Office of the State
Superintendent of Education

DISTRICT OF COLUMBIA

EDUCATOR WORKFORCE REPORT

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EXECUTIVE SUMMARY

Educators are the District of Columbia's greatest strength. Data collected annually by the Office of the State Superintendent of Education (OSSE) demonstrate that the District's educator workforce includes a strong pool of educators representing a wide variety of racial and ethnic demographic categories and experience levels. This report builds on the Teacher Workforce Report published in fall 2019 by including teacher data from all DC local education agencies (LEAs), in addition to school leader and paraprofessional data. It also provides insights into DC's educator preparation provider (EPP) pipeline. Additionally, it expands upon the educator retention data published by OSSE in January 2022. This report reinforces OSSE's commitment to regularly providing timely, meaningful data to interested stakeholders and the public.

This report contains four sections related to the city's educator workforce:

- **Education Landscape Snapshot – Schools, Students and Educators** describes the school-based staff in public schools in DC. It provides a deeper look into who is teaching in DC's schools. It compares teacher characteristics such as experience level and race/ethnicity to the characteristics of the students they serve.
- **Demand for Teachers** examines how many teachers are needed by comparing filled teaching positions to vacancies.
- **Educator Supply and Pipeline** explains how educators are supplied to DC schools, including the pipeline of educators from DC's EPPs.
- **Teacher, School Leader and Paraprofessional Mobility and Retention** explores retention trends across the city for teachers and school leaders and describes paraprofessional mobility trends.

This report demonstrates that across DC, students have access to teachers who match their racial and ethnic background. However, it also demonstrates that gaps between the racial and ethnic demographics of the educator workforce and DC students remain, particularly for Black/African American and Hispanic/Latino students. Additionally, this report makes clear that across DC, students with different demographic characteristics have access to experienced and effective teachers at similar rates. It further establishes that supply and demand for teachers varies by subject area and geographic ward. Finally, this report describes educator retention in DC, and provides data that clearly establish that in recent school years, the substantial majority of effective teachers elected to remain teaching in their schools.

This report is designed to provide readers with deeper insight into the characteristics and composition of DC's educator workforce. In addition, it can support organizations across the city in prioritizing issues, policies and supports that will help schools recruit, develop and retain high-quality school leaders, teachers and school service providers.

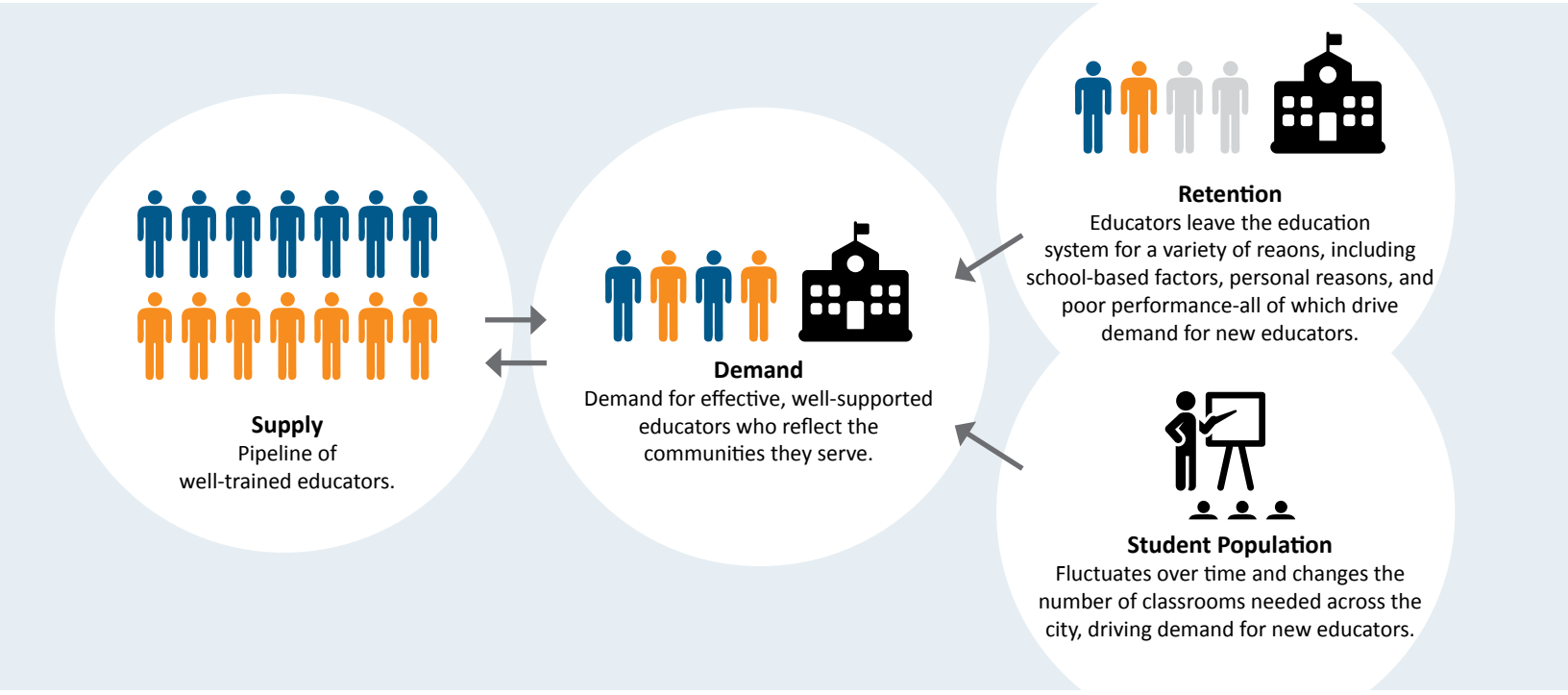
INTRODUCTION

OSSE remains committed to collecting, analyzing and sharing comprehensive, high-quality and actionable data to inform and inspire strategic decision making. This report highlights data collected through OSSE's annual Faculty and Staff Data Collection.

Of note, the educator data in this report cover a historically unique time period: the 2021-22 school year. The unprecedented coronavirus (COVID-19) pandemic has disrupted DC residents' daily lives in countless ways. Schools suspended in-person instruction from March 2020 until the end of the 2019-20 school year and remained closed throughout 95 percent of the 2020-21 school year. Therefore, data presented herein should be understood in the broader context of the disruptions to school communities caused by the pandemic and may not be comparable to data reported in prior and future years.

The first two sections of the report focus primarily on teachers, as research shows that teacher quality is the most significant in-school factor influencing student academic achievement.[1] The first section describes the current state of the teacher workforce with a focus on characteristics related to educator effectiveness and student achievement: teacher diversity,[2] experience[3] and evaluation results[4]. The second section examines teacher demand by comparing filled teaching positions to vacancies across the city.

The remainder of the report describes educator workforce trends that impact staffing in DC schools, including educator supply, mobility and retention. The graphic below represents an overview of the interconnected forces impacting educator talent: demand for educators is driven by the needs of the student population and educator retention, and the supply of available educators to fill that demand is comprised of both experienced educators moving between schools and new educators entering the workforce.



This report also reinforces the importance of educator diversity and equity. All students should have consistent access to an effective, diverse teacher workforce that supports them in reaching their full potential. Accordingly, this report explores whether students across the city have equitable access to talented educators. Specifically, this report includes data on the human capital strengths and challenges within and across DC's geographic wards. This report also examines whether the diversity of educators reflects the diversity of the students and families in the District, an inquiry motivated by research findings that suggest the importance of teacher racial diversity for all students, especially for students of color (who comprise the majority of students in the District).[5]

The data in this report will support the citywide conversation about talent priorities in DC and inspire collaborative efforts to address them. Data-informed talent priorities can support city agencies, organizations and individuals in their efforts to do the following:

- Invest strategically in talent efforts and initiatives;
- Provide cohesive support to LEAs and schools that will help them attract, develop and retain effective educators; and
- Monitor priorities over time to understand if workforce trends are improving.

ABOUT THE DATA

This report includes data collected from all 70 LEAs operating in the city in fall 2021. Most of the data in this report were submitted by LEAs to OSSE in fall 2021 under OSSE's annual Faculty and Staff Data Collection. Under this data collection, each LEA is required to submit all required faculty and staff data to OSSE and certify their accuracy. Therefore, it includes information on educators, including school leaders, teachers and paraprofessionals employed on Oct. 5, 2021, unless otherwise noted. Oct. 5, 2021 is also the date on which student information is reported for the annual enrollment audit and complies with federal reporting requirements. This report also includes data submitted by DC's Educator Preparation Providers (EPPs)[6] in spring 2021 through the inaugural EPP data collection. To that end, it includes data about EPP candidates and program completers during the 2019-20 school year, including those program completers who transitioned to teaching positions in DC LEAs in the 2020-21 school year.

Data trends in this report are for the most part, displayed in aggregate, meaning they are not displayed for individual LEAs or schools. By displaying the data this way, this report provides a macro-level view of DC's educator labor force in order to inform statewide practices and policies. However, data are delineated by key characteristics such as ward and sector.

Appendix A contains information about data sources used in this report as well as technical information about the data.

SECTION A: EDUCATION LANDSCAPE SNAPSHOT – SCHOOLS, STUDENTS AND EDUCATORS

Figure A.1 DC Education Landscape – SY 2021-22

Teachers	Principals	School Leaders	Related Service Providers	Paraprofessionals	LEAs	Schools	Students
8,151	219	1,430	999	2,462	70	250	93,977

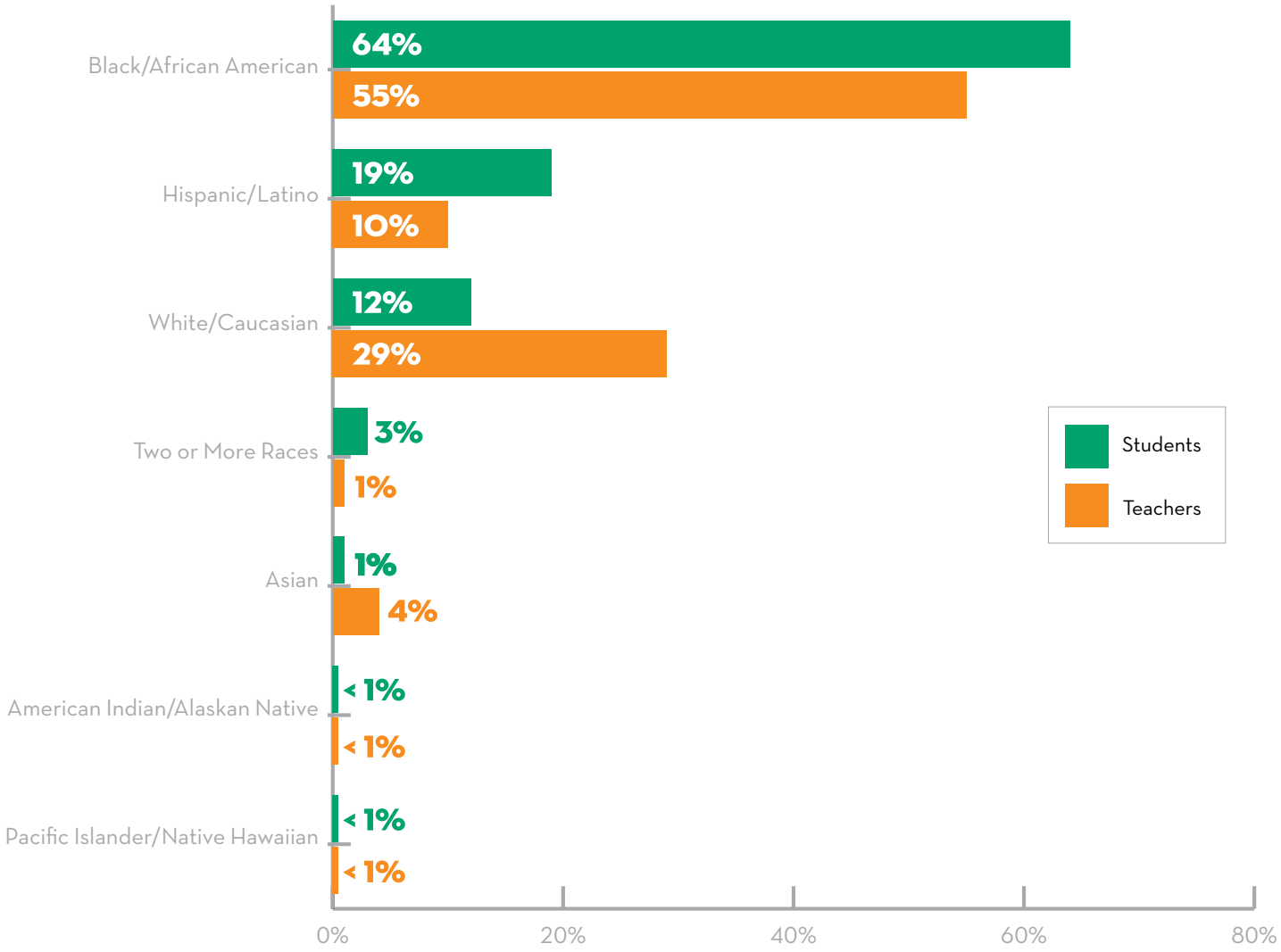
STUDENT AND TEACHER DIVERSITY

The importance of teacher diversity has been well chronicled in research for years. A growing body of literature suggests that student outcomes such as test scores, attendance and suspension rates are affected by the demographic match between teachers and students.[7] Students of color perform better on standardized tests, have improved attendance and are suspended less frequently when they have at least one same-race teacher.[8] Research further finds that if a Black male student has at least one Black teacher in third, fourth or fifth grade, that student is significantly less likely to drop out of high school and more likely to consider a college education as proxied by taking a college entrance exam.[9] These effects are particularly pronounced for economically disadvantaged Black male students.[10]

DC is a city with rich racial and ethnic diversity. Nearly two-thirds of DC's students – 64 percent – are Black/African American; nearly one-fifth – 19 percent – are Hispanic/Latino; and 12 percent are White/Caucasian. Three percent of DC students are of two or more races and 1 percent are Asian. Fewer than 1 percent of DC students are American Indian/Alaskan Native or Pacific Islander/Native Hawaiian, respectively.

More than half – 55 percent – of DC's teacher workforce is Black/African American. Although this rate outpaces the national average, it reflects a gap of nearly 10 percent between the percentage of DC's students who are Black/African American and the percent of teachers who are Black/African American.[11] Similarly, 10 percent of DC's teacher workforce identifies as Hispanic/Latino. However, because 19 percent of DC's students are Hispanic/Latino, there exists a gap of nearly 10 percentage points between the number of teachers and students who share this racial/ethnic category. In contrast, 29 percent of DC's teachers are White/Caucasian, while 12 percent of DC's students are White/Caucasian. The 17 percent difference between the number of teachers who are White/Caucasian and the number of students who share this race/ethnicity is the largest difference among all racial categories in DC. Given that the teacher workforce is 79 percent White/Caucasian nationally, DC's data are not atypical.[12] Nevertheless, given the substantial benefits that accrue to all students, and particularly students of color from access to teachers who share their racial and ethnic demographics, DC schools and LEAs must continue efforts to recruit, attract, support and retain teachers of color.

