

Missouri’s Classroom Teacher Experience Series (Part 1): Rising Novices, Growing Veterans, and Shrinking Middle

Executive Summary

This report describes the structural shifts in the workforce of Missouri classroom teachers between 2015 and 2024. While the overall count of classroom teachers has remained relatively stable in this timeframe, the composition has changed dramatically. This is especially true in the years since the COVID-19 Pandemic. Specifically, this report finds:

1. **The share of novice teachers (1-2 years of experience) has increased, especially since 2021**, reflecting intensified recruitment and replacement of exiting teachers, but this does not yield improved, long-term retention. Teachers with 3-5 years of experience have remained relatively flat, indicating that while there is an increasing number of new and novice teachers entering the profession, few of these new teachers are progressing into more stable roles or periods when they are more effective.
2. **Teachers with 7-15 years of experience has shrunk.** Missouri’s educator workforce is seeing a sharp decline in the share of teachers who are likely to be the most effective and essential for mentoring, instructional leadership, and supporting implementation of new initiatives and policies.
3. **Missouri is nearing a “retirement cliff”, with a growing share of classroom teachers with 21 or more years of experience.** Teachers with 21 or more years of experience are now the most common, creating a scenario where the state’s pipeline will be unable to absorb any significant exodus of teachers at the “25 and out” level.

Without stronger retention strategies for novice teachers and those reaching mid-career, Missouri will struggle to maintain any degree of stability or build and implement a strategy for long-term school improvement based on new instructional expectations.

1. Introduction

Missouri’s educator workforce is increasingly exhibiting an “hourglass” distribution, characterized by an increase in the percentage of teachers in the first three years of their careers, a “narrow center” influenced by a hollowing out of mid-career teachers (those in years 7 through 15), and growth in teachers with 21 or more years of experience. These changes carry significant implications for academic improvement, school capacity, and policy implementation.

Missouri’s Hourglass shift is due to a growing new and novice base, a shrinking middle of teachers with 7-15 years of experience, and an increase in teacher with 20+ years of experience

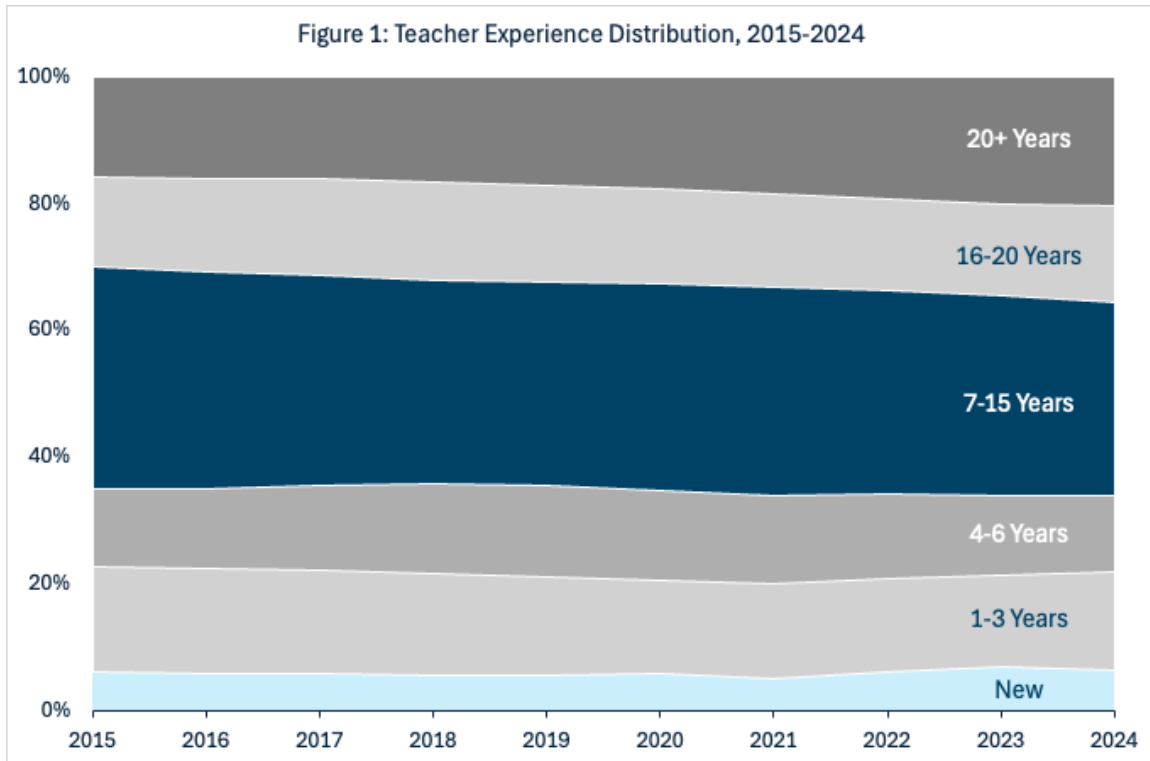
1.1 Why teacher experience matters

Teachers improve meaningfully in the early years of their careers, often showing significant gains in effectiveness from their first year into their fifth. Research consistently finds that teaching experience is one of the strongest predictors of instructional effectiveness and quality, with that effectiveness accumulating across a teacher's career. Much of the observed improvement in educator practices that yield improved student learning occurs early in teachers' careers, often taking place in the first three to five years in the classroom as teachers improve their classroom management skills, refine lesson execution, and improve their ability to identify and implement differentiated instruction more effectively (Atteberry, Loeb & Wyckoff, 2015; Kini & Podolsky, 2016; Rice, 2010; Rockoff, 2004).

