



When Teachers Lead,
Our Students Succeed



Teacher and Principal Retention in D.C.





When Teachers Lead,
Our Students Succeed



**Creating Sustainable Work
Environments**
- Collaborative Culture

**Creating Opportunities
For Authentic
Teacher Voice & Leadership**
-School and District

**Retaining Great
Teachers in
High-Need Schools**



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The teacher retention challenge

25 %

Overall Teacher
Turnover
(avg. across
both sectors- school
level)

National Average
16-19 %

33 %

of teachers in DCPS's
40 lowest performing
schools leave each year

70 %

of teachers leave
their school
within
five years

Urban District Average
58 %



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The principal retention challenge

21 %

DCPS schools that begin
year w/ new Principal
*5 year avg.

24 %

Charter schools that begin
year w/ new Principal
*4 year avg.

2/3

of DCPS schools
have had 2-3
principals
in five years

16%

of schools started w/ a new principal
In 2017-2018 (drop from 26 %
In 15-16)

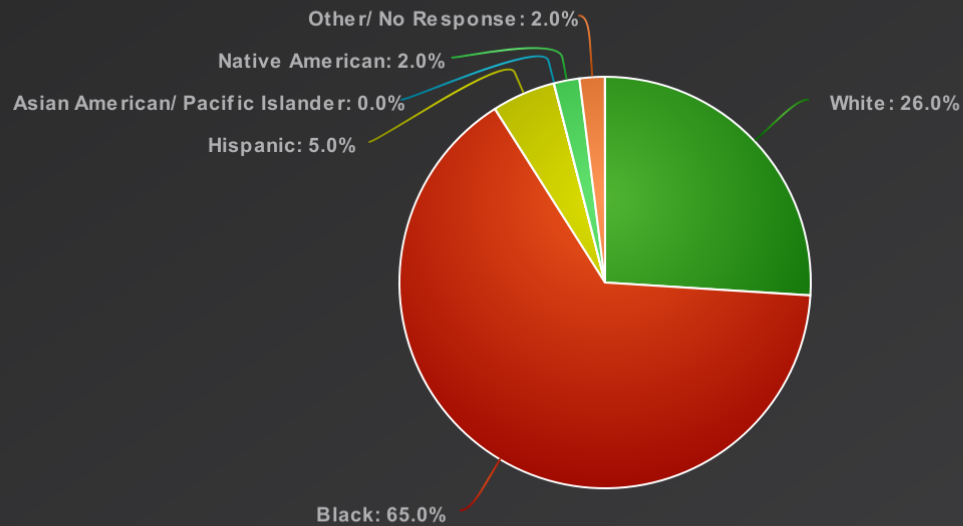
- Similar to national averages for principal departures



Teachers of Color- Over Time

TEACHER DEMOGRAPHICS IN DC SCHOOLS 2007-2008

SOURCE: CENTER FOR AMERICAN PROGRESS

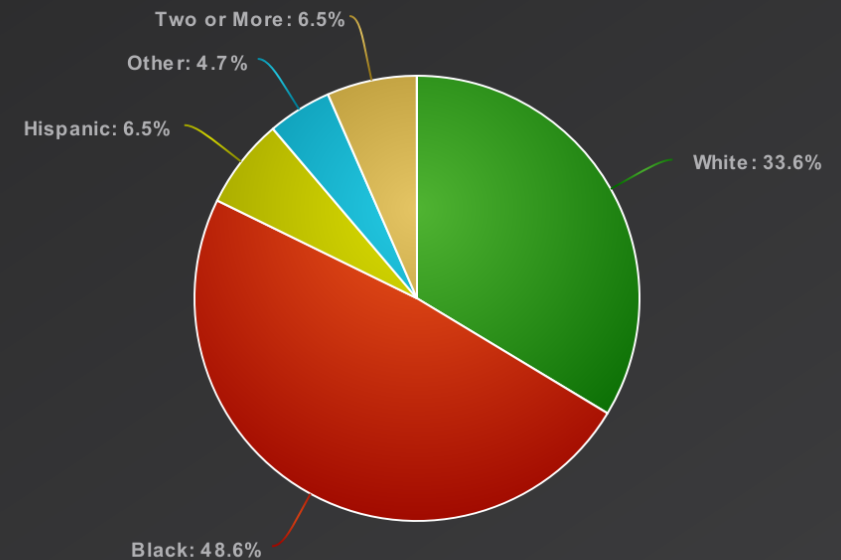


■ WHITE ■ BLACK ■ HISPANIC ■ ASIAN AMERICAN/ PACIFIC ISLANDER ■ NATIVE AMERICAN
■ OTHER/ NO RESPONSE

meta-chart.com

TEACHER DEMOGRAPHICS IN DC SCHOOLS 2011-2012

SOURCE: CENTER FOR AMERICAN PROGRESS



■ WHITE ■ BLACK ■ HISPANIC ■ OTHER ■ TWO OR MORE

meta-chart.com



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Teachers of Color- DC in Context

