

Fast Facts

Mentoring Retention - March 2017

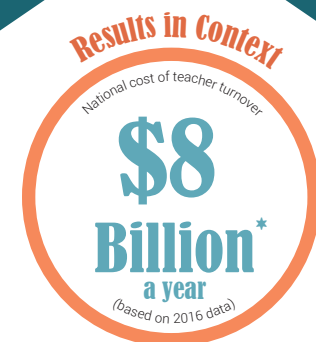
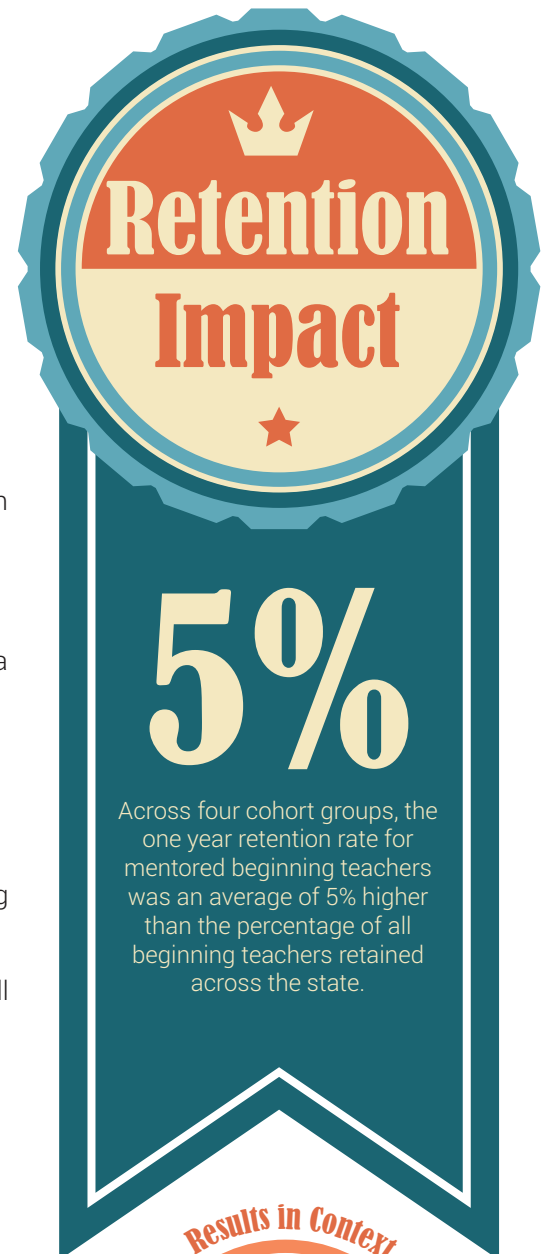
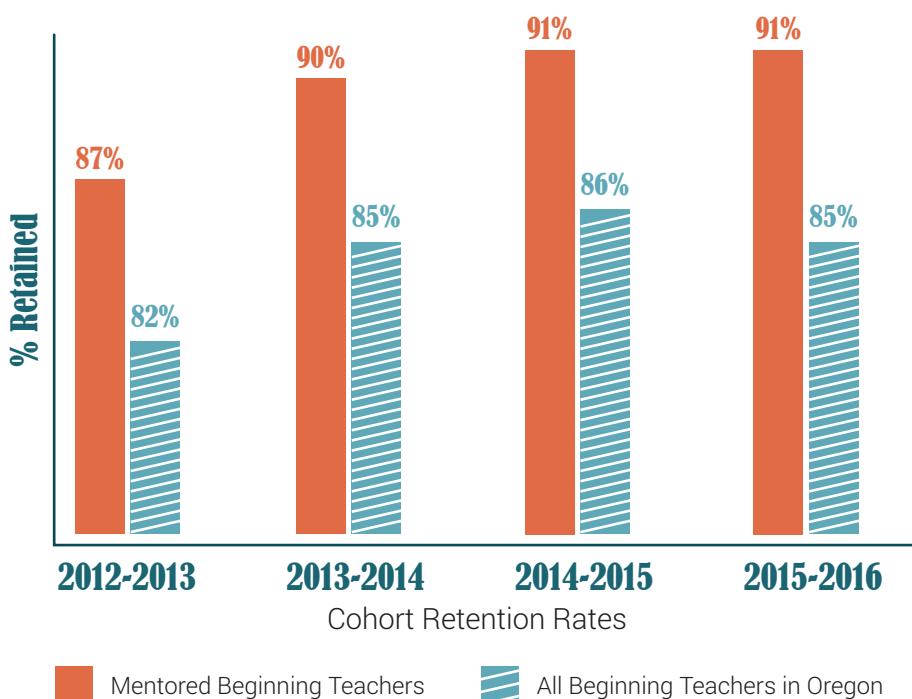
Oregon Mentoring Program (OMP)

Oregon is committed to an educational system that recruits and retains educators of the highest quality in order to provide all children with effective teachers and administrators. One of the supportive programs that the Oregon Department of Education (ODE) funds is grants-in-aid to individual and various consortia of school districts each year to establish and support evidence-based mentoring programs for beginning teachers and beginning administrators in their first two years. One of the goals of the mentoring program is to retain beginning teachers. This Fast Fact shows the results of a retention analysis comparing the retention rates of beginning teachers to statewide beginning teacher retention rates. In this analysis, retention is defined as still teaching in Oregon.