While the largest gains in effectiveness take place early in a teacher's career, it does not plateau. Rather, mid-career teachers often experience steady, more gradual growth that extends into an educator's second decade in the classroom (Papay & Kraft, 2015; Koedel, Mihaly & Rockoff, 2015, Podolsky & Darling-Hammond, 2025). Mid-career teachers accumulate knowledge of curricula, internalize evidence-based instructional practices, and become increasingly adept at implementing data-informed instruction. Importantly, more experienced teachers often support colleagues through formal and informal mentoring, establish consistent, schoolwide instructional norms, contribute to grade and/or content coherence, and strengthen a school's overall professional climate. Exposure to more experienced colleagues improves teaching practices, stabilizes instruction through collaboration, decreases turnover, and increases student achievement (Jackson & Bruegmann, 2009; Johnson, Kraft & Papay, 2012; Ronfeldt, Loeb & Wyckoff, 2013).

All told, the distribution of teacher experience across schools matters almost as much as the average level of experience. As the concentration of inexperienced teachers increases, schools and states experience greater levels of instructional instability, greater demands for coaching and mentoring, and weaker capacity to implement multi-year reforms. Simultaneously, a decline in mid-career teachers loses internal leadership, mentoring, and instructional memory needed to support beginning teachers and implement necessary changes to improve student outcomes.

This body of research is particularly prescient for Missouri, as the state's distribution of educator experience becomes increasingly compressed by increases in new/novice teachers, decreases mid-career teachers, and a simultaneous rise in late-career teachers, as shown in Figure 1.



These trends create real risks for the state. In particular, the ability to implement and sustain large-scale policy reforms (e.g., SB 681) is heavily dependent on consistent, high-quality instruction and sustained implementation of evidence-based practices across multiple years. Additionally, mid-career teachers are essential in supporting early-career teachers in adopting and implementing new strategies. Lastly, an aging educator workforce increases pressure on retaining early career teachers beyond their first few years and keep mid-career teachers who can offset retirements and exits while supporting change implementation.

1.2 Missouri’s Experience Landscape

Understanding the contours of the state’s educator experience distribution is essential for designing effective supports, strengthening school capacity, and ensuring improved outcomes for the state’s students.

2. Data and Methods

2.1 Data Sources

This report uses DESE’s educator experience data from 2015 through 2024. This includes years of experience, school and district assignment, courses taught, and certifications held, along with educators’ race and gender. Data are limited to only those teachers in classrooms, thus excluding those in specialized roles (counselors, special education teachers, etc.) and administrative roles (principals, superintendents, etc.) unless a teacher in such role also holds a classroom role. It also

includes school characteristics from DESE such as school enrollment, percent FRL-eligible, student race/ethnicity, and Supervisory Region. It also includes locality characteristics (rural, town, suburb, or city) as defined by the National Center for Education Statistics.

2.2 Key Variables

The key variables for this report include teachers overall experience in public schools which establishes experience categories accepted in education research, educator certification types, and grades and course(s) taught. The latter are categorized into broad subject categories (Elementary, math, English language arts, science, and social studies), which support sensitivity analyses to describe the distribution and any nuances in workforce changes by subject and grade-level taught.

2.3 Analytical Approach

The reported results are strictly descriptive in nature, showing the changes in experience level over time. Analyses include cross-sectional looks at trends and how these evolutions may affect policy implementation meant to impact student learning. These observations are broken out by school and teacher characteristics, as well as locality providing additional context on the changing landscape of teacher experience in Missouri.

To more directly describe the changes in teacher experience occurring across the state, teacher certification and subject(s) taught are aggregated to avoid risks of directly identifying individual educators.

3. Findings: Statewide Trends in Teacher Experience

3.1 Overall Shifts (2015–2024)

The total number of educators in Missouri has remained largely unchanged over the past decade, though the composition has changed to accommodate student and school needs (e.g., increased numbers of educator coaches, interventionists, etc.). For these analyses, teacher experience is

Missouri is recruiting a similar number of teachers into the profession, but has a decade low retention rate of 76 percent of teachers remaining into their second year of teaching

determined based on years of experience in public education, not just in Missouri. Table 1 shows that Missouri’s educator workforce has remained relatively stable, employing between 52,000 and 54,000 classroom educators per year since 2015. However, this stability in the number of educators in the classroom masks the nuance.

Average years of experience among classroom teachers has risen slightly from 12.4 years in 2015 to 13.2 year 1 in 2024. While this is not a signal of broad workforce health, it does show two diverging trends. Missouri is seeing an increased reliance on new and novice teachers and sharp increase in late-career teachers who are reaching