CHANGES IN SHARES OF THE TEACHING FORCE IN ALL PUBLIC SCHOOLS BY RACE AND ETHNICITY

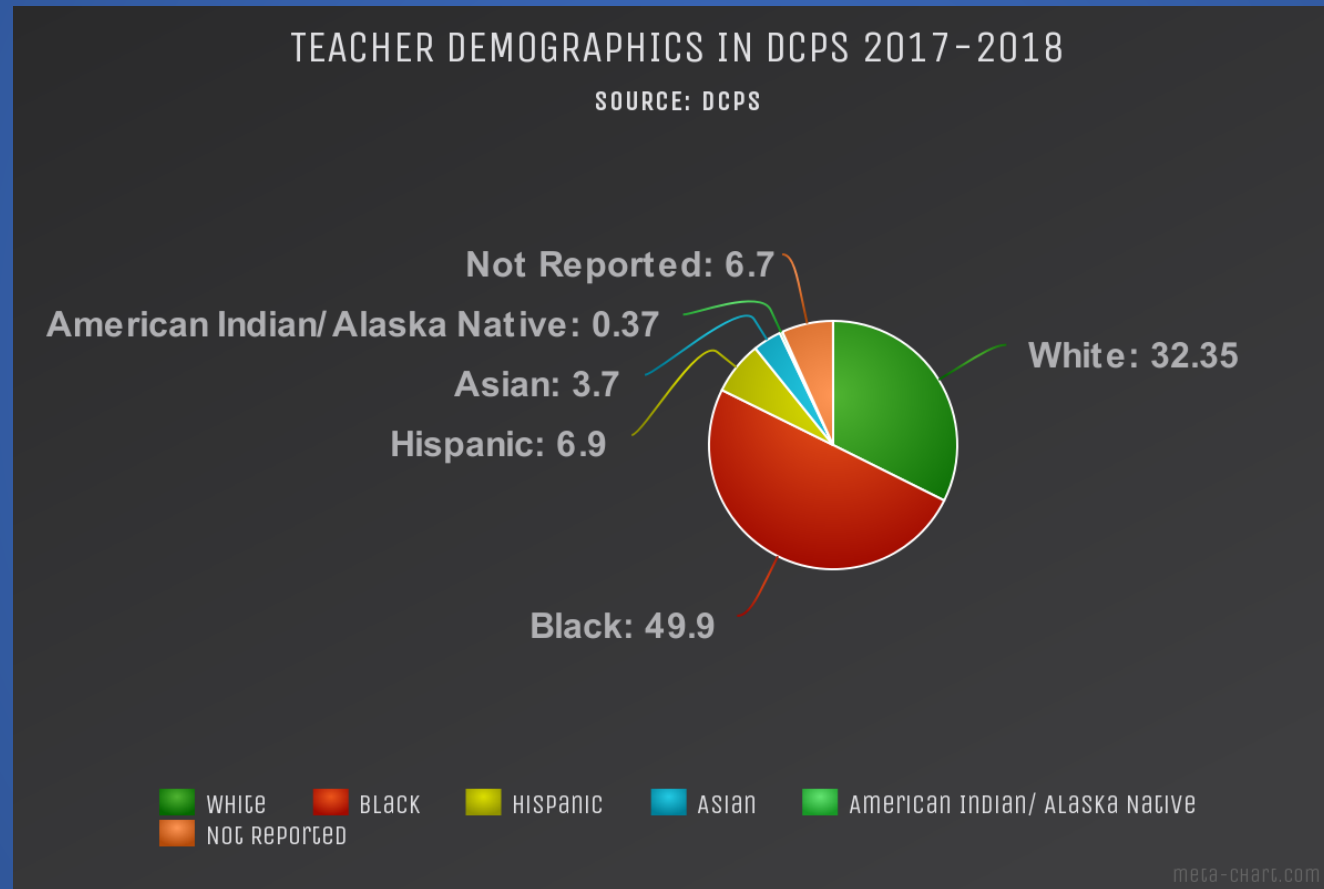
CITY	SECTOR (duration of data)	WHITE TEACHERS	BLACK TEACHERS	HISPANIC TEACHERS
BOSTON	DISTRICT (10 years)	+0.3	-3.1	+1.0
	CHARTER (4 years)	+1.8	-1.0	-0.8
CHICAGO	DISTRICT (9 Years)	+4.2	-10.9	+3.8
	CHARTER (3 years)	+1.7	-2.5	-0.3
CLEVELAND	DISTRICT (11 years)	-1.4	-1.3	+1.0
	CHARTER (11 years)	+18.7	-18.2	-0.7
LOS ANGELES	DISTRICT (9 years)	-6.6	-2.4	+7.1
	CHARTER (9 years)	12.8	-1.2	+13.0
NEW ORLEANS	CITYWIDE (10 years)	+19.8	-24.2	+2.0
NEW YORK CITY	DISTRICT (10 years)	+0.2	-3.1	+0.7
	CHARTER (2 years)	-4.7	-1.3	+0.2
PHILADELPHIA	DISTRICT (11 years)	+4.2	-9.5	-0.1
	CHARTER (5 years)	+6.9	-7.7	+1.2
SAN FRANCISCO	DISTRICT (9 years)	-5.0	-1.6	+3.0
WASHINGTON, D.C.*	CITYWIDE (8 years)	+23.0	-27.5	+3.1