Figure A.2 DC Teachers and Students by Race and Ethnicity, SY 2021-22[13]



STUDENT AND TEACHER DISTRIBUTION

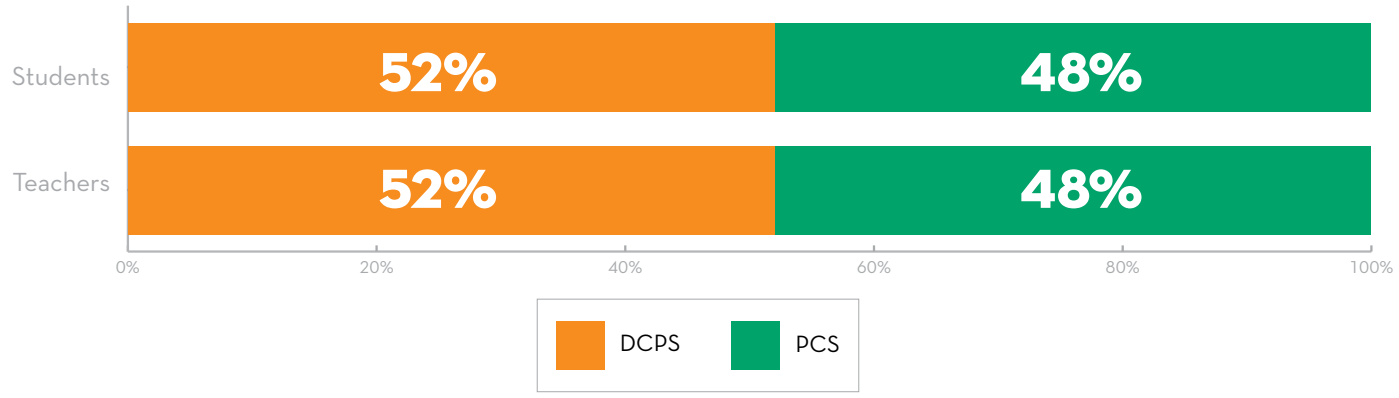
The distribution of students and teachers across DC's eight wards is not uniform. The wards serving the highest percentage of DC's students are wards 4, 5 and 8, and the wards serving the lowest percentage of DC's students are wards 1, 2 and 3. However, the percentage of students and teachers in each ward is fairly proportional, with LEAs and schools in each ward employing approximately the same percentage of teachers as the percentage of students served by LEAs and schools in that ward.

Percent of Students and Teachers by School Ward, SY 2021-22

Ward	Number of Teachers by Ward	Number of Students by Ward	Percent of Teachers by Ward	Percent of Students by Ward
1	741	8,848	9%	9%
2	346	4,659	4%	5%
3	553	7,358	7%	8%
4	1,489	16,257	18%	17%
5	1,706	17,046	20%	18%
6	974	11,989	12%	13%
7	1,163	12,514	14%	13%
8	1,357	15,274	16%	16%

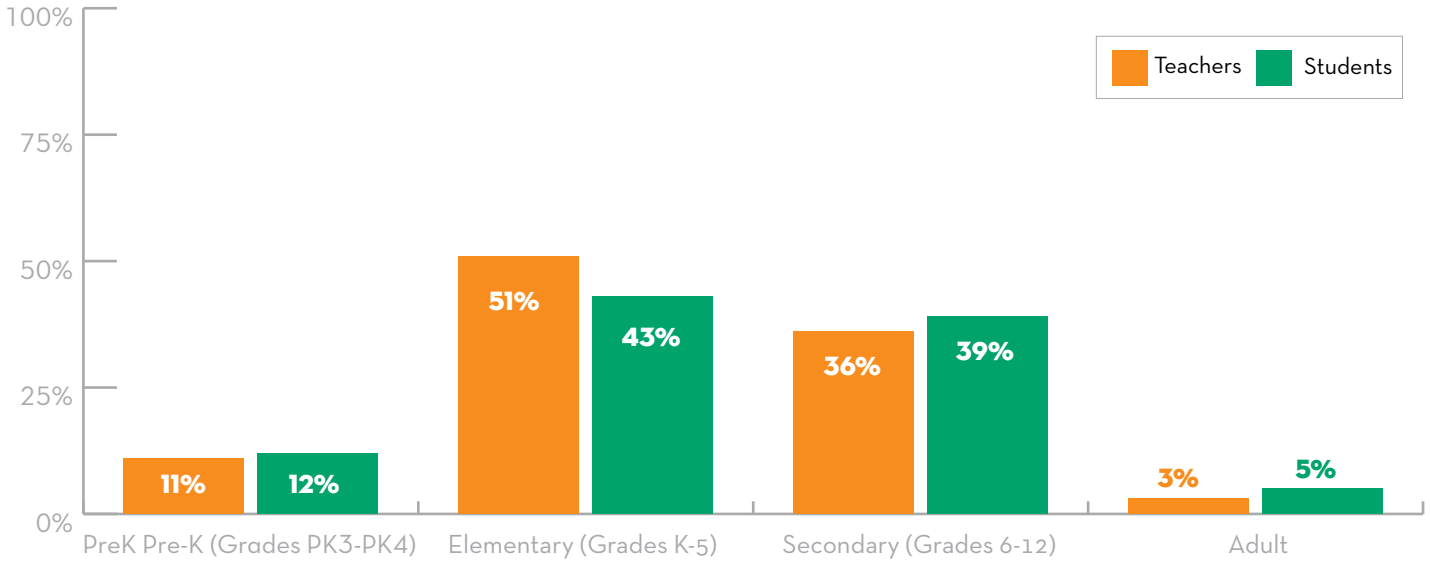
DC's public elementary and secondary educational ecosystem is comprised of two sectors: a sector containing one, large traditional school district – the District of Columbia Public Schools (DCPS) – and a sector comprised of multiple public charter school agencies (PCS). During the 2021-22 school year, DCPS enrolled slightly more than half of the District's students – 52 percent – and employed the same percentage of DC's teachers. PCS enrolled slightly less than half of the city's students – 48 percent – and employed the same percentage of DC's teachers. Thus across sectors, the distribution of teachers and students is proportional.

Figure A.4. DC Teachers and Students by Sector, SY 2021-22



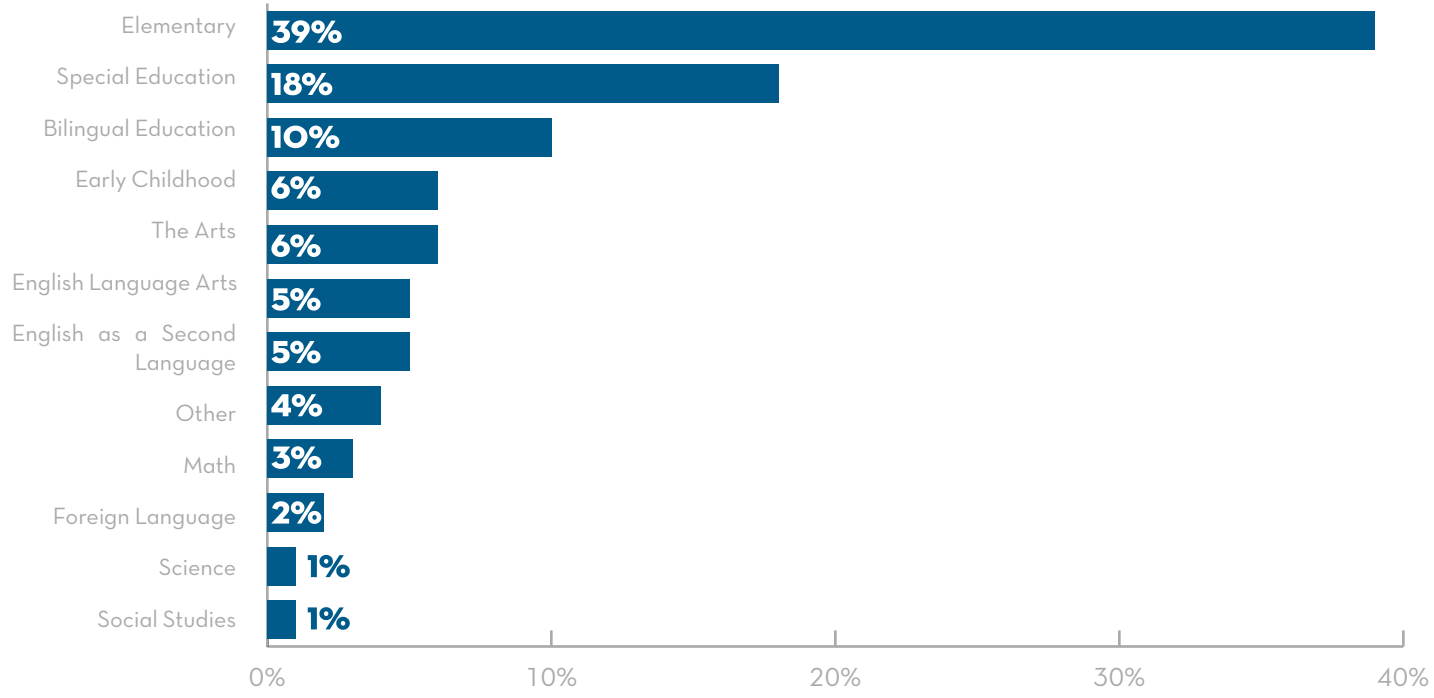
During the 2021-22 school year, more than half of all teachers in DC – 51 percent – taught elementary grades (kindergarten through grade 5), 11 percent taught pre-K 3 and 4, 36 percent taught grades 6-12 (secondary), and 3 percent of teachers worked in adult education. Despite accounting for 51 percent of teachers, only 43 percent of students are enrolled in elementary grades. In every other grade band, the percentage of enrolled students outweighs the percentage of teachers serving those students by 1 to 3 percent.

Figure A.5. Distribution of DC Teachers and Students by Grade Span, SY 2021-22



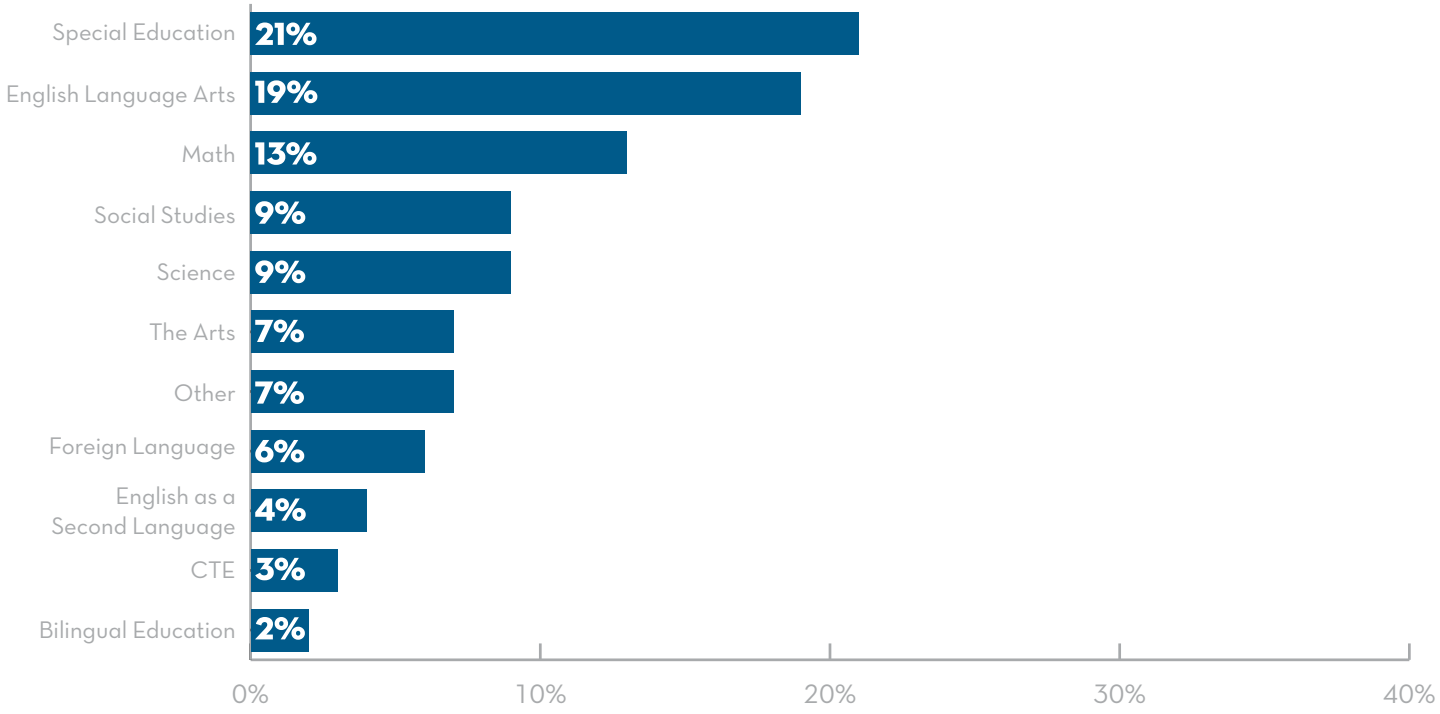
Deeper analysis of the grade band distribution of DC teachers demonstrates that there is substantial subject area diversity within each grade band. Among all DC elementary teachers in the 2021-22 school year, the highest percentage, as measured by full time equivalent (FTE), are teaching in the general Elementary subject area. The second highest subject area of teacher employment among elementary teachers is Special Education, with nearly one-fifth of all DC elementary teachers teaching this subject area, followed by Bilingual Education, with precisely one-tenth of all elementary teachers instructing students in this discipline. Six percent or fewer of all elementary teachers are teaching in the remaining Elementary subject areas, which include: the Arts, Early Childhood, English as a Second Language, English Language Arts, Other, Math, Foreign Language, Science and Social Studies.

Figure A.6. Distribution of DC Elementary Teacher FTEs by Subject Area, SY 2021-22



Among all DC secondary teachers in the 2021-22 school year, the highest proportion, more than one-fifth, were teaching Special Education. Just shy of one-fifth were teaching English Language Arts. Thirteen percent of all secondary teachers were teaching Math. Fewer than 10 percent of DC secondary teachers were teaching: Social Studies, Science, the Arts, Foreign Languages and other subjects (e.g., Psychology, Health and Physical Education, Library Science). Fewer than 5 percent of all DC secondary teachers were teaching English as a Second Language, Career and Technical Education (CTE) and Bilingual Education.

