



Factors Influencing Teacher Retention Among ASAP Fellows

The purpose of this brief is to explore key factors that may be driving **teacher retention patterns** among ASAP Fellows. While gauging programmatic effects on teacher retention is not explicitly outlined in the formal set of program objectives or evaluation questions, ASAP strives to examine teacher retention patterns as secondary outcomes of the program. Fellow surveys that have been conducted are cross-referenced longitudinally and combined with qualitative interview data from ASAP Fellows to illustrate ASAP Fellows' outlooks on their teaching careers and specific factors that may be driving their decisions to continue teaching or to leave the profession.

Forecasting of Teaching Careers: Year 1 Pre-Program & Post-Program Comparisons

- Per the Year 1 End of Year reflection survey administered in June 2023, approximately **96% of Year 1 ASAP Fellows affirmed that they planned to continue teaching** into the 2023-24 academic year.
- Consensus across categories were largely congruent between the pre-program and post-program data points. Approximately 97% of Year 1 respondents indicated plans to continue teaching for at least two more years.
- Further, **more than half** of respondents expressed intentions to continue teaching for an additional 10 years or longer.
- Approximately 18.1% of fellows forecasted teaching for a longer period than originally projected.

Longitudinal Comparisons: Year 1 Pre-Program to Year 2 Mid-Program

- As previously mentioned, more than half of respondents expressed intentions to continue teaching for at least 10 years longer, and no more than 2.2% of respondents expressed intentions to leave the teaching profession within the next year.
- More than two-thirds (70.2%) indicated that their projections for their teaching career longevity had not changed

Changes Reflected in Year 2 Mid-Program Results

- One-quarter of respondents (25.5%) affirmed that their plans had changed in the past 6 months.
- Nearly two-thirds (62.4%) of respondents indicated that they planned to continue teaching either the same number of years (23.8%) or for a longer period (38.6%) than they had previously planned.
- Additionally, 61% of respondents indicated that their future teaching plans are at least moderately firm.

Factors Influencing Teacher Retention

- While retirement plans generally comprised the most common reasons ASAP Fellows planned to leave the teaching profession within the next five years, several other factors appeared to play pivotal roles in driving these decisions.
 - » Respondents expressed dissatisfaction with the teaching profession and/or burnout as another primary reason for their plans to leave, along with desires to pursue different careers and/or further education. Fewer respondents cited personal and familial reasons.
 - » Open-ended responses highlighted additional themes, including insufficient compensation, lack of professional support, and lack of opportunities for professional growth.
- Likewise, respondents of the Year 2 Mid-program survey identified various factors that had imparted positive or negative influences upon their decisions to continue teaching or not. Notably, **more than 85% of respondents indicated that their participation as an ASAP Fellow had motivated them to continue teaching.**