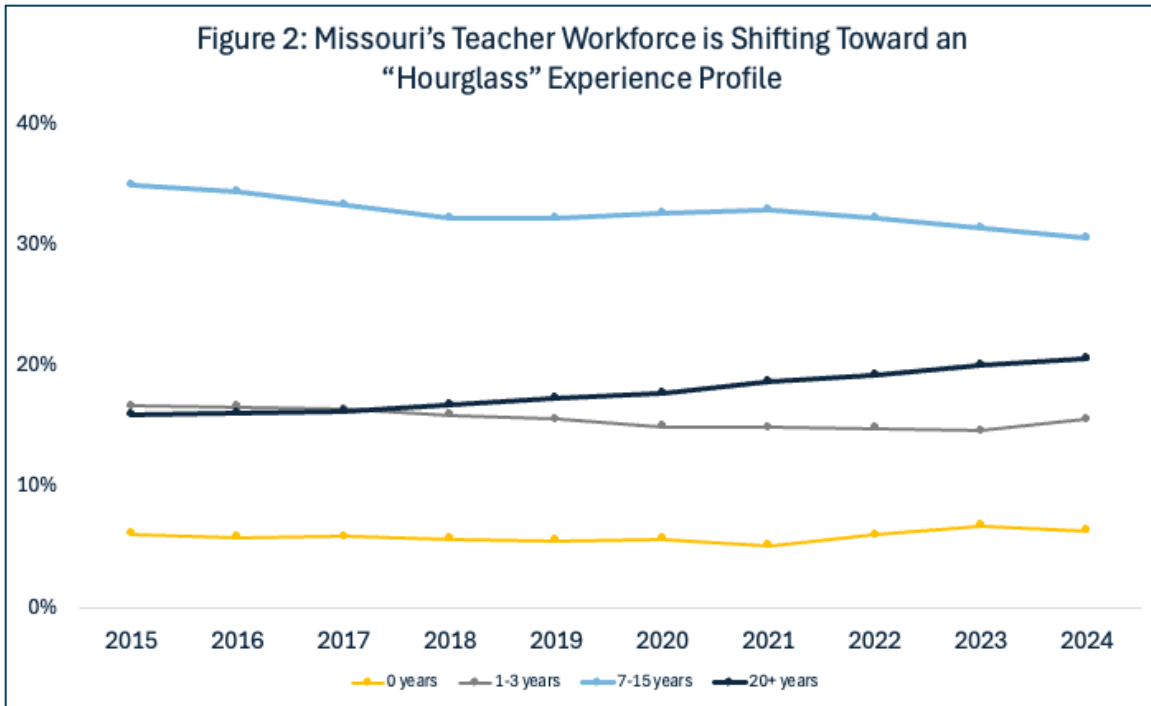
20 or more years of experience, effectively delaying retirement. During this same period, the composition of teachers with 7-15 years of experience is steadily eroding, dropping from 36 percent in 2015 to 31 percent in 2024.

Year	Avg. Years Experience	Spread of Experience	# Classroom Teachers
2015	12.4	8.7	52,335
2016	12.5	8.7	53,556
2017	12.5	8.6	53,924
2018	12.6	8.7	54,104
2019	12.7	8.7	54,352
2020	12.8	8.7	53,692
2021	12.9	8.7	52,989
2022	12.9	8.8	54,166
2023	13.0	8.9	53,411
2024	13.1	9.0	53,402
Total	12.7	8.7	535,931

3.2 Recruitment vs. Retention

Missouri’s recruitment efforts have remained active, but the state faces a retention crisis rather than a simple hiring shortage.

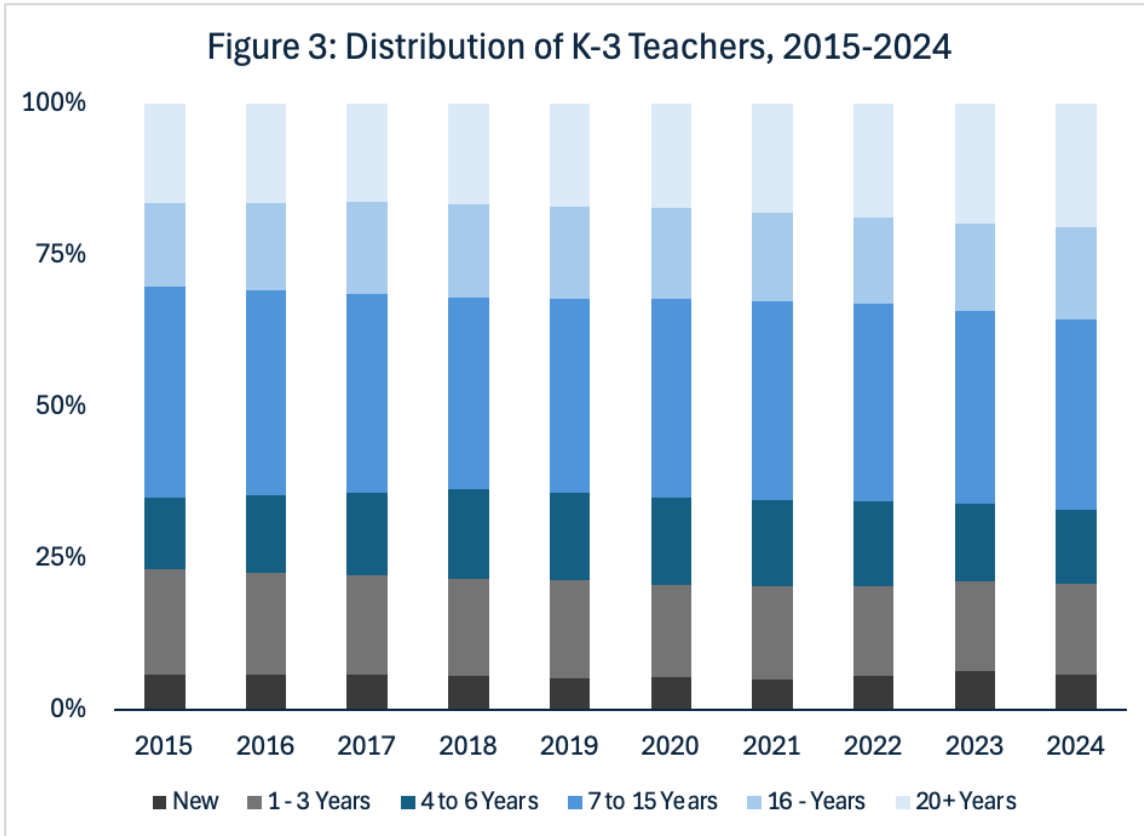
- **Recruitment stability:** The share of new educators has remained relatively flat, signaling that the pipeline is producing a consistent quantity of teachers
- **Retention struggles:** While recruitment is stable, long-term retention is not. First-year retention has reached a decade-low of 76 percent and a decline of educators with 1 to 3 years of experience since the pandemic suggests a struggle to progress new teachers into stable, effective mid-career roles.
- **Increased reliance on highly experienced teachers:** Over the past decade, Missouri’s classrooms have been increasingly staffed by teachers entering their third decade in the classroom. On its face, this is not necessarily a problem. These teachers have a wealth of experience and knowledge they can share with younger teachers. The share of highly experienced teachers has increased from 16 percent in 2015 to 21 percent of the total in 2024.