In the city profile, these Washington, D.C., figures are based on the U.S. Department of Education SASS study, since we were unable to obtain data from D.C. state and city agencies.

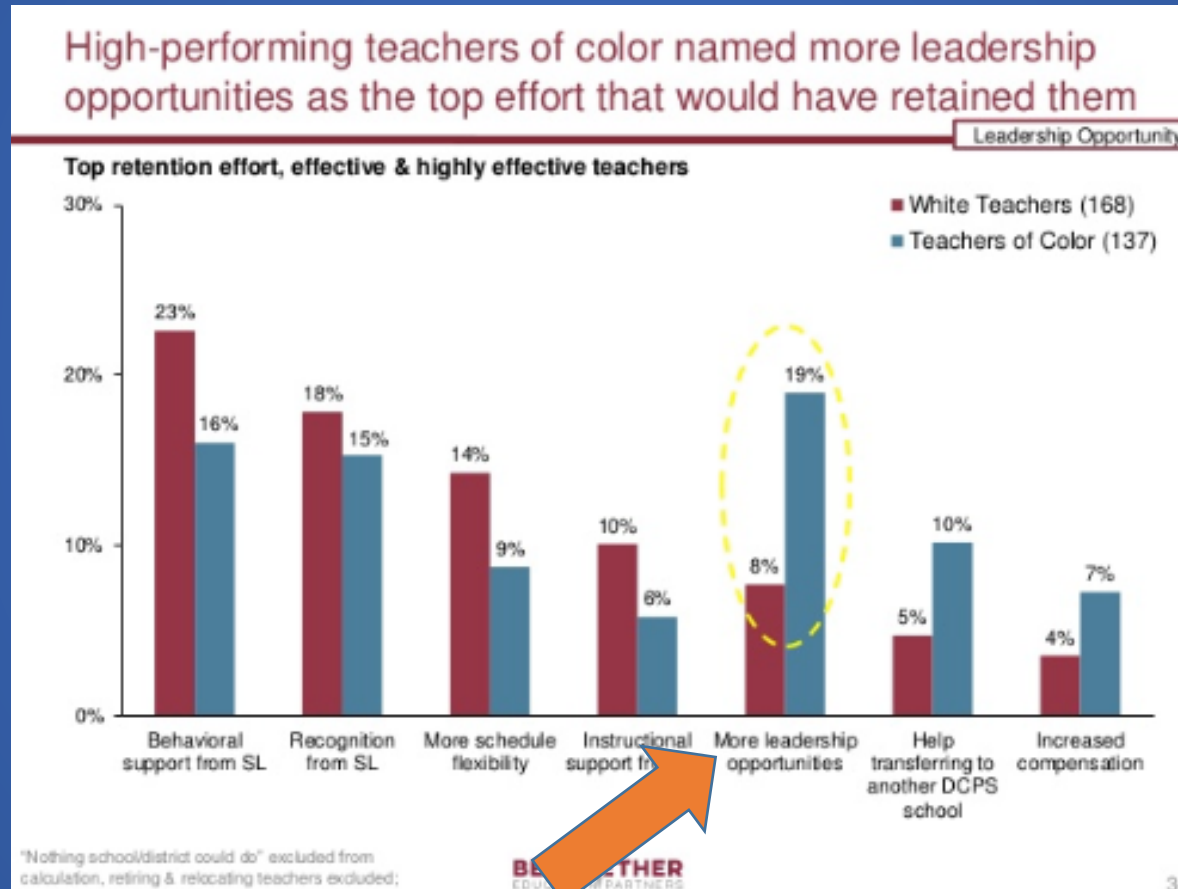


Teachers of Color Now in DCPS





Teachers of Color-Retention





Who are we losing?

