EmpowerEd @EmpowerEdDC
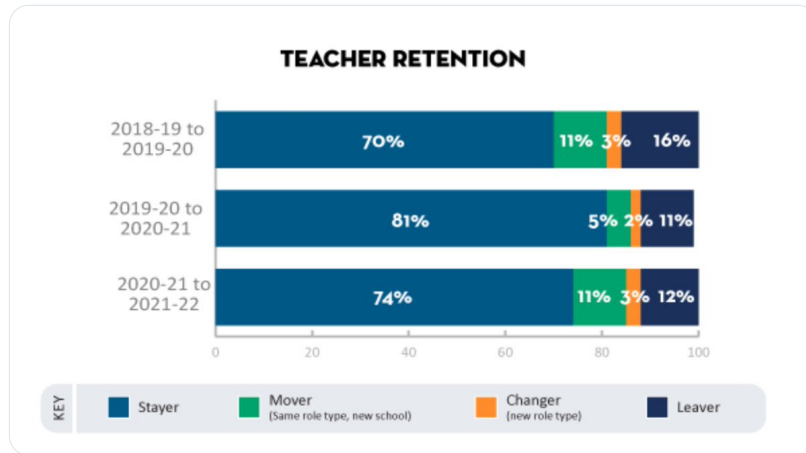
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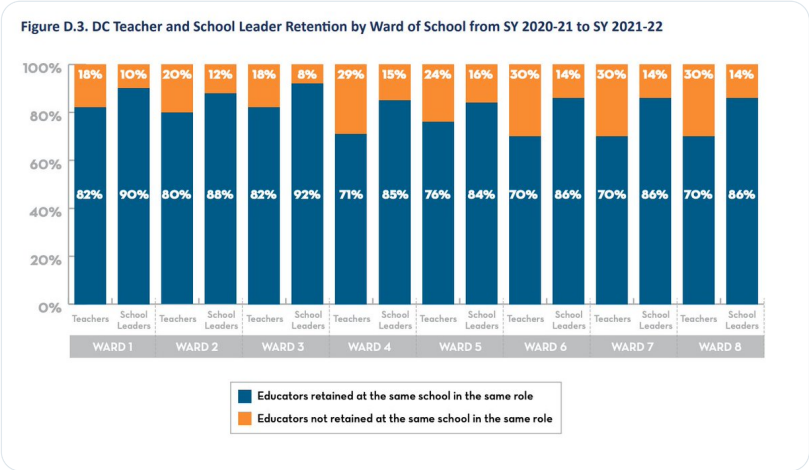
🚨 🧵.@OSSEDC released a new report on the DC Educator Workforce. After expected lull during pandemic (when it was difficult to move jobs), turnover is back up w/ 26 % not returning to their school in SY 21-22.

There's so much more. Here's the big thread with all the headlines:

TEACHER RETENTION

Period	Stayer	Mover	Changer	Leaver
2018-19 to 2019-20	70%	11%	3%	16%
2019-20 to 2020-21	81%	5%	2%	11%
2020-21 to 2021-22	74%	11%	3%	12%

KEY
- ■ Stayer
- ■ Mover (Same role type, new school)
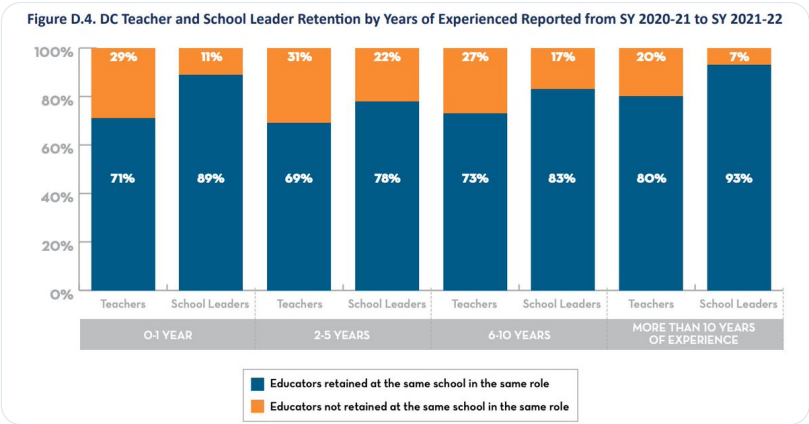- ■ Changer (new role type)
- ■ Leaver

WARD BY WARD: 30 % leaving their schools yr over yr in W 4, 6, 7 & 8. 24 % in W5.

