



Office of the State
Superintendent of Education



DISTRICT OF COLUMBIA

EDUCATOR WORKFORCE REPORT

October 2024



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EXECUTIVE SUMMARY

The Office of the State Superintendent of Education’s (OSSE’s) 2024 Educator Workforce Report provides an extensive analysis of the educator landscape in Washington, DC. This report uses data collected from public and public charter schools during the annual [Faculty and Staff Data Collection](#) to highlight citywide trends in teacher and school leader employment. Additionally, it builds on OSSE’s prior Educator Workforce Reports – published in [spring 2019](#) and [spring 2022](#) – by providing comparisons between the 2021-22 and 2023-24 school years, whenever possible.

This report covers four main sections:

- **Education Landscape** provides an overview of the educator landscape, including teacher and student demographics and the distribution of teachers and students across wards and grade bands.
- **Status of Teaching Positions** analyzes the demand for teachers, including vacancy rates and positions by subject area.
- **Educator Supply and Pipeline** offers insights into the supply of educators, including those who recently graduated from a DC Educator Preparation Provider (EPP) program and veteran educators who transferred in from out of state.
- **Educator Mobility and Retention** highlights trends in educator mobility and retention, including retention by race, ethnicity, and effectiveness rating, as well as mobility into other roles.

This year’s report underscores that over the past three school years, the District has continued to build on key strengths to retain an increasingly diverse workforce of effective educators. Notably, DC continues to have one of the most diverse teacher workforces in the nation.¹ Additionally, DC schools have consistently retained the vast majority of teachers, with teachers rated effective by their local education agencies (LEAs) and state public agencies (SPAs) retained in their same schools at higher rates than teachers rated ineffective. Citywide, DC has consistently retained teachers at rates of 80 percent or higher, with the rate increasing between school years 2022-23 and 2023-24.

Data also show that citywide vacancy rates have decreased while the number of teachers in the city has increased. Relatedly, state-approved EPPs produce completers from a wide array of subject areas – the most significant being elementary, early childhood, social studies, math, and science – with the largest contingent transitioning into elementary education roles within the District.

The report also highlights trends in educator career trajectories, including that most teachers who changed their school-based role moved into instructional coordinator and supervisor roles at the highest rate. The data also demonstrate that, for schools with different rates of economically disadvantaged students, teachers transferred in an out at similar rates.

CITYWIDE VACANCY RATES HAVE DECREASED OVER THE LAST THREE SCHOOL YEARS WHILE THE NUMBER OF TEACHERS IN THE CITY HAS INCREASED

However, there remain opportunities to ensure all students have equitable access to high-quality teachers. For instance, most first-year teachers hired by DC LEAs and SPAs are not prepared by DC EPPs, and most DC EPP completers do not matriculate into teaching positions in DC schools. Additionally, across DC, students with disabilities and students from different racial and socioeconomic backgrounds have access to experienced, in-field, and effective teachers at slightly different rates. Further, both locally and nationally, there is a persistent disparity between the percentages of Hispanic and Latino teachers and students.²

Through the annual collection of comprehensive educator workforce data from all DC LEAs and SPAs, and the biennial publication of this report, OSSE demonstrates its ongoing commitment to providing practitioners, policymakers, advocates, and the broader DC community with robust educator workforce data.

GLOSSARY

DC School Report Card: A public report providing families with information on all public schools in the District of Columbia. Federal and local statutes, including the [Every Student Succeeds Act \(ESSA\)](#), require OSSE to publish state and local report cards. For more information, see the [DC School Report Card website](#).

Educator Preparation Providers (EPPs): Institutions that prepare candidates to earn an educator credential. For more information, see [OSSE’s Educator Preparation Providers and Subject Area Programs in the District of Columbia website](#).

Effective Teachers: Teachers who have earned an “effective” rating or higher on their LEA or SPA’s chosen evaluation system.

Faculty and Staff Data Collection: An annual audit of all staff members and contractors directly hired by and participating in the regular operations of a public or public charter LEA or SPA in DC. The collection is a snapshot of staffing—including teacher vacancies—as of Oct. 5 of a given school year, and the data are used for reporting and program supports. For more information, see [OSSE’s Faculty and Staff Data Collection webpage](#).

Federal Role: A role category defined by the US Department of Education under which different LEA/SPA staff positions fall. For more information, see [OSSE’s Faculty and Staff Data Collection User Guide](#).

Integrated Data Submission (IDS) tool: OSSE’s in-house .NET application that LEAs, SPAs, and community organizations use to submit data for various OSSE data collections. For more information, see [Integrated Data Submissions: User Guide and Best Practices](#).

Local Education Agency (LEA): An entity that operates public elementary and secondary schools. District of Columbia Public Schools (DCPS) is its own LEA, and each charter network is its own LEA. Each LEA creates its own set of policies and helps ensure the on-the-ground implementation of federal and state policies.

Regular Operations: The day-to-day academic, administrative, student support, maintenance, security, and other activities necessary for a school to function.

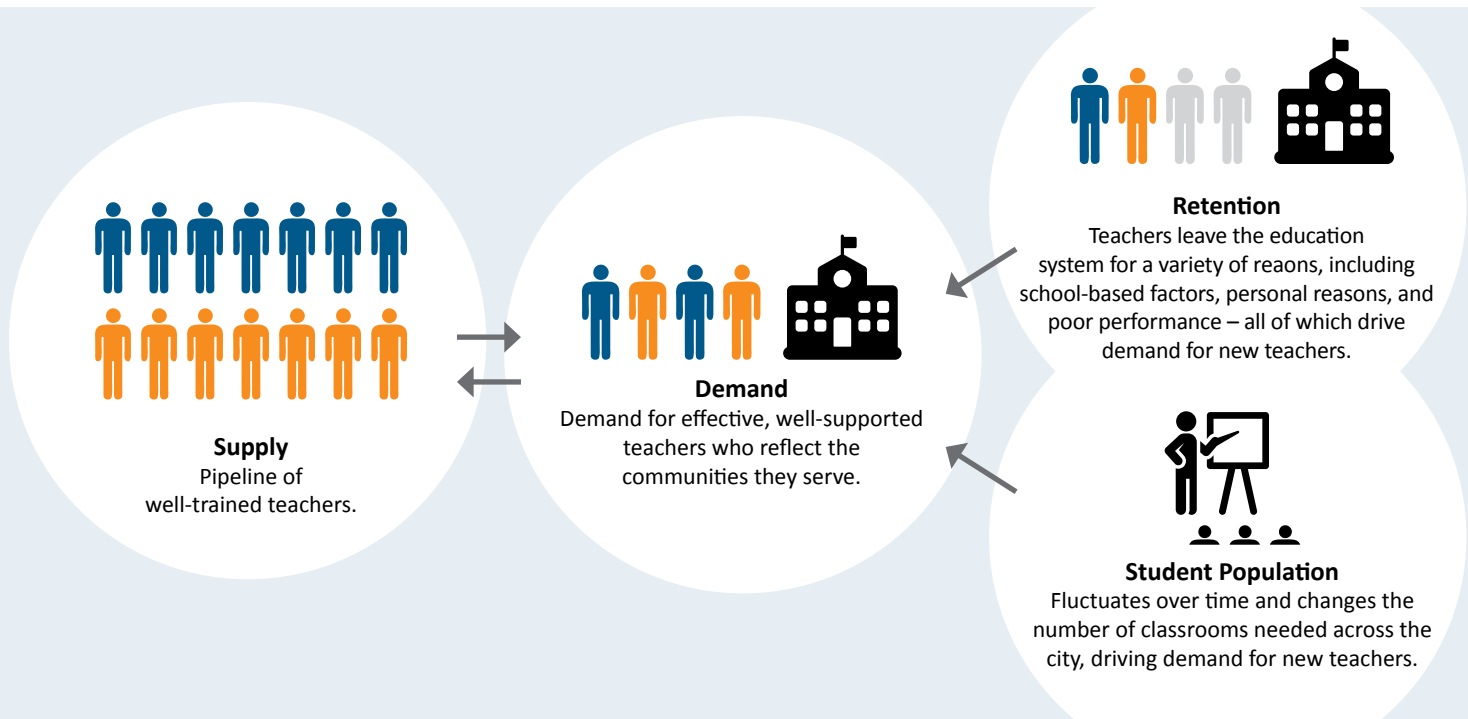
Related Service Providers: Non-teacher school staff who provide wrap-around services for students. Examples: Counselors, Speech-Language Pathologists, and Social Workers.

School Leaders: Administrators including principals, assistant principals, and other staff who oversee the operation of a particular school.

State Public Agency (SPA): An entity for which the primary purpose is not education, but that have educational responsibilities under the law including the responsibility to implement the Individuals with Disabilities Education Act (IDEA). In DC, these include the Department of Youth Rehabilitation Services (DYRS) and the Department of Corrections (DOC).

INTRODUCTION

OSSE’s biennial Educator Workforce Report uses comprehensive school staffing data collected through OSSE’s [Faculty and Staff Data Collection](#) to provide DC’s education community with high-quality, actionable data related to the District’s educator workforce. By providing comprehensive data that describe DC’s educator workforce, this report provides stakeholders across the city with information to make strategic decisions in response to workforce needs. The data in this report support city agencies and organizations in their efforts to strategically invest in talent initiatives aimed at supporting all DC students by providing consistent access to diverse, effective educator workforce.



ABOUT THE DATA

This report includes data collected from all 70 public and public charter LEAs and two SPAs operating in the city in the fall of 2023. This report does not include information from private schools operating in DC. The data in this report were submitted by LEAs and SPAs in the fall of 2023 through OSSE’s annual [Faculty and Staff Data Collection](#). Under this data collection, which complies with US Department of Education (USED) federal reporting requirements, each LEA or SPA must submit faculty and staff data for every staff member involved in the LEA’s or SPA’s regular operations on Oct. 5 of each year, unless otherwise noted. The Oct. 5 audit date aligns with OSSE’s annual [student enrollment audit](#). OSSE also collects data on state-approved EPPs through the annual EPP data collection. In spring of 2024, 14 EPPs were required to submit data about candidates and completers who were enrolled in programs at any point from Sept. 1, 2022, to Aug. 31, 2023.³

Data in this report are disaggregated by key characteristics such as geographic ward, sector, subject, and grade band. This report also provides comparisons to previous school years through 2021-22, where data are available and the methodology is comparable. OSSE looks forward to publishing more comparative data in the future for analyses where they are currently unavailable.

Workforce data at the LEA, SPA, and school levels are available on OSSE’s [Educator Workforce Data webpage](#) and the [DC School Report Card](#).

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

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

The following section includes a detailed analysis of the DC educator landscape during the 2023-24 school year. The section begins by examining student and teacher racial and ethnic diversity, then analyzes how teachers and students are distributed across wards, school sectors, grade bands, and subject areas. Subsequently, the section provides insights into teacher quality, encompassing factors such as years of teacher experience, subject expertise, and effectiveness. Lastly, it explores whether students from different demographic groups have equitable access to quality teachers by describing associations between specific student demographic groups and the extent to which students in these groups have access to experienced, in-field, and effective teachers.

Figure A.1 describes the DC education landscape between the 2021-22 and 2023-24 school years. Currently, DC has 70 LEAs and two SPAs that manage 254 schools across eight geographic wards (pictured in Figure A.2) and two sectors — (1) a traditional public school district, DCPS, and (2) public charter LEAs that are collectively known as the District of Columbia public charter schools (PCS). DC schools employ 8,767 teachers, 243 principals, 1,148 school leaders, and 1,006 special education related service providers.⁴

The number of reported principals has increased from 219 in 2021-22 to 243 in 2023-24 (an approximately 11 percent increase), and the number of school leaders has been variable over the years. Between the 2021-22 and 2022-23 school years, the number of school leaders decreased from 1,430 to 1,049 (an approximately 27 percent decrease), followed by an increase to 1,148 in 2023-24 (an approximately 9 percent increase).

The number of reported special education related service providers has also fluctuated, decreasing from 999 providers in 2021-22 to 856 in 2022-23 and then increasing to 1,006 in the 2023-24 school year, resulting in a slight overall increase compared to 2021-22 rates. Over this time, DC added three schools and 4,866 students (an approximately 5 percent increase). As a result, the student-to-adult ratio in DC schools decreased from 11.5:1 in 2021-22 to 11.3:1 in 2023-24. This rate is lower than the national average for public school-teacher ratios of 15.4:1.⁵



Figure A.2 DC Geographic Wards

Figure A.1 DC Education Landscape, SY 2021-22 to 2023-24

School Year	Teachers	Principals	School Leaders	Special Education Related Service Providers	LEAs and SPAs	Schools	Students
2021-22	8,151	219	1,430	999	70	251	93,934
2022-23	8,357	235	1,049	856	71	254	97,000
2023-24	8,767	243	1,148	1,006	72	254	98,800

DC’s student:teacher ratio of 11:1 is significantly lower than the national average of 15:1.