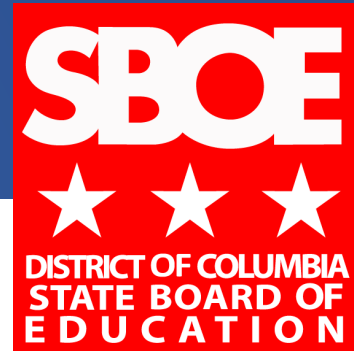


Table 10: Numbers and Percentages of DCPS Classroom Teachers Leaving DCPS by Final IMPACT Rating SY 2012-13 to SY 2016-17

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	5 year total	% of 5 year total
Ineffective	38	52	46	50	79	265	9%
Minimally Effective	85	86	77	81	107	436	14%
Developing	137	108	182	148	133	708	23%
Effective	217	223	236	205	218	1,099	35%
Highly Effective	94	123	130	137	123	607	19%
Total	571	592	671	621	660	3,115	100%

Total Percentage of teachers lost ineffective or minimally effective- 23 %

Total percentage of teachers lost that were rated effective or highly effective- 53 %



Who are we losing?



Table 7: Percentage of DCPS ET-15 Staff Leaving Their Schools by Percentage of Students At-Risk SY 2011-12 to SY 2017-18

	# schs 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
0-20% at-risk	22	13%	12%	15%	22%	21%	20%	19%	21%
20-40% at-risk	13	18%	25%	18%	20%	20%	26%	22%	23%
40-60% at-risk	29	28%	31%	18%	26%	26%	24%	24%	25%
60-80% at-risk	29	29%	39%	20%	30%	30%	29%	30%	29%
80-100% at-risk	13	29%	36%	22%	32%	32%	30%	31%	31%
DCPS average	106	27%	33%	18%	26%	26%	25%	26%	26%

As the percentage of at-risk students increases, so does the rate at which ET-15 staff leave their schools. At the 22 schools with the fewest at-risk students, the rate is about 20%, while at the 13 schools with the highest percentages, 30% of the ET-15 staff leave annually.

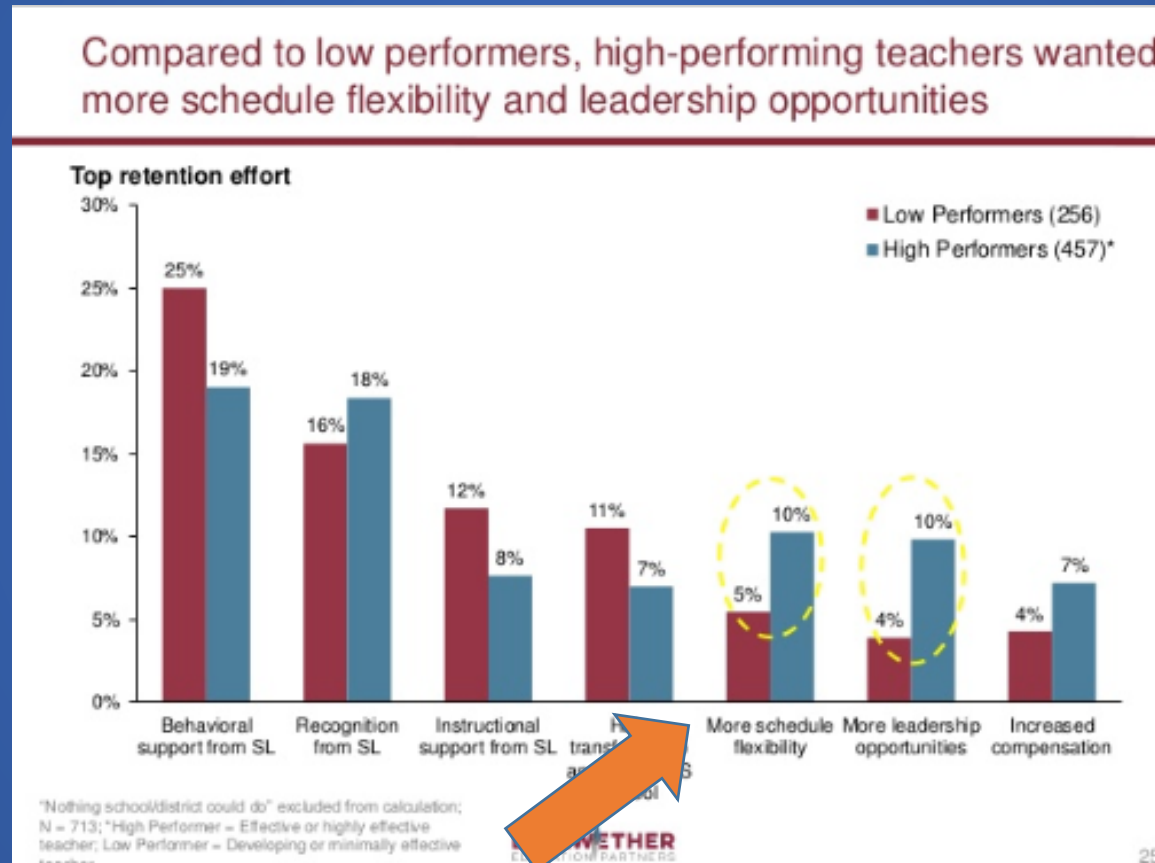
The higher the percentage of AtRisk students in a school, the higher the turnover rate.