REMINDER: Research shows teachers leave schools w/ higher % "at risk" students not bc of challenges w/ students, but bc of the types of policies imposed on those schools (lack of autonomy, etc…)

Figure D.3. DC Teacher and School Leader Retention by Ward of School from SY 2020-21 to SY 2021-22

	Educators retained at the same school in the same role	Educators not retained at the same school in the same role

RETENTION is higher w/ experienced teachers. We know the highest group of "leavers" is in the 29-39 year old age range- for many bc of the difficulty balancing becoming parents and working nights and weekends as a teacher. That's why we've pushed so hard for flexible scheduling.

Figure D.4. DC Teacher and School Leader Retention by Years of Experienced Reported from SY 2020-21 to SY 2021-22

► = retention DOWN for "effective" educators this yr. We've always known the data around retaining effective educators to be flawed, since they only measure based on the evaluation received the year of departure and the bias of eval system itself, but still, a notable trend.

Figure D.6. DC Teacher Retention by Effectiveness Rating
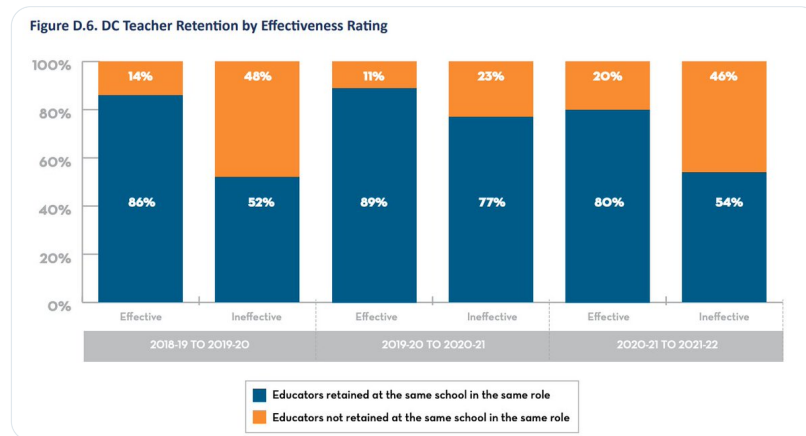
In fact, 57% of "leavers" in the past 7 yrs were rated "effective" or "highly effective". Plus the caveat above that it's likely much higher bc if an educator scores effective for 10 yrs but "developing" the yr they leave, it's not counted.

Percent of Teachers Leaving by Rating

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	Left 2019	Left 2020	7-year average
Ineffective	7%	9%	7%	8%	12%	7%	8%	3%	8%
Minimally Effective	15%	15%	11%	13%	16%	14%	12%	6%	13%
Developing	24%	18%	27%	24%	20%	23%	23%	14%	22%
Effective	38%	38%	35%	33%	33%	33%	36%	40%	35%
Highly Effective	16%	21%	19%	22%	19%	23%	20%	37%	22%
Total	100%	100%	100%	100%	100%	100%	100%	100%	100%

So why do we have this level of turnover compared to other districts?
1. SBOE study found the #1 driver of turnover in DCPS is the IMPACT eval system- which AU study found to be racially biased- and teachers find is about being punitive rather than helping them grow
Cont...

2. Overall- studies of the "leavers" have found top reasons to be dissatisfaction with school leaders (who also frequently turnover) & lack of teacher leadership opportunities. Higher pay needed cited also cited by many- esp. in charter sector and paraprofessionals.
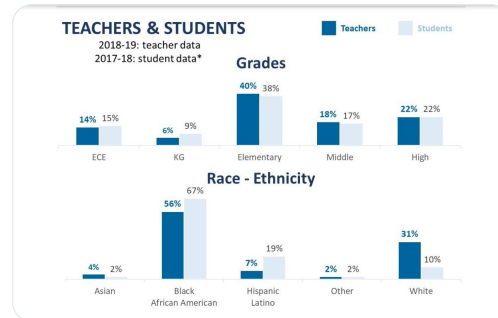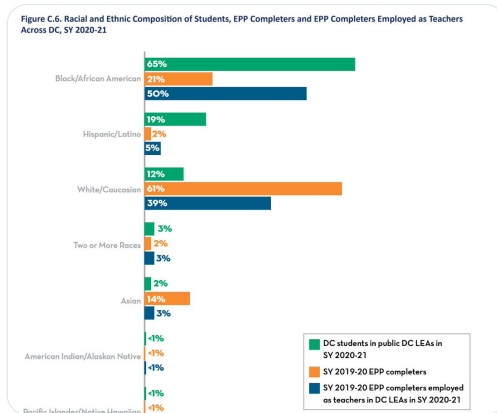
What would keep teachers?

