

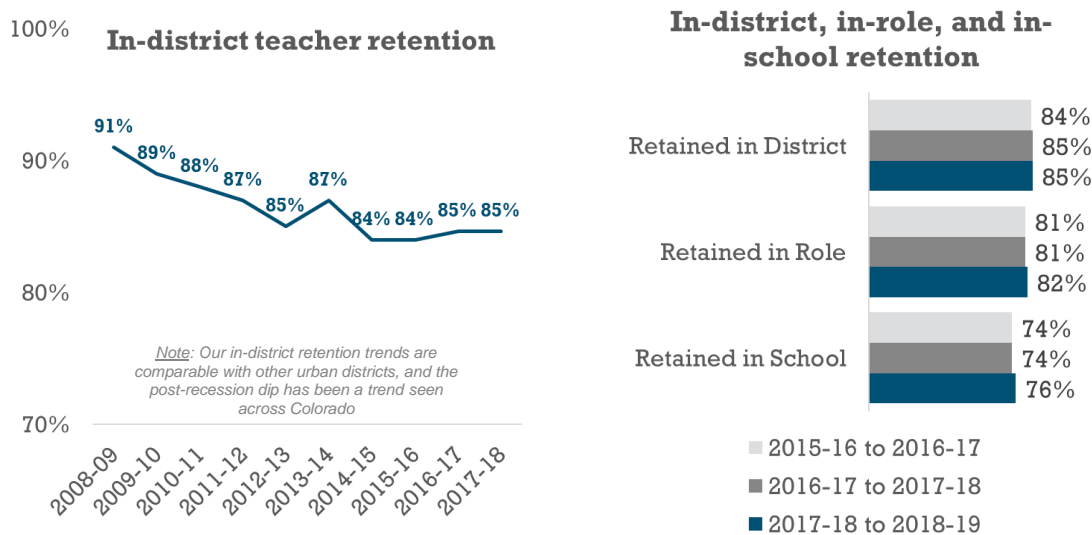
We continue to see positive trends in teacher retention in DPS across a number of factors. The following highlights celebrations as well as opportunities for continued improvement.

Note: Data below has been updated to reflect 2018-19 mid-year resignations.

Overall Trends:

DPS teacher retention has increased over the last three years to **85%**. This is notable given the post-recession retention decreases that were seen in school districts across Colorado.¹

We have also seen increases in the retention of teachers within their roles and their schools this year compared to the previous two years.



Retention by LEAP Rating:

Our top performing teachers—those who receive an Effective or Distinguished rating—are very highly likely to stay at DPS, with an overall retention rate of **90%**.

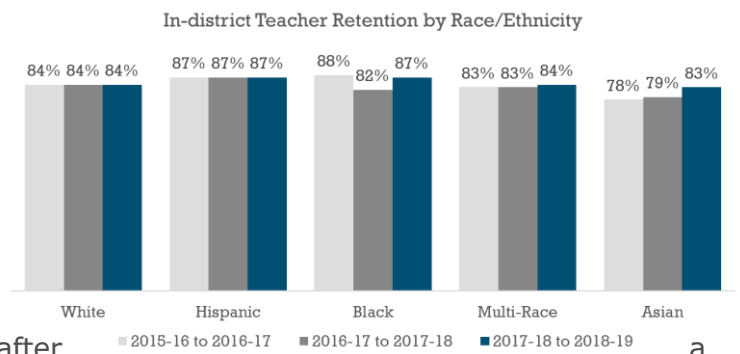
Retention by Race/Ethnicity:

Despite national trends that show the contrary, teachers of color at DPS are more likely to stay within the district compared to white teachers.

86% of teachers of color were retained into the 2018-19 school year. White teachers were retained at 84% for comparison.

We saw a five percentage point increase in the retention of African-American teachers this year after six point drop the previous year.

Despite these numbers, we believe there is work to be done to ensure that new and existing teachers of color stay and thrive in DPS.



