

June 2016

Thank you for your request to our REL Reference Desk regarding potential indicators that predict

- (1) successful recruitment of new teachers by rural districts and**
- (2) retention of tenured teachers in rural schools.**

Ask REL Southwest is part of a collaborative Ask-A-REL reference desk service provided by the 10 regional educational laboratories (REL). By design, this service functions much in the same way as a technical reference library providing references, referrals, and brief responses in the form of citations for research-based education questions.

Please note that REL Southwest has not evaluated the resources themselves, but offers this list to you for your information only.

BACKGROUND

REL Southwest works in partnership with the Oklahoma Rural Schools Research Alliance, and has prepared this Ask A REL to respond to the alliance members' request for information on the topic of teacher recruitment and retention in rural areas. This information will be disseminated during a Bridge Event scheduled for September 2016 in Arkansas.

Following an established REL Southwest protocol, we conducted a search for research reports as well as descriptive briefs on recruitment and retention in rural schools, for use and dissemination at the September 2016 Bridge Event. The sources included federally funded organizations, additional research institutions, educational databases, and general Internet searches.

QUESTIONS

There were two Ask-A-REL Questions posed by members of the Oklahoma Rural Schools Research Alliance on the topics of teacher recruitment and retention. We first present the sources that answer the question about recruitment. Next, we present the sources that answer the question about retention. Last, we present the sources that address both questions. The two questions for this Ask A REL specifically are:

- 1. What potential indicators predict successful recruitment of new teachers¹ by rural districts?*

¹ The Oklahoma Rural Schools Research Alliance's definition includes all new hires and "successful recruitment" is defined by the alliance as staying long enough to obtain tenure (three years). Not all studies included in this Ask A REL necessarily define these terms in the same way,

2. *What potential indicators predict retention² of tenured teachers in rural schools?*

Sources for Question 1: What potential indicators predict successful recruitment of new teacher by rural districts?

Cegelka, P. A., & Alvarado, J. L. (2000). A best practices model for preparation of rural special education teachers. *Rural Special Education Quarterly*, 19(3), 15–29.
<http://eric.ed.gov/?id=EJ630043>.

From the ERIC abstract: “A district-university partnership program provides an alternative route to teacher certification for noncredentialed special education teachers working in a rural California desert region. The program features locally available courses, on-campus summer courses, an alternative internship credential, collaborative structure, a coach-of-coaches strategy, and continuing professional development opportunities. Retention of program graduates is high. (Contains 55 references.)”

Oklahoma State School Boards Association. (2014, August). *Oklahoma school districts struggling with teacher shortage*. Retrieved October 2014 from
<http://www.ossba.org/oklahoma-school-districts-struggling-with-teacher-shortage>.

Excerpt from report: “Oklahoma school districts are hundreds of teachers short as the [2014/15] school year begins, and school leaders say students are paying the price, according to results from a new survey conducted by the Oklahoma State School Boards Association. Districts representing nearly three-fourths of the state's public school enrollment completed the survey during the first two weeks in August. Among the findings:

- Districts reported more than 800 teaching vacancies.
- More than half of districts with vacancies said they have sought emergency certification for teachers who aren't fully qualified to teach the subject and/or grade level for which they were hired.
- About half of the districts also said they will use long- or short-term substitute teachers to fill vacancies.
- Even many districts that reported no vacancies said they have hired short- and long-term substitutes in place of full-time teachers.
- The shortage is hitting districts of all sizes in every area of the state.
- Special education is the most difficult teaching area to fill, followed by elementary education, high school science and high school math.
- A handful of districts offer incentives to improve teacher recruitment and retention, but most districts do not, citing financial constraints.

² For the Oklahoma Rural Schools Research Alliance “retention” is equivalent to the duration of employment and is collected for tenured teachers only. Not every study included in this review necessarily defines “retention” in the same way.