3.3 Localized vulnerabilities and Grade-Level Realities

The decline in mid-career talent, increase in highly experienced teachers, and the stability of teachers in their first year is a statewide structural shift.

- The K-3 Paradox:** On the surface, the assignment of teachers to early grade appears stable, with schools maintaining consistent shares of new or novice teachers. This shows that schools are not assigning their least experienced teachers to untested grades at any higher rate than previously. However, these grades are seeing a higher rate of highly experienced educators and shrinking share of mid-career teachers.



- Geographic Volatility:** While the shift is statewide, suburban districts face the most pronounced risk based on their reliance on highly experienced teachers. Across all four localities, we see similar shares of new teachers entering classrooms. City districts have been the most reliant on new teachers, with 1 in 10 teachers having never taught before entering the classroom. All four localities have seen a decrease in their share of teachers with 7 to 15 years of experience. But the most telling findings sit in suburban districts, which have seen most pronounced increase in teachers with 20 or more years of experience (nearly 8 percentage points).

Figure 4: Decline in Mid-Career (7 - 15 Years) Teachers by Locality, 2015-2024

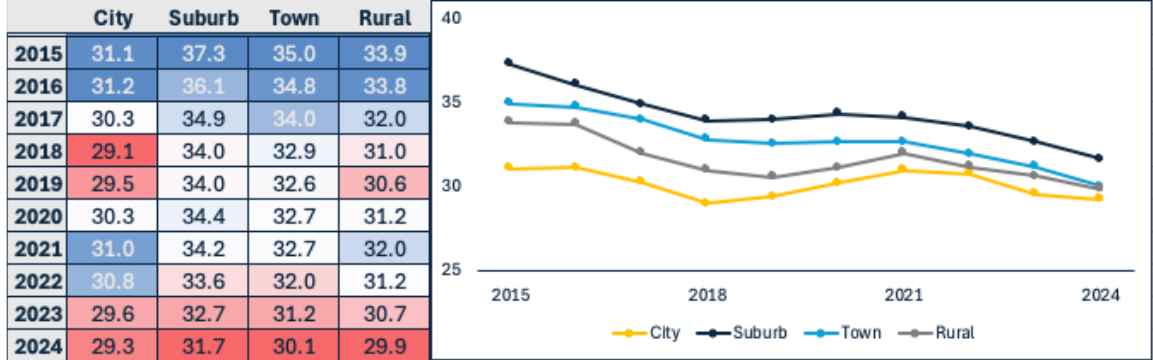


Figure 5: Increase in Late Career (20+Years) Teachers by Locality, 2015-2024

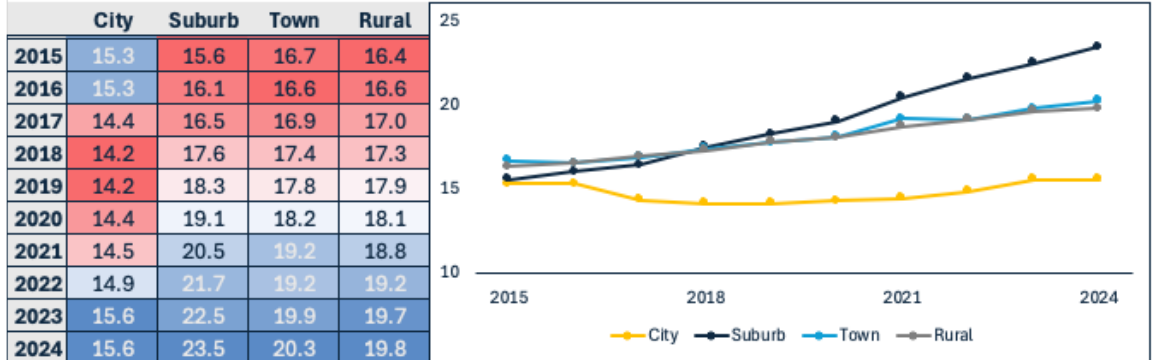
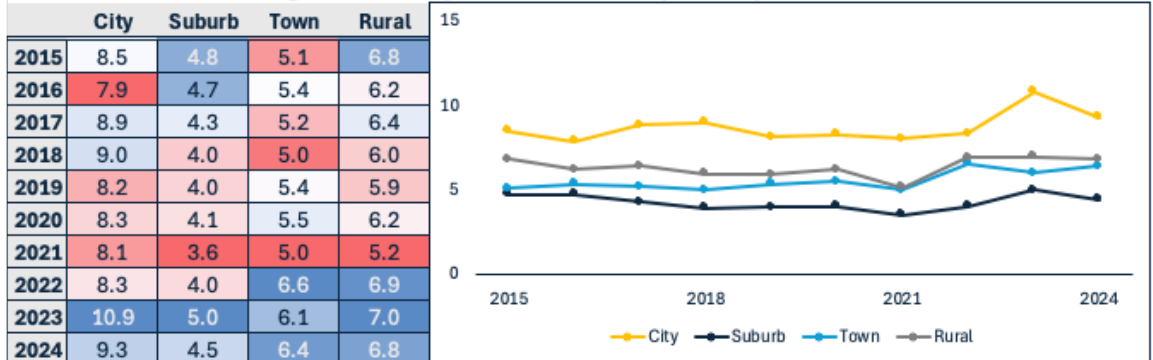