STUDENT AND TEACHER RACIAL AND ETHNIC DIVERSITY

Research continues to affirm the importance of a racially and ethnically diverse teacher workforce that represents students' racial and ethnic identities. Recent national studies reinforce that students from all backgrounds benefit academically when taught by teachers from diverse racial and ethnic backgrounds.⁶ Notably, students of color see marked improvement in multiple metrics when taught by at least one teacher who shares their racial identity.⁷

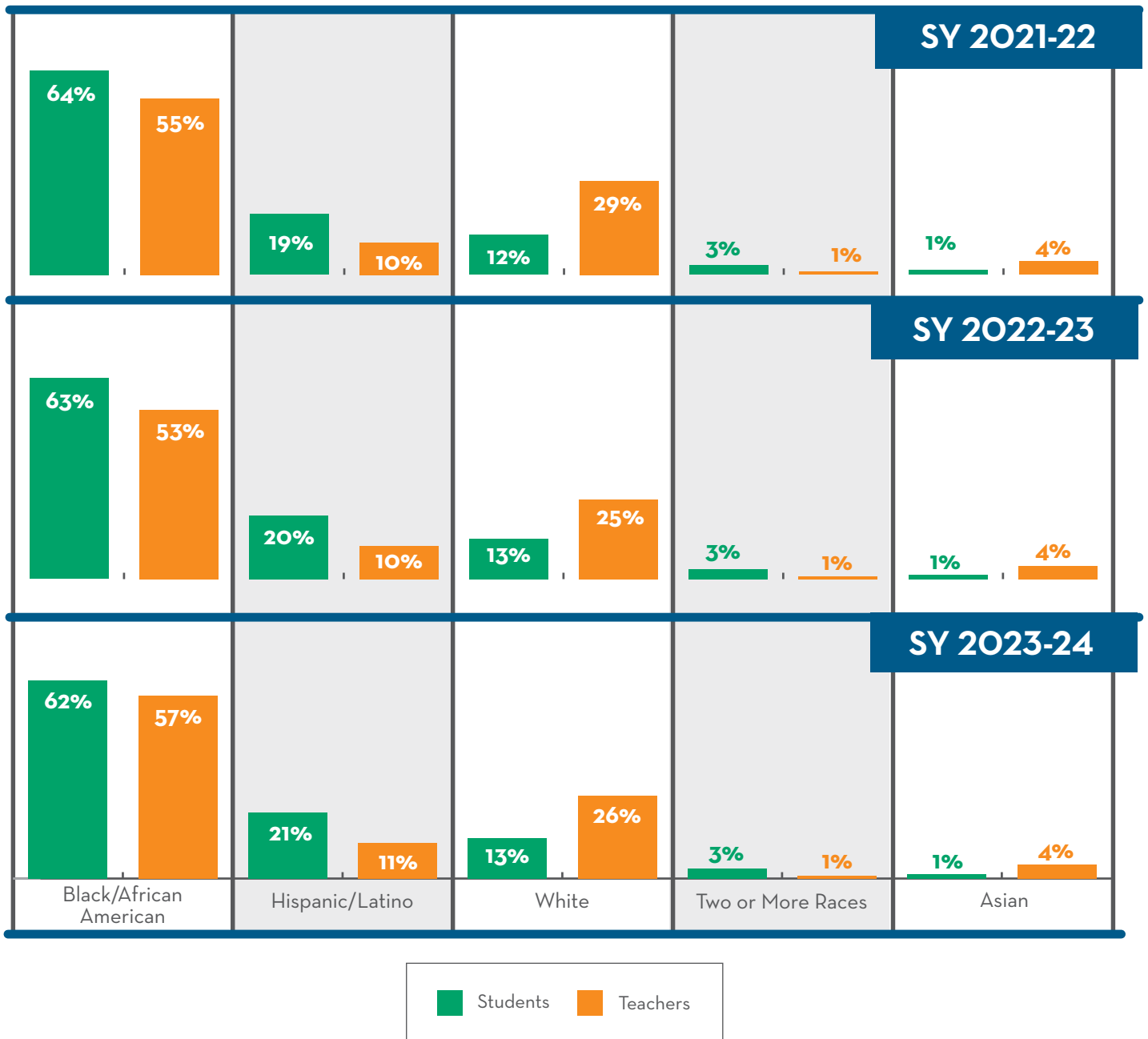
In DC schools, students and teachers represent a wide array of racial and ethnic backgrounds. Notably, the racial and ethnic diversity of DC's teacher workforce is a significant strength relative to the demographics of the national teacher workforce. Next to Hawaii, DC has the highest rate of non-White teachers in the nation when compared to other states, and the plurality of Black/African teachers in DC has increased over the past three years.⁸ Nationally, a majority of public school teachers – 79 percent – are White, while in DC, 26 percent of teachers are White.⁹

Figure A.3 highlights the racial and ethnic diversity within DC schools.¹⁰ In the 2023-24 school year, almost two-thirds – 62 percent – of DC's students identified as Black or African American, one-fifth – 21 percent – as Hispanic or Latino, and 13 percent as White. DC students who identified with two or more races made up 3 percent of the student population, while 1 percent of students identified as Asian. Fewer than 1 percent of DC students identified as American Indian/Alaskan Native or Pacific Islander/Native Hawaiian.

Comparatively, more than half – 57 percent – of DC's teacher workforce in 2023-24 identified as Black or African American, 11 percent as Hispanic or Latino, and 26 percent as White. DC teachers who identified with two or more races made up 1 percent of the teacher workforce, while 4 percent were Asian. Fewer than 1 percent of DC teachers were American Indian/Alaskan Native or Pacific Islander/Native Hawaiian.

Citywide, there continue to be disparities in the percentage of students and teachers from each racial and ethnic group. Between the 2021-22 and 2023-24 school years, teachers who identified as Hispanic or Latino, Black or African American, and being of two or more races were represented in DC schools at lower rates compared to students of the same racial or ethnic backgrounds. Specifically, the representation of Hispanic or Latino teachers has exhibited the greatest disparity, with discrepancies in representation averaging approximately 10 percentage points over each of the past three years. Conversely, White and Asian teachers have been overrepresented in DC schools over the past three school years, with White teachers comprising between 25 to 29 percent of the teacher workforce compared to 12 to 13 percent of DC students. Asian teachers have consistently represented 4 percent of the workforce while 1 percent of DC students have identified as Asian. This mirrors the larger demographic trend throughout the District where there are higher rates of children of color than adults of color.¹¹

Figure A.3 DC Teachers and Students by Race and Ethnicity, SY 2021-22 to 2023-24



*American Indian/Alaskan Native and Pacific Islander/Native Hawaiian teachers and students make up less than 1% of each population.

While disparities in the percentage of students and teachers from each racial and ethnic group have shrunk over the past three years, there is a significant opportunity to close gaps in representation in the educator workforce for Hispanic and Latino students.

STUDENT AND TEACHER DISTRIBUTION

DC’s students were enrolled at varying rates across geographic wards, school sectors, and grade bands. The data below describe the extent to which teachers with varying characteristics were employed across the city relative to student enrollment.

Distribution of Students and Teachers by Ward

Figure A.4 illustrates the distribution of teachers and students across geographic wards between the 2021-22 and 2023-24 school years.¹² For this analysis, OSSE bases student and teacher ward designations on the location of the school they attend. In the 2023-24 school year, Wards 4 and 5 served the highest percentage of DC’s students and employed the highest percentage of DC’s teachers. Wards 2 and 3 served the lowest percentage of DC’s students and employed the lowest percentage of DC’s teachers. The percentage of teachers working in each ward was similar to the percentage of students attending school in that same ward. These rates have remained relatively consistent since the 2021-22 school year, with most wards experiencing a 1 to 2 percentage point shift in the proportion of students enrolled and teachers employed over time. The exception is Ward 6, which had a 4 percentage point decrease in its share of students and teachers from 2021-22 to 2023-24. The redrawing of ward lines in 2021 may have contributed to this shift.

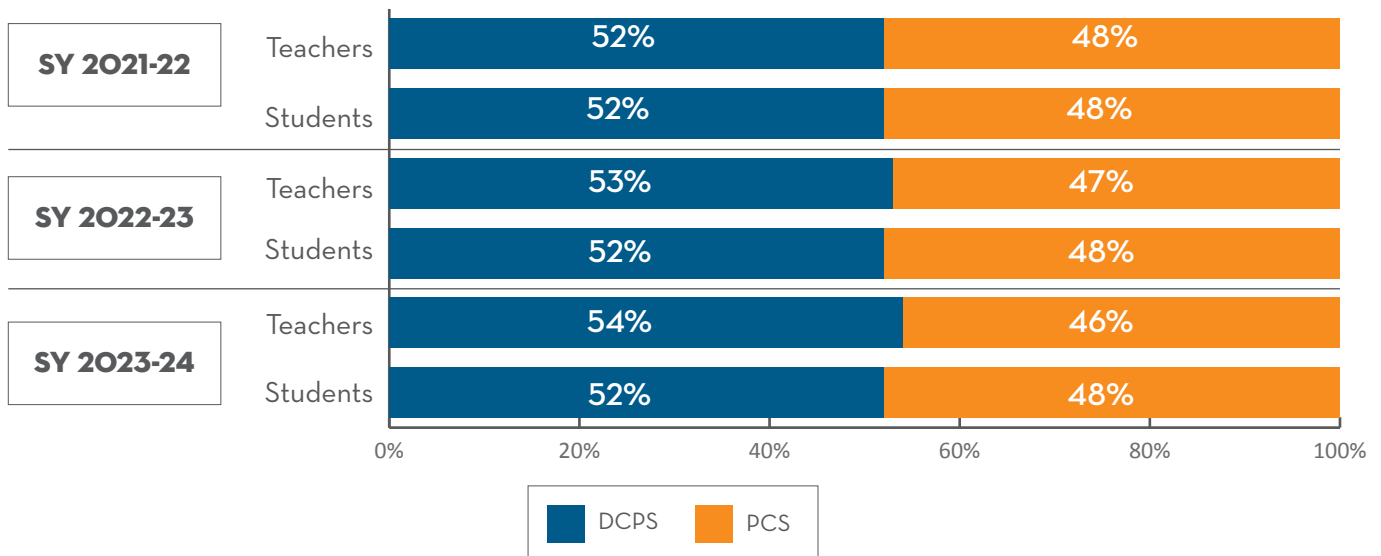
Figure A.4 Distribution of Students and Teachers by School Ward, SY 2021-22 and 2023-24

Ward	SY 2021-22				SY 2023-24			
	Students		Teachers		Students		Teachers	
1	8,848	9%	741	9%	10,102	10%	831	9%
2	4,659	5%	346	4%	5,932	6%	504	6%
3	7,358	8%	553	7%	7,715	8%	612	7%
4	16,257	17%	1,489	18%	17,133	17%	1,655	19%
5	17,046	18%	1,706	20%	18,600	19%	1,742	20%
6	11,989	13%	974	12%	8,870	9%	721	8%
7	12,514	13%	1,163	14%	14,769	15%	1,392	16%
8	15,274	16%	1,357	16%	15,602	16%	1,448	16%

Teacher and Student Distribution by Sector

Figure A.5 shows that the distribution of students and teachers across DCPS and PCS has remained approximately equal over the past three years, with the share of teachers working in DCPS increasing by 1 percentage point each year.

