

# DATA POINTS

## 28% OF TEACHERS MOVED SCHOOLS

Teacher mobility is on the rise, according to an analysis by ERS. This includes teachers who move schools within districts, change roles but stay in the district, and those who change districts. All turnover has an impact on students, even if educators stay in the workforce. An average of 28% of teachers changed positions or left their school in the 2021-22 school year, compared to 24% prepandemic. High-poverty schools experienced the highest turnover, with 34% of teachers leaving between October 2021 and October 2022. In comparison, schools with the lowest concentration of need lost 21% of teachers. Additionally, about a third of new teachers left their schools in that time period. ERS recommends district leaders support teachers by creating schedules that allow more time for collaboration and reflection. [bit.ly/45PdaFh](https://bit.ly/45PdaFh)

## 7% OF MICHIGAN'S BLACK FUTURE TEACHERS COMPLETE TRAINING

A 2023 study of Michigan college students revealed that prospective teachers of color are far less likely to complete the program than their white counterparts. Michigan has experienced a sharper decline in teacher preparation program enrollment than all but one other state. Though enrollment in teacher preparation programs has recently rebounded, fewer candidates are becoming certified to teach. 23% of Latino and 7% of Black future teachers who take initial education courses make it to the student teaching phase, while 30% of potential white teachers reach that milestone. A significant racial disparity exists between Michigan's teachers and students: 90% of teachers are



white, while 64% of K-12 learners are students of color. To address this disparity, more prospective teachers need to complete teacher preparation programs. A bright spot in the report found that upon graduating, Black teachers are more likely to enter Michigan's public school workforce and stay there for at least five years. [bit.ly/45qP3wW](https://bit.ly/45qP3wW)

## 30 STATES PASS LAWS ON LITERACY INSTRUCTION

An analysis by FutureEd found that 30 states have passed laws on literacy instruction based on research known as the science of reading. The report highlights successes in Tennessee and Mississippi in engaging teachers in professional learning on effective literacy methods and implementing high-quality literacy curricula at scale. Mississippi first trained coaches in the program, who then worked with teachers on implementation. More than 20,000 Mississippi educators have completed the program. In Tennessee, over 99% of teachers passed the course assessments, and 97% agreed the courses prepared them to better support students in phonics-based instruction. Both states sustain the work through improvement networks, identifying mentor districts with demonstrated expertise, and ongoing practices such as professional learning communities, observation and feedback, learning walks, and targeted professional

learning. A survey of Mississippi K-3 teachers found that nine out of 10 agree they've improved their knowledge and skills of researched-based reading instruction and feel supported by their administration and literacy coach. "While initial training on scientifically based reading instruction is important, teachers need ongoing, on-the-job support if they are to make lasting changes to decades of ineffective practice," the report states. [bit.ly/45RKmvM](https://bit.ly/45RKmvM)

## 2/3 OF AMERICANS THINK TEACHERS SHOULD HAVE A SUBSTANTIAL SAY IN WHAT'S TAUGHT

In the 55th annual PDK Poll, 66% of American adults report teachers should have agency in what's taught in public schools, more so than school boards, local residents, or lawmakers. Additionally, 67% of respondents support increasing teacher salaries by raising property taxes. Most Americans believe public school teachers are undervalued (73%), underpaid (66%), and overworked (58%). The public's views have changed regarding alternative school schedules, with 53% supporting four-day school weeks, while in 2003 only 25% expressed support for the shortened academic week. 62% of respondents support longer school days, school years, or both to improve student learning outcomes. [bit.ly/3qUIDIC](https://bit.ly/3qUIDIC)