- Not only are local school officials deeply concerned about the scarcity of applicants, they are worried about the quality of educators who do apply.
- "Local school officials have been saying for a while that finding qualified teachers is difficult," said Shawn Hime, executive director of the OSSBA.

In addition to seeking emergency certifications and substitutes, some districts said they are simply "absorbing" teaching vacancies and hiring classroom assistants to help teachers manage the larger class sizes. More students may also be placed in online classes.

Issues raised by school officials in the survey, including:

- The lack of reciprocity of teacher and administrator certification between Oklahoma and contiguous states.
- The timing of certification test results that aren't available until after the school year has begun.
- Teacher compensation packages that allow districts to successfully compete with other states and other professions.
- Restrictions on the earnings of education retirees who want to return to the profession, particularly in hard-to-fill positions.
- The dearth of early childhood-certified teachers to staff the growth of full day pre-kindergarten and kindergarten programs.
- Incentives to increase recruitment of students into colleges of education and to keep college graduates teaching in Oklahoma public schools.

Only a handful of districts reported they have the financial wherewithal to offer special incentives to recruit or retain employees. In the tiny Reydon district that borders the Texas panhandle, the district has more than a dozen housing units where district teachers can live rent-free. Other districts attempt to entice teachers with iPads, paid moving expenses, additional retirement contributions, tuition reimbursement and signing bonuses. Even then, some districts reported they are hiring students who haven't yet finished college as teachers. Districts also said they are less likely than they once were to release teachers from contracts to take another teaching job because they have so few applicants. The challenge...is more than just finding someone with a teaching certificate...a lack of applications means districts sometimes hire teachers they would have bypassed in previous years."

Sundeen, T. H. & Wienke, W. D. (2009). A model for recruiting and preparing new rural special educators: Mining an untapped potential. *Rural Special Education Quarterly*, 28, 3–10. <https://www.questia.com/library/journal/1P3-1702201901/a-model-for-recruiting-and-preparing-new-rural-special>.

From the abstract: "Special education teachers continue to be in short supply. The shortage is especially significant in rural areas. Identifying pools of potential new rural special educators is a challenging prospect for university personnel responsible for recruiting new students and populating graduate level special education teacher training

programs. This article describes the current need for recruiting new rural special education teachers, traditional recruitment avenues, special recruitment challenges, and a unique and successful approach for recruiting new special educators. Aspects of the strategy described include the identification of specific populations of university students and recruiting new special educators from those populations of students who hold undergraduate degrees in fields other than teaching. Specific components of a unique recruitment effort designed to enhance enrollment in special education graduate programs are included.

Our children need well-trained, qualified teachers drawn from a variety of educational backgrounds. The increasing demand for special education teachers, however, has been in conflict with supply issues for more than two decades (e.g., Billingsley, 1993; Chapman, 1983). Currently, a national shortage of qualified teachers of exceptional student education (ESE) exists across all disabilities (Katsiyannis, Zhang, & Conroy, 2003) and this crisis is not expected to abate within the foreseeable future. In fact, nationally, 98% of school districts report shortages of special education teachers (Bergert & Burnette, 2001). Rural districts constitute 49% of the nation's school districts and serve 7.6 million students (Hammer, Hughes, McClure, Reeves, & Salgado, 2005).

Several factors contribute to the critical shortage of special education teachers. Special education enrollment between 1992 and 1999 grew at a rate almost three times greater than the overall student population (McLeskey, Tyler, & Flippin, 2004). While enrollment in special education classes increases, rising rates of teacher retirement and lower graduation rates of educators have exacerbated the issue (Bergert & Burnette, 2001). Meanwhile, special education teachers are more likely to leave the field than any other teacher group (McLeskey et al., 2004). The consequences of the shortage problem include reduction of services to students with disabilities which result in reduced student achievement (Billingsley, 2004)."

Sources for Question 2: What potential indicators predict retention of tenured teachers in rural schools?