Figure A.5 Distribution of Students and Teachers by Sector, SY 2021-22 to 2023-24



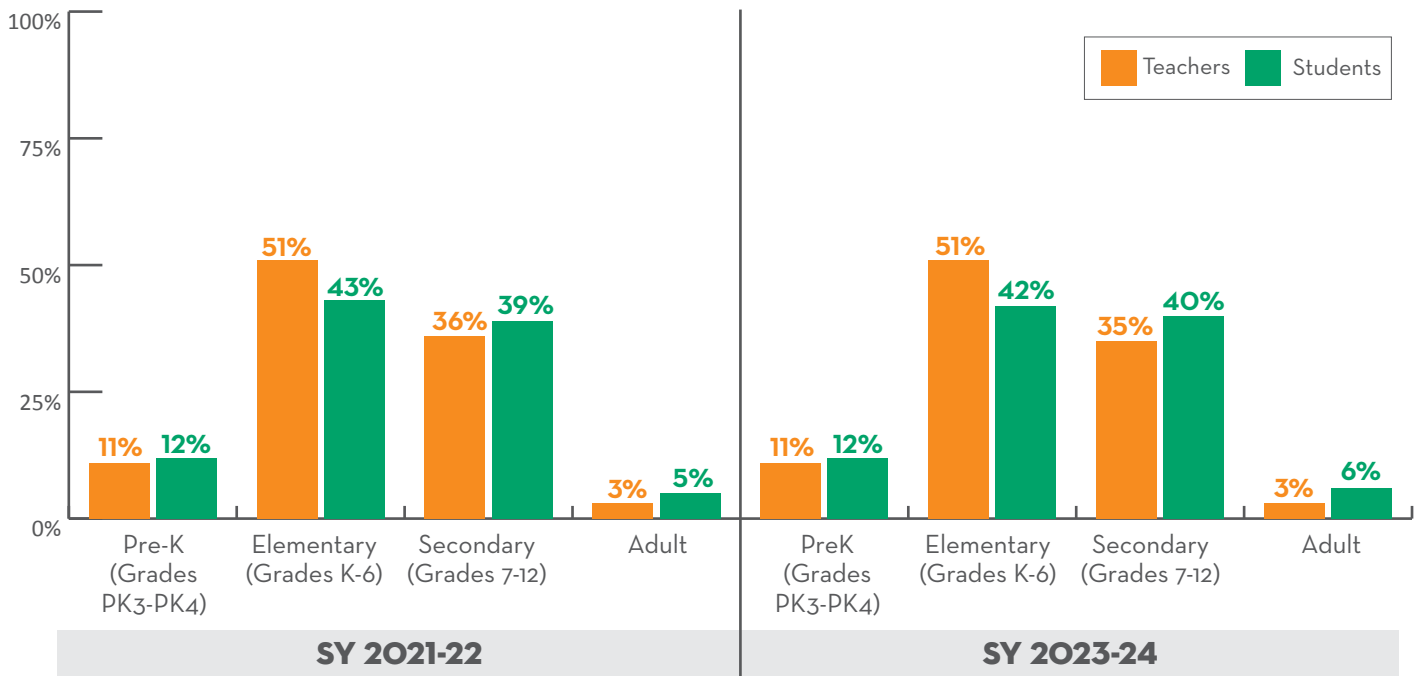
TEACHER AND STUDENT DISTRIBUTION BY GRADE BAND

While most DC teachers teach a single grade level, some teach across multiple grades. As shown in Figure A.6,¹³ during the 2023-24 school year, 11 percent of DC’s teachers taught pre-kindergarten (ages 3-4), 51 percent taught in the elementary grades (kindergarten through grade 6), 35 percent of teachers taught secondary grades (grades 7-12), and 3 percent taught adult learners.

Conversely, in the 2023-24 school year, 12 percent of DC students were enrolled in pre-kindergarten, 42 percent in elementary grades (kindergarten through grade 6), 40 percent in secondary grades (grades 7-12), and 6 percent in adult education. As detailed in Figure A.6, student enrollment rates have also remained relatively consistent since the 2021-22 school year, with variances of just 1 percentage point for elementary, secondary and adult learner enrollment.

There has historically been a slight disparity between student enrollment and teacher distribution. In pre-kindergarten, secondary grades, and adult education, the percentage of enrolled students exceeded the percentage of teachers working in those grade bands by between 1 to 6 percentage points. Whereas, the rate of teachers teaching in elementary grades exceeded the rate of elementary students enrolled in those grades by 8 to 9 percentage points.

Figure A.6 Distribution of DC Teachers and Students by Grade Bands, SY 2021-22 and SY2023-24

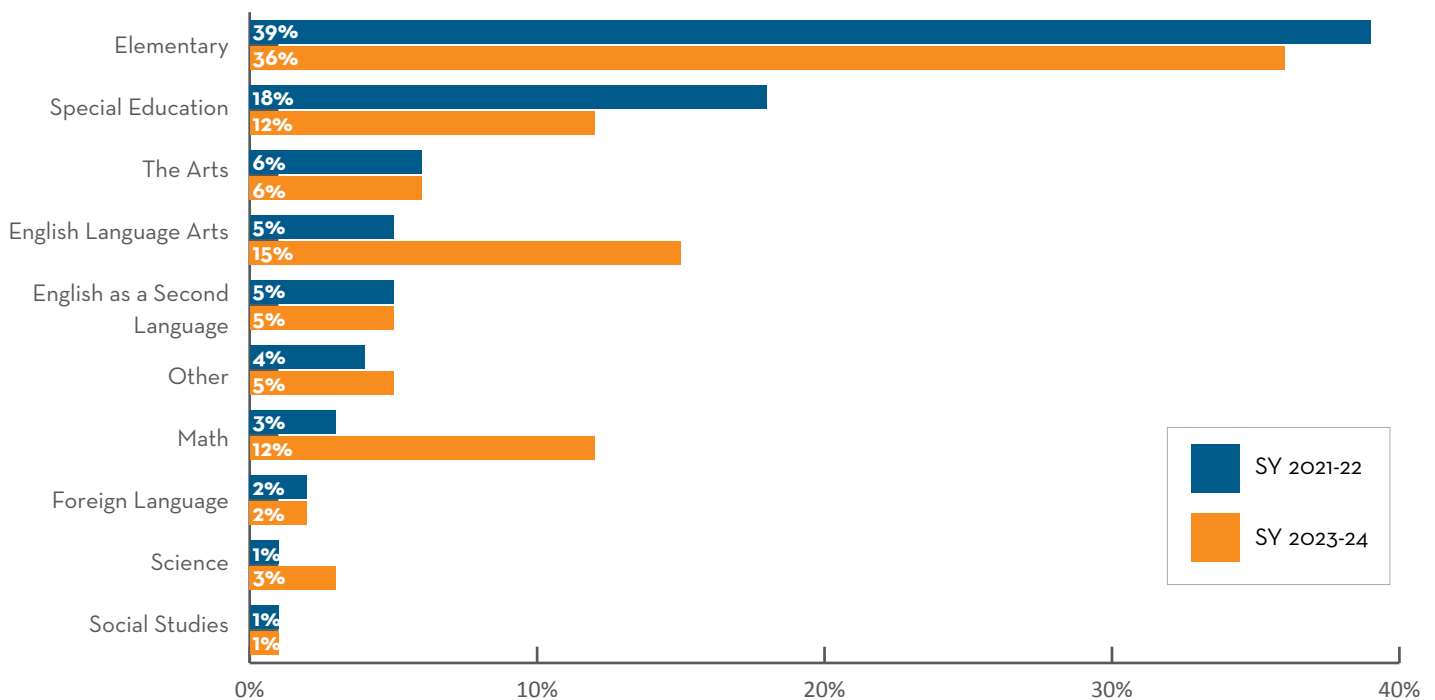


TEACHER DISTRIBUTION BY SUBJECT AREA

Within grade bands, teachers teach a variety of subject areas. In DC, elementary (K-6) teachers are often split across different subjects and specialties, with some teaching across multiple subjects and/or grades. As detailed in Figure A.7,¹⁴ in the 2023-24 school year, the most common subject areas for elementary teachers were: general elementary (36 percent); English language arts (15 percent); special education (12 percent); and math (12 percent).

There have been notable changes in the distribution of elementary teachers since the 2021-22 school year with special education shifting from 18 to 12 percent, English language arts shifting from 5 to 15 percent, and math shifting from 3 to 12 percent of all Elementary positions. The increase in elementary English language arts and math teachers demonstrates a movement toward increasing departmentalization in elementary school.

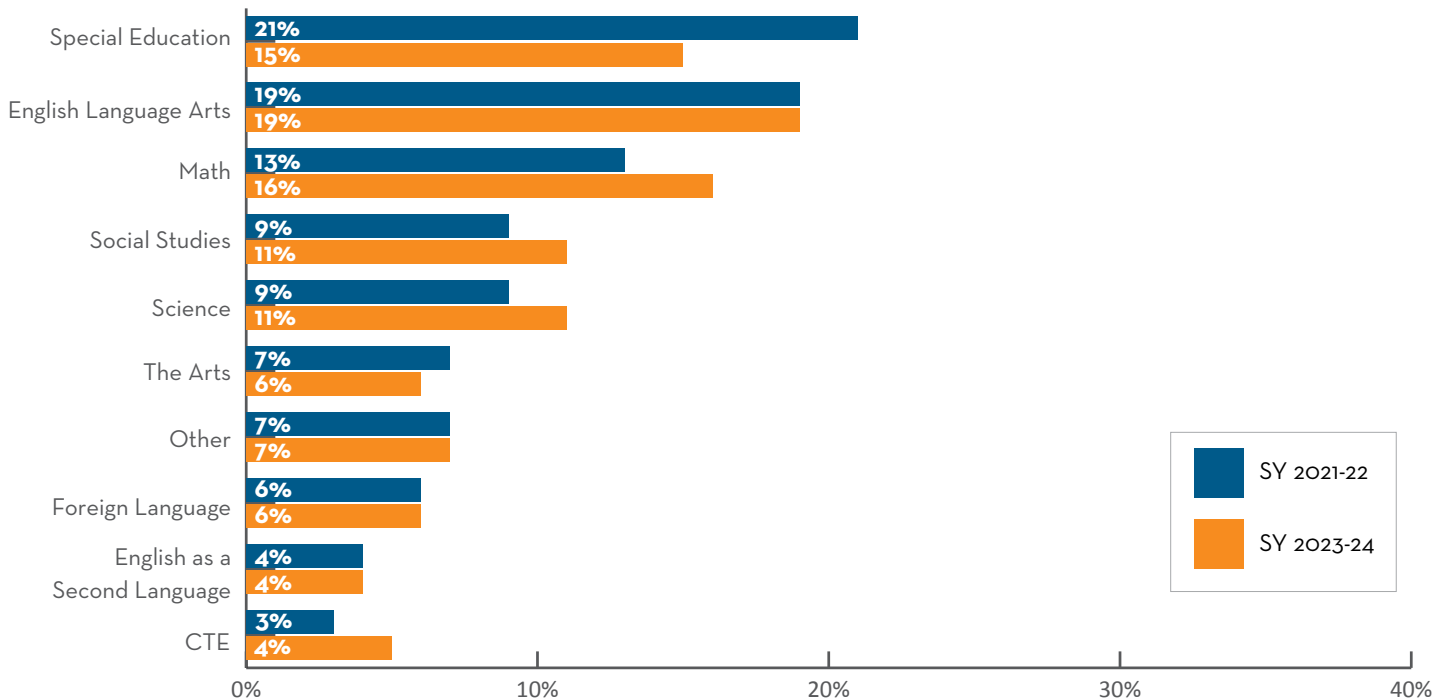
Figure A.7 Distribution of Kindergarten - 6th Grade DC Teacher FTEs by Subject Area, SY 2021-22 and 2023-24



Secondary teachers also work across different subjects and specialties, with some teaching across multiple content areas. Figure A.8¹⁵ illustrates that in the 2023-24 school year, the largest share of DC's secondary teachers—19 percent—taught English language arts. Sixteen percent of teachers taught math, and 15 percent taught special education. Eleven percent of secondary teachers taught science and social studies, respectively. Seven percent or fewer of secondary teachers taught in the remaining subject areas: the arts, foreign language, Career and Technical Education (CTE), English as a Second Language, bilingual education, and other subjects.

There have been modest shifts in secondary teacher assignments across all subject areas since the 2021-22 school year, with most areas increasing or decreasing by fewer than 3 percentage points. However, special education was a notable exception, decreasing from 21 percent of secondary teachers in 2021-22 to 15 percent in 2023-24.

Figure A.8 Distribution of DC Secondary Teacher FTEs by Subject Area, SY 2021-22 and 2023-24



TEACHER QUALITY

Student learning experiences and life outcomes are significantly impacted by teacher quality.¹⁶ Various factors contribute to teacher quality, including years of experience,¹⁷ subject expertise,¹⁸ and effectiveness.¹⁹ DC has standardized definitions for experienced and in-field teachers, while individual LEAs and SPAs determine effectiveness.