Figure 6: Stability in New Teachers by Locality, 2015-2024



The evolution in the state’s suburban districts poses a unique risk to the state’s educator workforce. Suburban systems have historically maintained stable, experienced classroom teachers, and employ 40 percent of the state’s classroom teachers. As mid-career teachers decline statewide and late career teachers comprise a larger share statewide, suburban districts may face increased vulnerability to a retirement cliff. Without a sufficient pool of mid-career teachers from which to draw, suburban districts will be forced to hire more novice teachers, intensifying competition for new graduates, further tightening the labor market for rural, town, and urban

districts. The statewide shrinking of the mid-career workforce therefore represents not just an internal staffing challenge, but a structural disruption to Missouri’s teacher labor market. Without targeted retention efforts, particularly within the first decade of teaching, Missouri risks compounding shortages and diminishing instructional stability across all districts.

4. Retaining Experience

Missouri’s evolving workforce is not the result of shifting hiring quota or geographic reassignments. Instead, it is driven by a fundamental shift in retention patterns across three distinct experience groups.

4.1 Early-Career Instability

While recruitment of new teachers remains stable, with Missouri bringing 3,100 to 3,400 new teachers into the classroom annually, keeping these teachers presents a different issue.

Only 1 in 3 teachers are projected to reach their twentieth year of teaching

- **Steepest Declines:** First retention has fallen from its historical norm. Typically, Missouri was able to keep 84 percent of new teachers in the classroom. However, following the 2020-21 school year, first year retention fell to 76 percent.
- **Compounding Loss:** Parallel declines in retention for teachers in years 2 and 3 mean that 1 in 4 new teachers now leave after their first year, significantly reducing the number of educators who progress into the mid-career segment. Taken with the recruitment findings, these declining retention rates among new teachers signals that Missouri is replacing new teachers with new teachers.

4.2 Mid-Career Erosion

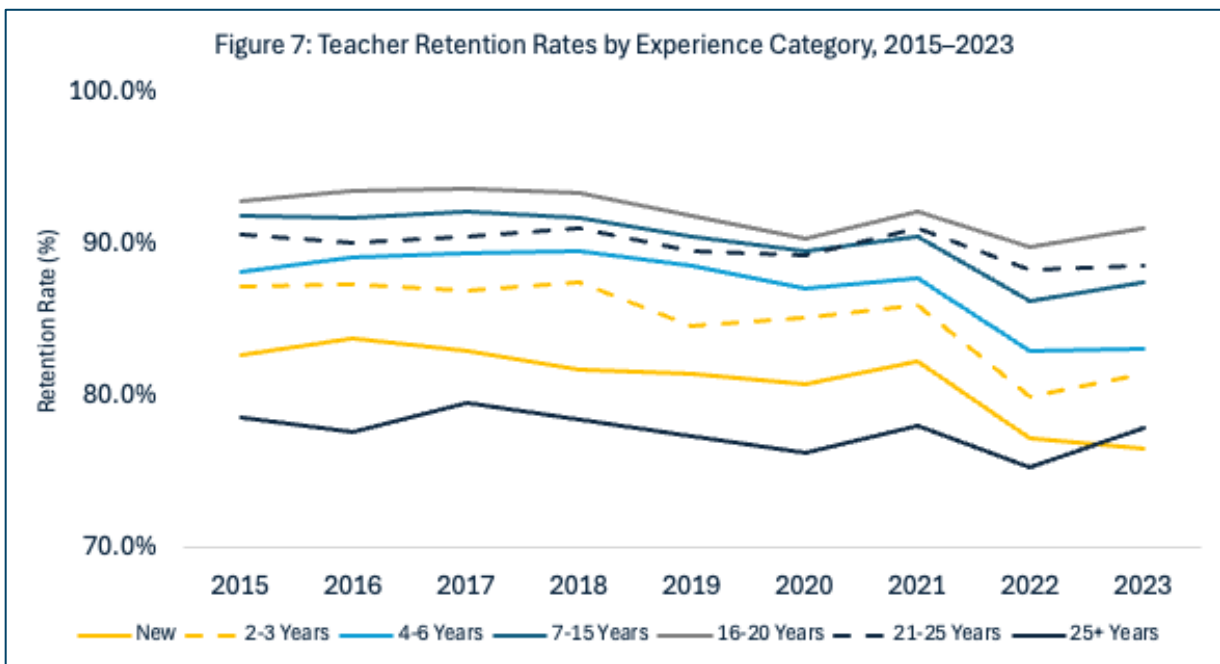
The loss of mid-career teachers brings important implications for the workforce overall and student outcomes.