Our survey w/ @WTUTeacher, found flex scheduling was #1 thing that would keep educators (esp. as other careers get more flexible). Other top strategies: higher pay, more support, less emphasis on standardized tests, autonomy, reforms to teacher eval. 👇

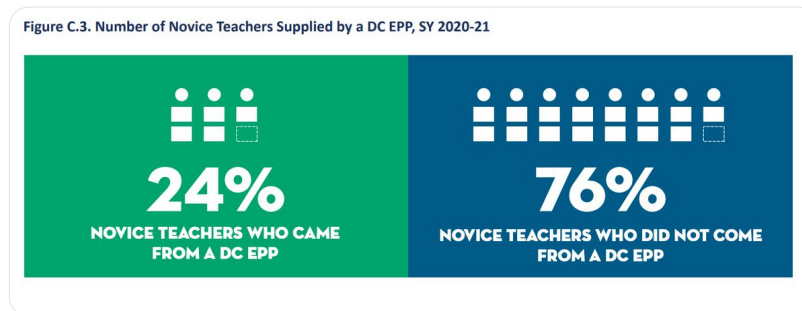| Action to Prevent Turnover	Ranking (#1= most impactful)
Flexible Scheduling Options	1
Higher Pay	2
More Classroom Support	3
Less Focus/ Time on Standardized Tests	4
More Professional Autonomy to Do Your Job	5
Major Reforms to the Teacher Evaluation System	6
"Release Time" from Teaching Load to Take on Other Interests	7
Fewer New Initiatives	8
Better Benefits	9
Better Wrap Around Supports for your Students	10
Better Relationship with your School Leader	11
More Teacher/ Staff-Led PD	12
Housing Cost Incentives	13
More Teacher Mentorship/ Support	14
Student Loan Forgiveness	15
More Support for your own Professional Learning	16
Money & Support to Pursue Career Advancement/ Training	17
A "sabbatical" to Pursue Professional Interests	18

In 2019 EmpowerEd focused on recruiting, supporting & retaining Latiné educators, we published a report on the subject, held a convening with over 200 students, teachers, principals and police makers and led the way on concrete recommendations to close the representation gap!

As a result of our advocacy, several agencies incl. DCPS & OSSE adopted critical recommendations from our report, though many important ones remain unaddressed. We're beginning to see payoff w/ a closing of the gap!! Still, major gaps in Latiné and Black representation persist.

Figure C.6. Racial and Ethnic Composition of Students, EPP Completers and EPP Completers Employed as Teachers Across DC, SY 2020-21

Sadly, vast majority (76 %) of novice teachers in DC did NOT attend a DC Education Prep Provider (EPP). That's one of the reasons we fought so hard for our #REPPDC investment in DC EPPs to provide DC HS students and paraprofessional a debt free path to become a certified teacher.

Figure C.3. Number of Novice Teachers Supplied by a DC EPP, SY 2020-21

24%
NOVICE TEACHERS WHO CAME FROM A DC EPP

76%
NOVICE TEACHERS WHO DID NOT COME FROM A DC EPP

A debt-free path to become a licensed educator is a critical way to ensure we have a more diverse DC workforce. But we also have to generate excitement among HS students in becoming a teacher- which is why we've asked @OSSEDC repeatedly to use some #REPPDC $$ to do this work!

When we think about the teacher pipeline, we know we must also think about demand in each subject area in particular. This illuminating graphic shows the need for us to focus on recruiting educators to fill large vacancies in ELA, CTE, Bilingual Education in particular.
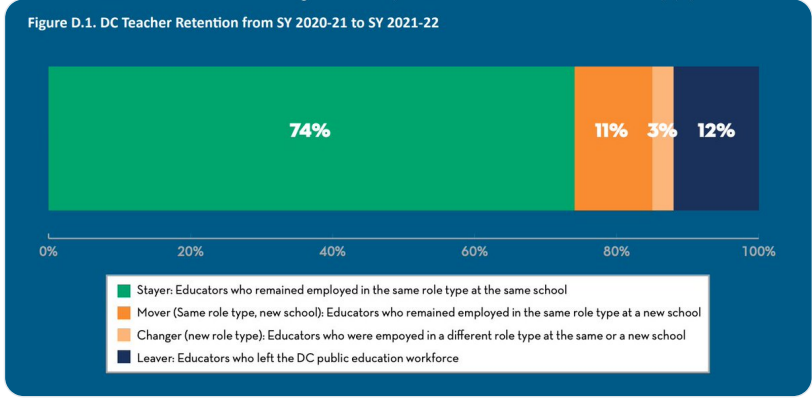
Figure B.2. Citywide Teaching Positions by Subject, SY 2021-22

Subject	Returning	Filled	Vacant
Bilingual Education	74%	18%	9%
CTE	71%	19%	11%
Early Childhood	78%	19%	3%
Elementary	67%	25%	8%
English Language Arts	58%	28%	14%
English as a Second Language	82%	16%	2%
Foreign Language	66%	28%	6%
Math	70%	27%	3%
Other	77%	19%	4%
Science	73%	23%	4%
Social Studies	81%	18%	1%
Special Education	68%	25%	7%
The Arts	73%	21%	6%