Defining Teacher Quality in DC

DC defines an *experienced* teacher as one who has at least one full year of previous teaching experience at the start of the school year or 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; has an active certification in their field of teaching; or has demonstrated at least one year of effective teaching in their field based on their LEA or SPA’s evaluation system, as measured by the LEA or SPA’s teacher evaluation system. Finally, DC defines an *effective* teacher as one who has earned an “effective” rating or higher on their LEA or SPA’s evaluation system. As described in Figure A.9, during the 2023-24 school year, 85 percent of DC’s teachers were experienced, 82 percent were in-field, and 94 percent earned ratings of effective or higher from their LEA or SPA. The rate of experienced teachers increased by 4 percentage points between school years 2021-22 and 2022-23 and then decreased by 9 percentage points in 2023-24, resulting in a 5 percentage point decrease over the last three years. The rate of in-field teachers has steadily decreased each year, resulting in a 9 percent change since 2021-22. The rate of teachers rated effective has increased by 2 percentage points since the 2021-22 school year.

Figure A.9 Teacher Quality in DC, SY 2021-22 to 2023-24

	SY 2021-22	SY 2022-23	SY 2023-24
Experienced Teachers	7,336 (90%)	7,856 (94%)	7,452 (85%)
In-field Teachers	7,580 (93%)	7,438 (89%)	7,189 (82%)
Teachers Rated Effective²⁰	7,499 (92%)	7,688 (92%)	8,241 (94%)

Experience

National data shows that, on average, teacher experience positively impacts student learning, behavior, and attendance, and teachers become more effective over time, with concentrated growth in teacher effectiveness early in their careers.²¹

OSSE collects data on how many years of teaching experience DC teachers have at the start of each school year, including experience teaching in other jurisdictions. As highlighted in Figure A.10, DC's teacher workforce has exhibited a range of experience levels over the years. In the 2023-24 school year, teachers with one or less than one year of experience comprised 23 percent of the workforce. Teachers with two to five years of experience made up 27 percent of the workforce, the largest share by a small margin. Teachers with six to 10 years of experience and more than 10 years of experience accounted for 25 percent and 24 percent of the workforce, respectively.

Over the past three years, the percentage of DC teachers with less than one year of experience and those with more than 10 years has shifted. Between 2021-22 and 2022-23 the percentage of teachers with less than one year of experience decreased from 17 percent to 9 percent, followed by a 14 percentage point increase in 2023-24. Conversely, the share of DC's most experienced teachers increased from 33 percent to 39 percent between 2021-22 and 2022-23, and then declined by 15 percentage points from 2022-23 to 2023-24.

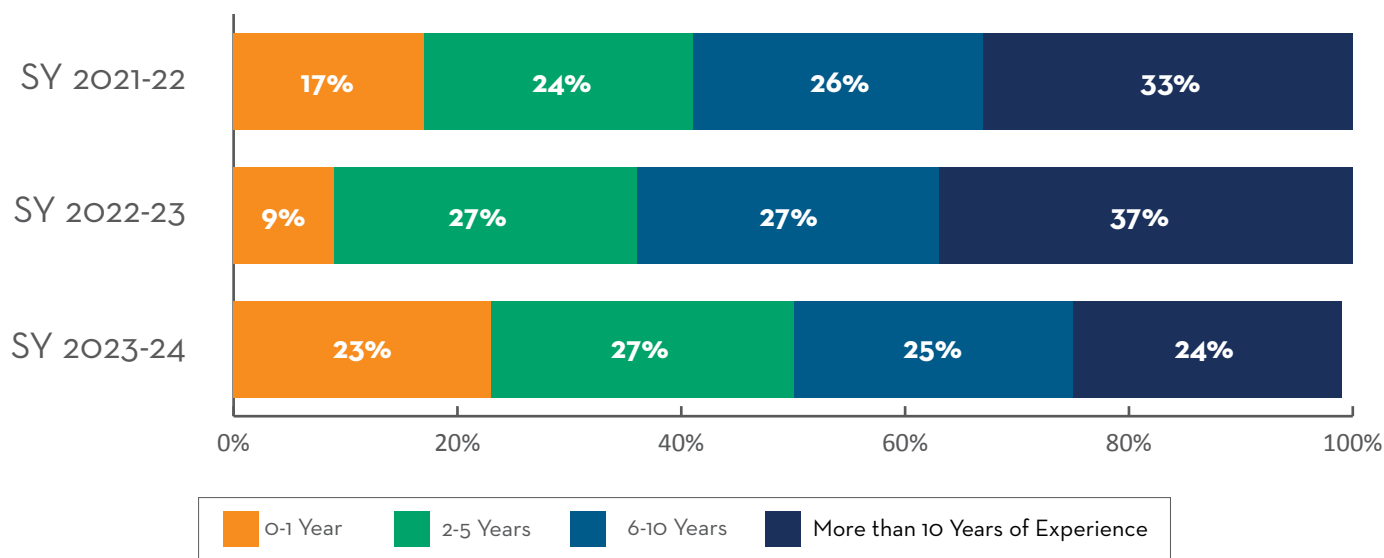


Figure A.10 DC Teachers by Years of Experience, SY 2021-22 to 2023-24

Equitable Access to Quality Teachers

Figure A.11 describes student access to experienced, in-field, and teachers rated effective.²² These analyses use student and teacher data from every public and public charter school in DC to determine whether, on average, the rate of teachers with certain teacher-quality-related characteristics (e.g., teachers rated effective) tend to increase or decrease as a certain student group (e.g., English learners, or ELs) increases or decreases. For example, the data show that, on average, schools with 10 percent more ELs also tended to have 1.4 percent fewer in-field teachers. Similar relationships were observed between economically disadvantaged students and experienced teachers, students with disabilities and in-field teachers, and economically disadvantaged students and teachers rated effective.

Figure A.11 Student Group Access to In-Field, Rated Effective, and Experienced Teachers, SY 2021-22 and 2023-24

	Experienced Teachers		In-Field Teachers		Teachers Rated Effective ²³	
	SY2021-22	SY2023-24	SY2021-22	SY2023-24	SY2021-22	SY2023-24
English Learners	No relationship	No relationship	No relationship	Less Likely to Have an In-Field Teacher* On average, a 10 percentage point increase in the rate of English learners at a school was associated with a 1.4 percentage point decrease in the rate of in-field teachers.	No relationship	No relationship
Students with Disabilities	No relationship	No relationship	Less Likely to Have an In-Field Teacher*** On average, a 10 percentage point increase in the rate of students with disabilities at a school was associated with a 3.5 percentage point decrease in the rate of in-field teachers.	Less Likely to Have an In-Field Teacher*** On average, a 10 percentage point increase in the rate of students with disabilities at a school was associated with a 4.8 percentage point decrease in the rate of in-field teachers.	No relationship	No relationship
Economically Disadvantaged	No relationship	Less Likely to Have an Experienced Teacher* On average, a 10 percentage point increase in the rate of economically disadvantaged students at a school was associated with a 0.7 percentage point decrease in the rate of experienced teachers.	Less Likely to Have an In-Field Teacher*** On average, a 10 percentage point increase in the rate of economically disadvantaged students was associated with a 0.9 percentage point decrease in the rate of in-field teachers.	No relationship	No relationship	Less Likely to Have a Teacher Rated Effective*** On average, a 10 percentage point increase in the rate of economically disadvantaged students at a school was associated with a 0.9 percentage point decrease in the rate of teachers rated effective.
Black/African American	No relationship	No relationship	Less Likely to Have an In-Field Teacher** On average, a 10 percentage point increase in the rate of Black students at a school was associated with a 0.6 percentage point decrease in the rate of in-field teachers.	No relationship	No relationship	No relationship
Hispanic/Latino	No relationship	No relationship	No relationship	No relationship	No relationship	No relationship
White	No relationship	No relationship	More Likely to Have an In-Field Teacher** On average, a 10 percentage point increase in the rate of White students at a school was associated with a 1 percentage point increase in the rate of in-field teachers.	No relationship	No relationship	More Likely to Have a Teacher Rated Effective * On average, a 10 percentage point increase in the rate of White students at a school was associated with a 0.9 percentage point increase in the rate of teachers rated effective.

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

SECTION B: STATUS OF TEACHING POSITIONS

The following section focuses on the status of teaching positions across the District by subject area and by ward. These analyses cover the extent to which teaching positions were filled or vacant as of Oct. 5 of the 2021-22, 2022-23, and 2023-24 school years. Additionally, the section illustrates the rate at which LEAs and SPAs filled positions with teachers returning to the same subject, grade band, and school.²⁴

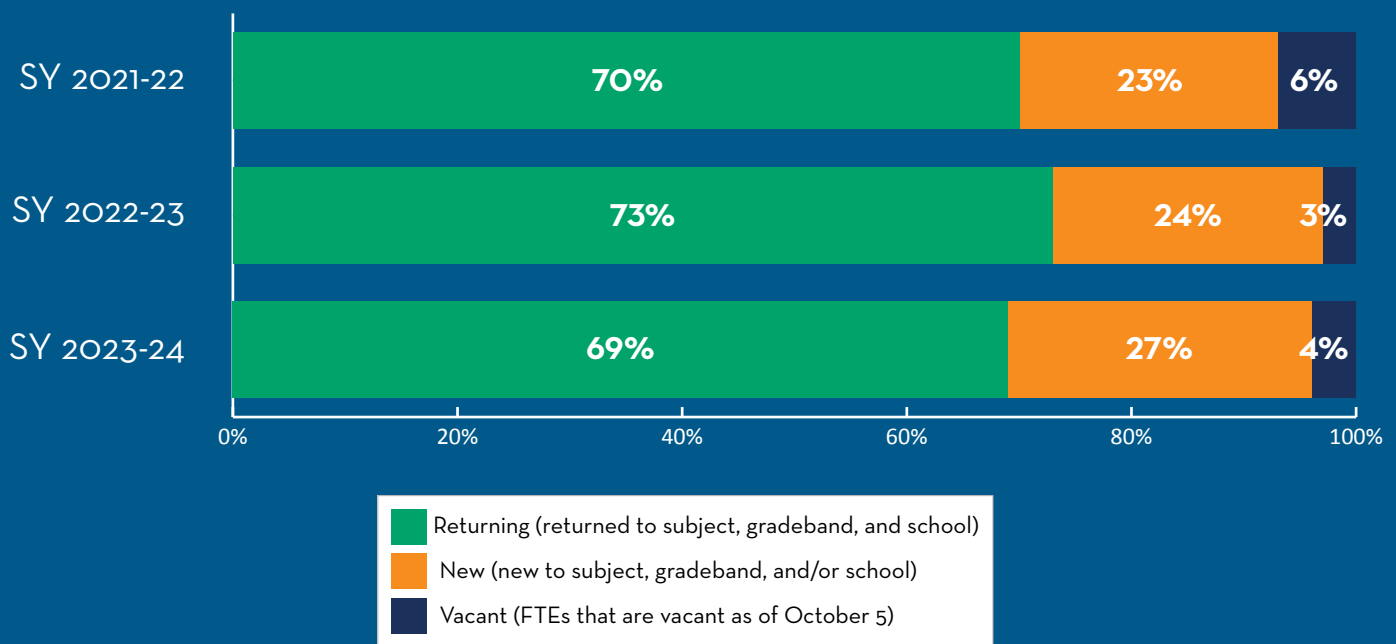
Returning teachers, new teachers, and vacant teaching positions impact student learning differently. Research suggests teachers who return to the same position as the previous year are more likely to have more experience and positively affect student achievement compared to their replacements.²⁵

OSSE measures teaching positions in full-time equivalents (FTEs). One FTE represents a full-time role. OSSE represents part-time positions by indicating the proportion of a full-time role these positions require (e.g., a position for half of a full-time role equals 0.5 FTEs).

TEACHING POSITIONS ACROSS THE CITY

Figure B.1 shows that in the 2023-24 school year, LEAs and SPAs filled most teaching positions by the start of the school year, with a substantial majority – 69 percent – of positions filled by teachers returning to the same subject, grade band, and school as the previous year. LEAs and SPAs filled approximately a quarter – 27 percent – of teaching positions with teachers who were new to their subject, grade band, and/or school, and 4 percent of teaching positions were vacant as of Oct. 5, 2023. There were noticeable fluctuations in the number of vacancies reported by LEAs and SPAs between the 2021-22 and 2023-24 school years. In 2021-22, LEAs and SPAs reported a six percent vacancy rate (553 out of 8,553 FTEs), which decreased to a three percent vacancy rate (288 out of 8,540 FTEs) in 2022-23, followed by a slight increase to a four percent vacancy rate (363 out of 8,920 FTEs) in 2023-24. The number of teaching positions in DC increased by 380 (4.4%) between the 2022-23 and 2023-24 school years.