Figure A.7. Distribution of DC Secondary Teacher FTEs by Subject Area, SY 2021-22

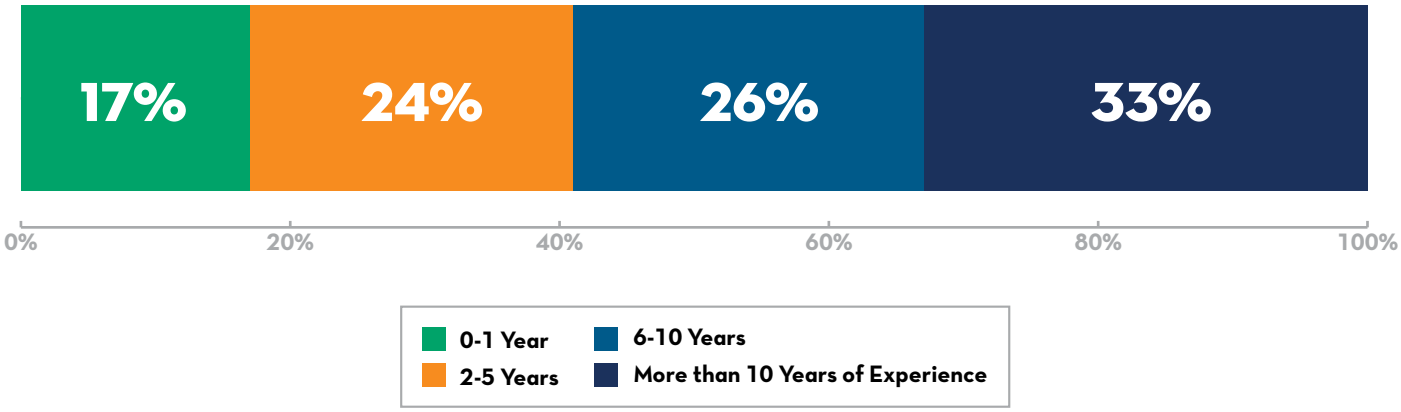


TEACHER EXPERIENCE

Research studies show that teachers improve most in their earliest years in the profession[14] and that teaching experience is positively associated with student achievement gains throughout a teacher's career.[15]

Data from the 2021-22 school year demonstrate that one-third of DC's teacher workforce has more than 10 years of experience. Slightly more than a quarter of the workforce – 26 percent – report six to 10 years of experience and slightly less than a quarter – 24 percent – report two to five years of experience. The smallest share of DC teachers – 17 percent – have zero to one years of experience. National teacher experience data are reported in different categories but suggest that DC may have a less experienced teacher workforce than average. Nationally, 9 percent of teachers had fewer than three years of teaching experience in the 2017-18 school year and 63 percent of teachers had 10 or more years of experience.[16]

Figure A.8. DC Teachers by Years of Experience, SY 2021-22



TEACHER QUALITY

Teacher quality has the potential to positively influence student learning and lives. Multiple factors contribute to teacher quality, including whether teachers have experience in the classroom, training in the subject area they are teaching, and are determined to be effective by their employer. As a locally-controlled jurisdiction, DC provides bounded autonomy for LEAs that enables a diversity of instructional models and philosophies. OSSE provides LEAs with definitions that are used uniformly citywide to measure teacher experience and infield status, and requires that each LEA determine and report which teachers earn ratings of "effective" and "ineffective" each school year. However, OSSE does not prescribe the components that an LEA must consider in determining teacher effectiveness.

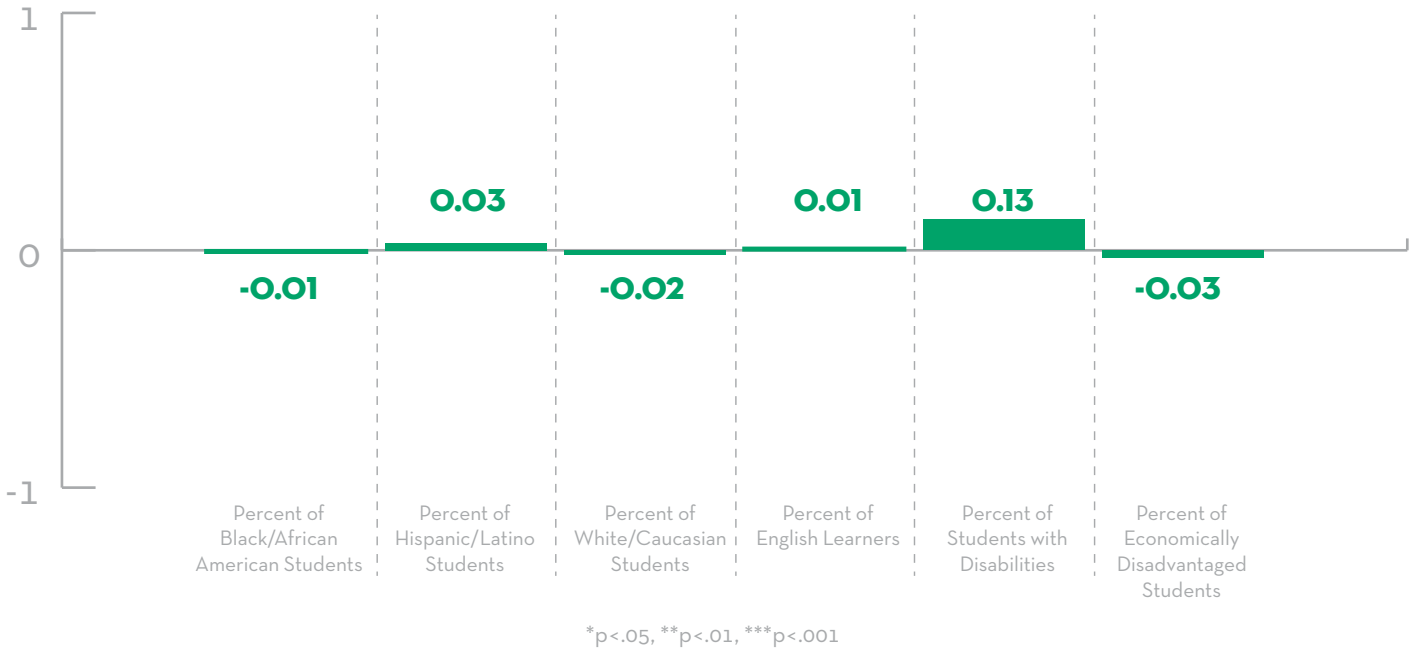
DC defines "experienced" teachers as those with more than zero years of experience and who earned a higher evaluation rating than "ineffective" in their first year of teaching. DC defines an "infield" teacher as one who has a university degree in their field of teaching; an active certification in their field of teaching; or demonstrated at least one year of effective teaching in their field, as measured by the LEA's teacher evaluation system. Finally, DC defines "effective" teachers as those who earn a rating of effective or higher on their LEA evaluation system. During the 2021-22 school year, 90 percent or more of DC's teacher workforce is experienced, infield and effective; each of these characteristics are reflective of teacher quality.

Figure A.9. Teacher Qualifications in DC, SY 2021-22

Percent of Teachers who are Experienced Citywide	Percent of Teachers who are In-Field Citywide	Percent of Teachers Rated Effective Citywide
90%	93%	92%

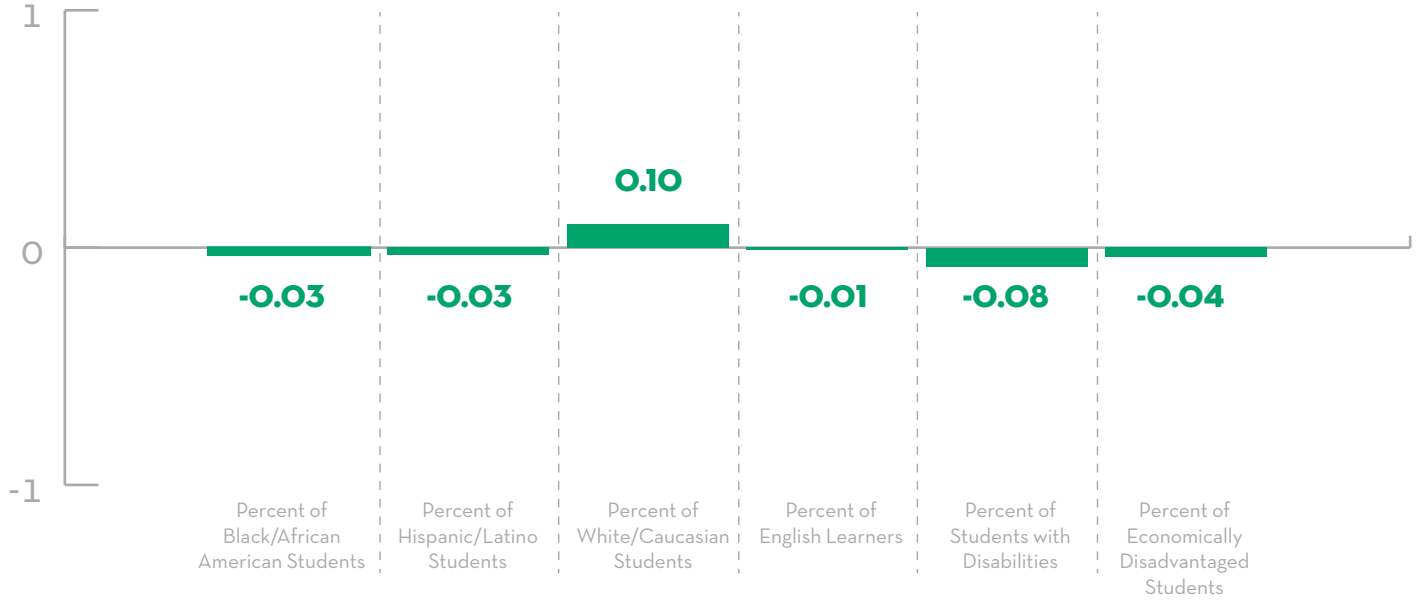
The graphs below show how school-level student group rates are associated with the characteristics of teachers in those schools. Most of the associations, including those for teacher experience and student demographic characteristics and for teacher effectiveness and student demographic characteristics, are near zero and not statistically significant, which means the percent of a school's students that belongs to that student demographic group is not statistically related to the teacher characteristics described. Specifically, Figure A.10 displays data that demonstrate that there is no statistically significant relationship between teacher experience and the percent of a school's students that belong to any of the student groups described below.

Figure A.10. Associations Between Student Demographic Groups and Teacher Experience, SY 2021-22



Similarly, Figure A.11 displays data demonstrating that there is no statistically significant relationship between teacher effectiveness and the percent of a school's students that belong to any of the student groups described below.

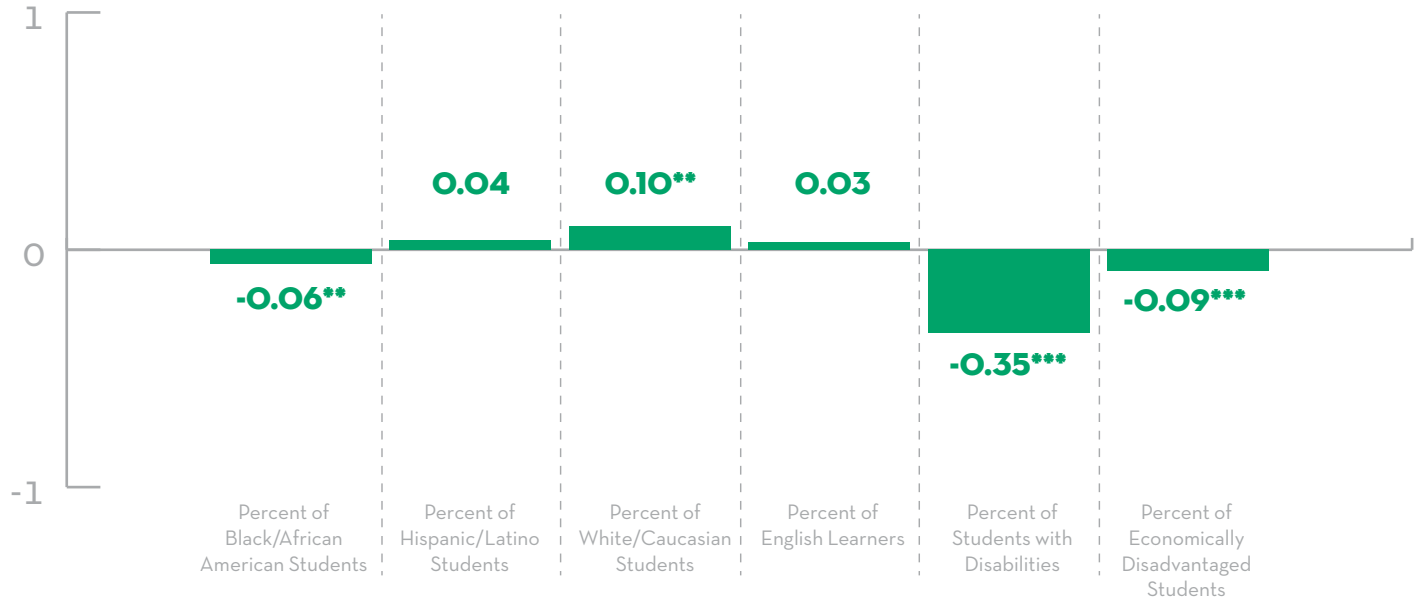
Figure A.11. Associations Between Student Demographic Groups and Teacher Effectiveness, SY 2021-22



*p<.05, **p<.01, ***p<.001

However, Figure A.12 provides data demonstrating a statistically significant relationship between the rate of infield teachers and certain student groups. Specifically, schools with more students with disabilities, Black/African American students, or students who are economically disadvantaged have slightly lower rates of infield teachers, whereas schools with more White/Caucasian students have slightly higher rates of infield teachers. In the case of students with disabilities, on average, schools with rates of students with disabilities that are 10 percentage points higher (e.g., 15 percent vs. 25 percent) have teachers that are infield at rates that are 3.5 percentage points lower than the average (e.g., 93.5 percent vs. 90 percent).

Figure A.12. Associations Between Student Demographic Groups and Infield Teachers, SY 2021-22



*p<.05, **p<.01, ***p<.001

SECTION B: DEMAND FOR TEACHERS

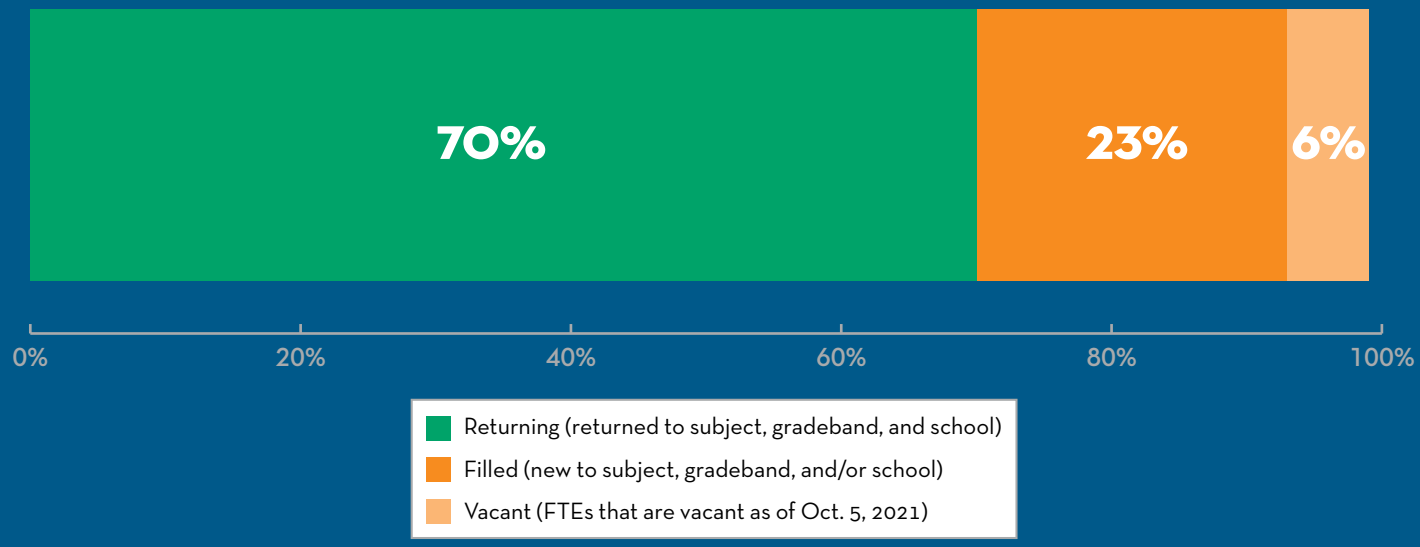
The following section focuses on the demand for teachers; that is, how many positions need to be filled each year across the city. Subsequent sections of this report will examine teacher supply and pipeline, as well as mobility and retention. Each of these important factors affects how many teachers are available to fill open positions.

