

2019–20 Cohort Year: Teacher Salary Supplement Program (TSSP)

RETENTION RATES

TSSP Teacher Salary Supplement Bonus

In school year 2019–20, **3,370 educators** received the Teacher Salary Supplement bonus. To qualify for the Teacher Salary Supplement Program (TSSP) a teacher must:

1. have an eligible degree or the required teaching experience and
2. be teaching in a qualifying assignment.

These requirements are outlined in [Utah Code, 53F-2-504](#). The TSSP bonus was designed to incentivize qualified educators to teach subject areas that were in high demand with a relatively low number of teachers available. The program is currently available to educators who are teaching secondary level mathematics, integrated science in grade 7 or 8, chemistry, physics, computer science, or special education.

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TSSP Program Participant Retention

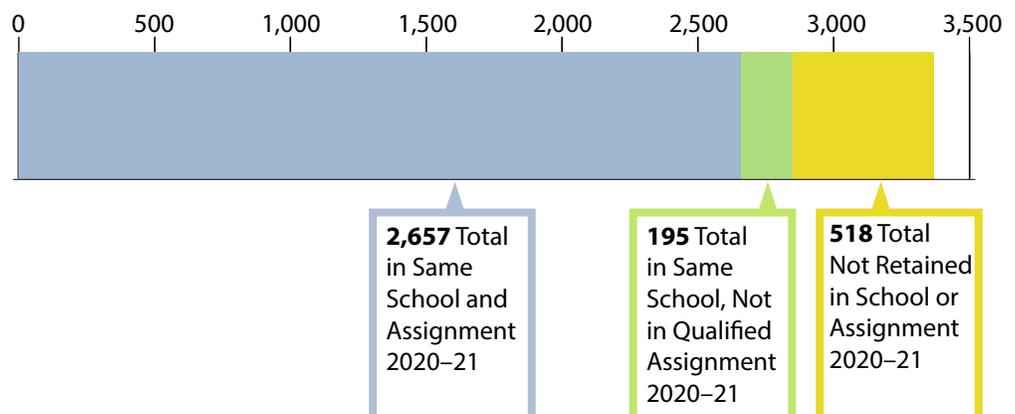
To analyze retention of educators in this program, two measures were used:

1. retention in school and course and
2. retention in school regardless of course.

The first provides a metric of comparison for teachers remaining in these high-value subject areas. The second can be used to compare to the state average of one-year retention of educators at schools.

Of the 2019–20 cohort, **2,657 educators (or 79%)** were teaching the same subject in the same school the following school year (2020–21). An additional **195 educators** were teaching at the same school the following year but were not still teaching a qualifying subject. Overall, 2,852 educators were teaching at the same school the following year for a **retention rate of 85%**.

