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Here One Year, Gone The Next: Summarizing the Teacher Turnover Data for 64 ACORN Neighborhood Schools, 2002-2003 to 2003-2004

Teacher turnover is a problem for many urban and high-poverty schools, and the Chicago Public School district is no exception. The national teacher turnover rate was 15.7% for the 2000-2001 school year, meaning this percentage of teachers left their school during the previous year or before the academic year began. ACORN neighborhood schools had an average teacher turnover rate of 25% last year, far above the national average.

The data below focus on 64 schools in neighborhoods where ACORN has traditionally organized; all of these schools are in low-income communities and nearly all are under-performing according to standards set by the No Child Left Behind Act. The national average of teacher turnover for high poverty schools was 20% in 2001, suggesting that the ACORN neighborhood schools face even more difficulties in teacher retention than many other schools. When the data are disaggregated by school and teachers' years of experience, it becomes clear that these schools are facing a crisis. The starkest evidence is the rate of turnover among first year teachers: 39%.

Background

As public schools have improved their teacher recruitment strategies over the last decade, researchers and school officials have discovered that low rates of teacher retention are undermining these recruitment efforts. Richard Ingersoll, an expert on teacher turnover and staffing issues, authored *Is There Really a Teacher Shortage?* in September 2003. He

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acknowledged that some level of teacher turnover is healthy, as it signifies that ineffective teachers are leaving and schools are not stagnating. However, individual teachers are not easily replaced from one year to the next; it takes time for teachers to build trust with parents and community members, and each individual must repeat this process when entering a new school. Moreover, inconsistency and confusion can result when few teachers remain in a school from year to year.

Summarizing the Data

Turnover rates for the 64 ACORN schools range from a high of 70.6% for the 2003-2004 school year (Paderewski), to a low of 0% (Plamondon). There is a good deal of fluctuation in turnover within schools from one year to the next, but single-digit turnover is more the exception than the rule. The turnover rate for all schools was 25%, and the mean of schools' turnover rates (average of all of the samples) was 26.4%. The margin of error for this mean rate of teacher turnover is about 3.1%, meaning that the true mean of ACORN teacher turnover falls within the range of 23.3% and 29.4%.

It is impossible to use a single-year indicator to determine whether teacher turnover for a particular school is "good" or "bad." However, exceptionally high rates of turnover from one year to the next may signal other issues within the school, and provide policymakers with a target for improvement. For purposes of discussion, any school that has less than 15% turnover (the national average) from the 2002-2003 school year to the 2003-2004 school year is considered "low-turnover." A very lenient standard of 30% turnover is employed to identify schools whose teacher turnover may be negatively impacting students. Using these standards, there are eight "low-turnover" schools in this sample, and 21 "red-flag" schools whose turnover is over 30%.

Differences in Turnover by Experience

Some national reports have suggested that these high turnover rates are a result of the "graying" of America's teaching force—the increasing rate of retirement as Baby Boomers age—but Ingersoll's data do not support this hypothesis. He finds that only 12% of teachers leaving a school are retiring; an average of 8.7% of teachers leaving ACORN schools have enough years of experience to retire. Thus, the high level of turnover is being fueled by the turnover of less experienced teachers. New teachers, who bring new pedagogical and classroom

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management approaches, energy, and enthusiasm to their schools, are not staying in schools long enough to become experienced.

The high rate of attrition for new teachers, defined as those with five years of experience or less, is a national problem, but the numbers are even more grim for the ACORN schools. More than 2 in 5 teachers who left ACORN schools in 2003-2004 (42.7%) were new teachers, with five or fewer cumulative years of experience. There were 706 new teachers in the 64 ACORN schools studied in the 2002-2003 school year, which was approximately 30% of the total teaching staff. Of these 706 teachers, 35.3% (249 teachers) left at the end of the year.

When the turnover rate for first year teachers is examined, the ACORN data demonstrate marked differences from national averages. Ingersoll found that 14% of first year teachers nationwide leave their placement school or the profession at the end of the school year. 39% of the first year teachers in ACORN schools did not return to teach at these schools after the 2002-2003 school year. There were a disproportionate number (351) of first year teachers in ACORN schools in 2002-2003, comprising 15% of the teaching force, and over one-third of these teachers left at the end of the year!

Summary

Chicago Public Schools has placed an emphasis on recruiting high quality teachers, but these ACORN schools data show that recruitment is not enough. Teacher retention needs to be a priority, especially when it comes to first year teachers. The Grow Your Own initiative is one program that emphasizes mentoring, peer support, and teacher retention rather than simply filling vacancies from year to year. This initiative targets an untapped resource: its focus is to train and credential educational aides who are already connected to the schools and communities in which they work.