These data help deepen our understanding of the extent to which teaching positions are filled by the start of the school year. Research demonstrates that hiring teachers after the start of the school year reduces student achievement; math teachers hired after the start of the school year remained less effective throughout their careers.[17]

DEMAND ACROSS THE CITY

Citywide data demonstrate that most teaching positions are filled by the start of school, with the substantial majority of teaching positions filled by teachers who are returning to their subject, grade band and school. In the 2021-22 school year, approximately a quarter – 23 percent – of teaching positions were filled by teachers who were new to their subject, grade band and/or school. DC LEAs reported that 6 percent of teaching positions were unfilled on Oct. 5, 2021.

Figure B.1. Citywide Teaching Positions, SY 2021-22

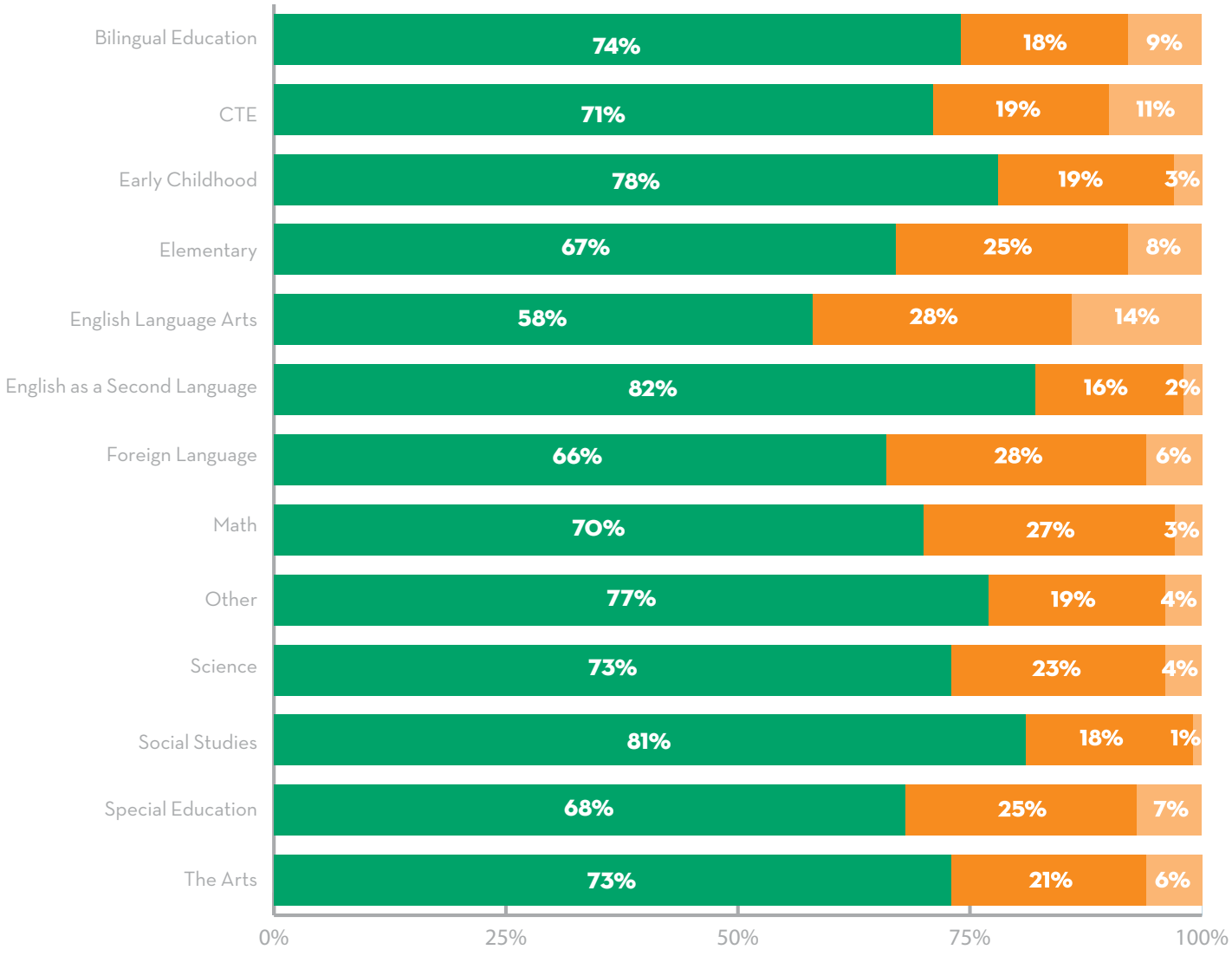


Report of teaching FTEs
Filled teaching status includes FTEs that are transfers and new hires

DEMAND BY SUBJECT AREA

Disaggregated data demonstrate that vacancy rates in DC are not consistent across subject areas. As Figure B.2 illustrates, in the 2021-22 school year, DC LEAs reported the highest subject area vacancy rate – 14 percent – in English Language Arts, and the lowest vacancy rate – 1 percent – in Social Studies. OSSE also collected subject area data on returning teachers, as compared to teachers who were new to the subject, grade band and/or school. In the 2021-22 school year, DC LEAs reported that English as a Second Language and Social Studies positions were filled at the highest rates – more than 80 percent – by returning teachers. English Language Arts, Elementary, Foreign Language and Special Education positions were filled at the lowest rates – less than 70 percent – by returning teachers.

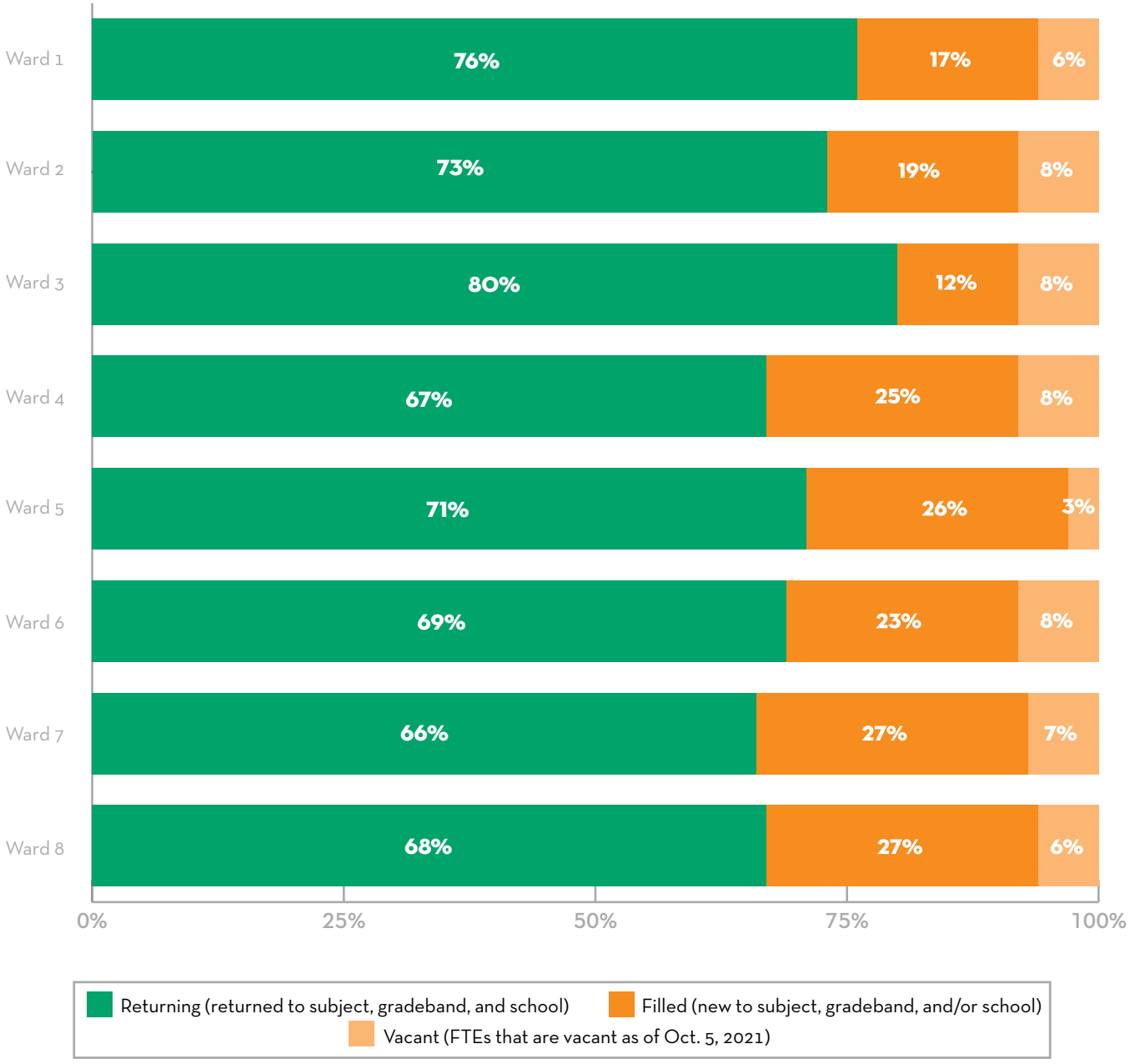
Figure B.2. Citywide Teaching Positions by Subject, SY 2021-22



*Report of teaching FTEs. Filled teaching status includes FTEs that are transfers and new hires

Vacancy rates are relatively similar across most DC wards, varying between 6 and 8 percent at the start of the 2021-22 school year. However, these data also show that schools in Ward 5 stand as an outlier with a vacancy rate of 3 percent on Oct. 5, 2021. Regarding rates of returning teachers, these data demonstrate variation by ward with a low of 66 percent in Ward 7 and a high of 80 percent in Ward 3.

Figure B.3. Citywide Teaching Positions by Ward of School, SY 2021-22



*Report of teaching FTEs. Filled teaching status includes FTEs that are transfers and new hires

A particular vacancy may result from any number of factors, including an LEA or school adding a new position after the start of the school year to meet student interest and need, or from challenges in hiring in specific subjects or roles. Of note, DC LEAs hire throughout the year. Accordingly, any vacancy reported by DC LEAs on Oct. 5, 2021 may have been subsequently filled during the 2021-22 school year.

SECTION C: EDUCATOR SUPPLY AND PIPELINE

The following section begins with a focus on teacher supply, to enable the reader to understand how the DC educator workforce is meeting the teacher demand described in Section B, above. Teacher supply and demand are also directly affected by teacher mobility and retention, which will be addressed in the subsequent section. This section examines teacher supply first by providing data on vacancies filled by newly hired teachers, including those transferring to DC from out of state, and those transferring between LEAs within DC. In addition, this section provides data collected from EPPs and the extent to which DC's EPPs are meeting the needs of DC's educational workforce.

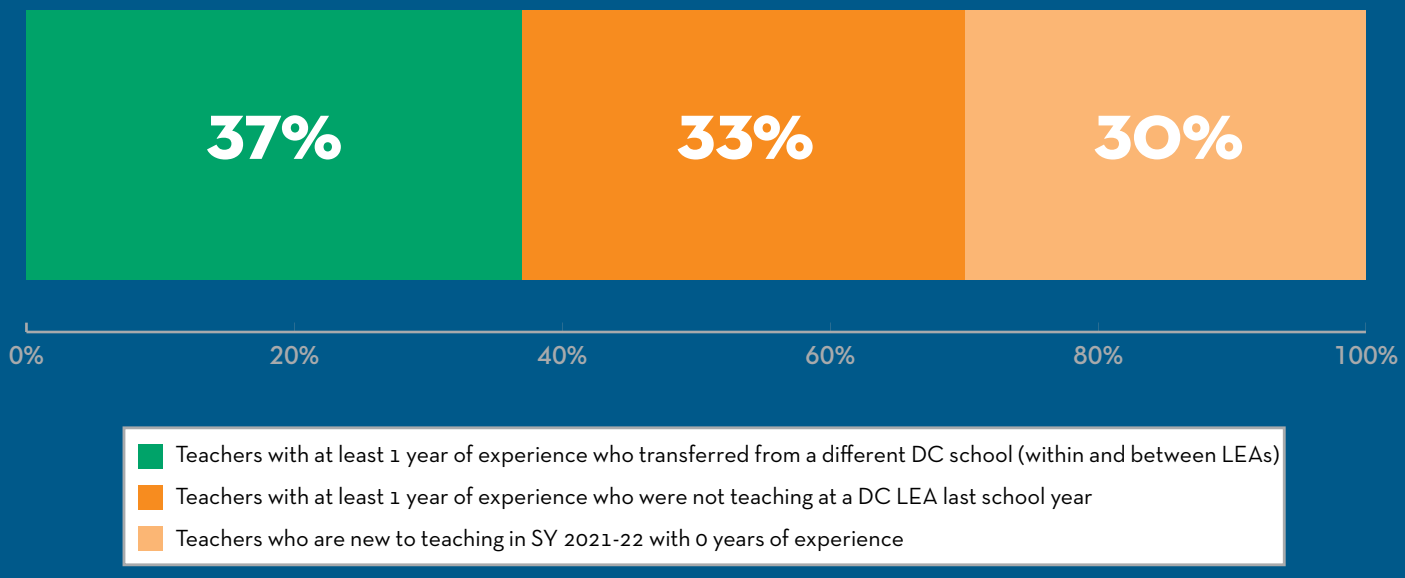
Beyond teachers, this section also examines the composition of school leaders across the city based on factors such as diversity and experience, as well as new hires and transfers. EPP data included in this section go beyond teacher supply by providing data on EPPs for non-teaching roles, including school leaders and related service providers.

These data suggest the important role that EPPs can play in state and local education ecosystems and the importance of examining DC EPP pipelines through the lens of educator supply and demand. Establishing strong partnerships between local school districts and EPPs can transform the educator pipeline and help ensure that EPPs are preparing educators who can meet the needs of an increasingly diverse student population and who can fill local educator vacancies.[18]

TEACHER SUPPLY

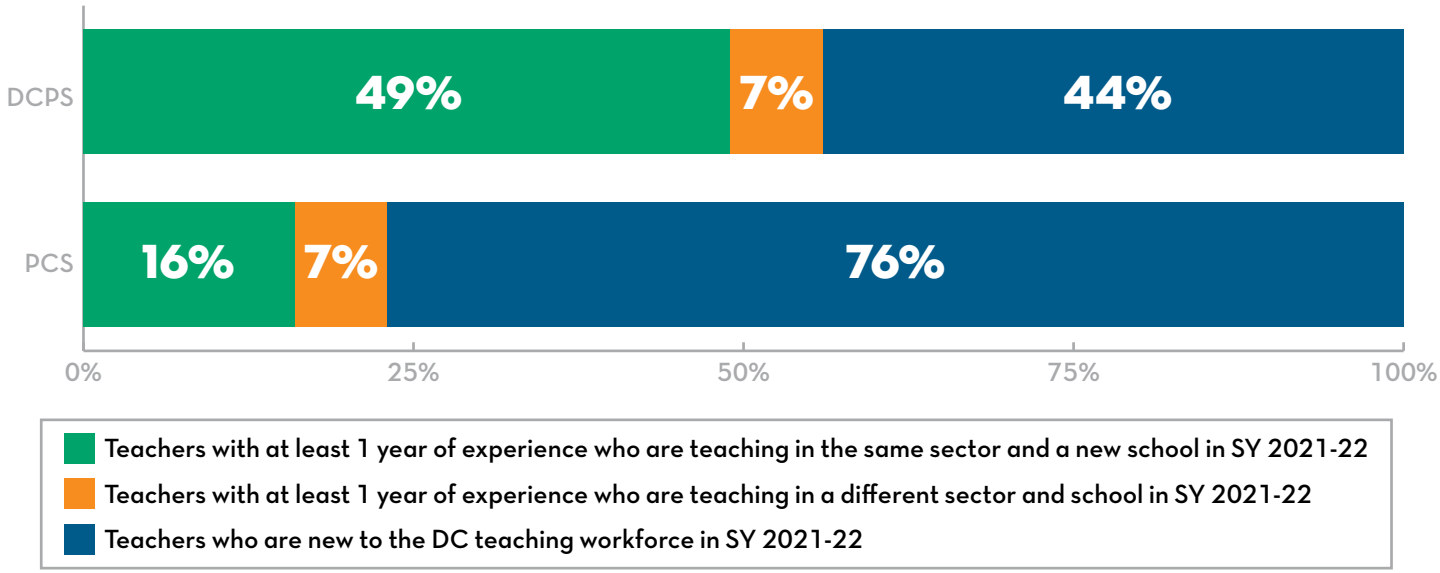
Figure C.1 shows that approximately 37 percent of new hires and transfers were DC teachers with more than one year of experience who transferred from a different DC school during the 2021-22 school year. This figure includes both those transitioning within and between DC LEAs. A slightly smaller share – one-third – of teachers who entered the DC teaching workforce with at least one year of experience during the 2021-22 school year were not teaching in a DC LEA in the 2020-21 school year. Finally, 30 percent of teachers new to DC in the 2021-22 school year were new to teaching entirely. Across both DCPS and PCS, 70 percent of new hires and transfer teachers in DC had at least one year of teaching experience and were teaching in a new school setting in the 2021-22 school year.