Davis, M. S. (2002). Teacher retention and small rural school districts in Montana. *Rural Educator*, 24(2), 45–52. <http://eric.ed.gov/?id=EJ665168>.

From the ERIC abstract: "A study examined factors inherent in Montana's smallest schools that attract and retain teachers. Surveys of 126 elementary teachers in 107 small school districts found that a rural background and proximity to family or home were influential in accepting employment. The classroom experience, particularly their relationship with students, and community factors motivated teachers to continue teaching. (Contains 20 references.)"

Goodpaster, K. P. S., Adedokun, O. A., & Weaver, G.C. (2012). Teachers' perceptions of rural STEM teaching: Implications for rural teacher retention. *Rural Educator*, 33(3), 9–22. <http://eric.ed.gov/?id=EJ987621>.

From the ERIC abstract: "Rural school districts often struggle with attracting and retaining high-quality teachers, especially in science subject areas. However, little is

known about STEM in-service teachers' lived experiences of rural teaching as they relate to retention. In this phenomenographical study, six rural in-service science teachers were interviewed regarding their perceptions of the benefits and challenges of teaching in rural schools in general, and teaching science subjects in particular. Community interactions, professional development, and rural school structures emerged as three key factors related to rural teacher retention. Participants viewed each of these factors as having both positive and negative aspects. Findings from this study confirm existing literature regarding rural teaching, in general, but provide additional insight into the complexities of rural science teaching, in particular. Implications for rural teacher preparation, recruitment, and retention are discussed.”

Harris, M. M. (2001). Lessons from prairie teachers. *Action in Teacher Education*, 23(1), 19–26. <http://eric.ed.gov/?id=EJ642125>.

From the ERIC abstract: “Examined the Prairie Teachers Project, a program of support for new teachers in eight rural schools, focusing on why teachers remained or left. Teachers who remained tended to have lived in and feel committed to small communities. Rural schools likely to retain new teachers had ongoing programs of professional development, supportive colleagues and administrators, and stable employment conditions.”

Harris, M. M., Holdman, L., Clark, R., & Harris, T. R. (2005). Rural teachers in Project Launch. *Rural Educator*, 26(2), 23–32. <http://eric.ed.gov/?id=EJ783823>.

From the ERIC abstract: “The success of Project Launch, a teacher induction program sponsored by a regional teacher center and a consortium of universities, is compared for rural and non-rural participants. Indicators of success include teacher accomplishment of action plan goals, teacher self and mentor assessment of teaching strengths related to action plan goals, profiles of teaching strengths, and retention in teaching. Measures of teaching strength are related to INTASC standards. Rural participants differed significantly from non-rural participants in their lower self-perceived accomplishment of action plan goals. Rural participants were significantly more likely to move from their 1st positions after 1 year, but their attrition was not significantly different in later years. Ways to structure induction programs more effectively for rural participants are proposed.”

Huysman, J. T. (2008). Rural teacher satisfaction: An analysis of beliefs and attitudes of rural teachers” job satisfaction. *Rural Educator*, 29(2), 31–38. <http://eric.ed.gov/?id=EJ869291>.

From the ERIC abstract: “This study analyzed teachers' beliefs and attitudes affecting job satisfaction in one small, rural Florida school district. This mixed methods study included a self-administered survey of Likert-type items measuring 20 factors for job satisfaction and individual semi-structured interviews and focus groups. Several issues related to dissatisfaction surfaced not presented in previous studies. Teachers often found themselves frustrated at work because of conflicting expectations concerning their professional and social roles within the community and perceived that peers or coalitions within the schools possessed undue influence and power. Of most concern to

participants was the perception of being unappreciated. This perception was influenced by the collective bargaining process and promoted the perception of a "lack of respect" and an "unhealthy competition" between homegrown and transplanted faculty. Addressing these perceptions afford rural administrators an opportunity to positively influence teacher retention, teacher quality, student achievement, and school climate."