The Grow Your Own concept would go a far way toward addressing the teacher turnover issues of high-poverty schools, but other incentives and supports are necessary to induce new teachers to continue teaching in these schools. Until Chicago and Illinois recognize the trends in teacher turnover as a call for supporting and retaining new teachers, the high rates of attrition will continue. Hopefully the national shift from recruitment strategies to teacher retention efforts will be mirrored in the Chicago Public Schools, since the children in ACORN's neighborhoods deserve the same experienced teachers and consistency of education as those in other, more affluent areas of the city.

The Data: Tables and Charts

Year-by-Year Teacher Turnover Data for Sixty-Four ACORN Neighborhood Elementary Schools, 2001-2004

Data Source: Illinois State Board of Education (ISBE) Teacher Service Record for 2001-2002, 2002-2003, 2003-2004

School	total teachers in 2001	teachers not retained to 2002	2001-2002 turnover	total teachers in 2002	teachers not retained to 2003	2002-2003 turnover	total teachers in 2003	teachers not retained to 2004	2003-2004 turnover
Altgeld	34	8	23.5%	41	10	24.4%	33	9	27.3%
Bass	36	10	27.8%	34	5	14.7%	31	8	25.8%
Bethune	31	8	25.8%	34	6	17.6%	30	7	23.3%
Bond	31	1	3.2%	37	3	8.1%	36	7	19.4%
Bontemps	28	4	14.3%	29	9	31.0%	27	11	40.7%
Bunche	27	7	25.9%	32	10	31.3%	25	13	52.0%
Cardenas	37	8	21.6%	39	3	7.7%	38	3	7.9%
Castellanos	39	5	12.8%	47	6	12.8%	45	10	22.2%
Chalmers	26	7	26.9%	28	6	21.4%	27	9	33.3%
C. Hughes	24	6	25.0%	25	4	16.0%	21	6	28.6%
Copernicus	26	6	23.1%	26	2	7.7%	27	7	25.9%
Corkery	74	41	55.4%	42	7	16.7%	38	11	28.9%
Crown	25	2	8.0%	28	10	35.7%	25	7	28.0%
Dvorak	31	4	12.9%	36	5	13.9%	32	5	15.6%
Earle	41	6	14.6%	42	10	23.8%	37	11	29.7%
Eberhart	70	6	8.6%	80	7	8.8%	70	7	10.0%
Fairfield	40	4	10.0%	44	6	13.6%	43	11	25.6%
Frazier	33	5	15.2%	33	7	21.2%	29	5	17.2%
Gary	56	16	28.6%	65	8	12.3%	58	11	19.0%
Goodlow	37	8	21.6%	36	7	19.4%	31	6	19.4%
Gregory	32	7	21.9%	34	8	23.5%	31	8	25.8%
Guggenheim	23	6	26.1%	22	4	18.2%	20	4	20.0%

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Hammond	28	10	35.7%	29	9	31.0%	30	15	50.0%
Henderson	32	7	21.9%	40	13	32.5%	32	10	31.3%
Henson	28	11	39.3%	27	12	44.4%	25	11	44.0%
Herzl	50	13	26.0%	56	9	16.1%	51	14	27.5%
Hinton	31	4	12.9%	31	10	32.3%	29	9	31.0%
Holmes	39	7	17.9%	46	13	28.3%	40	7	17.5%
Howland	23	4	17.4%	22	6	27.3%	26	10	38.5%
Johns	23	8	34.8%	24	5	20.8%	21	7	33.3%
Johnson	27	12	44.4%	22	5	22.7%	21	7	33.3%
Kanoon	49	10	20.4%	52	10	19.2%	52	15	28.8%
Kellman	17	4	23.5%	13	3	23.1%	11	3	27.3%
Kershaw	22	8	36.4%	24	4	16.7%	21	6	28.6%
Lathrop	23	4	17.4%	29	7	24.1%	22	9	40.9%
Lawndale	37	6	16.2%	37	6	16.2%	39	12	30.8%
Little Village	36	4	11.1%	40	2	5.0%	39	8	20.5%
Madero	20	3	15.0%	24	4	16.7%	21	4	19.0%
Marquette	101	19	18.8%	113	14	12.4%	103	18	17.5%
Mason	71	24	33.8%	63	15	23.8%	71	34	47.9%
McCormick	48	11	22.9%	58	3	5.2%	51	5	9.8%
McKay	76	18	23.7%	81	10	12.3%	75	15	20.0%
Miles Davis	24	4	16.7%	25	5	20.0%	24	4	16.7%
Morrill	51	12	23.5%	58	8	13.8%	58	12	20.7%
Nicholson	37	13	35.1%	44	9	20.5%	46	15	32.6%
O'Toole	42	9	21.4%	41	6	14.6%	42	5	11.9%
Ortiz de Domin.	38	8	21.1%	39	3	7.7%	37	8	21.6%
Paderewski	28	16	57.1%	17	9	52.9%	17	12	70.6%
Penn	39	9	23.1%	36	7	19.4%	38	12	31.6%
Pickard	35	4	11.4%	39	1	2.6%	36	2	5.6%
Plamondon	15	4	26.7%	16	0	0.0%	13	0	0.0%
Pope	15	3	20.0%	18	7	38.9%	16	6	37.5%
Randolph	52	19	36.5%	49	15	30.6%	48	23	47.9%