Figure B.1 Citywide Teaching Positions, SY 2021-22 to 2023-24



TEACHING POSITION TRENDS

Disaggregated data demonstrate that vacancy rates across the city vary between subject areas and wards. In the 2023-24 school year, the majority of teachers returned to the same subjects within the same schools in which they taught during the previous school year (Figure B.4). For each subject area, LEAs reported filling more than 60 percent of available FTEs with returning teachers.

DC schools filled positions by returning teachers at different rates across subject areas. For example, English as a second language and the subject categorized as other reported the highest retention rates—74 percent of 447 FTEs and 75 percent of 378 FTEs, respectively.

However, these rates should be viewed in context of changing numbers of positions in each subject area over time. For example, as reflective of national trends during the COVID-19 pandemic and illustrated in Figures B.2 through B.4, between the 2021-22 and 2023-24 school years, citywide early childhood positions decreased by 364 FTEs²⁶ and special education positions decreased by 407 FTEs.²⁷ English language arts positions increased by 364 FTEs, and math positions increased by 545 FTEs. The overall increase in teaching positions during this time period aligns with research showing that the COVID-19 pandemic and access to federal Elementary and Secondary School Emergency Relief (ESSER) funds increased demand for teachers.²⁸

Notably, in the 2023-24 school year, LEAs and SPAs reported vacancy rates of less than 10 percent in each subject area. LEAs and SPAs reported 8 percent of the city’s 1,140 special education FTEs as vacant, making it the subject area with the highest vacancy rate. Furthermore, the vacancy rate for English Language arts fell as LEAs and SPAs reported only 2 percent of 1,292 English language arts FTEs as vacant – a 12 percentage point drop in the rate from the 2021-22 school year when 14 percent (127) of 928 FTEs were vacant.

Teaching Positions by Subject Area

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

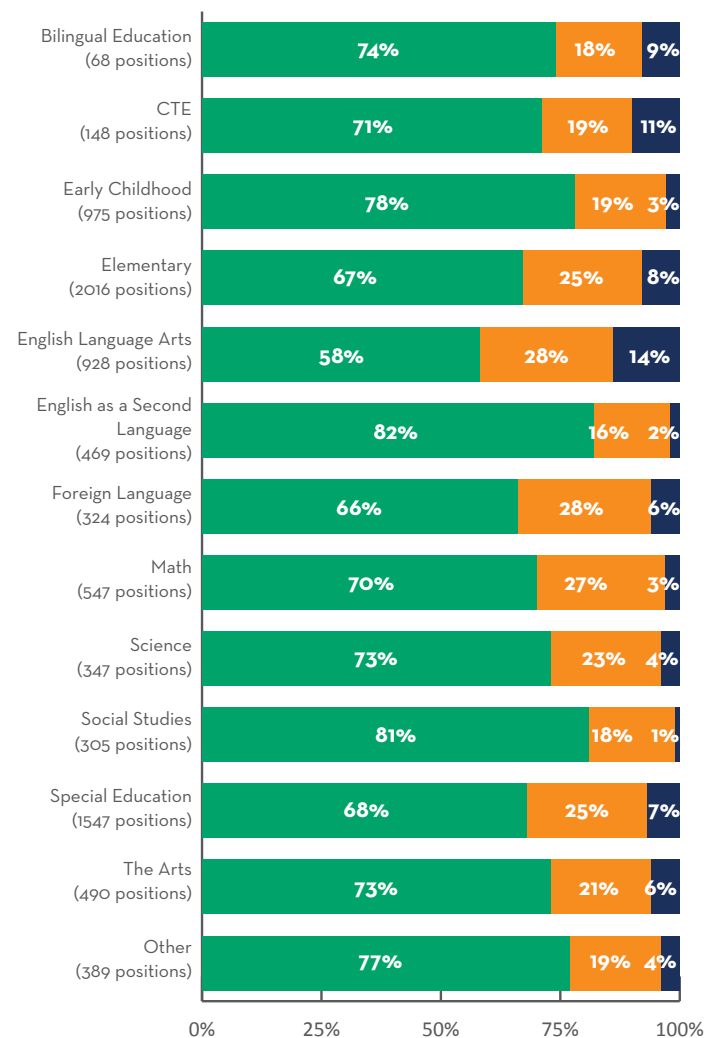


Figure B.3 Teaching Positions by Subject Area, SY 2022-23

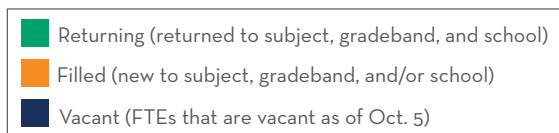
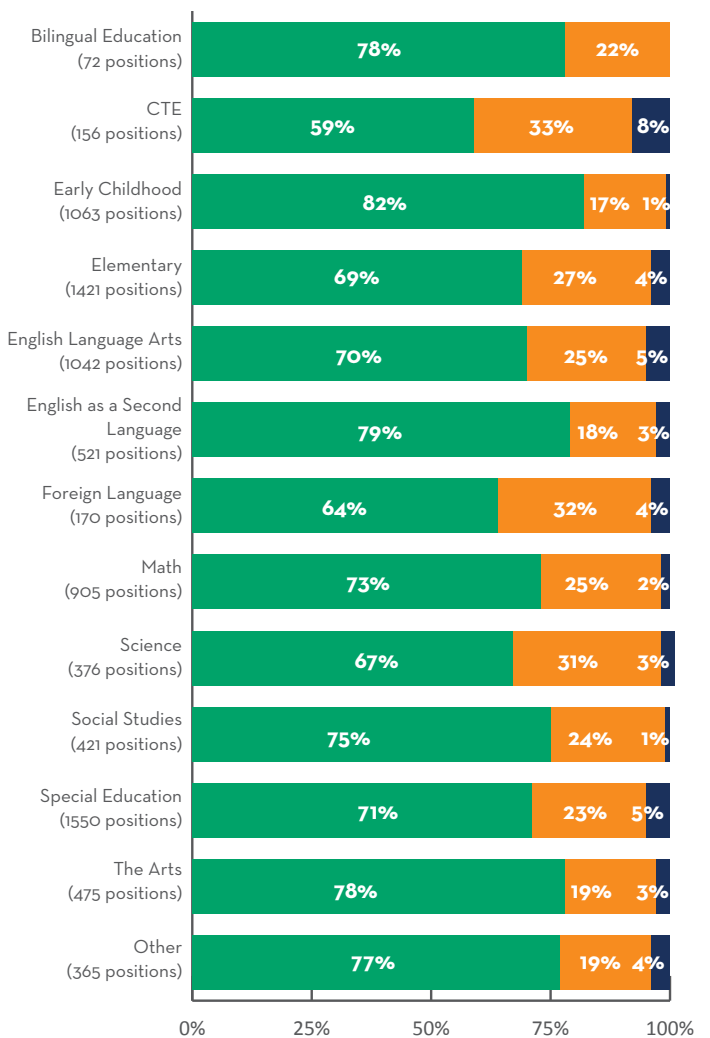
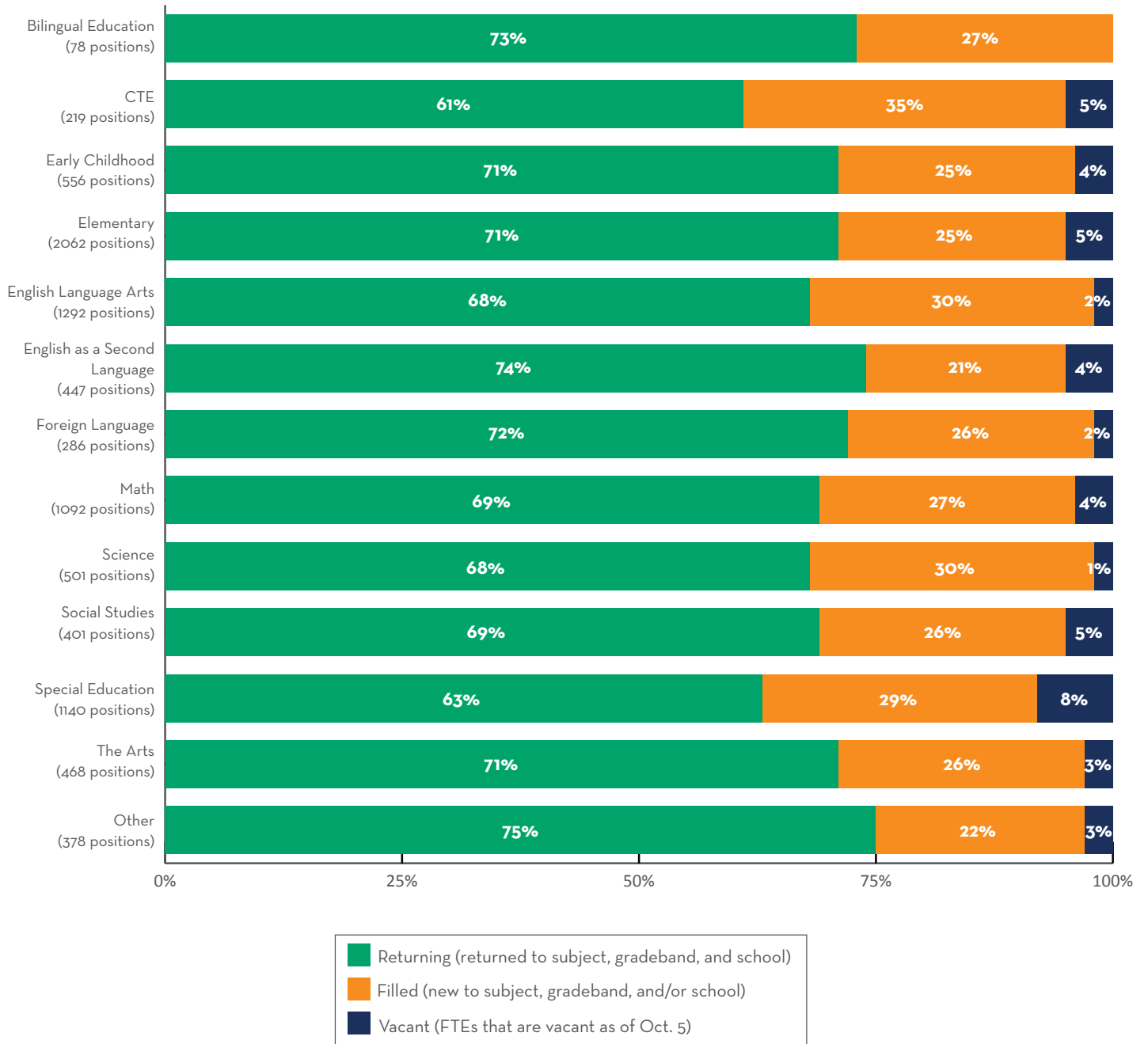