Tai, R. H., Liu, C. Q., & Fan, X. (2007). *Factors influencing retention of mathematics and science teachers in secondary schools—A study based on SASS/TFS*. Raleigh, NC: National Science Education Leadership Association.
<http://eric.ed.gov/?id=EJ886166>

From the ERIC abstract: "Using a sample of mathematics and science teachers extracted from the 1999-2001 SASS/TFS surveys, connections between teacher and school district characteristics regarding retention are investigated to offer insight into how mathematics/science teacher recruitment might be focused."

From the report introduction: "Shortages of qualified science and mathematics teachers are a ubiquitous problem in the United States. Many schools face both sides of the problem: recruitment and retention of those teachers. Since bringing new teachers in and keeping them are equally important, where should school districts look for teachers that are most likely to stay? While many school districts cannot afford to be too choosy in where they look, their limited resources also mean that they cannot look everywhere. Therefore, information on who are more likely to stay may be valuable for districts to focus their resources for maximum impact."

Sources for Questions (1) What potential indicators predict successful recruitment of new teachers by rural districts; and (2) What potential indicators predict retention of tenured teachers in rural schools?

Beesley, A., Atwill, K., Blair, P., & Barley, Z. (2008). *Strategies for recruitment and retention of secondary teachers in Central Region Schools*. Denver, CO: Mid-continent Research for Education and Learning (McREL).
<http://eric.ed.gov/?id=ED544668>.

From the ERIC abstract: "Recruiting and retaining teachers is a nationwide issue for schools in all locales. For rural schools, however, lower salaries, small school sizes, and geographic isolation can make it even more difficult to recruit and retain a qualified teaching staff. This study sought to quantify and characterize differences in recruiting teachers between rural and non-rural high schools in the Central Region, as well as identify differences in teacher recruiting and retention between rural secondary schools that were "successful" and "unsuccessful," as evidenced from their responses to 12 survey items found in the 2003-2004 Schools and Staffing Survey (SASS) data. Responses to the SASS items addressing recruiting and retention strategies largely did not differentiate between successful and unsuccessful rural high schools, however. To augment these findings with descriptions of the experiences of successful rural high schools, researchers also interviewed seven principals identified as successful by their state agencies. The interviewed principals identified other strategies for recruiting and retaining secondary teachers, such as a focus on recruiting rural residents. Taken

together, the data analysis and the interview findings suggest that small towns and rural areas in the Central Region have in fact had relatively more difficulty in recruiting teachers than have larger communities, underscoring that rural principals and district administrators are in need of strategies for teacher recruitment and retention. Four appendixes present: (1) Tables; (2) Methodology and Data Analysis; (3) SASS School District Questionnaire Items 14 and 28 and School Questionnaire Item 38B; and (4) Interview Protocol. (Contains 50 footnotes, 4 boxes, and 13 tables.)”

Berry, A. B., Pétrin, R. A., Gravelle, M. L., & Farmer, T. W. (2011). Issues in special education teacher recruitment, retention, and professional development: Considerations in supporting rural teachers. *Rural Special Education Quarterly*, 30(4), 3–11. <https://gseuphsdlibrary.files.wordpress.com/2013/03/issues-in-special-education-teacher-recruitment-retention-and-professional-development.pdf>.

From the report abstract: “This study sought to obtain a current picture of special education teacher recruitment and retention in rural districts and to understand the professional development needs of rural special educators. Surveys, administered through telephone interviews with a national sample of special education administrators and teachers, confirmed the difficulties in hiring appropriately qualified teachers. Additional demands of the position may place teachers at risk for attrition. The authors identified important areas of professional development to support rural teachers in their positions: (a) working with paraprofessionals and parents, (b) low-incidence disabilities, (c) emotional and behavior disorders, (d) classroom management, (e) skills in collaboration and inclusive practices, and (f) curriculum content.”