- **Stability Shift:** Historically, teachers with 4 to 15 years of experience maintained retention rates in the 80s to low 90s. Post-pandemic, these rates have fallen by several percentage points.
- **Systemic Ripple Effects:** Those less pronounced than novice attrition, losing mid-career teachers has wider consequences by reducing the number of mentors needed to support the steady churn of new teachers entering the classroom. This also diminishes a school’s capacity to implement long-term policy changes reliably.

4.3 Late-Career Volatility

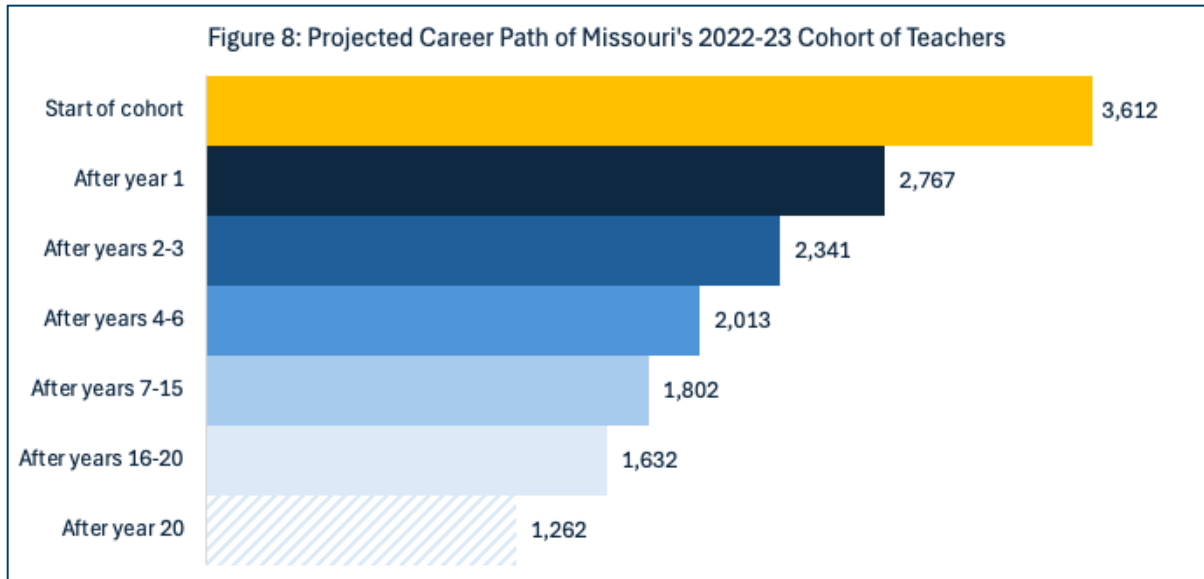
Missouri has an increased dependence on late-career teachers, yet this group introduces interesting findings around retention that signal this is far from a permanent solution.

- **Delayed Retirement:** In recent years the proportion of teachers with 25 or more years of experience has risen to 1 in 10 classroom teachers.
- **Emerging Uncertainty:** Teachers with 20 or more years of experience have historically exhibited high retention rates, often exceeding 90 percent. But, these rates have fallen recently, often driven by teachers in the 21 to 25 years of experience range.
- **Retirement Cliff:** This concentration of retirement-eligible teachers is particularly prominent in suburban districts. These educators showed a noticeable decline, particularly since the pandemic. While this group is clearly vital for staffing, it has become a fragile segment of the workforce that will be increasingly difficult to rely on for long-term stability.



4.4 What happens to a real cohort?

If the 2022-23 entering cohort experiences the same retention rates as recent years, how many of these educators could we reasonably expect to remain in the classroom?



This cohort saw a noticeable uptick in the number of new teachers compared to the two post-COVID years (2021 = 2,703 and 2022 = 3,250), with 3,612 teachers entering the classroom for the first time. This group saw a first-year retention rate of 76.6 percent, with 2,767 educators returning for their second year. If the observed retention rates for more experienced cohorts during the 2022-23 school years hold, we would anticipate this cohort shrinking further to around 2,341 remaining after year 3, and just over 2,000 remaining after year 6. Once this cohort enters the mid-career point (years 7-15), only 1,803 members of the original cohort would still be in a Missouri classroom, and fewer than half remaining after their twentieth year.

This means that nearly 2,350 classroom teachers from this single cohort (65 percent) will leave before reaching the “25 and out” level. Roughly half of the cohort would be gone before reaching mid-career, and only one in three completing a full career in a Missouri classroom.

5. Discussion and Implications

Missouri’s educator workforce has experienced notable shifts in educators’ experience over the past decade. The clearest changes are emerging within the pipeline itself. The analyses in this report show that while the overall number of classroom educators has remained relatively stable, retention patterns have altered the workforce composition. Missouri is now contending with both heightened instability among early-career teachers and a rapidly growing cohort of late-career educators. This is paired with a shrinking mid-career center that historically anchors instructional quality, school stability, and professional culture.

5.1 Interpreting the Patterns

Three interconnected dynamics explain Missouri’s shifting experience landscape. First, early-career instability has intensified, a finding that is by no means new for the state. A growing share of

teachers exits the classroom within their first three years, and first-year retention has reached its lowest point in a decade. This means Missouri is consistently replacing teachers in the years when they would otherwise be experiencing the largest gains in instructional effectiveness. Early career attrition has long been a challenge for Missouri, but the declines observed in the past few years represent a meaningful shift in the stability of the pipeline.