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Reed	28	9	32.1%	28	11	39.3%	25	9	36.0%
Saucedo	65	8	12.3%	68	6	8.8%	64	6	9.4%
Sherwood	23	3	13.0%	29	7	24.1%	29	11	37.9%
Spry	49	12	24.5%	52	12	23.1%	52	10	19.2%
Stagg	31	4	12.9%	38	7	18.4%	31	6	19.4%
Sumner	43	10	23.3%	45	11	24.4%	46	15	32.6%
Telpochcalli	17	9	52.9%	18	1	5.6%	13	3	23.1%
Webster	33	11	33.3%	30	4	13.3%	27	4	14.8%
Wentworth	35	5	14.3%	43	8	18.6%	36	6	16.7%
Whitney	58	6	10.3%	61	6	9.8%	60	11	18.3%
Woods	37	5	13.5%	42	5	11.9%	38	8	21.1%
TOTAL	2377	545	22.9%	2501	451	18.0%	2330	583	25.0%

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Change in Teacher Turnover Rates at Sixty-Four ACORN Neighborhood Elementary Schools

Data Source: Illinois State Board of Education (ISBE) Teacher Service Record for 2001-2002, 2002-2003, 2003-2004

School	School Year	Total Teachers, Prior Year	Teachers Not Retained	% Turnover	Change in Turnover, 02-03	Change in Turnover 03-04
Altgeld	2001-2002	34	8	23.5%	0.9%	
	2002-2003	41	10	24.4%		
	2003-2004	33	9	27.3%		
Bass	2001-2002	36	10	27.8%	-13.1%	11.1%
	2002-2003	34	5	14.7%		
	2003-2004	31	8	25.8%		
Bethune	2001-2002	31	8	25.8%	-8.2%	5.7%
	2002-2003	34	6	17.6%		
	2003-2004	30	7	23.3%		
Bond	2001-2002	31	1	3.2%	4.9%	11.3%
	2002-2003	37	3	8.1%		
	2003-2004	36	7	19.4%		
Bontemps	2001-2002	28	4	14.3%	16.7%	9.7%
	2002-2003	29	9	31.0%		
	2003-2004	27	11	40.7%		
Bunche	2001-2002	27	7	25.9%	5.3%	20.8%
	2002-2003	32	10	31.3%		
	2003-2004	25	13	52.0%		
Cardenas	2001-2002	37	8	21.6%	-13.9%	0.2%
	2002-2003	39	3	7.7%		
	2003-2004	38	3	7.9%		
Castellanos	2001-2002	39	5	12.8%	-0.1%	9.5%
	2002-2003	47	6	12.8%		
	2003-2004	45	10	22.2%		
Chalmers	2001-2002	26	7	26.9%	-5.5%	11.9%
	2002-2003	28	6	21.4%		
	2003-2004	27	9	33.3%		
C. Hughes	2001-2002	24	6	25.0%	-9.0%	12.6%
	2002-2003	25	4	16.0%		
	2003-2004	21	6	28.6%		
Copernicus	2001-2002	26	6	23.1%	-15.4%	18.2%
	2002-2003	26	2	7.7%		
	2003-2004	27	7	25.9%		
Corkery	2001-2002	74	41	55.4%	-38.7%	12.3%
	2002-2003	42	7	16.7%		
	2003-2004	38	11	28.9%		