Hammer, P. C., Hughes, G., McClure, C., Reeves, C., & Salgado, D. (2005). Rural teacher recruitment and retention practices: A review of the research literature, national survey of rural superintendents, and case studies of programs in Virginia. *Charleston, WV: Appalachia Educational Laboratory at AEL (now Edvantia)* <http://eric.ed.gov/?id=ED489143>.

From the ERIC abstract: “In 2004, Edvantia, Inc. (formerly AEL) and the National Association of State Boards of Education (NASBE) initiated an effort to identify successful strategies for recruiting and retaining highly qualified teachers in rural areas. They reviewed non-rural-specific and rural-specific research and practice literature, surveyed rural superintendents across the nation, and conducted case studies of three Virginia programs that support teacher recruitment and retention. Generally, the literature shows that the problem of teacher shortages varies across geography, demography, and subject area. The schools that find it hardest to recruit and retain highly qualified teachers are those in highly urban and rural areas (especially those serving minority or low-income students) and schools in the Southeast, Southwest, and the West. Especially needed are teachers in special education, bilingual education, math, and science. Edvantia/NASBE survey results and case studies amplify these findings and offer insights into challenges and promising practices in rural teacher recruitment and retention. Appended are: (1) Rural Survey Questionnaire; and (2) Rural Survey Letters. (Contains 9 tables and 12 figures.) [This document was produced by the Appalachia Educational Laboratory at Edvantia, formerly the Appalachian Educational Laboratory (AEL, Inc.).]”

Oklahoma State Department of Education (2014, January). *Oklahoma Educator Workforce Shortage Task Force: Initial report*. Retrieved October 2014 from http://sde.ok.gov/sde/sites/ok.gov.sde/files/documents/files/OK_Educator_Workforce_Shortage_Task_Force_Initial_Report.pdf.

Excerpt from Introduction: “In response to Oklahoma’s Educator Workforce Shortage, the Oklahoma State Department of Education (OSDE) convened a task force in 2013 to study the conditions creating the shortage and offer recommendations to policymakers likely to eliminate the shortage. The recommendations [in the report] are designed to:

- Support and retain effective educators,
- Encourage continuous professional growth of all educators, and
- Recruit highly capable people into the education profession.

For the purposes of this document, educators include teachers, instructional specialists, administrators, and other school personnel; however, it is duly noted that the most significant and widespread shortages are among classroom teachers.

This initial report of the task force includes an executive summary of strategic recommendations, research and rationale behind the recommendations, budgetary implications, and additional resources and potential next steps as appropriate.”

Rosenberg, L., Christianson, M. D., Angus, M. H., & Rosenthal, E. (2014). *A focused look at rural schools receiving School Improvement Grants*. National Center for Education Evaluation and Regional Assistance Evaluation Brief (NCEE 2014-4013). Retrieved January 2015 from <http://ies.ed.gov/ncee/pubs/20144013/pdf/20144013.pdf>.

From the report abstract: “The Study of School Turnaround is a set of case studies of the school improvement process in a purposive sample of 35 schools receiving federal funds through the School Improvement Grants (SIG) program over a three-year period (school years 2010-11 to 2012-13). This evaluation brief focuses on the nine SIG schools that were in rural areas and how respondents in these schools perceived their rural context to influence specific turnaround activities. Key findings that emerged from the rural case study data collected in spring 2012 include:

- Although rural SIG schools reported some challenges that nonrural SIG schools have also reported, such as low student motivation and staff morale, the rural schools reported additional challenges resulting from their schools’ remote locations and large catchment areas. For example, respondents reported that these rural characteristics affected the recruitment or retention of teachers and, to a lesser extent, parents’ involvement in the schools.
- School and district administrators in eight of the nine schools suggested that long teacher commutes or isolated communities posed challenges to recruiting or retaining teachers. To counter these challenges, respondents in two schools reported offering direct support for teacher commutes (for example, gas stipends

or vans), and respondents in three schools reported offering signing bonuses to incoming teachers.