Figure C.1. Prior Teaching History of New Hires and Transfers, SY 2021-22



In examining new hires and transfers of teachers in the 2021-22 school year by sector, data demonstrate that DCPS, as compared to PCS, yields a higher percentage of teachers who remain within DCPS but work at a different school year over year. PCS has a larger percentage of new hire and transfer teachers who are new to teaching in DC in the 2021-22 school year.

Figure C.2. Prior Teaching History of New Hires and Transfers by Sector, SY 2021-22

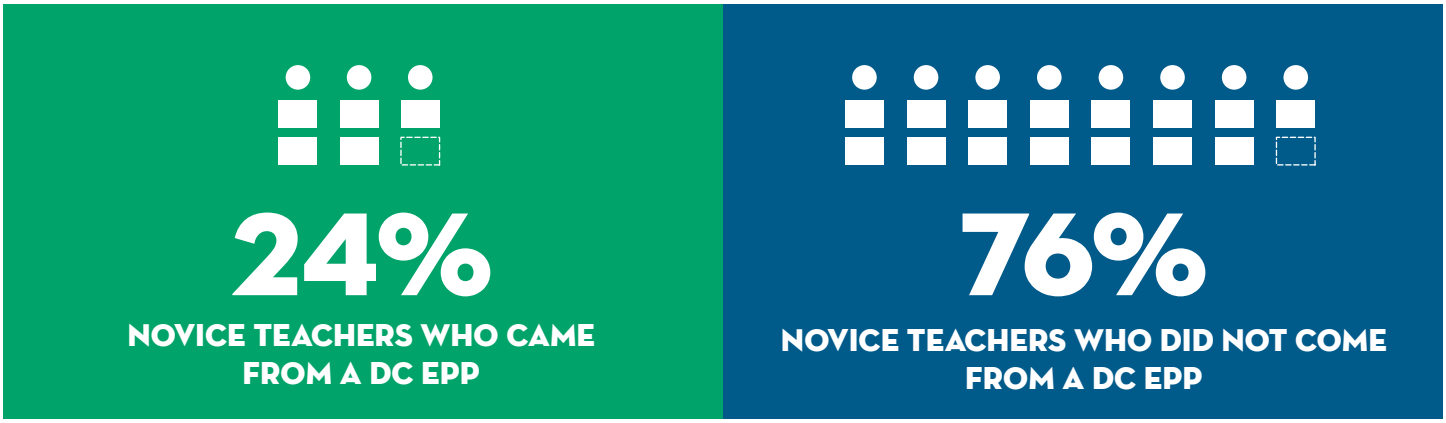


SUPPLY FROM DC EDUCATION PREPARATION PROVIDERS (EPPS)

In the 2019-20 school year, DC had 16 operational EPPs, almost evenly split among traditional EPPs housed within a DC institution of higher education (IHE) and EPPs that are structured as alternative route organizations or institutions (AROIs). Individuals who have met all the requirements of a subject area program within a state-approved education preparation provider are identified as: "DC EPP completers." In spring 2021, OSSE conducted its inaugural EPP data collection. This section of the report includes data about EPP candidates and program completers during the 2019-20 school year, including those who transitioned to teaching positions in DC LEAs in the 2020-21 school year.

In the 2019-20 school year, DC EPPs graduated program completers who constituted 24 percent of the novice teachers in teaching positions in the District in the 2020-21 school year. In contrast, 76 percent of novice teachers teaching in the 2020-21 school year in the District were not prepared at a DC EPP. To be considered a novice teacher in DC, a teacher must either have zero years of experience, or have one year of experience and have earned a rating below effective in their first year of teaching.

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



DC EPPs predominantly prepare teachers, rather than educators serving in non-teaching positions, such as school leaders or related service providers. Below is a figure that represents individuals who completed a DC EPP program in the 2019-20 school year, and the distribution of those completers between teaching and non-teaching programs.

Figure C.4. Number of DC EPP Completers by Program of Study, SY 2019-20

DC EPP program completers by category of program study	Number of program completers in this category	Percent of program completers in this category
Teaching	1,429	88%
Non-Teaching (School Administration and Related Service Provider Programs)	186	12%

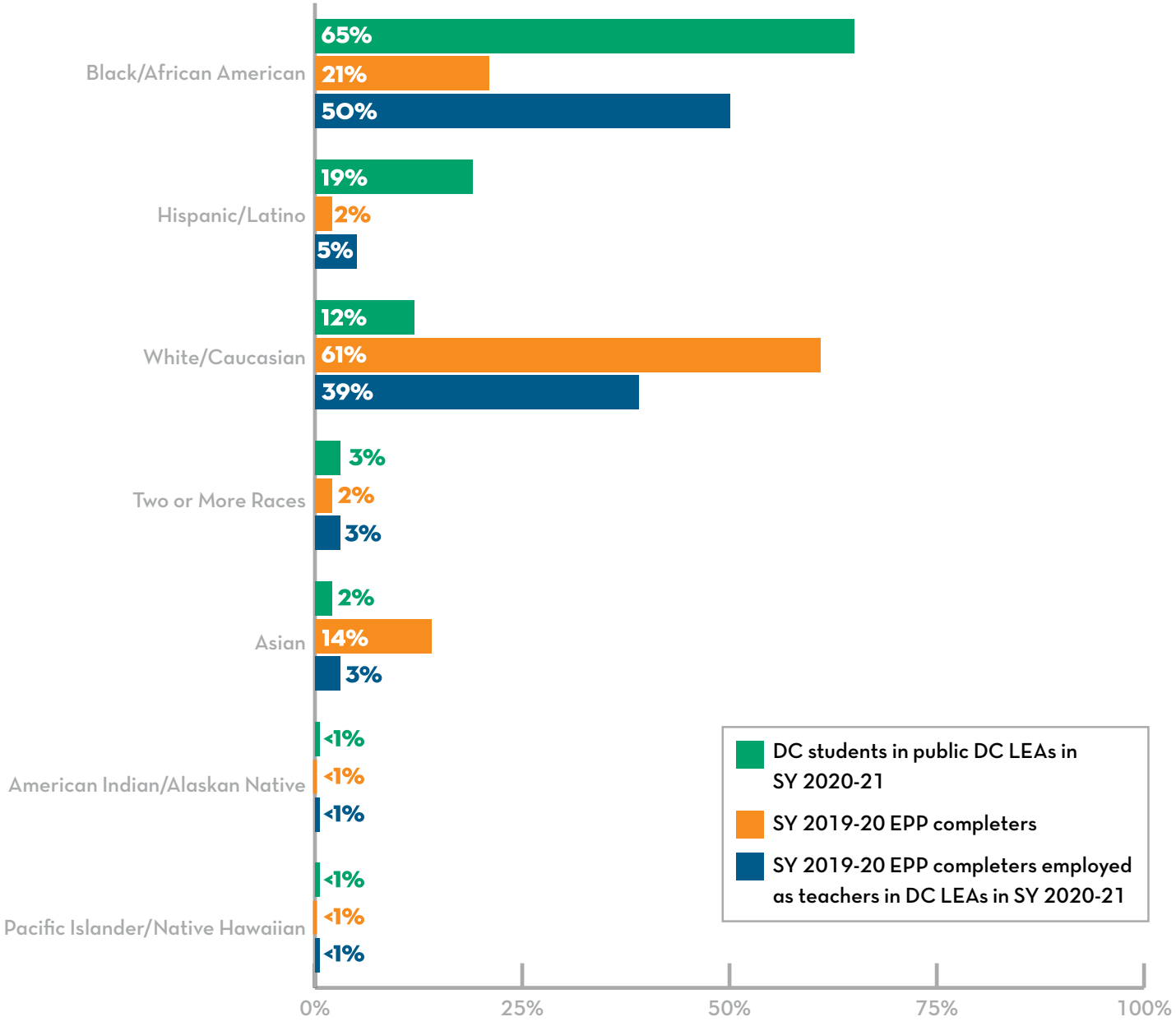
Of those DC educators trained at DC EPPs, approximately 67 percent identify as female and 32 percent identify as male. According to the most recent data from the National Center for Educational Statistics, nationally 76 percent of teachers identify as female and 24 percent identify as male. Accordingly, DC EPPs prepare a higher proportion of male teachers than the national average for the percentage of the teacher workforce that is male .[19]

Figure C.5. Number of DC EPP Completers by Gender, SY 2019-20

Gender	Number of program completers that identify as this gender category	Percent of program completers that identify as this gender category
Female	1,102	67%
Male	526	32%

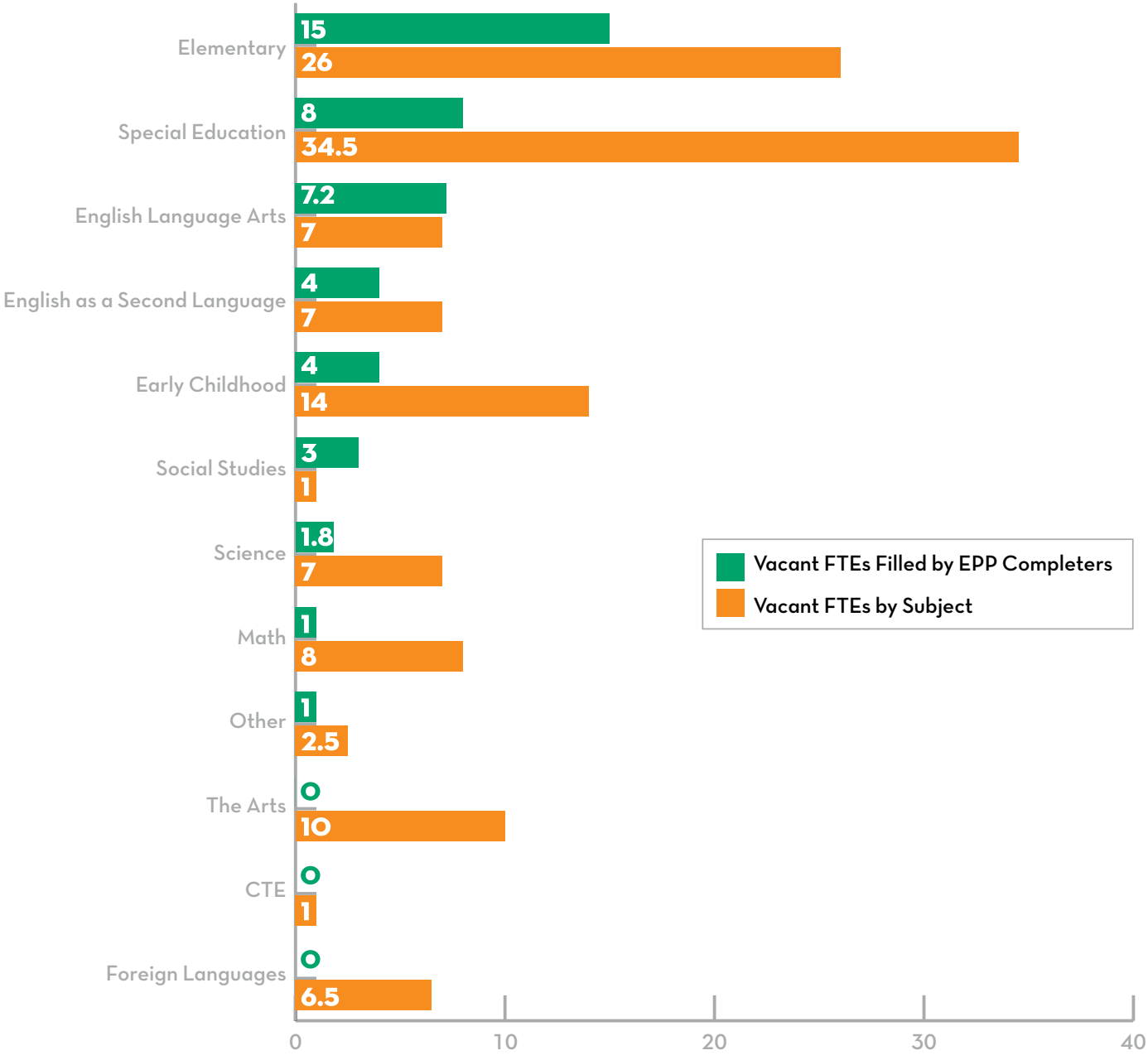
The demographics of program completers of DC EPPs do not mirror DC's public school student population. This imbalance is most evident in the number of Black/African American and Hispanic/Latino completers, which does not reflect the number of Black/African American and Hispanic/Latino students enrolled in DC public schools. Instead, DC EPPs disproportionately prepare more White/Caucasian and Asian completers compared to the public school student population in DC. Additionally, differences exist in the rates at which DC EPP program completers of different racial and ethnic backgrounds become teachers in DC LEAs. Among all DC EPP program completers from the 2019-20 school year employed as teachers in DC LEAs in the 2020-21 school year, 50 percent are Black/African American, as compared to 39 percent White/Caucasian and 5 percent Hispanic/Latino.

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



Teacher demand is driven by the number of teachers required to meet DC LEA and school staffing needs. Year-over-year student enrollment in DC increased by 0.12 percent between the 2020-21 and 2021-22 school years (n= 93,859 in the 2020-21 school year and n= 93,977 in the 2021-22 school year). However, the rate of vacant teaching positions increased from 4 percent as of Oct. 5, 2020, to 6 percent as of Oct. 5, 2021. This increase was fueled by an increase in the number of teaching positions (8,186 FTE positions in the 2020-21 school year, as compared to 8,868 FTE positions in the 2021-22 school year). OSSE's spring 2021 inaugural DC EPP data collection revealed that EPP program completers (who completed a DC EPP program in the 2019-20 school year) filled approximately 14 percent of the 2020-21 school year vacancies across subject areas by fall 2020. EPP completers made the greatest contribution to the Elementary category by filling 15 of the 26 vacant FTE positions. It is not yet known what percent of 2021-22 school year vacancies were filled by DC EPP completers by fall 2021, as OSSE's spring 2022 DC EPP data collection and analysis remains underway at the time of this report.

