Rural Teacher Recruitment and Retention in Wisconsin

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Teacher Recruitment and Retention

Schools teachers are most likely to move or leave:

- More students of color
- More low-income students
- Smaller schools (fewer students)
- Rural & urban schools
The Problem in “Rural” Schools

• **1. Lower pay** (Hanushek & Rivkin 2007; Beeson & Strange 2003; Jimerson 2003)

• **2. Isolation** (Greenough & Nelson 2015, Lazarev et. al 2017)

• **3. Stressful working conditions**
  – **Time pressures** (Abel & Sewell 1999)
  – **Multiple roles** (Bergman et. al 2016)
  – **Community “role confusion”** (Huysman 2007)

Rural schools are not homogenous.
Analysis: Rural Schools - Number and Size

Number of Students

<table>
<thead>
<tr>
<th>Year</th>
<th>Avg. Number of Students</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>224.0</td>
</tr>
<tr>
<td>2012</td>
<td>202.0</td>
</tr>
<tr>
<td>2013</td>
<td>218.8</td>
</tr>
<tr>
<td>2014</td>
<td>192.5</td>
</tr>
<tr>
<td>2015</td>
<td>384.5</td>
</tr>
<tr>
<td>2016</td>
<td>536.7</td>
</tr>
<tr>
<td>2017</td>
<td>549.2</td>
</tr>
</tbody>
</table>

Five Year Change (2012-2016)

<table>
<thead>
<tr>
<th>Locale</th>
<th>Five Year Change</th>
</tr>
</thead>
<tbody>
<tr>
<td>Rural: Distant</td>
<td>-2.8%</td>
</tr>
<tr>
<td>Rural: Fringe</td>
<td>-4.7%</td>
</tr>
<tr>
<td>Rural: Remote</td>
<td>-2.3%</td>
</tr>
<tr>
<td>Suburb: Large</td>
<td>2.4%</td>
</tr>
<tr>
<td>Suburb: Mid-sized</td>
<td>0.3%</td>
</tr>
<tr>
<td>Suburb: Small</td>
<td>-2.8%</td>
</tr>
</tbody>
</table>
Analysis: Teacher retention in Wisconsin (mobility between school districts)
Analysis: Working conditions in Rural schools

Salary

<table>
<thead>
<tr>
<th>Year</th>
<th>Salary</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>56,167</td>
</tr>
<tr>
<td>2012</td>
<td>56,167</td>
</tr>
<tr>
<td>2013</td>
<td>56,167</td>
</tr>
<tr>
<td>2014</td>
<td>56,167</td>
</tr>
<tr>
<td>2015</td>
<td>56,167</td>
</tr>
<tr>
<td>2016</td>
<td>56,764</td>
</tr>
<tr>
<td>2017</td>
<td>56,764</td>
</tr>
</tbody>
</table>

Multiple Roles

<table>
<thead>
<tr>
<th>Year</th>
<th>Average Positions Assigned</th>
</tr>
</thead>
<tbody>
<tr>
<td>2011</td>
<td>1.18</td>
</tr>
<tr>
<td>2012</td>
<td>1.18</td>
</tr>
<tr>
<td>2013</td>
<td>1.18</td>
</tr>
<tr>
<td>2014</td>
<td>1.18</td>
</tr>
<tr>
<td>2015</td>
<td>1.18</td>
</tr>
<tr>
<td>2016</td>
<td>1.18</td>
</tr>
<tr>
<td>2017</td>
<td>1.17</td>
</tr>
</tbody>
</table>

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Analysis: Teacher distribution by age

![Graph showing teacher distribution by age]

- **% of Teachers**
- **Age**

![Bar chart showing age distribution by locale]

- **Age Bin /Locale**
- **Percentage**
  - Rural: 14.58, 5.59
  - Suburb: 12.32, 4.56
  - Rural: 31.76, 24.27
  - Suburb: 28.33, 21.12
  - Rural: 30.29
  - Suburb: 24.27

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Why Do Rural Teachers Leave? Stay?

**Leave**
- Job stress (Gordon 1991, Perrachione et. al 2008)

**Stay**
- Environmental support (Ingersoll 2001, Darling-Hammond et. al 2007, Boyd et. al 2011)
- Community support (Verdin & Smith 2013)
Suggested Interventions

- Targeted incentives
- University partnerships
- “Grow Your Own” programs

City moves forward with first affordable teacher housing development
THANK YOU! QUESTIONS?

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CITATIONS


• City and County of San Francisco, Mayor's Office of Housing and Community Development. (2018, April 10). Special Education, schools/article_b790808f-beea-52c9-8e64-9317c5111d0c.html