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Crown	2001-2002	25	2	8.0%	27.7%	
	2002-2003	28	10	35.7%		-7.7%
	2003-2004	25	7	28.0%		
Dvorak	2001-2002	31	4	12.9%	1.0%	
	2002-2003	36	5	13.9%		1.7%
	2003-2004	32	5	15.6%		
Earle	2001-2002	41	6	14.6%	9.2%	
	2002-2003	42	10	23.8%		5.9%
	2003-2004	37	11	29.7%		
Eberhart	2001-2002	70	6	8.6%	0.2%	
	2002-2003	80	7	8.8%		1.3%
	2003-2004	70	7	10.0%		
Fairfield	2001-2002	40	4	10.0%	3.6%	
	2002-2003	44	6	13.6%		11.9%
	2003-2004	43	11	25.6%		
Frazier	2001-2002	33	5	15.2%	6.1%	
	2002-2003	33	7	21.2%		-4.0%
	2003-2004	29	5	17.2%		
Gary	2001-2002	56	16	28.6%	-16.3%	
	2002-2003	65	8	12.3%		6.7%
	2003-2004	58	11	19.0%		
Goodlow	2001-2002	37	8	21.6%	-2.2%	
	2002-2003	36	7	19.4%		-0.1%
	2003-2004	31	6	19.4%		
Gregory	2001-2002	32	7	21.9%	1.7%	
	2002-2003	34	8	23.5%		2.3%
	2003-2004	31	8	25.8%		
Guggenheim	2001-2002	23	6	26.1%	-7.9%	
	2002-2003	22	4	18.2%		1.8%
	2003-2004	20	4	20.0%		
Hammond	2001-2002	28	10	35.7%	-4.7%	
	2002-2003	29	9	31.0%		19.0%
	2003-2004	30	15	50.0%		
Henderson	2001-2002	32	7	21.9%	10.6%	
	2002-2003	40	13	32.5%		-1.3%
	2003-2004	32	10	31.3%		
Henson	2001-2002	28	11	39.3%	5.2%	
	2002-2003	27	12	44.4%		-0.4%
	2003-2004	25	11	44.0%		
Herzl	2001-2002	50	13	26.0%	-9.9%	
	2002-2003	56	9	16.1%		11.4%
	2003-2004	51	14	27.5%		

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Hinton	2001-2002	31	4	12.9%	19.4%	
	2002-2003	31	10	32.3%		-1.2%
	2003-2004	29	9	31.0%		
Holmes	2001-2002	39	7	17.9%	10.3%	
	2002-2003	46	13	28.3%		-10.8%
	2003-2004	40	7	17.5%		
Howland	2001-2002	23	4	17.4%	9.9%	
	2002-2003	22	6	27.3%		11.2%
	2003-2004	26	10	38.5%		
Johns	2001-2002	23	8	34.8%	-13.9%	
	2002-2003	24	5	20.8%		12.5%
	2003-2004	21	7	33.3%		
Johnson	2001-2002	27	12	44.4%	-21.7%	
	2002-2003	22	5	22.7%		10.6%
	2003-2004	21	7	33.3%		
Kanoon	2001-2002	49	10	20.4%	-1.2%	
	2002-2003	52	10	19.2%		9.6%
	2003-2004	52	15	28.8%		
Kellman	2001-2002	17	4	23.5%	-0.5%	
	2002-2003	13	3	23.1%		4.2%
	2003-2004	11	3	27.3%		
Kershaw	2001-2002	22	8	36.4%	-19.7%	
	2002-2003	24	4	16.7%		11.9%
	2003-2004	21	6	28.6%		
Lathrop	2001-2002	23	4	17.4%	6.7%	
	2002-2003	29	7	24.1%		16.8%
	2003-2004	22	9	40.9%		
Lawndale	2001-2002	37	6	16.2%	0.0%	
	2002-2003	37	6	16.2%		14.6%
	2003-2004	39	12	30.8%		
Little Village	2001-2002	36	4	11.1%	-6.1%	
	2002-2003	40	2	5.0%		15.5%
	2003-2004	39	8	20.5%		
Madero	2001-2002	20	3	15.0%	1.7%	
	2002-2003	24	4	16.7%		2.4%
	2003-2004	21	4	19.0%		
Marquette	2001-2002	101	19	18.8%	-6.4%	
	2002-2003	113	14	12.4%		5.1%
	2003-2004	103	18	17.5%		
Mason	2001-2002	71	24	33.8%	-10.0%	
	2002-2003	63	15	23.8%		24.1%
	2003-2004	71	34	47.9%		