Positive Trends in One Year Retention

The figure below shows one-year retention rates for four cohorts of beginning teachers who were mentored in the ODE mentoring program compared to all beginning teachers in Oregon. The results for all four cohorts show that on average 5% more mentored beginning teachers were retained compared to all beginning teachers in Oregon. These results demonstrate the percentage of mentored beginning teachers retained increased across the four years continuing the trend from the previous two school years (2010-2011, 77%; 2011-2012, 80%).

Percentage of Beginning Teachers Still Teaching One Year Later



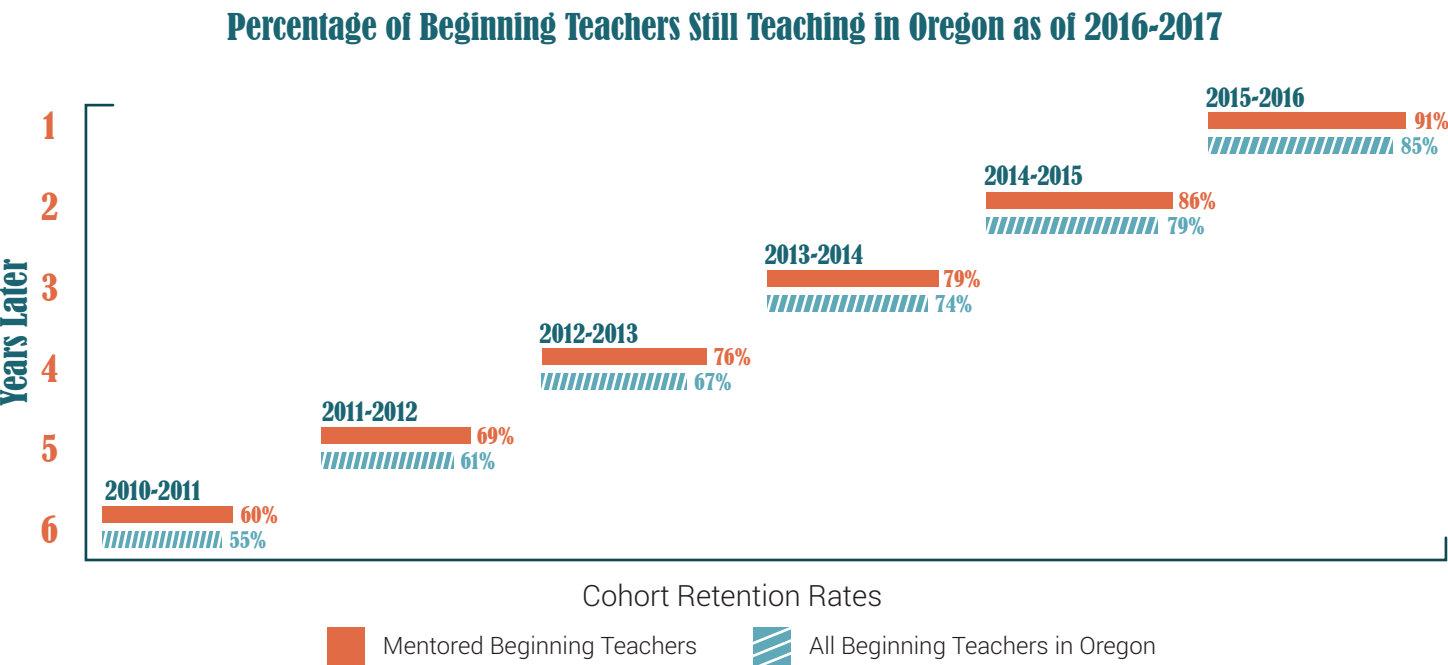
Reference: Learning Policy Institute. (September 2016). A Coming Crisis in Teaching? Teacher Supply, Demand, and Shortages in the U.S.



* Reference: ECONorthwest (May 2010). Estimated costs of teacher turnover in Oregon using two methodologies.

Positive Trends in Long Term Retention

The following graph shows the results of a retention analysis of six cohorts of mentored beginning teachers compared to all beginning teachers in the state of Oregon. The table shows the number and percentage of beginning teachers in each cohort who are still teaching in Oregon in the 2016-17 school year. This figure shows that 91% of the 2015-16 cohort of mentored beginning teachers were retained one year later, which is 6% higher than all beginning teachers retained across the state. The retention results for the other five cohorts show increases of 5-9% each year when compared to all beginning teachers in the state. This advantage for mentored beginning teachers indicates a positive trend that mentoring beginning teachers is increasing their retention.



Keep in mind that the data shown here in “All Beginning Teachers in Oregon” includes the mentored beginning teachers. These categories are not exclusive. Thus, as the retention rate for mentored beginning teachers increases, this positively contributes to the statewide beginning teacher retention rate.



About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including Oregon Department of Education data collections and annual surveys sent to the six groups involved with the school district mentoring programs. If you would like more information, contact us.

Oregon Mentoring Program

TRI - triwou.org/centers/cepe/mentor
Christina Reagle, Ed.D.

reaglec@wou.edu - 503.838.8871

Patrick Aldrich, M.S.

aldrichp@wou.edu - 503.838.9202

ODE Contact: Tanya Frisendahl

tanya.frisendahl@state.or.us - 503.947.5754

ODE is required by law to allocate a portion of funding to evaluate the effectiveness of the mentoring program.