Figure B.4 Teaching Positions by Subject Area, SY 2023-24



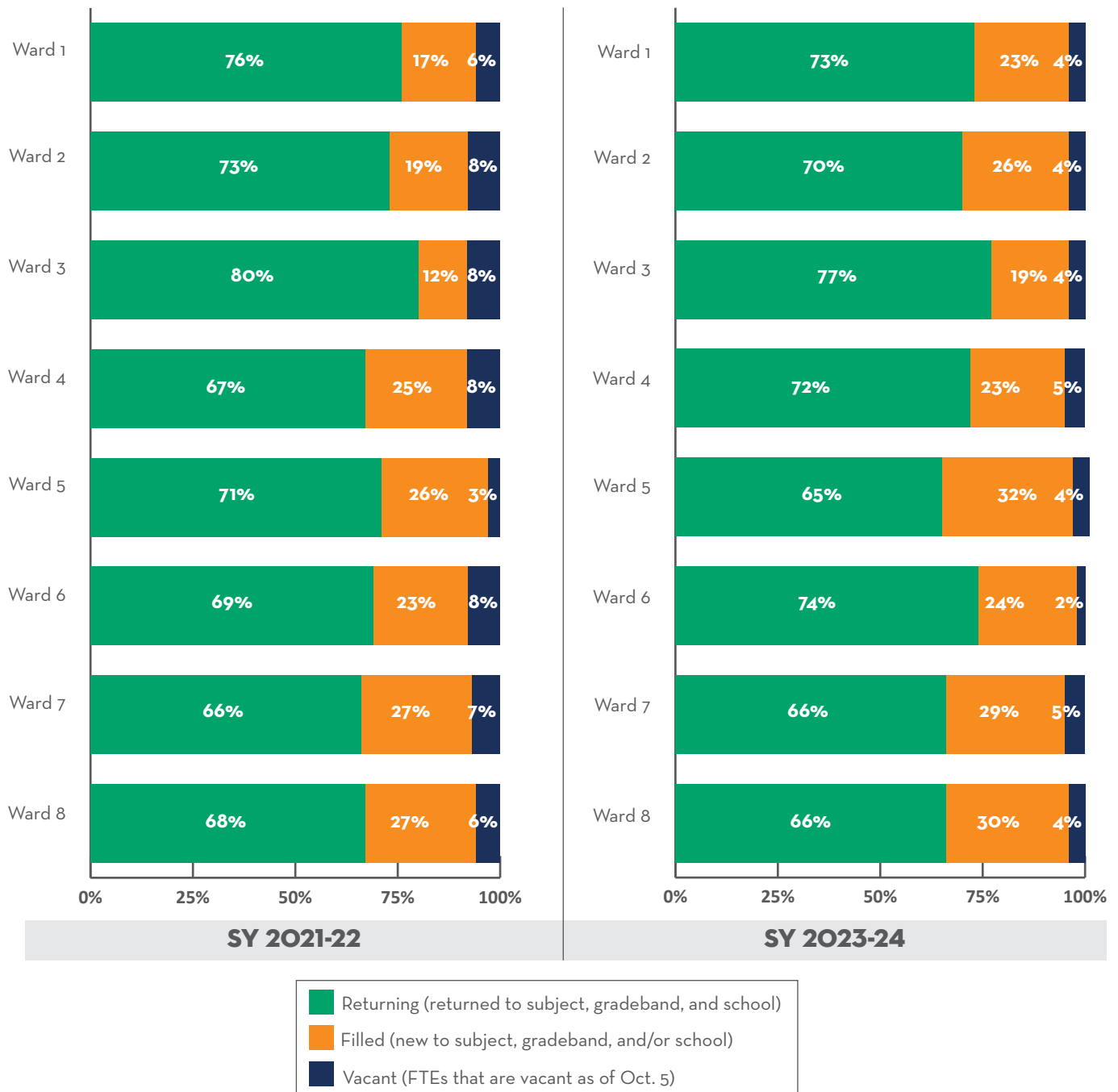
Report of teaching FTEs
 Filled teaching status includes FTEs that are transfer and new hires.

Teaching Positions by Ward

As shown in Figure B.5,²⁹ vacancy rates were relatively consistent across most DC wards at the beginning of the 2023-24 school year, fluctuating between 4 and 5 percent. However, these data also show that schools in Ward 6 stood as an outlier with a vacancy rate of 2 percent. The rates of vacant positions in each ward in 2023-24 were lower than in the 2021-22 school year, during which the proportion of unfilled roles varied between 6 and 8 percent with Ward 5 as the outlier at 3 percent.

Over the past three years, rates of returning and new teachers vary across wards. In 2023-24, returning teacher rates ranged from a low of 65 percent in Ward 5 to a high of 77 percent in Ward 3. Conversely, newly filled position rates ranged from a low of 19 percent in Ward 3 to a high of 30 percent in Ward 8. In 2021-22, returning teacher rates ranged from a low of 67 percent in Ward 4 and a high of 80 percent in Ward 3. Newly filled position rates ranged from a low of 12 percent in Ward 3 and a high of 27 percent in wards 7 and 8.³⁰

Figure B.5 Citywide Teaching Positions by Ward of School, SY 2021-22 and 2023-24



Report of teaching FTEs

Filled teaching status includes FTEs that are transfer and new hires.

SECTION C: EDUCATOR SUPPLY AND PIPELINE

This section discusses the supply of educators (teachers and school leaders) across the District and provides more detailed information about the pool of available educators and how well they match both the citywide demand for teachers in certain subject areas, as discussed in Section B, and the racial and ethnic diversity of DC students detailed in Section A. DC schools hire teachers and school leaders with a range of experience levels - from recent DC EPP completers to out-of-state veteran teachers who are working in the District for the first time.

OSSE collects annual data from EPPs operating in DC to assess how well these programs meet citywide educator workforce needs. The analyses in this section also include EPP data for non-teaching roles like school leaders and school service providers.

Research suggests that state investment in robust teacher training programs is directly linked to positive effects on student achievement.³¹ OSSE works closely with EPPs across the city to support the shared goals of recruiting, training, and producing effective educators who meet the needs of the District's diverse student population.

TEACHER SUPPLY

New and Transfer Teacher Prior Experience

Research demonstrates that students benefit when teachers have prior experience teaching in contexts similar to the schools they enter.³² Figure C.1 shows the teaching history of teachers new to their schools, including those entirely new to teaching and those transitioning within and between DC LEAs and SPAs.³³ Among teachers new to their schools, more than two-thirds had at least one year of prior teaching experience either within or outside of DC. Approximately 32 percent of teachers new to their schools were new to teaching. Approximately 29 percent of teachers new to their school were DC teachers with more than one year of experience who transferred from a different DC school. Finally, 39 percent of teachers new to their school taught in a different jurisdiction during the 2022-23 school year.

Figure C.1. Prior Teaching History of New Hires and Transfers, SY 2023-24

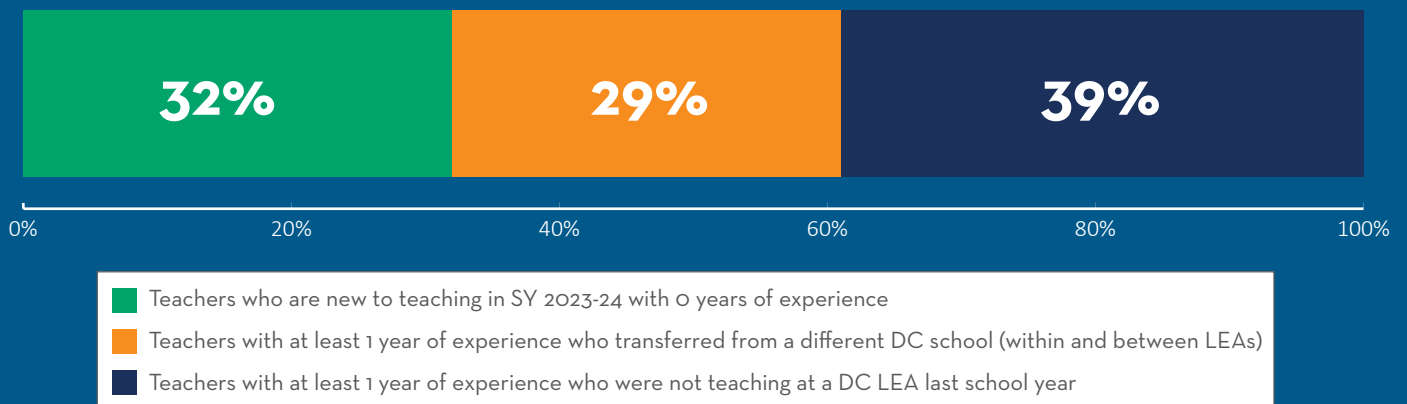
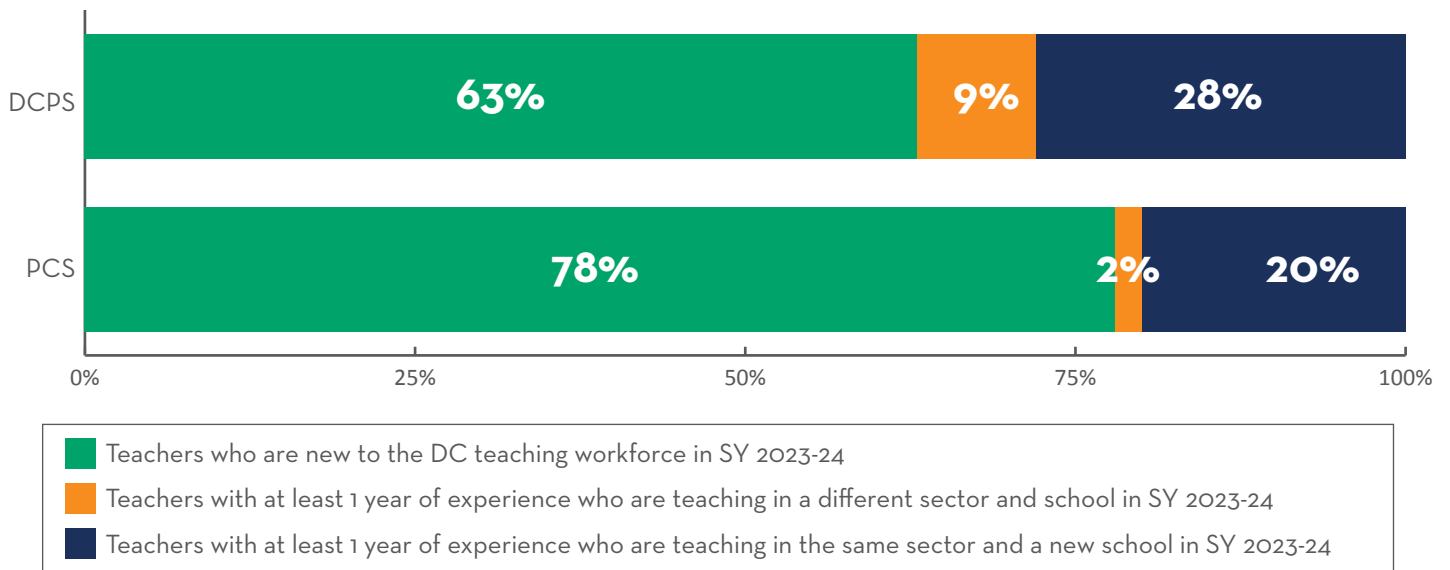


Figure C.2 illustrates the teaching history of teachers new to their school by sector (DCPS or PCS).³⁴ Across sectors, new hires and transfers have prior experience in different contexts at different rates. New hires and transfers at DCPS worked in the same sector as the 2022-23 school year at higher rates than at public charter schools – 28 vs. 20 percent. Public charter schools had a larger percentage of new hires and transfers new to teaching in DC than DCPS schools – 78 vs. 63 percent.

Figure C.2. Prior Teaching History of New Hires and Transfers by Sector, SY 2023-24



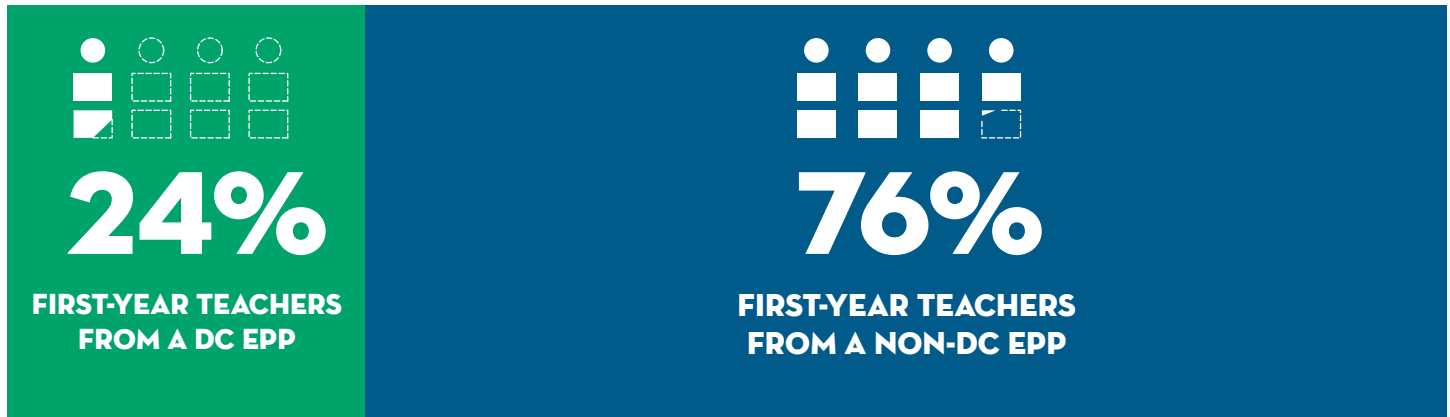
SUPPLY FROM DC EDUCATOR PREPARATION PROVIDERS

In 2022, OSSE published final standards governing the state approval processes for EPPs seeking to prepare educator candidates who are eligible for an OSSE standard educator credential. In early 2023, OSSE began conducting state reviews and providing technical assistance and support to create a strong pipeline of qualified, diverse teachers committed to teaching in DC schools. In the 2022-23 school year, 14 EPPs operated approved educator preparation programs in the District. Approved EPPs included eight traditional programs facilitated by DC institutions of higher education (IHEs) and six alternative route organizations or institutions (AROs). EPP programs vary in duration, with some programs leading to licensure in as little as one year and others in up to four years. Individuals enrolled in state-approved EPPs are called “candidates” and those who meet all requirements for these programs are called “completers.” EPP data are collected on a lag, meaning information about candidates and completers from the 2022-23 school year was collected during the 2023-24 reporting cycle. Accordingly, information from the 2019-20 school year is included in this section, as candidates and completers from the 2019-20 school year matriculated into the DC workforce during the 2021-22 school year.