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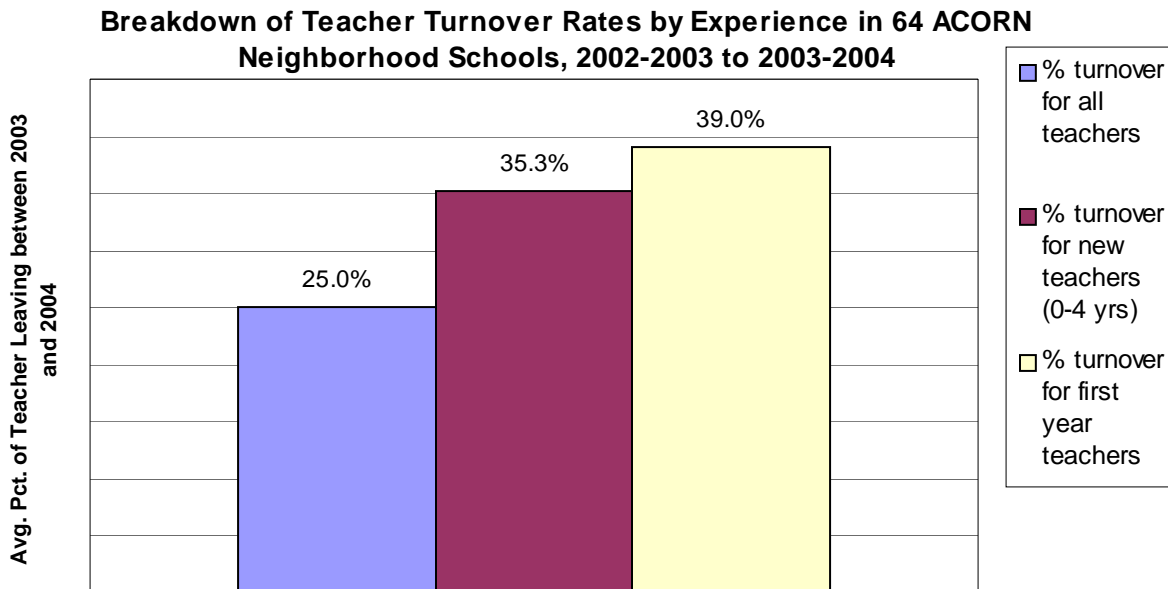
McCormick	2001-2002	48	11	22.9%	-17.7%	
	2002-2003	58	3	5.2%		4.6%
	2003-2004	51	5	9.8%		
McKay	2001-2002	76	18	23.7%	-11.3%	
	2002-2003	81	10	12.3%		7.7%
	2003-2004	75	15	20.0%		
Miles Davis	2001-2002	24	4	16.7%	3.3%	
	2002-2003	25	5	20.0%		-3.3%
	2003-2004	24	4	16.7%		
Morrill	2001-2002	51	12	23.5%	-9.7%	
	2002-2003	58	8	13.8%		6.9%
	2003-2004	58	12	20.7%		
Nicholson	2001-2002	37	13	35.1%	-14.7%	
	2002-2003	44	9	20.5%		12.2%
	2003-2004	46	15	32.6%		
O'Toole	2001-2002	42	9	21.4%	-6.8%	
	2002-2003	41	6	14.6%		-2.7%
	2003-2004	42	5	11.9%		
Ortiz de Domin.	2001-2002	38	8	21.1%	-13.4%	
	2002-2003	39	3	7.7%		13.9%
	2003-2004	37	8	21.6%		
Paderewski	2001-2002	28	16	57.1%	-4.2%	
	2002-2003	17	9	52.9%		17.6%
	2003-2004	17	12	70.6%		
Penn	2001-2002	39	9	23.1%	-3.6%	
	2002-2003	36	7	19.4%		12.1%
	2003-2004	38	12	31.6%		
Pickard	2001-2002	35	4	11.4%	-8.9%	
	2002-2003	39	1	2.6%		3.0%
	2003-2004	36	2	5.6%		
Plamondon	2001-2002	15	4	26.7%	-26.7%	
	2002-2003	16	0	0.0%		0.0%
	2003-2004	13	0	0.0%		
Pope	2001-2002	15	3	20.0%	18.9%	
	2002-2003	18	7	38.9%		-1.4%
	2003-2004	16	6	37.5%		
Randolph	2001-2002	52	19	36.5%	-5.9%	
	2002-2003	49	15	30.6%		17.3%
	2003-2004	48	23	47.9%		
Reed	2001-2002	28	9	32.1%	7.1%	
	2002-2003	28	11	39.3%		-3.3%
	2003-2004	25	9	36.0%		

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Saucedo	2001-2002	65	8	12.3%	-3.5%	
	2002-2003	68	6	8.8%		0.6%
	2003-2004	64	6	9.4%		
Sherwood	2001-2002	23	3	13.0%	11.1%	
	2002-2003	29	7	24.1%		13.8%
	2003-2004	29	11	37.9%		
Spry	2001-2002	49	12	24.5%	-1.4%	
	2002-2003	52	12	23.1%		-3.8%
	2003-2004	52	10	19.2%		
Stagg	2001-2002	31	4	12.9%	5.5%	
	2002-2003	38	7	18.4%		0.9%
	2003-2004	31	6	19.4%		
Sumner	2001-2002	43	10	23.3%	1.2%	
	2002-2003	45	11	24.4%		8.2%
	2003-2004	46	15	32.6%		
Telpochacalli	2001-2002	17	9	52.9%	-47.4%	
	2002-2003	18	1	5.6%		17.5%
	2003-2004	13	3	23.1%		
Webster	2001-2002	33	11	33.3%	-20.0%	
	2002-2003	30	4	13.3%		1.5%
	2003-2004	27	4	14.8%		
Wentworth	2001-2002	35	5	14.3%	4.3%	
	2002-2003	43	8	18.6%		-1.9%
	2003-2004	36	6	16.7%		
Whitney	2001-2002	58	6	10.3%	-0.5%	
	2002-2003	61	6	9.8%		8.5%
	2003-2004	60	11	18.3%		
Woods	2001-2002	37	5	13.5%	-1.6%	
	2002-2003	42	5	11.9%		9.1%
	2003-2004	38	8	21.1%		
Totals	2001-2002	2377	545	22.9%	-4.9%	
	2002-2003	2501	451	18.0%		6.8%
	2003-2004	2320	575	24.8%		

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This chart illustrates a trend of especially high teacher turnover rates for first year and new teachers. The overall turnover rates for teachers in ACORN schools is 25%, still higher than the national average of 15.7% (20% for high poverty schools).