Second, mid-career teachers (7-15 years of experience) have declined steadily, both in number and as a share of the workforce. These educators play a critical role in mentoring novice teachers, leading grade-level and content-area teams, stabilizing instructional practice, and supporting implementation of new policies from district- and state-level leaders. This hollowing out of the core of the educator workforce is taking place across all localities in the state, with declines most acute in suburban and town districts. These districts have historically relied on strong mid-career representation to maintain instructional continuity. As this segment contracts, the state loses the group most reliable for translating professional development, policy changes, and curricular reforms into sustained instructional practice.

Third, Missouri has seen significant growth in the share of educators with 20 or more years of experience. Many late-career teachers appear to have delayed retirement during the 2020-21 school year, consistent with national trends. As a result, schools have a larger proportion of highly experienced educators than in years prior. While this has bolstered stability in the short term, it also indicates a growing cohort of retirement-eligible teachers. Retention rates among this group have begun to fall below pre-pandemic levels, suggesting that delayed retirements may now be coming to fruition and may do so across a compressed window. Because later-career teachers are increasingly concentrated in suburban districts, the resulting retirements are likely to cluster geographically and have spillover effects into neighboring districts, as these districts will have to fill vacancies from a smaller pool of new, novice, and mid-career educators.

Together these patterns of early-career attrition, mid-career erosion, and late-career growth explain Missouri's shifting experience distribution and set the stage for increased staffing pressures in the years ahead.

5.2 Why this matters

What has changed with the educator workforce carries substantial consequences for instructional quality, school stability, and statewide policy efforts.

Early career attrition produces both instructional and financial burdens for districts. When nearly one in four new teachers leave after their first year, schools face significant costs. National estimates place the cost of recruiting, hiring, and onboarding new teachers between \$11,860 and \$24,930 per teacher (Bartlebaugh et al., 2024). For a district hiring 4 new teachers, this represents an annual "attrition tax" of over \$100,000. These are justifiable as a one-time cost, particularly if the new teacher stabilizes the existing staffing needs and becomes part of the long-term staff.

However, a revolving door of early-career churn erodes school culture, undermines instructional coherence, and reduces the likelihood new teachers reach their peak effectiveness. It also requires altered budgets to devote more resources to bringing on new teachers and places a greater burden on the remaining mid-career teachers to mentor and support new teachers.

Mid-career erosion threatens the segment of the workforce that carries the most instructional weight. Teachers with 7-15 years of experience contribute to school-level instructional leadership, mentoring, and implementation of district and state priorities. As this group shrinks, especially in suburban and town districts, the demand for mid-career educators will increase. But Missouri's supply of newly certified teachers has remained relatively flat despite increased enrollment in Educator Preparation Programs (Katnik, 2024). Suburban districts are often able to offer higher salaries and more competitive working conditions (Anglum et al., 2022). These districts can use this carrot to increasingly draw mid-career educators from neighboring rural, town, and city districts, further tightening the statewide labor market and constraining the hiring pool for out-state communities.

Late-career concentration heightens the risk of a retirement cliff. Missouri now has a larger cohort of educators with 20 or more years of experience than at any point in the past decade. While this group has provided stability in the short-term, decreased retention among late-career educators suggests that deferred retirements may now—or even are—materialize. Even a modest increase in retirements could elevate vacancy rates and intensify competition among districts. This competition will disproportionately affect schools already facing challenges recruiting early- and mid-career educators. Because late-career teachers are concentrated in suburban districts, retirements may be geographically clustered, creating staffing pressures in the state's largest and often academically strongest systems.

Together, these implications underscore the central takeaway of this report: Missouri's educator workforce woes hinge on a retention crisis affecting every stage of the educator pipeline that will have immediate and long-term effects on recruitment. Strengthening early- and mid-career retention will be essential for stabilizing the workforce, supporting instructional improvement, and preparing for predictable retirement-driven staffing challenges in the coming years.

6. Conclusions and Recommendations

The patterns identified in this report suggest that Missouri's educator workforce is undergoing a structural shift rather than a temporary fluctuation. The state is experiencing higher rates of early-career attrition than in prior years, a contracting mid-career core, and an increasingly late-career-heavy workforce. All combine to contribute to a narrowing center and an emerging hourglass distribution. These changes matter because they shape the instructional stability of schools, capacity for statewide improvement initiatives to take root in local settings, and the long-term sustainability of the educator pipeline.

Missouri’s experience is not entirely unique to national trends, as other states are facing similar challenges. This provides opportunities for the state to learn from other approaches aimed at reducing early-career turnover, strengthening mid-career retention, and stabilizing broader educator labor markets. While Missouri needs solutions tailored to the Show-Me State, the national landscape offers several evidence-informed strategies worth examining.

6.1 Strengthening early-career support and induction

Many states have invested in structured induction and mentoring systems to reduce increased rates of first-year attrition.

- **Tennessee and North Carolina:** multi-year mentoring models tied to instructional coaching and evidence-based teaching rubrics.
- **Colorado:** funding for district-level teacher residency partnerships that integrate clinical preparation with early-career mentoring.
- **New Jersey:** statewide requirements for induction plans aligned with Professional Learning Communities.

Early results from these programs show reduced turnover among novice teachers and improved teacher effectiveness in early years. This suggests that investments in structured mentoring and induction can reduce the “revolving door” problem Missouri is currently facing.