¹ Jaclyn Zubrzycki, "[More Colorado teachers left their school districts last year](#)," *Chalkbeat.org*, (May 28 2015)

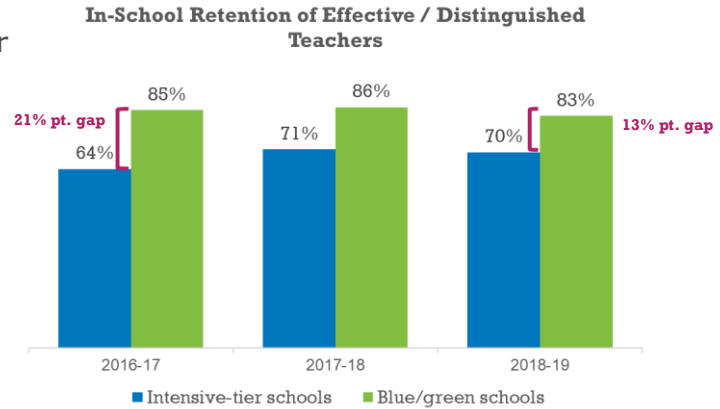
Retention of Novice Teachers:

We are also prioritizing strategies to retain our new-to-career teachers to ensure that we grow and develop them to stay in DPS. District retention of our novice teachers increased from 79% in 2017-18 to **80%** in 2018-19. We would like to see this closer to the overall district average, but we are seeing progress.

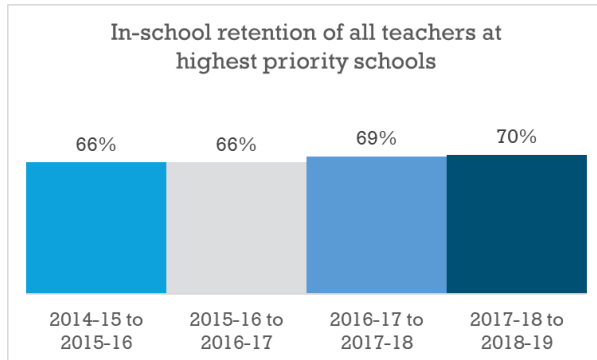
Retention by Tiered Supports:

Retaining teachers in our intensive tier schools at similar rates to our higher performing schools is one of our priorities. We have seen the gap in the retention of Effective and Distinguished teachers continue to narrow to **13 percentage points** this year from 15 last year, but continued focus on this strategy is essential to eliminate the gap by 2021. Our findings show that principal retention and strong school culture plays a critical role in the likelihood of teachers staying year over year.

By 2020, Effective/ Distinguished teachers in "intensive" schools are retained in building at rates similar to Effective and Distinguished teachers in Blue/Green schools.



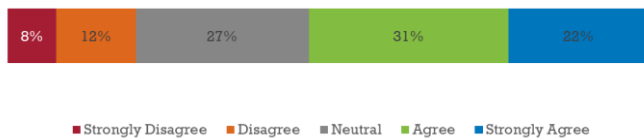
Retention by Highest Priority Incentive Schools



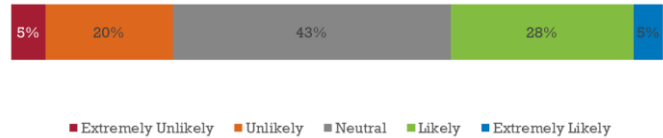
The **Highest Priority Incentive** (HPI) is offered to a subset of schools deemed highest priority as a recruitment and retention tool beginning in 2015. We plan to do further analysis now that we have three years of trend data, but we are excited to see teacher retention has increased in these schools by **4 percentage points** since its inception.

In previous analysis, many teachers viewed the incentive as a form of acknowledgment and recognition from the district for their hard work. We also found that the incentive did have an influence in teachers' decisions to stay in their schools in over half of teachers surveyed.

The Highest Priority Incentive influenced my decision to stay at my school for the 2017-18 school year.



Without the incentive, what is the likelihood you would still be teaching at your school.



Importantly, the HPI also serves as a recruitment tool, as all principals interviewed about the incentive noted that it helped them to set their schools apart and attract top talent.