



FAST FACTS

OREGON MENTORING PROGRAM

June - 2019

OMP Cumulative Retention Results

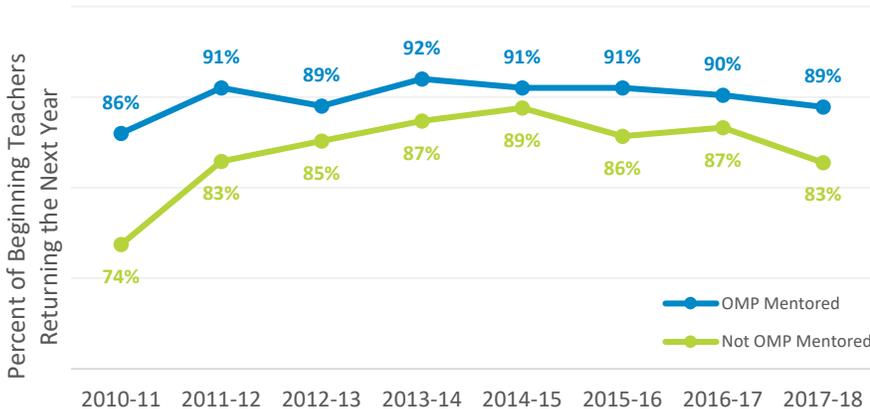
Retention of beginning teachers has long been a concern in education. Ingersoll (2018) found that more than 44% of beginning teachers leave teaching within five years of entry. In another nationwide study, the National Center on Education Statistics (NCES, 2015) followed a cohort of teachers who began in 2007-08 and found that 17% had left the workforce within 5 years (by 2011-12). How does the teacher workforce in Oregon fare?

This update of the Retention Fast Facts presents the impact of the Oregon Department of Education's (ODE) Mentoring Program (OMP) on short- and long-term retention rates of beginning teachers, from the 2010-11 to the 2018-19 school years. The population is all beginning teachers in the state of Oregon, defined as those in their first two years of teaching. The OMP mentored and non-mentored comparison groups each started their jobs in Oregon the same year. Analyses are based on the Staff Position and Staff Assignment Data Collections provided by ODE.

One-year Retention

The figure below presents the one-year retention rates for all eight cohorts of OMP beginning teachers and their non-OMP comparators. On average OMP mentored beginning teachers one-year return rates were 6% higher than non-OMP mentored teachers. This 6% reduction in turnover is the equivalent of an average of \$431,508/year in turnover costs (estimated at \$11,675 per teacher) saved.

OMP mentored beginning teachers consistently return at higher rates than non-mentored teachers.



RETENTION UPDATE

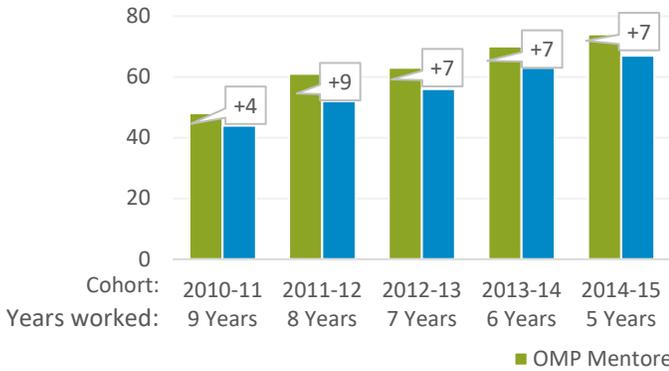


* Reference: Estimated costs of teacher turnover in Oregon are based on two methodologies used by ECONorthwest (May 2010)

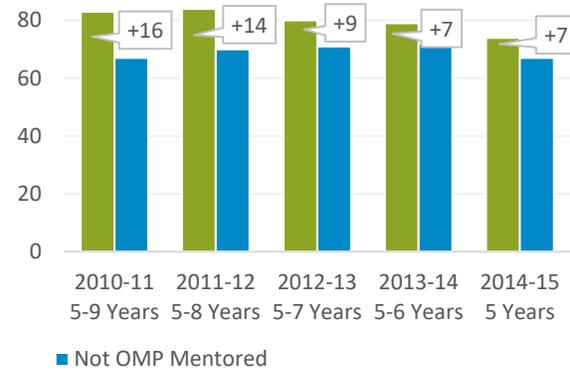
Long-term Retention

As of the 2018-19 school year, the 2010-11 through 2014-15 cohorts have had the opportunity to work 5 years or more. In order to get a complete picture of beginning teacher retention, it is important to look at retention for both beginning teachers with breaks in their tenure and those without. Looking at both groups allows the analysis to take into account breaks in tenure due to economic downturns, mobility, or other factors. The charts below indicate that, in either instance, OMP beginning teachers stay on the job longer or return to teaching more often than non-OMP mentored teachers.

Percent working all years with no breaks

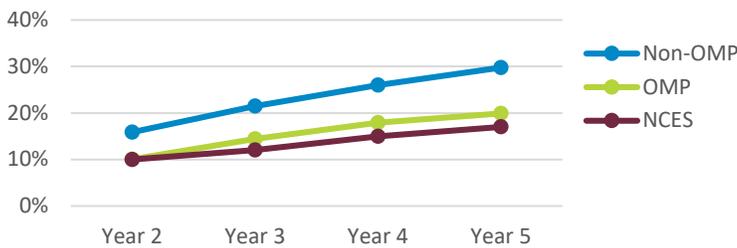


Percent working five or more years with or without breaks



OMP mentored teachers' attrition rates were similar to those found in the NCES nationwide study, but much lower than that of non-mentored teachers in Oregon.

Oregon Teacher Attrition Comparisons to NCES



Resources

[NCES, 2015](#)

[Ingersoll, 2018](#)

About Fast Facts

Mentoring Fast Facts are based on data collected, summarized, and analyzed from various data sources including the 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, please contact us.

Oregon Mentoring Program

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