Turnover of Classroom Teachers in DCPS

The next sections provide the same kinds of data as the above, but for *classroom teachers listed in*



Why do teachers say they're leaving?





Why do teachers say they're leaving?

To high performers, "schedule flexibility" mostly meant part-time and leave options to spend time with family

Work/Life Balance

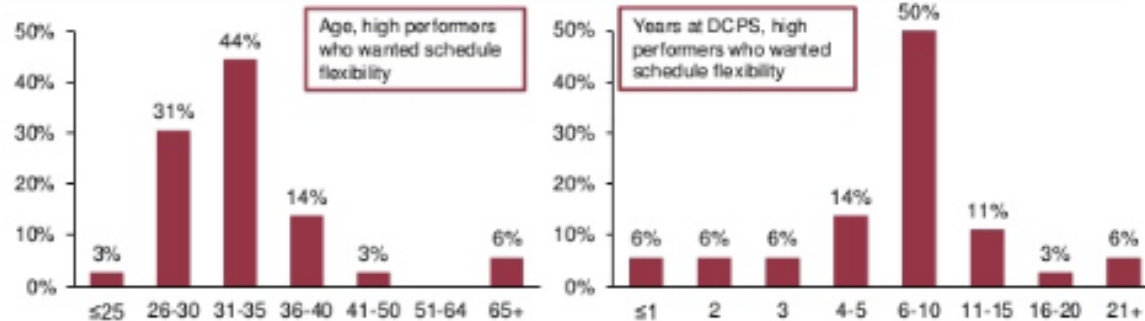
About half the text responses from high-performing teachers who wanted "more schedule flexibility" referred to **more part-time and leave options to spend time with family**. (N=18)

"I would have really appreciated a **longer-term leave option** or the **ability to work in a more flexible position for a year while my child is young**"

"I was really hoping to have a job with more flexibility or a **part-time position** so I could spend more time with my family while my kids are young"

"After the birth of my daughter this school year, [...] DCPS would not allow me to be away **for more than the 16 weeks**"

Teachers in their early thirties / with 6-10 years experience at DCPS were the largest group of high performers who wanted schedule flexibility. (N=36)



* Not counting retiring/relocating teachers





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The Promise of Emerging Solutions

- Teacher Leadership Programs like TLI- (Release Time for Teachers)
- Increased School Level Autonomy
- DCPS Design Lab
- A broader view of Social Emotional work
- Part-time/ Flexible Schedules in Charters
- Teacher-Led PD

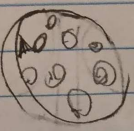
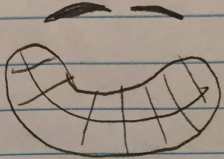




The most important **why**

Dear [redacted]

I Hope the Next school is
better we will miss have
a great time



Dear [redacted] you are a wonderful
P.O.E teacher I'm kind of mad at you
because you left us and we don't have
pie usually and the krew p.o.e teacher is
not like you besides your games are
better anyways. Good bye [redacted]

I hope I get to the school as where you
are bye [redacted]

P.S your better than the pie teacher
#cries#cries#cries#



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A student perspective

