	108 / 157	31.2%	64.9%	187 / 288	35.1%	3.9%	295 / 445	66.3%	35.3%
2012-13 to 2019-20	62.1%	159 / 256	37.9%	63.1%	212 / 336	36.9%	-1.0%	371 / 592	62.7%	43.2%
2013-14 to 2020-21	67.8%	181 / 267	32.2%	57.8%	225 / 389	42.2%	10.0%	406 / 656	61.9%	40.7%
2014-15 to 2021-22	65.5%	209 / 319	34.5%	60.5%	179 / 296	39.5%	5.0%	388 / 615	63.1%	51.9%
2015-16 to 2022-23	64.4%	195 / 303	35.6%	58.3%	211 / 362	41.7%	6.1%	406 / 665	61.1%	45.6%
2016-17 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Seven Year Rate	66.6%	1014 / 1523	33.40%	61.6%	1478 / 2398	38.40%	5.0%	2492 / 3921	63.6%	38.80%

8-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2017-18	77.3%	85 / 110	22.7%	62.1%	221 / 356	37.9%	15.2%	306 / 466	65.7%	23.6%
2010-11 to 2018-19	69.4%	77 / 111	30.6%	64.4%	239 / 371	35.6%	5.0%	316 / 482	65.6%	23.0%
2011-12 to 2019-20	68.2%	107 / 157	31.8%	63.2%	182 / 288	36.8%	5.0%	289 / 445	64.9%	35.3%
2012-13 to 2020-21	61.3%	157 / 256	38.7%	62.8%	211 / 336	37.2%	-1.5%	368 / 592	62.2%	43.2%
2013-14 to 2021-22	65.5%	175 / 267	34.5%	56.3%	219 / 389	43.7%	9.2%	394 / 656	60.1%	40.7%
2014-15 to 2022-23	62.4%	199 / 319	37.6%	57.8%	171 / 296	42.2%	4.6%	370 / 615	60.1%	51.9%
2015-16 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Eight Year Rate	65.6%	800 / 1220	34.4	61.1%	1243 / 2036	38.90%	4.5%	2043 / 3256	62.7%	37.50%

9-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2018-19	74.5%	82 / 110	25.5	61.5%	219 / 356	38.5%	13.0%	301 / 466	64.6%	23.6%
2010-11 to 2019-20	67.6%	75 / 111	32.4%	62.8%	233 / 371	37.2%	4.8%	308 / 482	63.9%	23.0%
2011-12 to 2020-21	67.5%	106 / 157	32.5%	61.8%	178 / 288	38.2%	5.7%	284 / 445	63.8%	35.3%
2012-13 to 2021-22	57.0%	146 / 256	43.0%	61.6%	207 / 336	38.4%	-4.6%	353 / 592	59.6%	43.2%
2013-14 to 2022-23	63.7%	170 / 267	36.3%	51.9%	202 / 389	48.1%	11.8%	372 / 656	56.7%	40.7%
2014-15 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD
Nine Year Rate	64.3%	579 / 901	35.70%	59.7%	1039 / 1740	40.30%	4.6%	1618 / 2641	61.3%	34.10%

2024 March Retention Data Overview

10-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2019-20	72.7%	80 / 110	27.3	59.8%	213 / 356	40.2%	12.9%	293 / 466	62.9%	23.6%
2010-11 to 2020-21	70.3%	78 / 111	29.7	62.5%	232 / 371	37.5%	7.8%	310 / 482	64.3%	23.0%
2011-12 to 2021-22	66.9%	105 / 157	33.1%	59.7%	172 / 288	40.3%	7.2%	277 / 445	62.2%	35.3%
2012-13 to 2022-23	55.9%	143 / 256	44.1%	59.8%	201 / 336	40.2%	-3.9%	344 / 592	58.1%	43.2%
2013-14 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	40.7%
10 Year Rate	64.0%	406 / 634	36.00%	60.5%	818 / 1351	39.5	3.50%	1224 / 1985	61.7%	32.00%

11-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2020-21	72.7%	80 / 110	27.3	58.1%	207 / 356	41.9%	14.6%	287 / 466	61.6%	23.6%
2010-11 to 2021-22	68.5%	76 / 111	31.5	60.4%	224 / 371	39.6%	8.1%	300 / 482	62.20%	23.0%
2011-12 to 2022-23	65.6%	103 / 157	34.4%	60.1%	173 / 288	39.9%	5.5%	276 / 445	62.0%	35.3%
2012-13 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	43.2%
11 Year Rate	68.5%	259 / 378	31.50%	59.5%	604 / 1015	40.5	9.0%	863 / 1393	62.0%	27.2

12-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2021-22	69.1%	76 / 110	30.9	56.7%	202 / 356	43.3%	12.4%	278 / 466	59.7%	23.6%
2010-11 to 2022-23	69.4%	77 / 111	30.6%	58.5%	217 / 371	41.5%	10.9%	294 / 482	61.0%	23.0%
2011-12 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	35.3%
12 Year Rate	69.2%	153 / 221	30.8	57.60%	419 / 727	42.40%	11.6%	572 / 948	60.3%	23.30%

13-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Retention Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2022-23	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%
2010-11 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	23.0%
13 Year Rate	67.3%	74 / 110	32.7%	56.5%	201 / 356	43.5%	10.8%	275 / 466	59.0%	23.6%

14-Year North Dakota Teacher Retention Rate (average)

* New academic years added to retention study are highlighted in blue

	NDTSS	<i>n</i>	Attrition	Non-NDTSS	<i>n</i>	Attrition	Difference	<i>n</i>	Total	% of FYTs in NDTSS
2009-10 to 2023-24	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	23.6%
14 Year Rate	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD	TBD