Variations in Teacher Turnover Rates by Years of Experience, 2002-2003 to 2003-2004

Data Source: Illinois State Board of Education (ISBE) Teacher Service Record for 2002-2003, 2003-2004

SCHOOL	total first year teachers (0 yrs exp)	# of first year leavers	turnover rate for first year teachers	total teachers w/ 0-4 yrs exp	# of leavers w/ 0-4 yrs exp	turnover rate for w/ 0-4 yrs exp	total teachers w/ 5+ yrs exp.	# of leavers w/ 5+ yrs exp.	turnover rate for w/ 5+ yrs exp
Altgeld	5	1	20.0%	7	2	28.6%	26	7	26.9%
Bass	4	2	50.0%	12	4	33.3%	19	4	21.1%
Bethune	2	0	0.0%	5	2	40.0%	25	5	20.0%
Bond	0	0	N/A	12	4	33.3%	24	3	12.5%
Bontemps	1	1	100.0%	7	3	42.9%	20	8	40.0%
Bunche	3	1	33.3%	4	2	50.0%	21	11	52.4%
Cardenas	7	1	14.3%	17	2	11.8%	21	1	4.8%
Castellanos	8	4	50.0%	16	5	31.3%	29	5	17.2%
Chalmers	6	2	33.3%	7	2	28.6%	20	7	35.0%
Charles Hughes	1	1	100.0%	1	1	100.0%	20	5	25.0%
Copernicus	1	0	0.0%	8	5	62.5%	19	2	10.5%
Corkery	4	0	0.0%	18	8	44.4%	20	3	15.0%