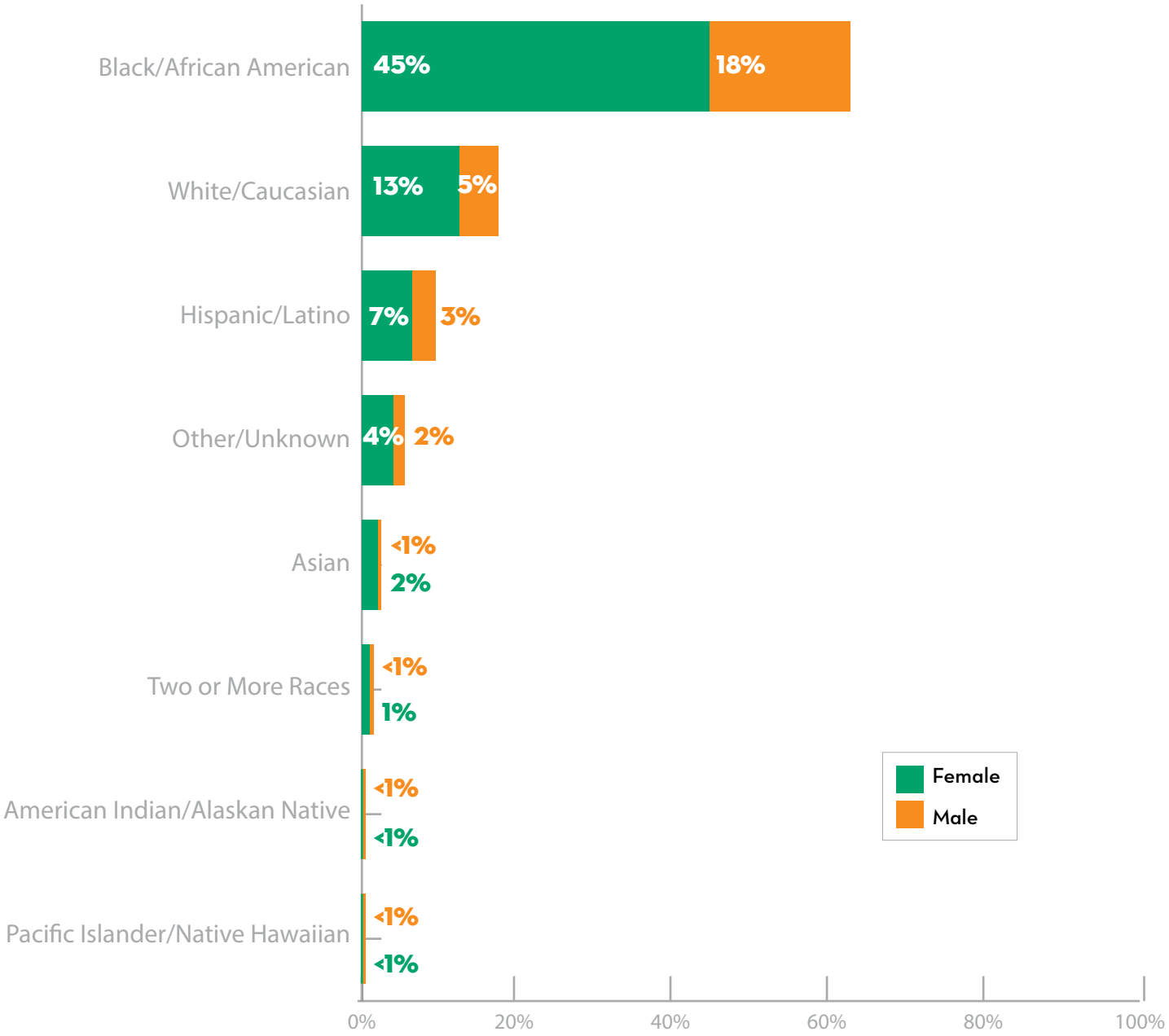
Figure C.7. Citywide Vacancies Filled by SY 2019-20 EPP Completers by Subject Area, SY 2020-21



SCHOOL LEADER SUPPLY

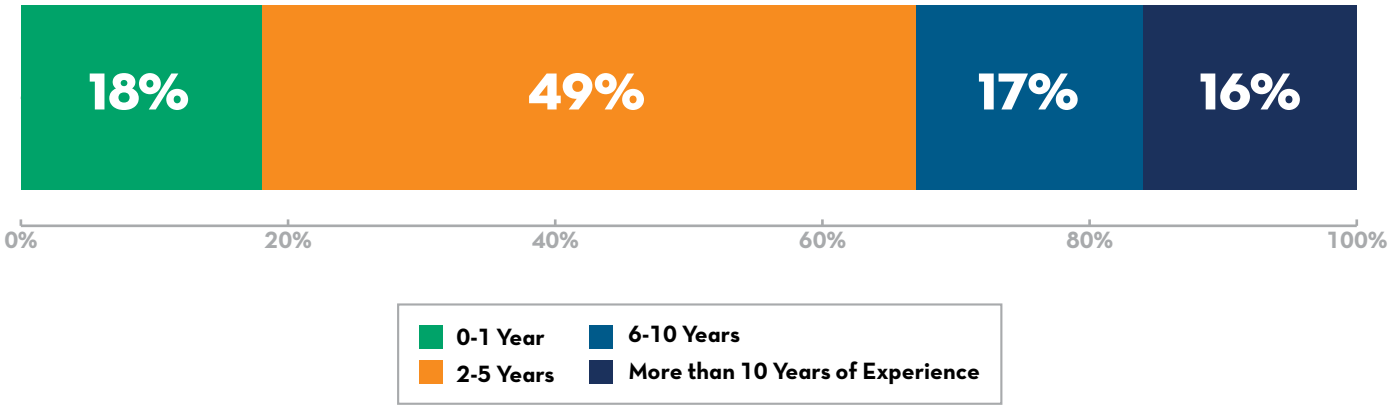
DC's school leader population is racially and ethnically diverse: 63 percent of school leaders identify as Black/African American, 18 percent identify as White/Caucasian, 10 percent identify as Hispanic/Latino, 2 percent identify as Asian, and approximately 8 percent are unidentified or represented by racial and ethnic groups in percentages too small to be individually identified. School leaders in DC are LEA-designated school-based employees who are responsible for overseeing the operation of a particular school. This category includes: principals, assistant principals and individuals who supervise school operations, assign duties to staff members, supervise and maintain the records of the school, and coordinate school instructional activities with those of the education agency, including department chairpersons.

Figure C.8. DC School Leaders by Race/Ethnicity and Gender, SY 2021-22



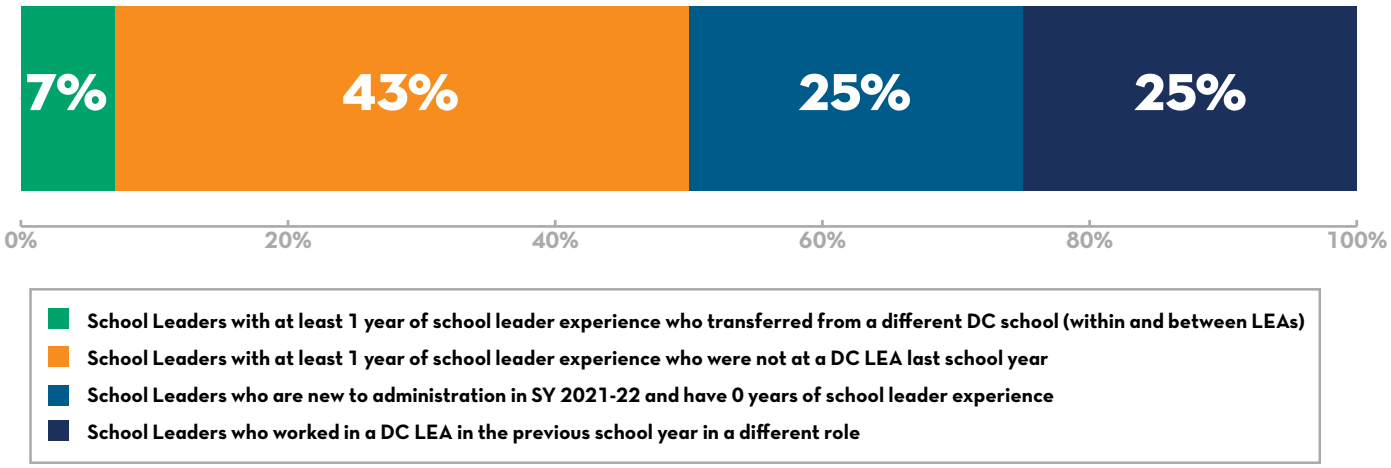
Compared to teachers, the impact of school leaders on student learning and outcomes is understudied and primarily focused on principals. However, some research has found that brand new principals have a detrimental impact on student achievement compared to experienced principals.[20] The majority of all school leaders – 82 percent – in DC have more than one year of school leader experience, with the largest percentage of school leaders having two to five years of experience. Eighteen percent of all school leaders in DC in the 2021-22 school year are new to school leadership. This rate outpaces the national average; nationally, 10 percent of schools are led by new principals.[21]

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



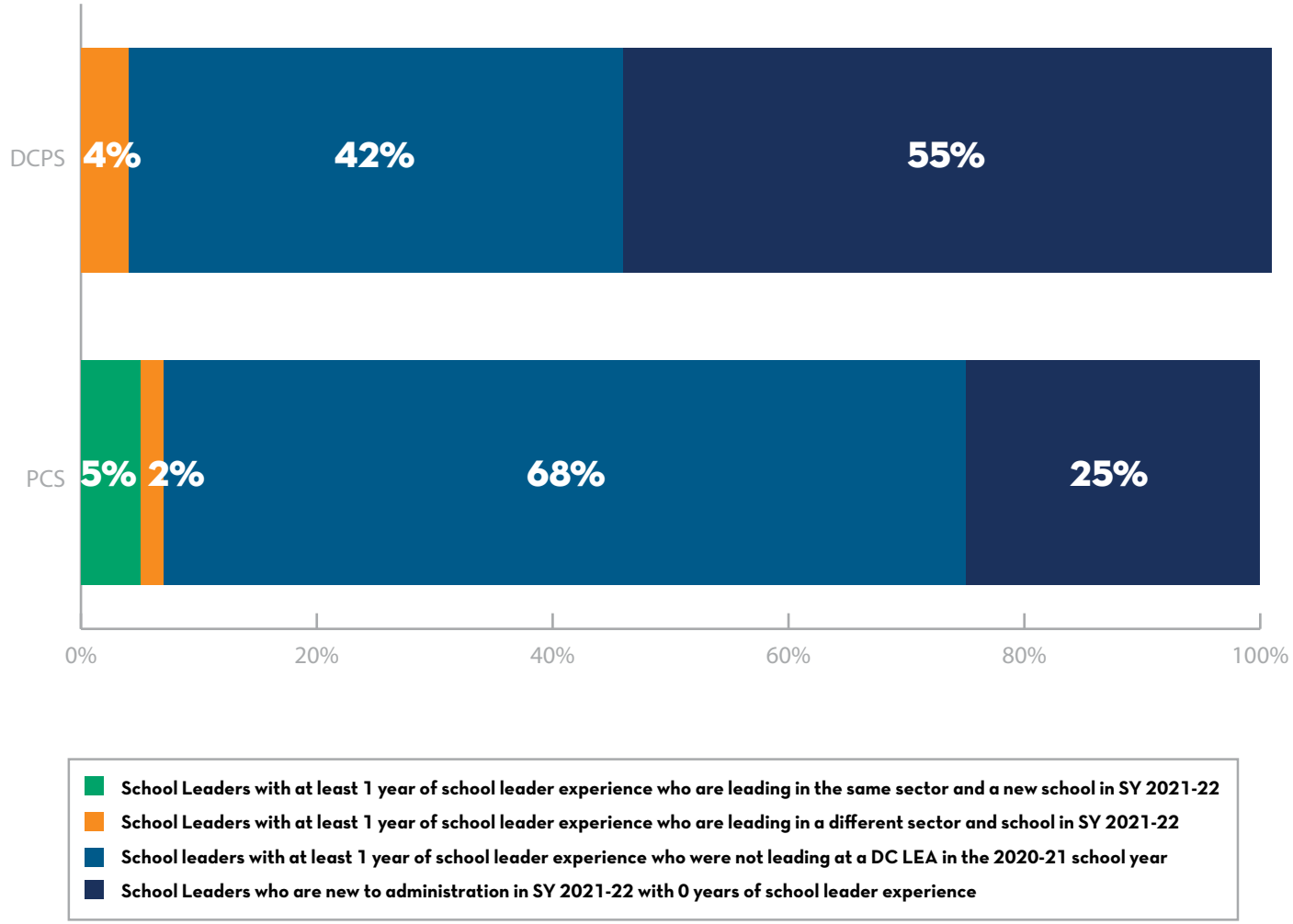
School leader new hire and transfer data demonstrate that DC's school leader population is dynamic, with some school leaders moving in and among DC LEAs. During the 2021-22 school year, 7 percent of newly hired and transfer school leaders with at least one year of experience served in a school leadership role at a different DC LEA, 43 percent of new school leaders were new hires who we not at a DC LEA last school year, and 25 percent of newly hired and transfer school leaders served in a new role. Twenty-five percent of newly hired and transfer DC school leaders in the 2021-22 school year are new to school leadership and have less than one year of experience.

Figure C.10. Prior School Leader History of New Hires and Transfers, SY 2021-22



School leader movement varies by sector in DC. Among newly hired and transfer school leaders in the 2021-22 school year, 42 percent of DCPS school leaders and 68 percent of charter school leaders with at least one year of experience were not leading at a DC LEA in the 2020-21 school year. Fewer than 1 percent of school leaders employed in school years 2019-20 through 2021-22 were DC EPP completers from the 2017-18 through 2019-20 school years.

Figure C.11. Prior School Leader History of New Hires and Transfers by Sector, SY 2021-22



SECTION D: TEACHER, SCHOOL LEADER AND PARAPROFESSIONAL MOBILITY AND RETENTION

Nationally, educator retention continues to draw public attention.[22] Staff turnover is a significant contributor to staffing shortages, negatively impacts school communities, compromises student learning and amasses increased costs related to recruitment and training.[23] Across the country, public school turnover rates are 50 percent higher for teachers in Title I schools, which serve more low-income students, and 70 percent higher for teachers in schools serving the highest concentration of students of color.[24] Relatedly, national research shows that students in Title I schools and those serving the highest concentration of students of color are more likely to have less experienced teachers.[25]

Education researcher Sharon Kukla-Acevedo (2009) introduced the terms leavers, movers and stayers.[26] Leavers are educators who exit the public education workforce. Movers are educators who remain employed in the same role but work at a different place of employment. Stayers are educators who remained employed in the same role type at the same school year over year. Changers are educators who are employed in a different role at either the same or a new school. Figure D.1 shows that almost 88 percent of educators remained in DC education from the 2020-21 school year to the 2021-22 school year. Figure D.2 shows that school leader retention in DC is also strong with approximately 91 percent of school leaders remaining in administrative roles in DC education between the 2020-21 and 2021-22 school years. Figure D.3 shows teacher and school leader retention across geographic school wards. Teacher and school leader retention is highest in wards 1, 2 and 3. Retention rates are lowest in wards 4, 5, 6, 7 and 8.