First-Year Teachers from Educator Preparation Providers

Figure C.3 shows the percentage of first-year teachers from DC EPPs.³⁵ In the 2023-24 school year, 24 percent of first-year teachers at DC schools graduated from a DC EPP. Approximately 76 percent of first-year teachers at DC schools did not graduate from a DC EPP.

Figure C.3. Number of First-Year Teachers Supplied by a DC EPP, SY 2023-24



Educator Preparation Provider Candidate and Completer Subject Areas

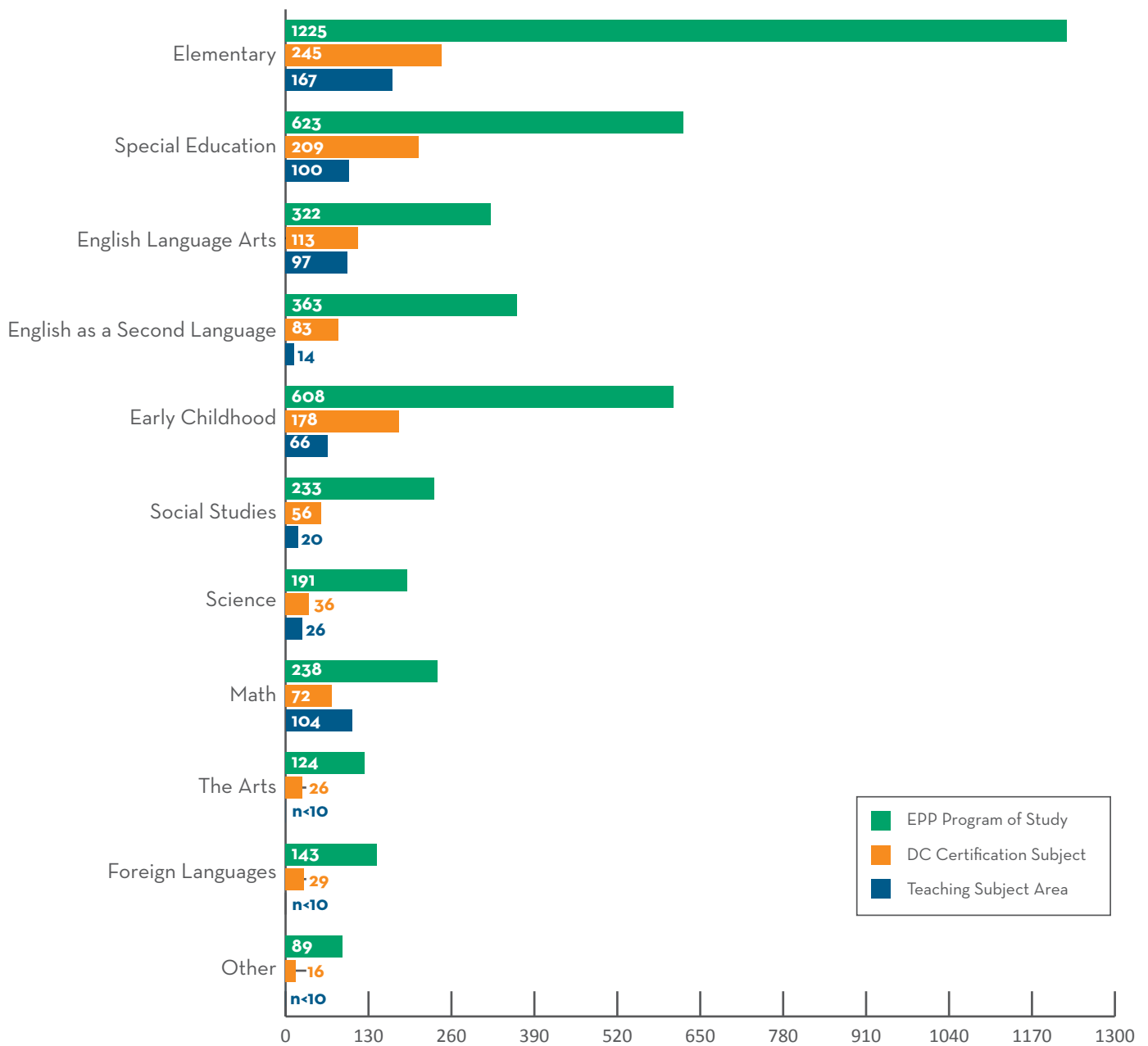
In addition to teachers, DC EPPs also train educators in non-teaching positions, such as school leaders or related service providers. Figure C.4 shows the distribution of DC EPP program completers between teaching and non-teaching programs in the 2019-20 and 2022-23 school years. Approximately 96 percent completed teaching programs, while 4 percent completed non-teaching programs. The share of non-teaching programs decreased from 12 percent since the last analysis for the 2019-20 school year. However, despite there being two fewer state-approved EPPs in the 2022-23 school year, the overall number of teaching program participants increased from 1,429 to 1,904.

Figure C.4. Number of DC EPP Completers by Program of Study, SY 2019-20 and 2022-23

Category of Program of Study - EPP Program Completers	SY 2019-20		SY 2022-23	
	Number of Program Completers	Percent of Program Completers	Number of Program Completers	Percent of Program Completers
Teaching	1,429	88%	1,904	96%
Non-Teaching (School Administration and Related Service Provider Programs)	186	12%	75	4%

Figure C.5 provides a detailed breakdown of the number of candidates and completers at DC EPPs in the 2022-23 school year who studied, obtained certification, and subsequently taught in various subject areas during the 2023-24 school year.³⁶ Participants begin programs at EPPs at different stages in their teaching career, therefore, the count of teachers in this analysis refers to 2022-23 EPP candidates and completers teaching in DC schools across all years of experience. Elementary education was the most popular subject area with 1,225 people studying, 245 people attaining certification, and 167 candidates and completers going on to teach in DC. Conversely, the lowest rates were in art, which 124 candidates and completers studied, and the other subjects category (e.g., psychology, technology education, Reserve Officers’ Training Corps (ROTC), home economics, health and physical education, and speech) which 89 candidates and completers studied. Certification rates mirrored these trends as 26 DC EPP completers attained certification in art and 16 DC EPP completers attained certification subject areas included in the “other subjects” category. Fewer than 10 candidates and completers went on to teach art, foreign language, and subject areas included in the “other subjects” category.

Figure C.5. EPP Candidate and Completer Subject Areas (Program Study, Certification, and Teaching in DC), SY 2023-24



EPP Demographics

Given that nationally 77 percent of teachers identify as female and 23 percent as male, DC EPPs train male teachers at higher rates than the national average in the teacher workforce.³⁷ Figure C.6 shows DC EPP completers by gender in the 2022-23 school year. Approximately 60 percent identified as female and 36 percent as male. The share of males has grown since 2019-20 when 32 percent of completers identified as male.

Figure C.6. Rate of DC EPP Completers by Gender, SY 2019-20 and 2022-23

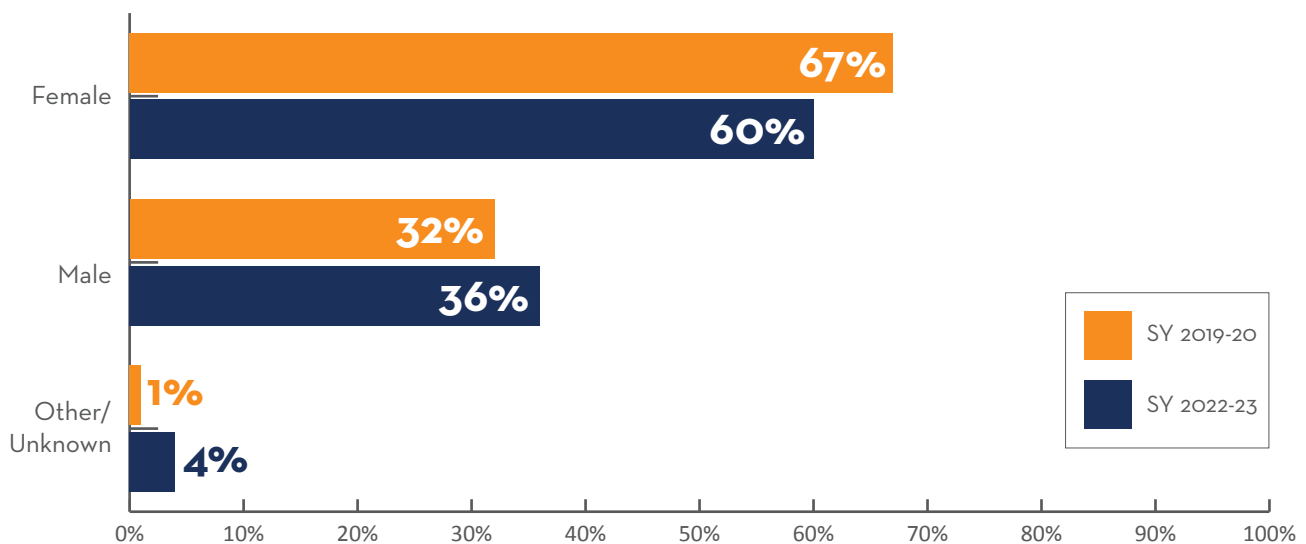


Figure C.7 below provides a comparative analysis of the racial and ethnic composition of 2022-23 EPP completers, EPP candidates and completers employed as teachers in 2023-24, and DC students in 2023-24.^{38,39} The racial and ethnic demographics of EPP completers did not mirror those of DC students in 2023-24. White completers appeared at a rate 32 percentage points higher than the student body. Asian completers appeared at a rate 21 percentage points higher than the student body. Conversely, EPPs graduated Black or African American completers at a rate 43 percentage points lower than the student body, and Hispanic or Latino completers at a rate 12 percentage points lower than the student body.

The rates at which DC EPP program completers of different racial and ethnic backgrounds became teachers in DC LEAs and SPAs also did not reflect the racial and ethnic demographics of DC students. White teachers from EPPs appeared at a rate 17 percentage points higher than the student body. Black or African American teachers from EPPs appeared at a rate 13 percentage points lower than the student body, and Hispanic or Latino teachers from EPPs appeared at a rate 10 percentage points lower than the student body. However, both DC EPP completers and those who went on to teach in DC were less likely to be White –45 and 30 percent, respectively - than the national teacher workforce, which is 79 percent White.⁴⁰

Figure C.7. Racial and Ethnic Composition of Students, EPP Candidates and Completers, and EPP Candidates and Completers Employed as Teachers Across DC, SY 2023-24