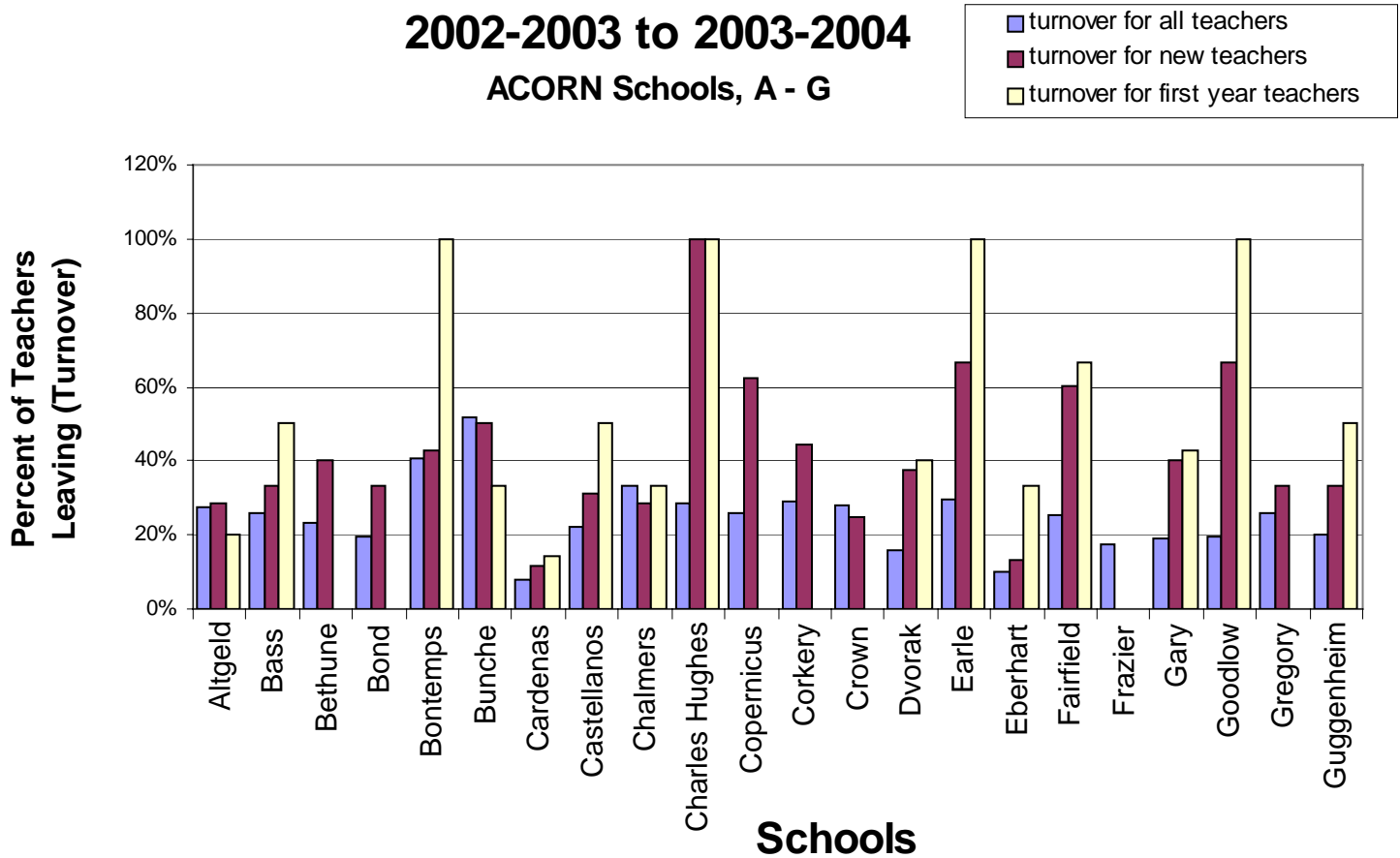
ILLINOIS ACORN

Crown	2	0	0.0%	4	1	25.0%	21	6	28.6%
Dvorak	5	2	40.0%	8	3	37.5%	24	2	8.3%
Earle	2	2	100.0%	6	4	66.7%	31	7	22.6%
Eberhart	3	1	33.3%	15	2	13.3%	55	5	9.1%
Fairfield	6	4	66.7%	10	6	60.0%	33	5	15.2%
Frazier	0	0	N/A	1	0	0.0%	28	5	17.9%
Gary	7	3	42.9%	15	6	40.0%	43	5	11.6%
Goodlow	1	1	100.0%	3	2	66.7%	28	4	14.3%
Gregory	1	0	0.0%	12	4	33.3%	19	4	21.1%
Guggenheim	2	1	50.0%	3	1	33.3%	17	3	17.6%
Hammond	8	7	87.5%	11	9	81.8%	19	6	31.6%
Henderson	8	4	50.0%	10	4	40.0%	22	6	27.3%
Henson	7	2	28.6%	10	3	30.0%	15	8	53.3%
Herzl	17	8	47.1%	20	9	45.0%	31	5	16.1%
Hinton	6	4	66.7%	7	5	71.4%	22	4	18.2%
Holmes	8	3	37.5%	15	4	26.7%	25	3	12.0%
Howland	4	2	50.0%	10	7	70.0%	16	3	18.8%
Johns	4	2	50.0%	8	3	37.5%	13	4	30.8%
Johnson	5	2	40.0%	7	2	28.6%	14	5	35.7%
Kanoon	10	3	30.0%	15	5	33.3%	37	10	27.0%
Kellman	1	0	0.0%	3	1	33.3%	8	2	25.0%
Kershaw	3	2	66.7%	3	2	66.7%	18	4	22.2%
Lathrop	3	2	66.7%	7	4	57.1%	15	5	33.3%
Lawndale	5	3	60.0%	5	3	60.0%	34	9	26.5%
Little Village	6	2	33.3%	14	3	21.4%	25	5	20.0%
Madero	4	2	50.0%	6	3	50.0%	15	1	6.7%
Marquette	15	3	20.0%	27	5	18.5%	76	13	17.1%
Mason	22	13	59.1%	33	21	63.6%	38	13	34.2%
McCormick	11	3	27.3%	21	3	14.3%	30	2	6.7%
McKay	6	2	33.3%	19	7	36.8%	56	8	14.3%
Miles Davis	0	0	N/A	6	1	16.7%	18	3	16.7%
Morrill	10	3	30.0%	17	4	23.5%	41	8	19.5%
Nicholson	18	6	33.3%	27	7	25.9%	19	8	42.1%
Ortiz de Domin	2	0	0.0%	7	0	0.0%	35	5	14.3%
O'Toole	10	3	30.0%	17	6	35.3%	20	2	10.0%
Paderewski	7	5	71.4%	9	6	66.7%	8	6	75.0%
Penn	6	1	16.7%	18	6	33.3%	20	6	30.0%
Pickard	7	0	0.0%	14	1	7.1%	22	1	4.5%
Plamondon	1	0	0.0%	1	0	0.0%	12	0	0.0%
Pope	6	2	33.3%	9	4	44.4%	7	2	28.6%
Randolph	9	4	44.4%	13	5	38.5%	35	18	51.4%
Reed	2	1	50.0%	10	4	40.0%	15	5	33.3%
Saucedo	5	1	20.0%	12	1	8.3%	52	5	9.6%