- School and district administrators and teaching staff in the nine schools mentioned multiple factors limiting parent involvement in school-based activities. Respondents from five schools perceived that a lack of access to transportation limited parent involvement, whereas respondents from three schools noted that the distance between schools and parents' homes was a contributing factor. Four schools focused on hiring or expanding the role of parent liaisons to increase parent involvement.”

Schwartzbeck, T. D., Prince, C. D., Redfield, D., Morris, H., & Hammer, P. C. (2003). *How are rural school districts meeting the teacher quality requirements of No Child Left Behind?* Arlington, VA: American Association of School Administrators and Appalachia Educational Laboratory.
http://www.aasa.org/uploadedFiles/Policy_and_Advocacy/files/RuralTeacherQualityStudy.pdf.

From the report abstract: “The American Association of School Administrators (AASA) in partnership with Appalachia Educational Laboratory (AEL) conducted a nationwide online survey of rural school superintendents in spring 2003 to gain information about how rural school districts are meeting the teacher quality requirements of the No Child Left Behind Act of 2001. The aims of this study were to identify and analyze four aspects of the rural teacher quality challenge:

1. the qualifications of teachers currently working in rural schools and the extent to which they meet the new federal definition of “highly qualified”
2. conditions that impede rural districts’ efforts to attract and retain highly qualified teachers
3. strategies that rural districts are using to attract, recruit, and retain highly qualified teachers
4. the effectiveness of various state and local policies and programs to recruit and retain highly qualified teachers in rural areas.”

Tyler, N. C., Cantou-Clarke, C. D., Easterling, J., & Klepper, T. (2003). Recruitment and retention and special education teacher preparation in rural areas: diversity, federal funding, and technical assistance considerations. *Rural Special Education Quarterly*, 22(3), 3–11. <http://connection.ebscohost.com/c/articles/11409904/recruitment-retention-special-education-teacher-preparation-rural-areas-diversity-federal-funding-and-technical-assistance-considerations>.

From the abstract: “Eight faculty members at rural colleges and universities who received funding from the Office of Special Education Programs (OSEP) to support personnel preparation efforts in their special education programs were surveyed regarding the impact of those funds. The faculty taught at minority institutions of higher education and the students supported with the grant funding were from historically underrepresented groups. A total of 117 African American, Hispanic/Latino, and American Indian students had graduated from these programs at the time of the survey, and were currently employed in 42 rural school districts. Strategies on recruiting and

retaining diverse students in rural areas are provided, as well as a summary of the impact of technical assistance efforts with minority institutions nationwide.”

Williams, J. M., Martin, S. M., & Hess, R. K. (2001). Personnel preparation and service delivery issues in rural areas: The state of the art. *Journal of Rural Special Education*, 21(4). <http://eric.ed.gov/?id=ED453019>.

From the ERIC abstract: “The Individuals with Disabilities Education Act of 1997 (IDEA) reiterates the mandate that students with disabilities receive their education with nondisabled peers to the maximum extent possible. This paper examines issues in the implementation of IDEA in rural settings. A survey of members of the American Council on Rural Special Education yielded 83 usable responses, mostly from college faculty and special education administrators. Virtually all respondents worked in rural or remote settings. Respondents identified distance to campus, retention of qualified personnel, recruitment of program personnel, distance to shopping and recreation, and salary schedule as major difficulties in their teacher preparation programs related to rural location. Half used practicum sites to ensure that students had specific special education knowledge and skills. Several distance learning strategies were used. Seventy-five percent of respondents reported shortages of special education teachers; half reported shortages of related services personnel. Top recruitment strategies were professional development opportunities, paid educational tuition, and salary incentives. Difficulties related specifically to IDEA implementation included lack of qualified personnel to conduct IDEA-mandated evaluations, problems of distance, and difficulties linking goals to the general education curriculum and designing and assessing behavioral intervention plans. Support for IDEA implementation came from the efforts of local personnel, strong family involvement, and interagency support. Recommendations are listed. (Contains 35 references.)”