Teacher Salary Supplement Program (TSSP) Educators

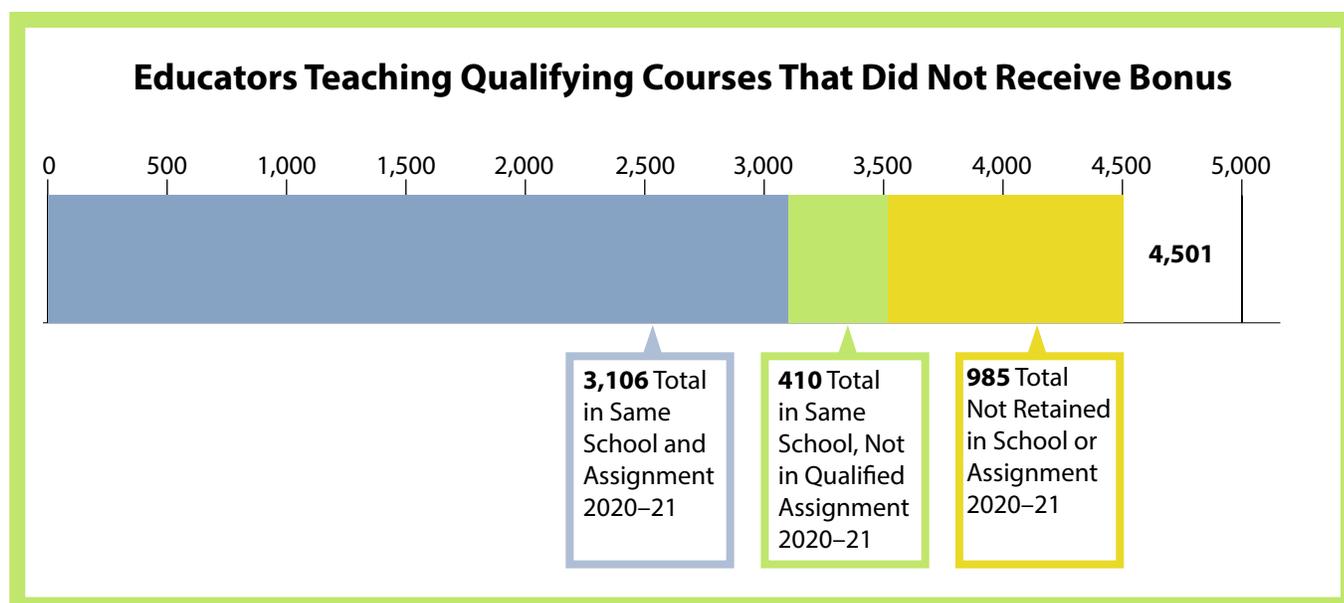


Comparison Group Retention

A comparison group was created consisting of educators teaching a course that would qualify for TSSP funding but did not receive the bonus. These educators might have not received the bonus due to lacking the required degree, endorsement, or experience, change of assignment, or below-standard performance issues reported by the LEA. These educators might have also simply not applied for the bonus.

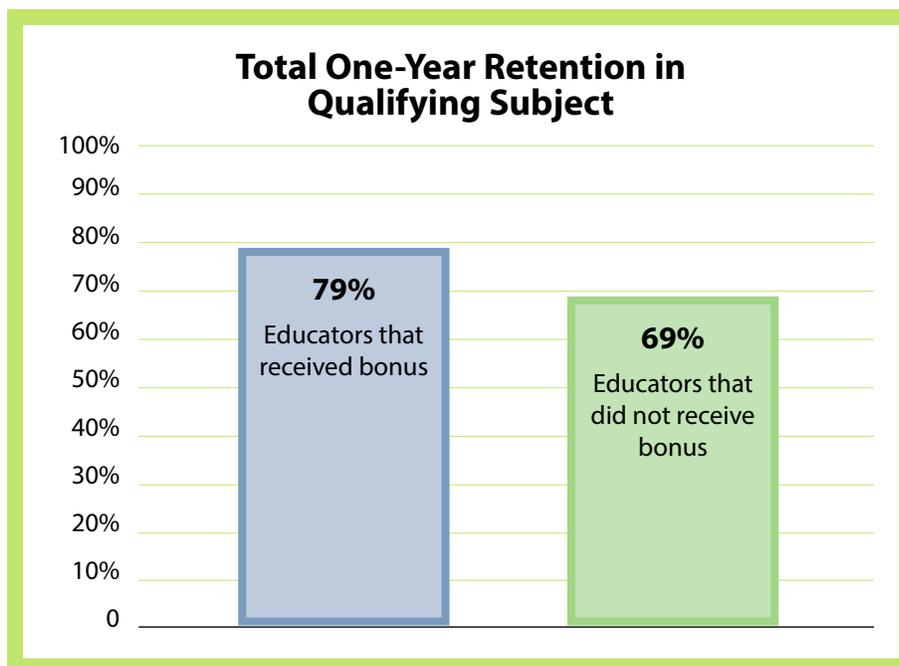
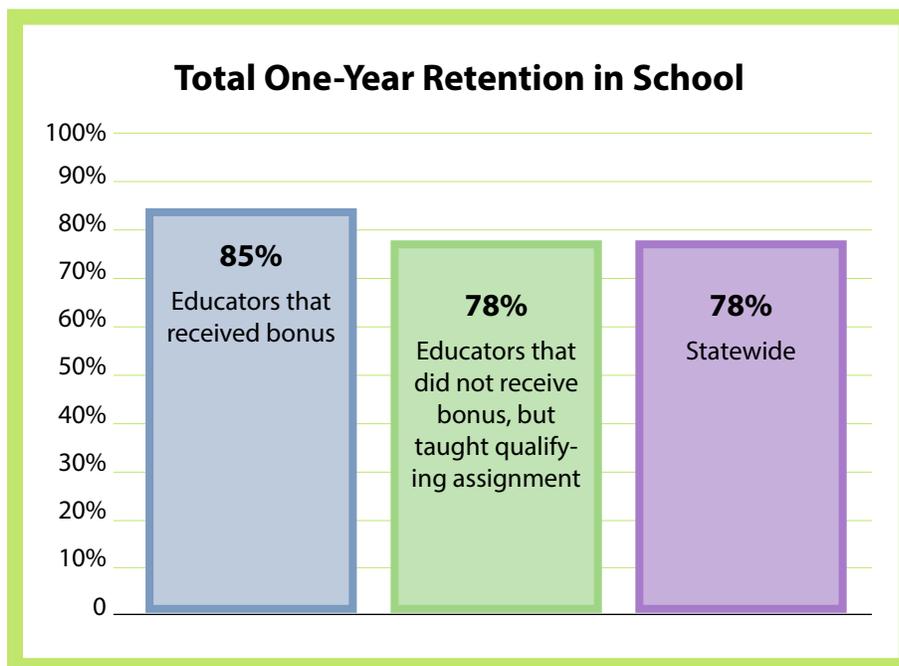
This comparison group consisted of 4,501 educators who were teaching a qualifying course in 2019–20. Of this group:

- 3,106 educators (or 69%) were teaching the same subject in the same school the following school year (2020–21).
- An additional 410 educators were teaching at the same school the following year but were not still teaching a qualifying subject.
- Overall, 3,516 educators were teaching at the same school the following year for a retention rate of 78%.