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

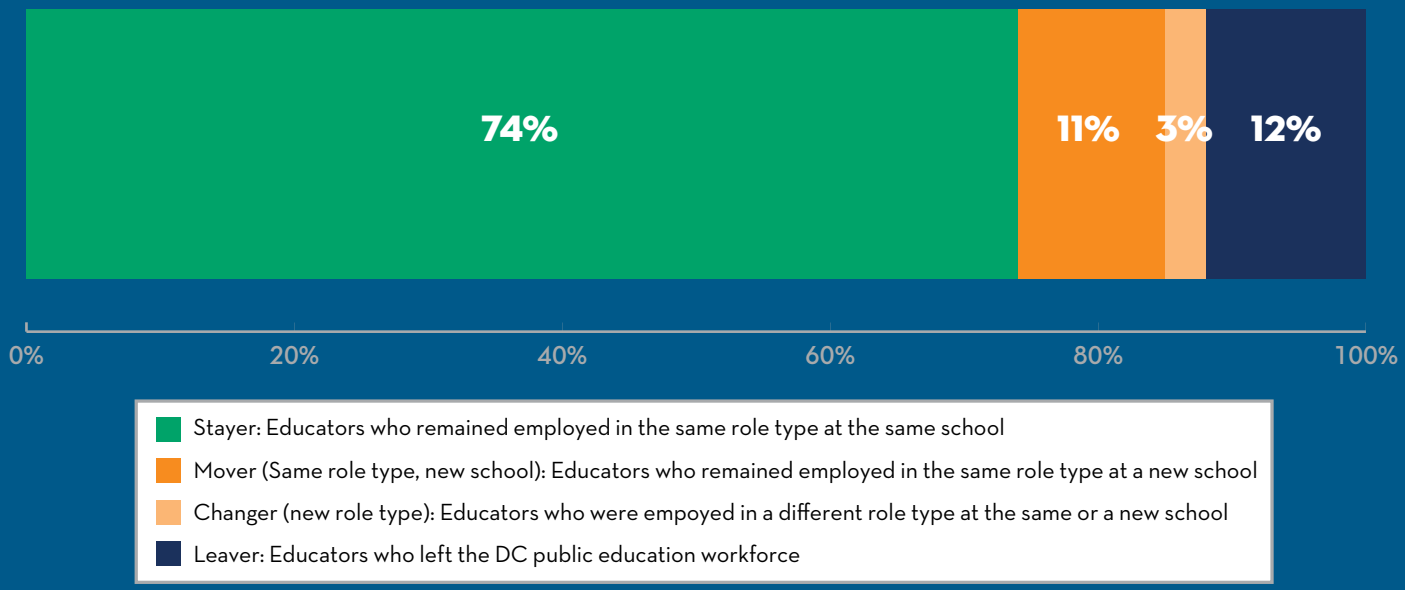


Figure D.2. DC School Leader Retention from SY 2020-21 to SY 2021-22

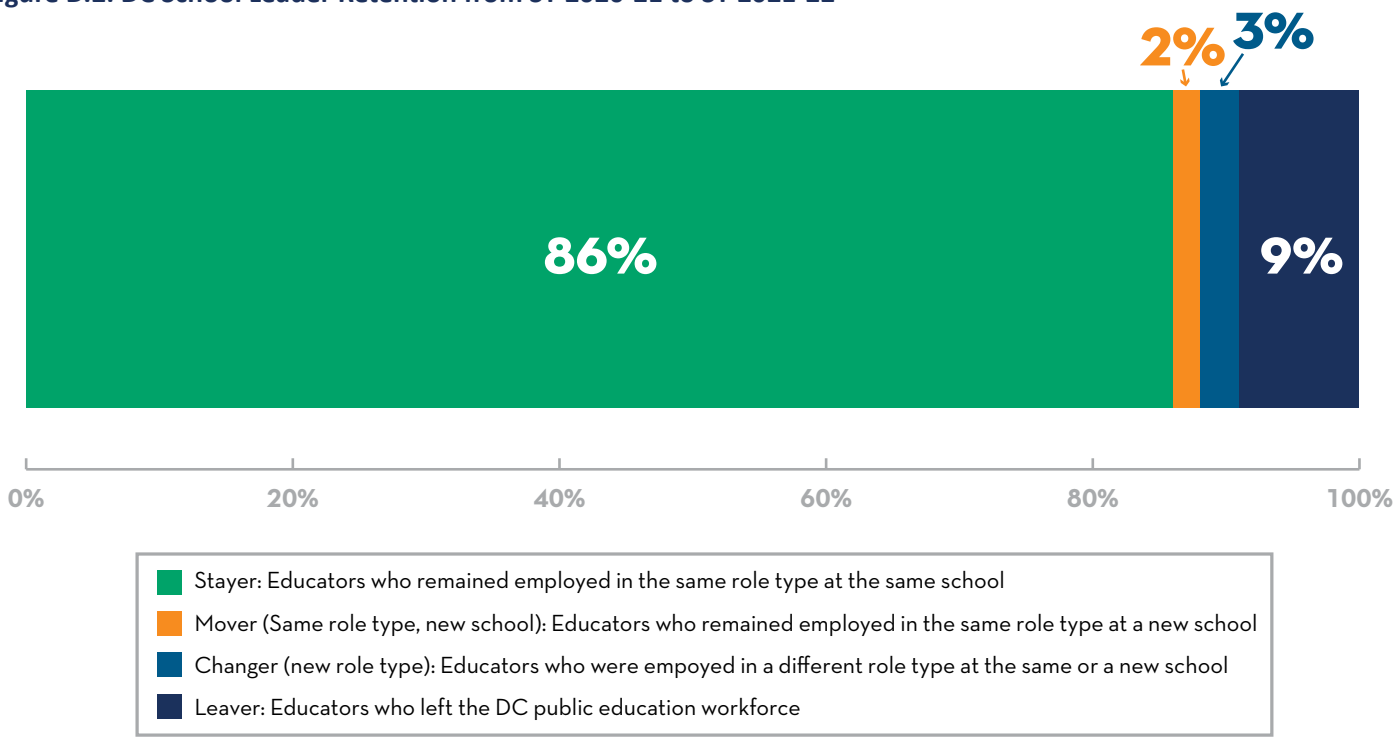


Figure D.3. DC Teacher and School Leader Retention by Ward of School from SY 2020-21 to SY 2021-22

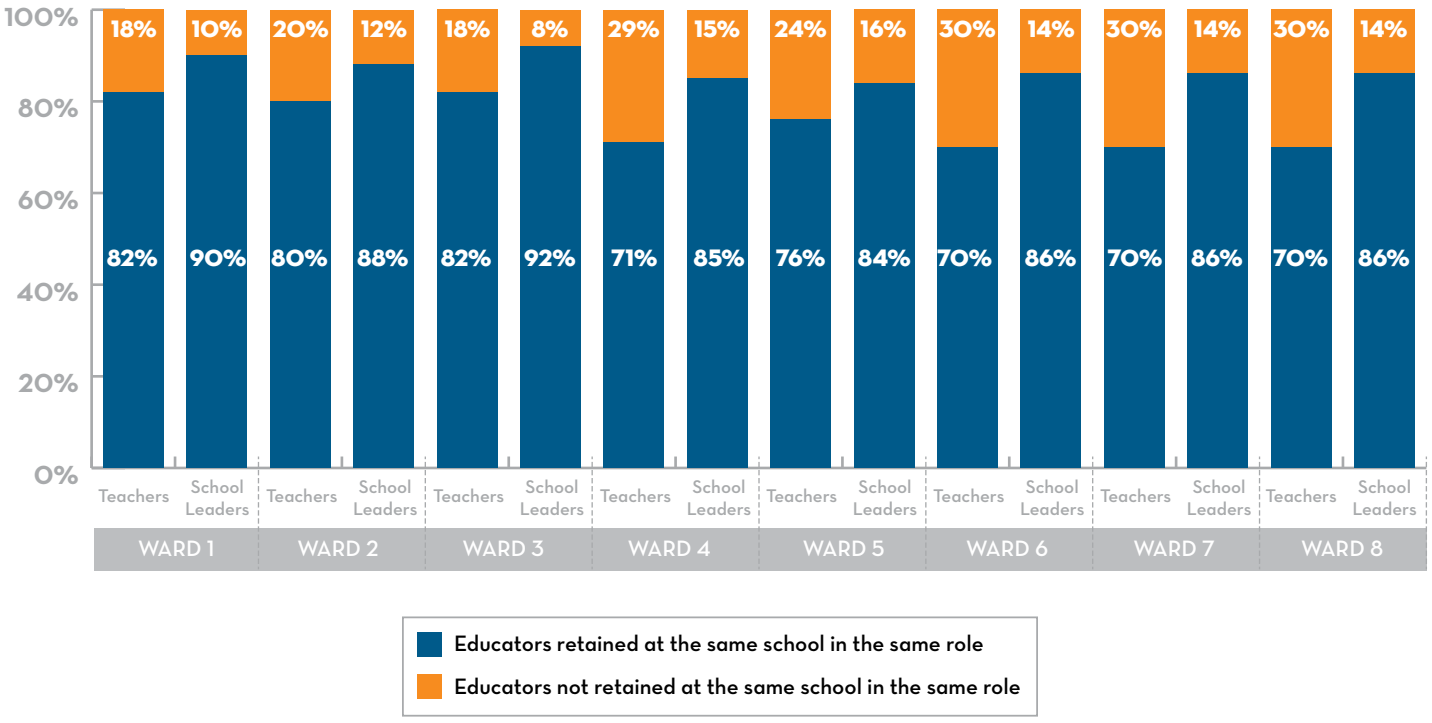
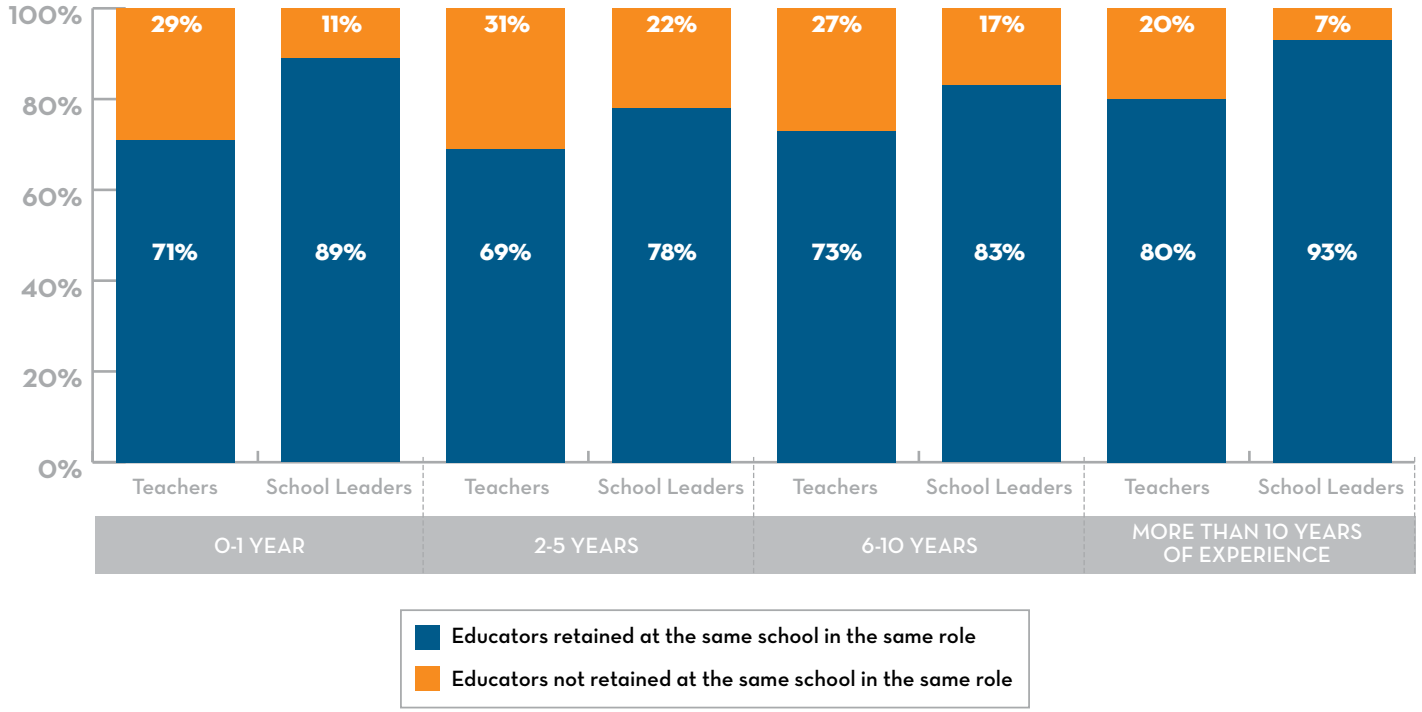


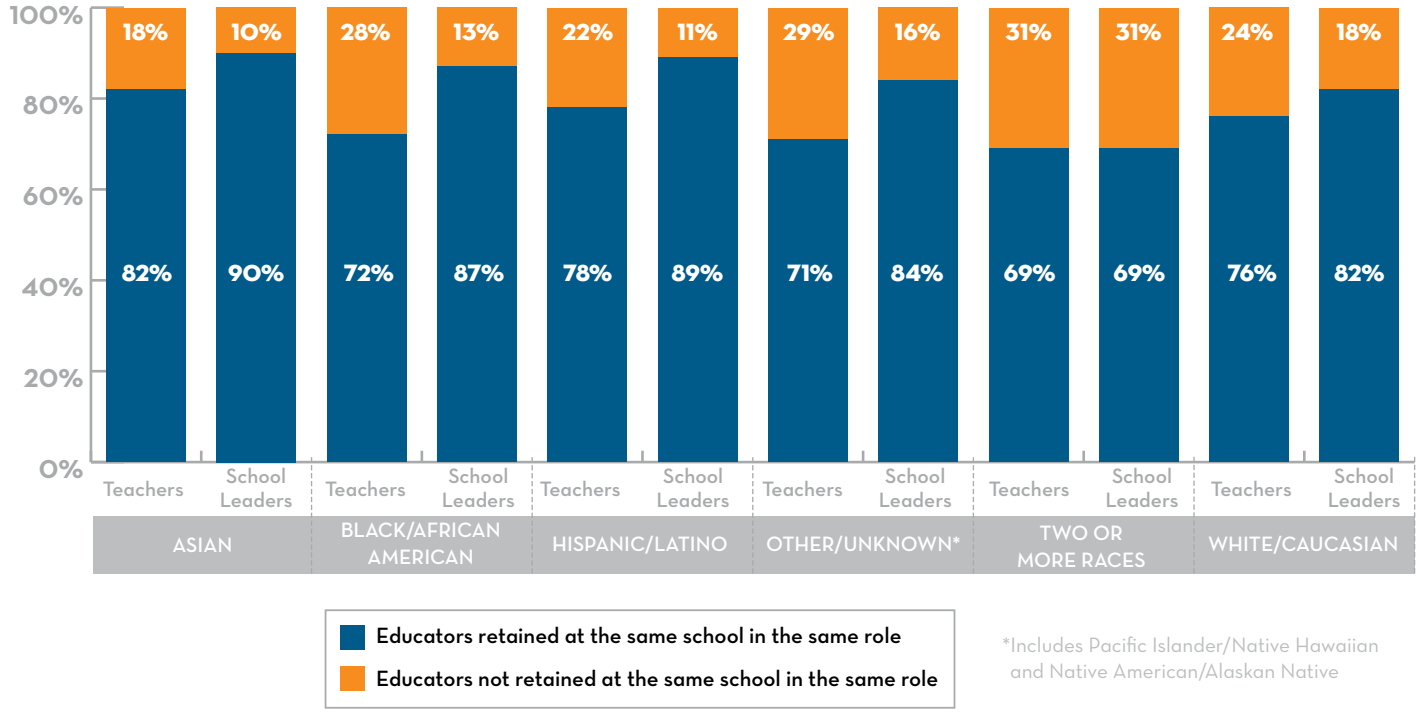
Figure D.4 demonstrates that teachers in DC with the most experience, more than 10 years, were retained at the highest rates in the 2021-22 school year.