Zhang, Y. (2008). *Some perspectives from rural school districts on the No Child Left Behind Act*. Washington, DC: Center on Education Policy. <http://eric.ed.gov/?id=ED503795>.

From the ERIC abstract: “This report examines the impact of the No Child Left Behind Act (NCLB) on student achievement and teacher quality in rural school districts and the challenges those rural districts face in complying with the Act. It also analyzes differences in responses to NCLB between rural districts and urban or suburban districts. Findings are drawn from the 2006-07 Center on Education Policy (CEP) survey of NCLB implementation in 349 responding school districts, and from interviews with administrators in eight rural districts in various parts of the country. Reported findings include: (1) Rural districts, like urban and suburban districts, rated their own district policies and programs as more important causes of improved student achievement than they rated the provisions of NCLB except for Reading First programs and school improvement plans; (2) Reading First programs and school improvement plans are considered as important or very important contributors to improvements in student achievement by the majority of participating rural districts; (3) In response to NCLB, rural case study districts have better aligned their curriculum with test content and have sharpened their focus on individualized instruction; (4) Sizable percentages of rural districts surveyed have achievement gaps for students with disabilities and low-income

students; (5) Fewer rural districts than urban or suburban districts report having achievement gaps for racial/ethnic minority students or English language learners (ELLs), but this is because they enroll too few of these students to calculate gaps under NCLB; (6) NCLB highly qualified teacher requirements have had a limited impact on teacher recruitment and retention in most rural districts; (7) Interviews with officials in case study districts indicate that they use recruitment and retention strategies shaped by their geographical and social environments; and (8) Rural districts report having the most difficulty complying fully with the high qualified teacher requirements for secondary school science and math teachers. The report concludes that although the special characteristics of small school size and geographical isolation create a range of challenges for rural districts in meeting NCLB requirements, impacting school performance at both student and teacher levels rural districts also face difficulties similar to those facing their non-rural counterparts, such as delays in receiving test scores, lack of guidance about using data for curricular and instructional improvement, and the need for improved accountability measures for students receiving special education services. (Contains 5 footnotes and 9 tables.)”

ADDITIONAL RESOURCES TO CONSULT

U.S. Department of Education, National Center for Education Statistics. (2014). Common Core of Data. Local Education Agency Universe Survey Data, 2012–13. Retrieved February 2015 from <http://nces.ed.gov/ccd/pubagency.asp>.

From the IES National Center for Education Statistics site: “The primary purposes of the Local Education Agency (School District) Universe Survey are:

- to provide a complete listing of every education agency in the United States responsible for providing free public elementary/secondary instruction or education support services;
- to provide basic information about all education agencies and the students for whose education the agencies are responsible.

If you have any questions on this data set please contact [Patrick Keaton](#).

The annual reports using this CCD file’s data are the [School and Agency Reports](#).”

METHODS

Search of Databases and Websites

- [Institute of Education Sciences \(IES\) website](http://www.ies.ed.gov) (<http://www.ies.ed.gov>)
- [ERIC database](http://www.eric.ed.gov) (www.eric.ed.gov)
- EBSCO’s Academic Search Elite database
- EBSCO’s Education Source database
- [Google Scholar](http://scholar.google.com) (scholar.google.com)

Keywords and Search Strings Used in the Searches

Rural Teacher Recruitment and Retention: Review of Recent Research

Criteria for Inclusion

REL Southwest selected resources that provide research on indicators that predict (1) successful recruitment of new teachers by rural districts and (2) retention of tenured teachers in rural schools. When REL Southwest staff reviewed the resources, we considered, among other things, three factors:

- 1. Date of Publication:** The original search was limited to studies specific to rural settings and conducted in the United States since 2000.
- 2. Source and Funder of the Report/Brief/Article:** Priority was given to publications written in relevant, peer-reviewed journals or reports or produced by well-known research organizations.
- 3. Methodology:** Sources include literature reviews and commissioned reports.

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