Retention Rates by Educator Group

In school year 2020–21, **78% of all educators in the state of Utah were retained** at their 2019–20 schools. This 78% one-year retention rate is lower than teachers who received the bonus and equal to teachers who taught qualified courses but did not receive the bonus. There is a 7% increase in retention at the same school among educators who received the bonus above those that did not. There is also a 10% increase in retention in qualifying subjects for educators that received the bonus above those that did not.



Retention By Subject Category

The 2019–2020 retention rates can be further broken down by qualifying subject area.

Among educators that did not receive the TSSP bonus, but taught qualifying coursework:

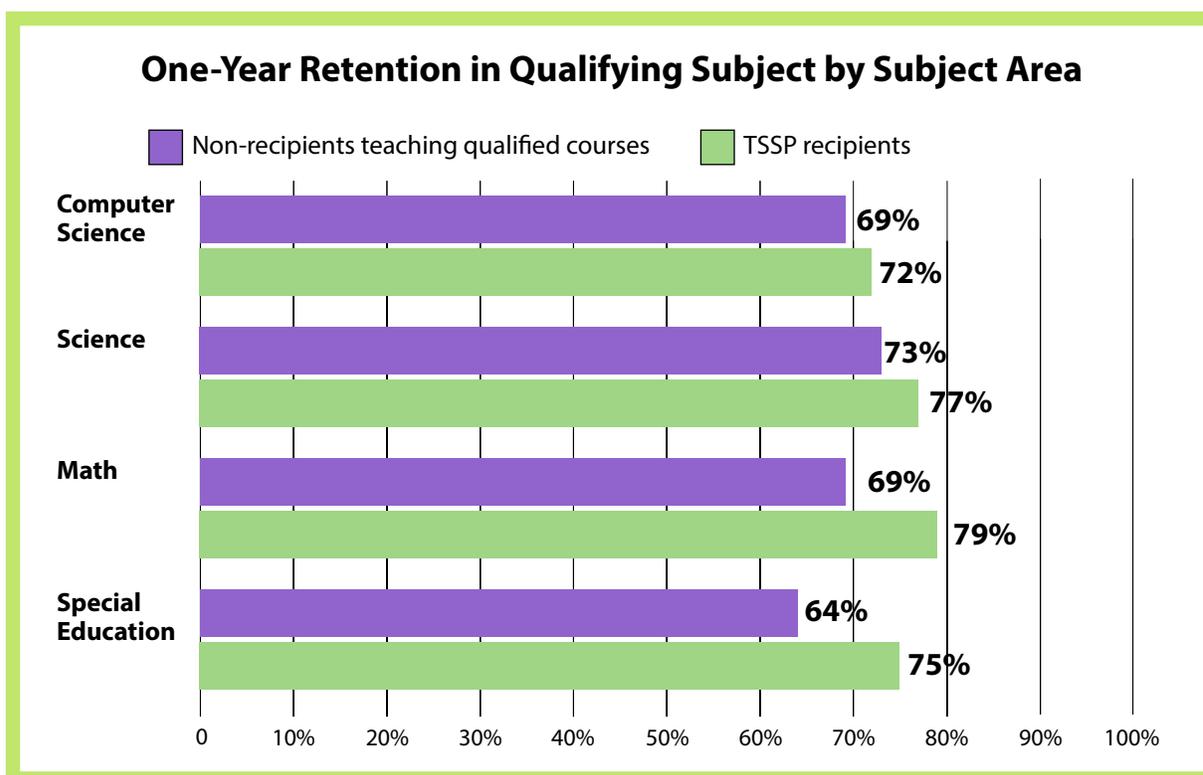
- 69% of the 495 teaching Computer Science were retained the following year.
- 73% of the 1,016 teaching Science subjects were retained the following year.
- 69% of the 1,111 teaching Math subjects were retained the following year.
- 64% of the 2,124 teaching Special Education were retained the following year.

Among educators that received the TSSP bonu:

- 72% of the 36 teaching Computer Science were retained the following year.
- 77% of the 345 teaching Science subjects were retained the following year.
- 79% of the 1,124 teaching Math subjects were retained the following year.
- 75% of the 1,869 teaching Special Education were retained the following year.

The greatest contrast among the subject-area groups is that of Math and Special Education educators, in which there is a 11% greater retention rate among educators who received the bonus.

Note: The total n-size of the subgroups listed above does not equal that of the containing groups in the previous sections since some educators are assigned to subjects in multiple qualifying subject areas.



This increase in retention is encouraging and correlates with the reception of the bonus from the program. However, it should be noted that the reasons behind an educator's retention from one year to the next are complex and are often tied to a multitude of factors. In studies conducted on similar USBE incentive programs, educators have described intrinsic values such as student-teacher relations and school culture as having a higher effect on their decision to remain at a school than receiving a bonus (See [ETHPS, 2021](#)).