6.2 Improving compensation and career pathways

Because early- and mid-career teachers often cite compensation, workload and lack of advancement opportunities as reasons for leaving, several states have implemented policies to make teaching more financially and professionally sustainable. Missouri has undertaken initiatives to tackle these issues in recent years through increased starting salary mandates and investments in the Career Ladder Program, these can be coupled with similar programs in other states.

- **Texas and Florida:** targeted salary adjustments for early-career teachers and increases to minimum salary schedules.
- **New Mexico:** across-the-board teacher pay increases that especially benefit teachers in early and mid-career ranges.
- **North Carolina and Louisiana:** multi-level advanced teaching roles (e.g., “lead teachers” and “multi-classroom leader”) with higher pay tied to expanded responsibilities.

These models show how compensation and career pathways can help retain teachers through the critical 5-to-10-year window when attrition peaks.

6.3 Supporting mid-career teachers to rebuild the workforce “center”

With many states experiencing mid-career attrition, some have created targeted retention initiatives aimed specifically at teachers 5- to-15 years of experience. These initiatives recognize

that mid-career teachers carry important instructional leadership responsibilities and that retaining them stabilizes entire school systems.

- **Tennessee:** leadership pipeline grants and teacher-leader roles tied to professional learning.
- **Louisiana:** content-specific fellowships and stipends for mid-career teachers leading instructional teams.
- **Massachusetts:** structured opportunities for mid-career educators to serve as curriculum leads, coaching supports, or data specialists.

6.4 Preparing for predictable retirement patterns

States with aging workforces have begun modeling retirement trends and preparing for potential staffing shortages. These approaches illustrate how states can anticipate rather than react to large waves of late-career retirements. The states emerging partnership with national experts on teacher labor data tools and its commitment to increased data transparency and infrastructure position Missouri to serve as a national exemplar in proactively resolving labor issues.

- **Maine, Michigan, and Pennsylvania:** state-level projections of retirement eligibility and labor market needs.
- **North Carolina and Texas:** proactive adjustments to pension and retirement policies to manage predictable exit patterns.
- **New Mexico:** early warning systems tied to district-level vacancy data.

6.5 Looking ahead

Missouri's experience distribution and retention trends are clear signals that the state's educator workforce is under strain. The subsequent reports in this series will continue to explore the impacts of attrition to understand how school respond to loss of new and novice teachers, examining certification shifts, and exploring the relationship between labor dynamics and student performance to provide a fuller understanding of the state's teacher labor market.

While this report does not prescribe specific policies, the examples summarized above illustrate how other states have sought to reduce early-career attrition, strengthen mid-career stability, and prepare for predictable retirement patterns. Together, these findings suggest that a comprehensive approach to integrate induction, compensation, and leadership development may be necessary to stabilize the educator workforce and support long-term instructional improvement.

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Exemplar Policy Summary

Strategy Area	State Exemplar	Key Policy Mechanism	Link
Early-Career Support & Induction	North Carolina	<u>Beginning Teacher Support Program (BTSP)</u> : A mandated three-year induction period involving quarterly support meetings, annual peer reviews, and continuous mentor training to ensure novice teachers are supported by a designated Public School Unit.	NC Beginning Teacher Support
	Colorado	<u>Teacher Residency Partnerships</u> : Integrates a full year of clinical practice within a residency model where candidates are mentored by master teachers who receive state-stipends of at least \$2,000.	CO Educator Preparation
	New Jersey	<u>Provisional Teacher Program (PTP)</u> : A two-year mentoring requirement for all novice teachers hired a provisional license, often aligned with school-based professional learning communities.	NJ Teacher Certification Pathways
Compensation & Career Pathways	Texas	<u>Teacher Incentive Allotment (TIA)</u> : House Bill 3 allows effective teachers to reach six-figure salaries by prioritizing service in high-needs areas for rural districts.	Texas TIA Initiative
	Florida	<u>Teacher Salary Increase Allocation (TSIA)</u> : State-funded allocations (e.g., \$800M in 2022-23) specifically designated to raise the minimum base salary for full-time classroom teachers to a target of \$47,500.	FL Teacher Salary Increase
	New Mexico	<u>Tiered Licensure Minimums (HB156)</u> : A statutory three-tiered salary system with mandatory minimums of \$55K, \$65K, and \$75K to ensure growth throughout a teacher’s early and mid-career.	NM HB156 Fiscal Note
Mid-Career Leadership	Louisiana	<u>Mentor & Content Leader Training</u> : State-approved training paths that allow mid-career teachers to earn credentials for coaching new residents while receiving stipends ranging from \$1,500 to \$7,500.	LA Mentor Teacher Program
	Tennessee	<u>L.E.A.D.S. Grants</u> : Strategic funding provided to educators who promote initiatives for student advocacy and professional development, keep effective teachers in the classroom.	TN West Education Grants
	Massachusetts	<u>Specialist Degree in Teacher Leadership</u> : Master’s programs focused on non-administrative leadership, preparing mid-career teachers for roles as peer mentors or instructional coordinators.	MA Teacher Leadership Degrees
Predictable Retirement Patterns	Pennsylvania	<u>Act 128 Annual Stress Testing</u> : Mandates the Public School Employees’ Retirement System (PSERS) to conduct annual stress tests and long-term projections of retirement eligibility and labor market impacts	PA Independent Fiscal PSERS Reports
	New Mexico	<u>Educator Vacancy Map</u> : A proactive data tool that visualizes high-need vacancies by district and charter school, allowing the state to identify “vacancy shocks” in real-time.	NM Teaching is Changing Lives