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



Retention across DC varies for teachers and school leaders from different racial and ethnic categories. Specifically, Asian teachers and school leaders were retained at the highest rates and teachers and school leaders of two or more races were retained at the lowest rates in the 2021-22 school year. These data are best understood when analyzed in the context of DC's educational workforce demographics. These demographics are further described in Appendix B, which provides the number of teachers and school leaders in each racial and ethnic category in DC. During the 2021-22 school year, there were more Black/African American teachers (n=4,182) than teachers of any other race or ethnicity.

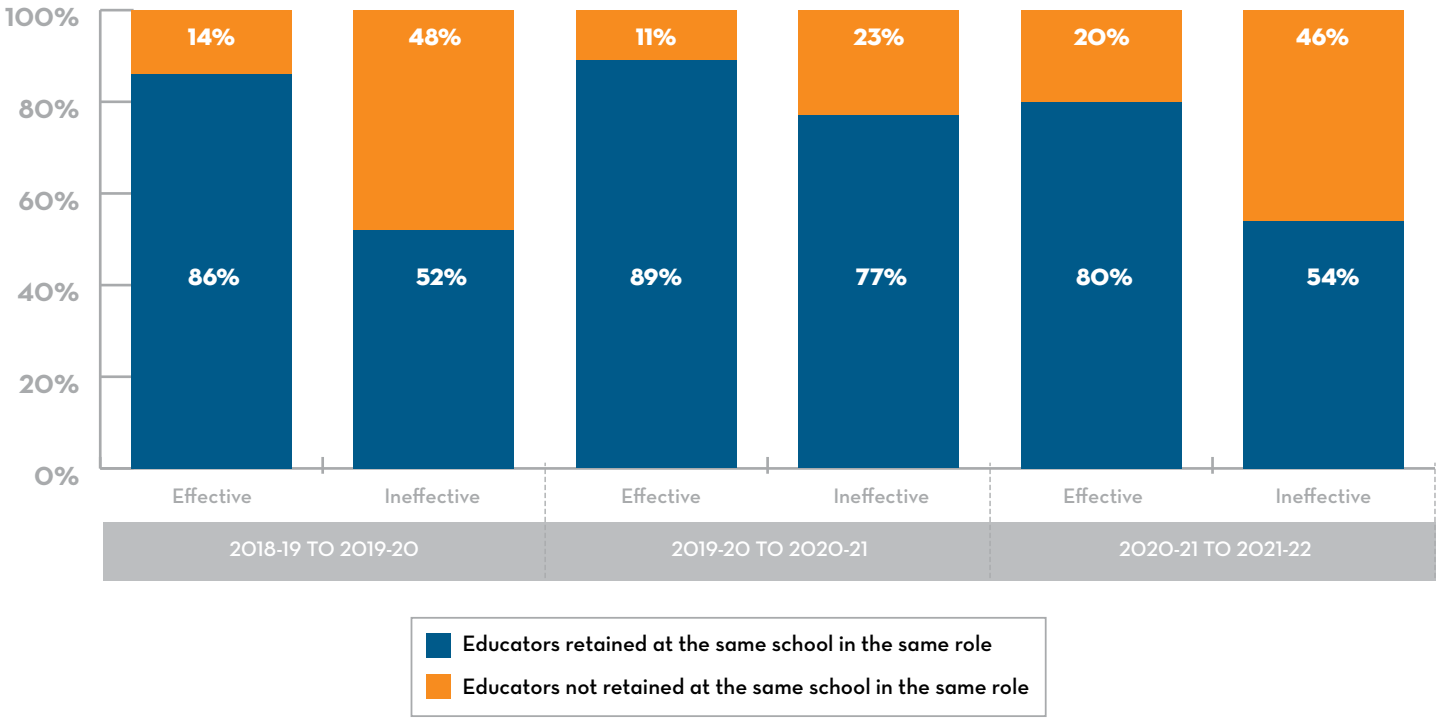
Figure D.5. DC Teacher and School Leader Retention by Race/Ethnicity from SY 2020-21 to SY 2021-22



*Includes Pacific Islander/Native Hawaiian and Native American/Alaskan Native

Just as there are variations in the rates at which DC's teachers were retained across experience levels and racial and ethnic demographic categories, DC's retention data demonstrate differences in the rates at which teachers earning different effectiveness ratings were retained. Importantly, in the three most recent school years, 80 percent or more of teachers who earned ratings of effective or higher on their LEA evaluation system were retained in their same school in the same role. These data demonstrate that the majority of effective teachers choose, year over year, to serve DC students and schools. Retaining effective teachers at high rates is crucial to maintaining a high-performing teacher workforce.[27]

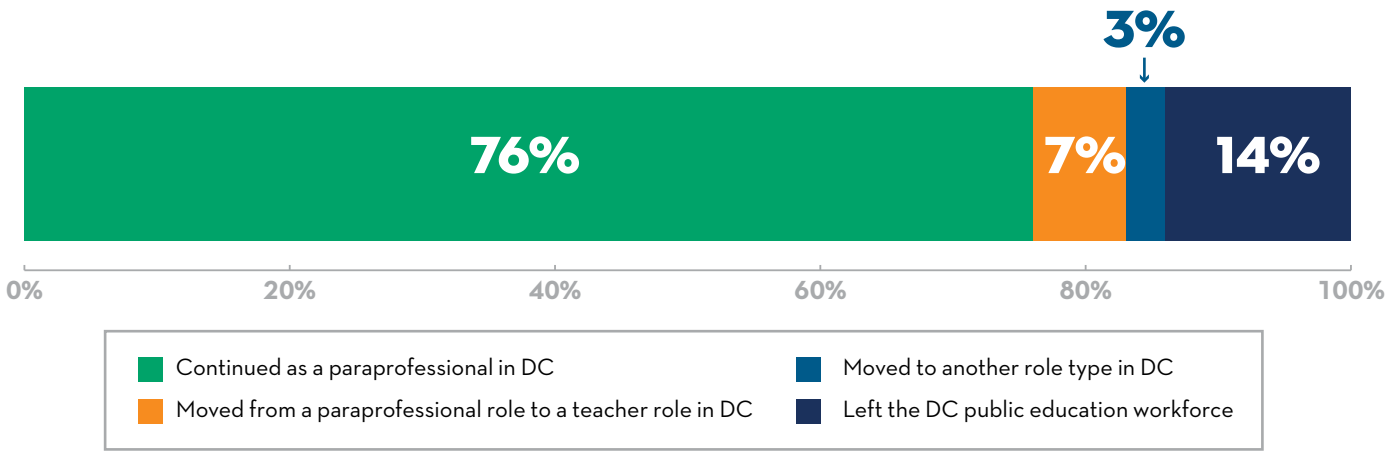
Figure D.6. DC Teacher Retention by Effectiveness Rating



PARAPROFESSIONAL MOVEMENT

DC's current paraprofessional population is a potentially rich source of future teachers. Paraprofessionals are school-based staff who assist teachers with routine activities associated with teaching. In the 2021-22 school year, more than three quarters of this workforce – 76 percent – remained employed as paraprofessionals within DC. Ten percent of DC's paraprofessional population either moved from a paraprofessional role to a teaching role or another educator role in DC. Investments that provide funding to enable paraprofessionals to pursue additional education and coursework required to become a teacher can support paraprofessionals in transitioning from a paraprofessional role to a teaching role. In spring 2022, OSSE launched DC's inaugural "Grow Your Own" Teacher Preparation Program Grant to strengthen the teacher pipeline by preparing local community members (e.g., paraprofessionals, high school students) to enter the teaching profession and teach in their communities.

Figure D.7. Paraprofessional Movement in DC from SY 2020-21 to SY 2021-22



The District of Columbia's educator workforce contains diversity, experience and talent. This report illuminates points of pride, including that students in DC with different demographic characteristics are taught by effective and experienced teachers at similar rates. This report further demonstrates that many DC students have access to teachers who match their racial and ethnic background. However, it also demonstrates that gaps between the racial and ethnic demographics of the educator workforce and DC students remain, particularly for Black/African American and Hispanic/Latino students. Additionally, it enables readers to understand teacher retention in DC, by providing teacher retention data that demonstrate that most DC teachers who earn ratings of effective or higher remained in their school and role in recent years.

OSSE remains steadfastly committed to collecting and reporting high-quality, meaningful data that will enable DC practitioners, policymakers and advocates to develop and implement practices and policies that will attract, develop and retain effective educators across the DC educational ecosystem.

APPENDIX A. METHODS

Definitions and abbreviated business rules by report section

SECTION A: EDUCATION LANDSCAPE SNAPSHOT – SCHOOLS, STUDENTS, AND EDUCATORS

Educator data in this section are based on the 2021-22 school year Faculty and Staff Data Collection that OSSE collected from DC public LEAs in fall 2021. This collection includes a variety of data points related to all faculty and staff members employed by the LEA as of Oct. 5 of a given school year. Data were cleaned to remove duplicate records and to reconcile inconsistent information across a staff member with multiple records (within the reporting LEA).

- Teachers: A teacher is a school-based employee who instructs any core or non-core academic subject.
- School Leaders: A school leader or school administrator is a school-based employee responsible for overseeing the operation of a particular school.

For a full description of the educator data collected during the collection cycle, please visit the Faculty and Staff Data Collection page on the OSSE website.

Student data in this section are based on the 2021-22 school year Enrollment Audit data collection. This annual collection of student data takes place in the fall of a given school year. LEAs report the number of students at each public school. For a full description of the student data collected, please visit the Enrollment Audit page on the OSSE website.

SECTION B: DEMAND FOR TEACHERS

The data in this section are based on the report of teacher FTEs by returning employee status, with further disaggregation by the subject area reported and the geographic ward of school. Returning status includes all teachers who were returning to teach the same subject in the same school. Filled status includes all teachers that are new hires or are transfers to a new school, federal role and/or subject. Vacant status includes all teacher FTEs reported vacant by the LEA as of Oct. 5 of a given school year.

OSSE receives detailed subject information as part of the Faculty and Staff Data Collection. Those subjects are then categorized into broader subject areas. For a crosswalk between the detailed subject listings and broader categories, please see the Subjects document on the OSSE website**.**

Please note, the analyses by ward are based on the ward of the school. Any LEA with a school not within one of the eight ward boundaries of the District of Columbia are not included in these analyses.

SECTION C: EDUCATOR SUPPLY AND PIPELINE

EPP data in this section are based on the inaugural EPP data collection OSSE conducted in spring 2021. OSSE received candidate and completer information from 16 DC EPPs and provided a report with a wealth of analyses to each individual EPP. Using various demographic metrics for the creation of a unique identifier, OSSE was able to match a portion of the EPP records to data received in the 2020-21 Faculty and Staff Data Collection. For more information detailing OSSE's collaboration and involvement with DC EPPs, please visit the Education Preparation Providers page on the OSSE website.

For the analysis related to Figure C.7. Citywide Vacancies Filled by SY 2019-20 EPP Completers by Subject Area, SY 2020-21, the vacancy data are based on the vacancies reported by all LEAs in the previous year's Faculty and Staff Data Collection. EPP completer data (i.e., any data record the EPP submitted with a status of "Completer" during the period between Sept. 1, 2019 and Aug. 31, 2020) were matched to the 2020-21 Faculty and Staff Data Collection records. Only those completers who had a status of "New Employee" in the reported subject of the Faculty and Staff Data Collection were included in these counts. Note, because vacancy data is a snapshot of the LEA's data at one point in time, only those completers who were employed by a DC public LEA are included.

SECTION D: TEACHER, SCHOOL LEADER AND PARAPROFESSIONAL MOBILITY AND RETENTION

The retention data in this section refer to teachers and school leaders with at least 0.5 FTE in the 2020-21 school year, including whether and how they were retained in the following school year. The analyses by ward are based on the aggregate counts of educators who are returning to teach and lead at the same school in the same ward. LEAs with schools that do not fall into one of the eight geographical ward boundaries in the 2020-21 school year are not included in these analyses. In the analyses by race/ethnicity, the Native American/ Alaskan Native and the Pacific Islander/Hawaiian Native have been combined into the Other/Unknown category due to low n-sizes and privacy concerns.

Effectiveness ratings are reported by LEAs during the Faculty and Staff Data Collection. Though LEAs may have varying performance evaluation systems, OSSE requests that LEAs report whether the teacher earned an evaluation rating below "effective" on the LEA's evaluation system for the previous school year. In these analyses, the effectiveness rating reported in the current school year was matched to teacher records collected in the previous school year to report retention by effectiveness rating. Note, only those teachers who received an effectiveness rating are included in the analyses; teachers who were not rated are not included.

APPENDIX B. SY 2021-22 EDUCATOR POPULATION DETAILED DEMOGRAPHICS

Counts of Students, Teachers, and School Leaders by Race/Ethnicity

School Year	Racial/Ethnic Group	Number of Students in this Racial/Ethnic Group	Number of Teachers in this Racial/Ethnic Group	Number of School Leaders in this Racial/Ethnic Group
2021-22	Black/African American	60,088	4,182	904
2021-22	Hispanic/Latino	17,857	763	138
2021-22	White/Caucasian	11,719	2,225	259
2021-22	Two or More Races	2,758	71	19
2021-22	Asian	1,375	322	30
2021-22	American Indian/Alaskan Native	132	18	2
2021-22	Pacific Islander/Native Hawaiian	48	8	1
2021-22	Other/Unknown	0	562	72

ENDNOTES

1 Chetty, R., Friedman, J. N., & Rockoff, J. E. (2014). Measuring the impacts of teachers II: Teacher value-added and student outcomes in adulthood. *American Economic Review, 104(9), 2633-2679.*

2 Gershenson, S., Hart, C. M. D., Hyman, J., Lindsay, C. A., & Papageorge, N. W. (Forthcoming). "The Long-Run Impacts of Same-Race Teachers." *American Economic Journal: Economic Policy.*
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3 Ladd, H. F., & Sorenson, L. C. (2017). Returns to Teacher Experience: Student Achievement and Motivation in Middle School. *Education Finance and Policy, 12(2), 241-279.*
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5 U. S. Department of Education Office of Planning, Evaluation and Policy Development. (2016, July). *The State of Racial Diversity in the Educator Workforce*. Government Publishing Office.
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6 During the 2019-20 school year, 16 educator preparation providers were approved to operate in DC: American University, The Catholic University of America, Gallaudet University, Georgetown University Educator Preparation Program, The George Washington University, Howard University, Inspired Teaching Residency, iteachDC, KIPP DC—Capital Teaching Residency, New Leaders, Relay Graduate School of Education, Teach for America—DC, TEACH-NOW Graduate School of Education, Trinity Washington University, University of the District of Columbia, and Urban Teachers.

7 U. S. Department of Education Office of Planning, Evaluation and Policy Development. (2016, July). *The State of Racial Diversity in the Educator Workforce*. Government Publishing Office.
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