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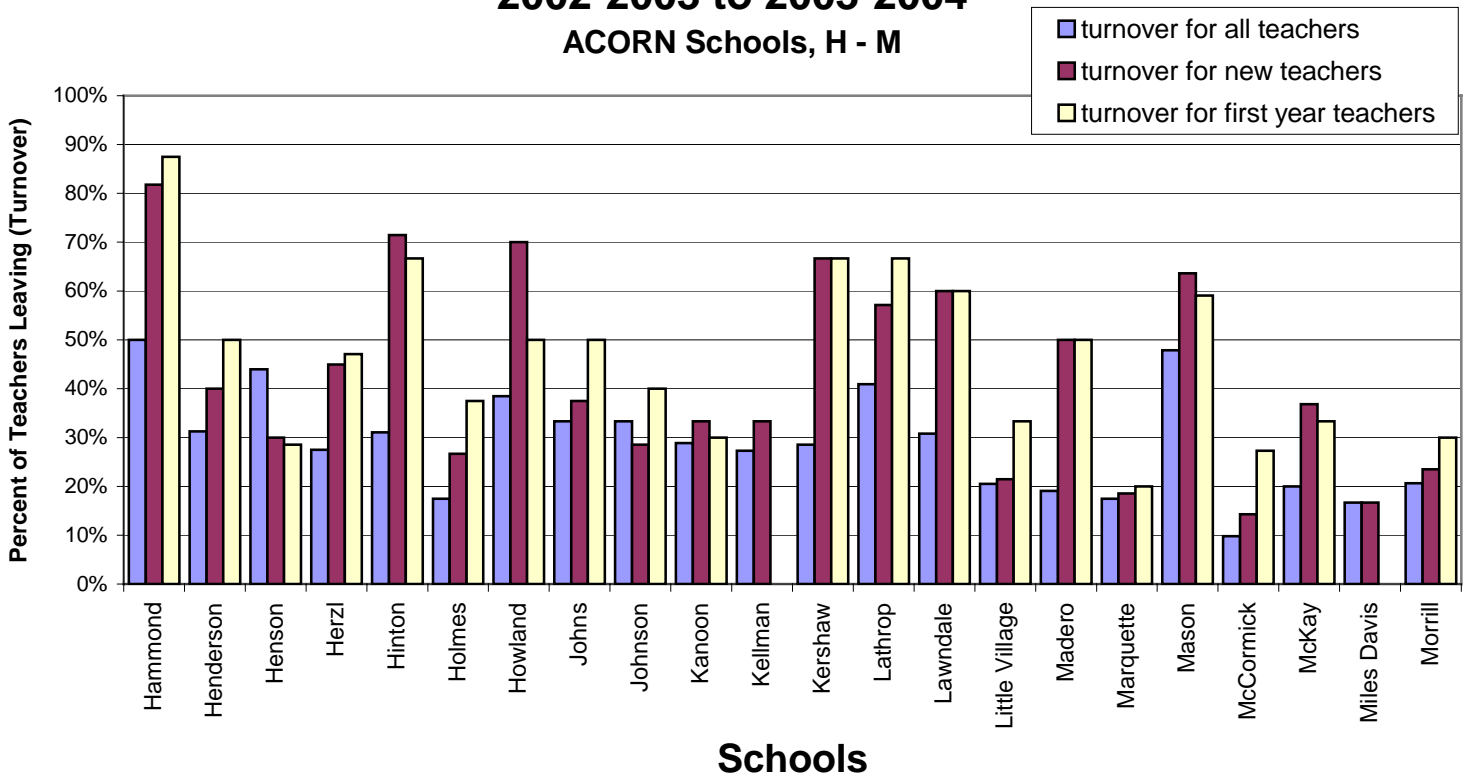
Sherwood	8	5	62.5%	14	7	50.0%	15	4	26.7%
Spry	9	0	0.0%	22	5	22.7%	30	5	16.7%
Stagg	0	0	N/A	5	1	20.0%	26	5	19.2%
Sumner	10	3	30.0%	21	5	23.8%	25	10	40.0%
Telpochcalli	2	1	50.0%	9	3	33.3%	4	0	0.0%
Webster	4	1	25.0%	6	2	33.3%	21	2	9.5%
Wentworth	6	2	33.3%	11	4	36.4%	25	2	8.0%
Whitney	3	2	66.7%	12	4	33.3%	48	7	14.6%
Woods	2	1	50.0%	4	1	25.0%	34	7	20.6%
Totals, Averages	351	137	39.0%	706	249	35.3%	1624	334	20.6%

Teacher Turnover by Years of Experience 2002-2003 to 2003-2004 ACORN Schools, A - G



Teacher Turnover by Years of Experience 2002-2003 to 2003-2004

ACORN Schools, H - M



Teacher Turnover by Years of Experience 2002-2003 to 2003-2004

ACORN Schools, N - W