Legend:
- Returning (returned to subject, gradeband, and school)
- Filled (new to subject, gradeband, and/or school)
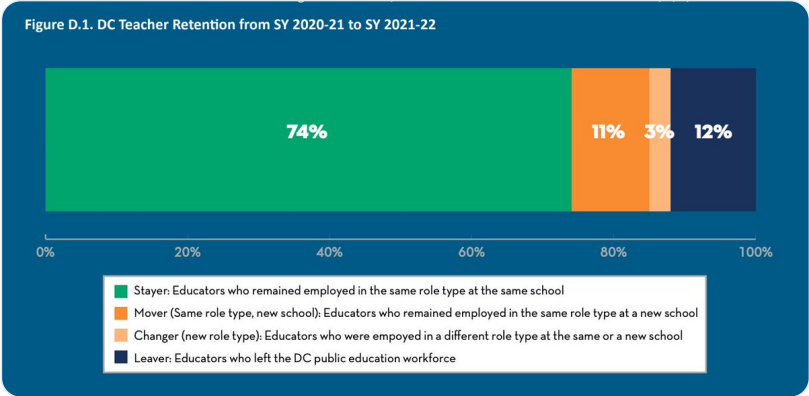- Vacant (FTEs that are vacant as of Oct. 5, 2021)

Among new hires, we have a pretty even mix of teachers who are in the first year teaching, transferring from another DC school and moving to a DC school from outside of DC. So let's talk about "movers" for a second....
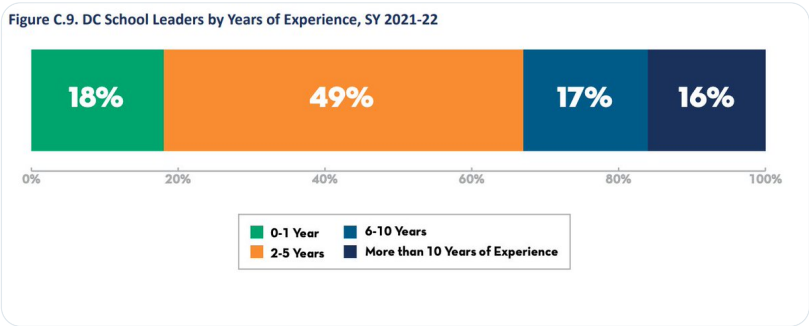
We hear this every day- teachers are not satisfied at their school but are committed to teaching as their life work and really want to find the right place. If we're successful, we should have fewer movers each year. That's been a struggle for DC- as shown here.

Figure D.1. DC Teacher Retention from SY 2020-21 to SY 2021-22

Stayer	Mover	Changer	Leaver
74%	11%	3%	12%

Legend:
- Stayer: Educators who remained employed in the same role type at the same school
- Mover (Same role type, new school): Educators who remained employed in the same role type at a new school
- Changer (new role type): Educators who were empoyed in a different role type at the same or a new school
- Leaver: Educators who left the DC public education workforce

The 11 % of movers shows us huge potential-- They don't want to quit teaching. But those moves still destabilize schools. So if we truly invest in improving admin-educator relationships, educator wellness and evaluation reform, we can retain many more AT THEIR SCHOOLS!

Figure D.1. DC Teacher Retention from SY 2020-21 to SY 2021-22

74%   11%   3%   12%

0%   20%   40%   60%   80%   100%

■ Stayer: Educators who remained employed in the same role type at the same school
■ Mover (Same role type, new school): Educators who remained employed in the same role type at a new school
■ Changer (new role type): Educators who were empoyed in a different role type at the same or a new school
■ Leaver: Educators who left the DC public education workforce

❗ When it comes to our school leaders, the most breathtaking statistic is the amount of school leaders with 5 years of less of experience- which stands at a stunning 67 %. We've made the job of school leader unsustainable and we must make real changes to retain them & GROW them.

Figure C.9. DC School Leaders by Years of Experience, SY 2021-22

18%   49%   17%   16%

0%   20%   40%   60%   80%   100%

■ 0-1 Year   ■ 6-10 Years
■ 2-5 Years   ■ More than 10 Years of Experience

More highlights and analysis to come. You can find our research and full agenda to address teacher retention at :

Solving the Teacher Retention Challenge in DC
Solving the Teacher Retention Challenge in DC.

https://www.weareempowered.org/retention.html

#AttentionToRetention

@ChmnMendelson @MayorBowser

You can find the full report from @OSSEDC here: https://osse.dc.gov/page/dc-educator-workforce-data

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