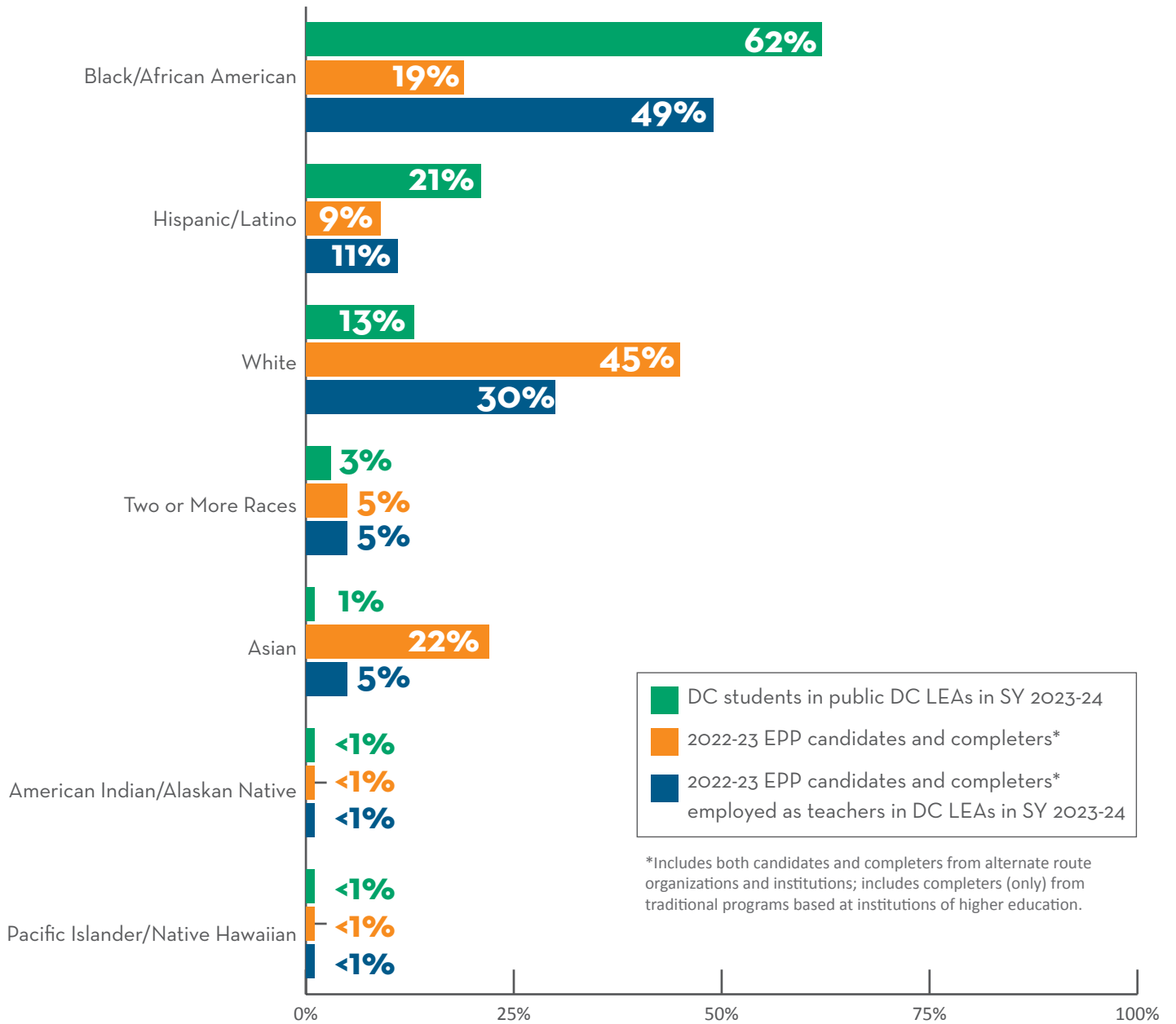
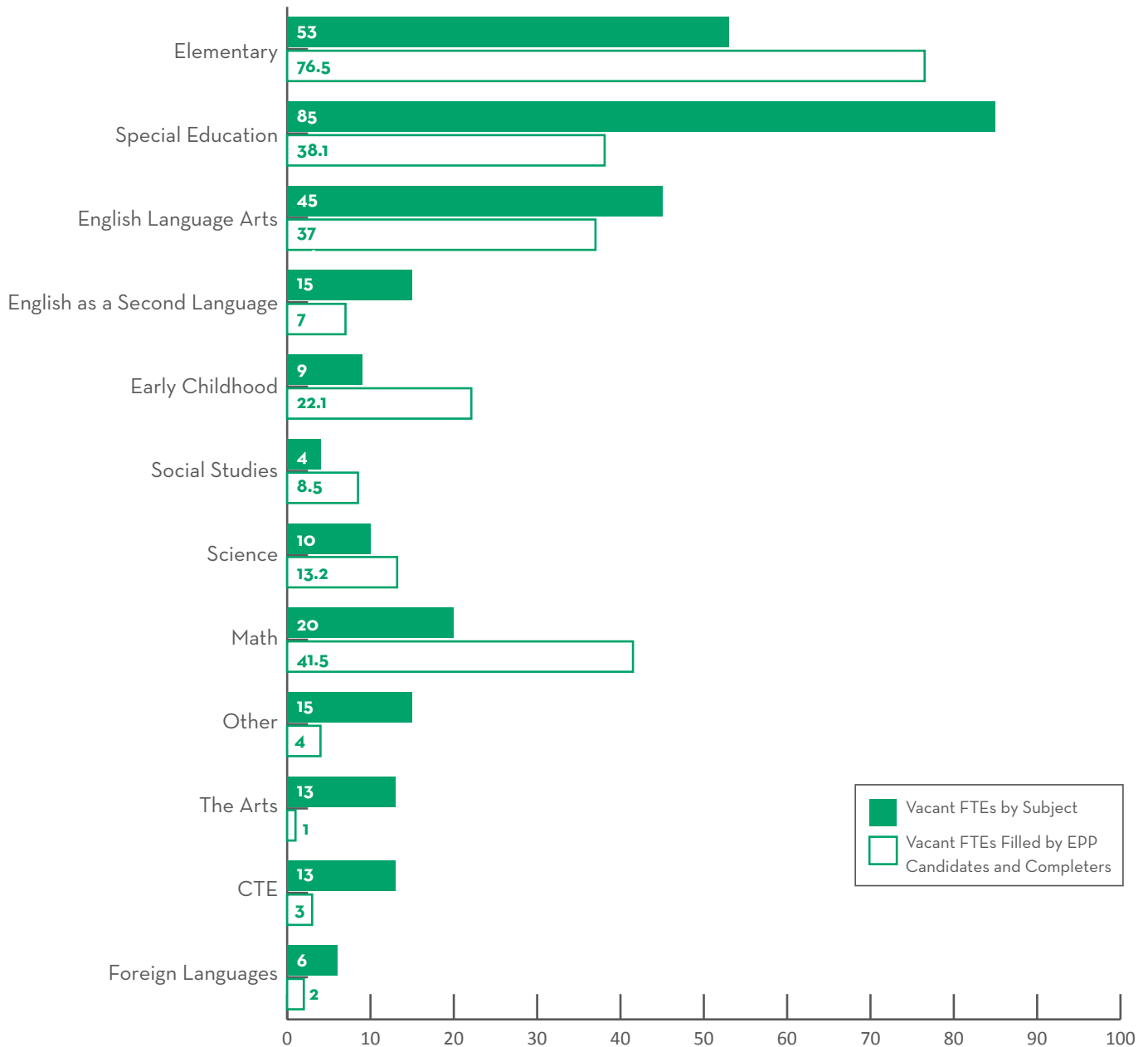


Figure C.8 provides an overview of how the supply of teachers from DC EPPs matched the demand for teachers across the city.⁴¹ OSSE measures demand using point-in-time data reported by LEAs and SPAs as of Oct. 5 of each school year; however, it is important to note that although vacancy rates are reported once during a given school year, they fluctuate throughout the school year. Between the 2021-22 and 2023-24 school years, the vacancy rate decreased from 6 percent as of Oct. 5, 2021, to 4 percent as of Oct. 5, 2023. This change occurred in the context of an increase in the number of teaching positions (8,552 FTE positions in the 2021-22 school year vs. 8,918 FTE positions in the 2023-24 school year). For this analysis, OSSE only includes FTEs of teachers new to their schools in school year 2023-24 to focus on those actively filling vacancies. DC EPP candidates and completers from the 2022-23 school year filled roles in elementary, early childhood, social studies, science, and math at higher rates than the respective vacancy rate for the previous school year. Candidates and completers filled the highest number of roles – 76.5 FTEs – in elementary education and the lowest in the arts - 1 FTE.

Figure C.8. Citywide Vacancies Filled by SY 2022-23 EPP Candidates and Completers by Subject Area, SY 2023-24



SCHOOL LEADER SUPPLY

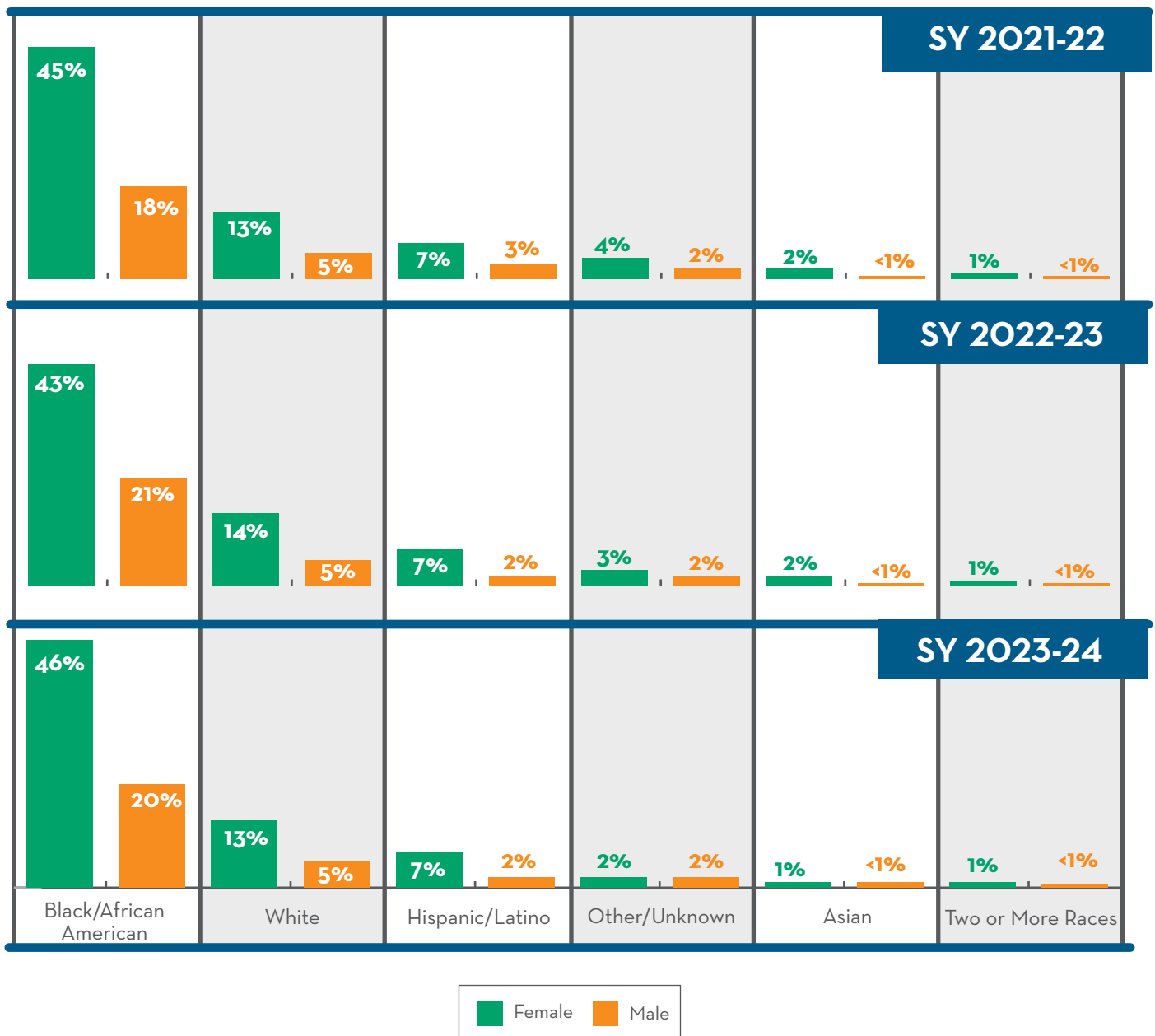
School leaders in DC oversee the daily operations of a school. School leaders is a broad category that includes not only principals, but also assistant principals, and individuals who supervise school operations, assign duties to staff members, maintain school records, and coordinate school instructional activities with those of the LEA or SPA, including department chairpersons.

School Leader Demographics

Research shows that school leaders tend to increase the hiring and retention of same-race teachers, underscoring the importance of a diverse school leader workforce.⁴² DC’s school leader population is racially and ethnically diverse: In 2023-24, 66 percent of school leaders identified as Black or African American, 18 percent identified as White, 9 percent identified as Hispanic or Latino, 1 percent identified as Asian, and 1 percent identified with two or more races. Less than 1 percent identified as Pacific Islander or Native Hawaiian, American Indian or Alaskan Native.

Since the 2021-22 school year, Black or African American women have represented a sizable plurality of school leader roles, with Black or African American men as the demographic group with the second highest percentage of members in school leader roles. White women were the demographic group with the third largest share of school leader roles.

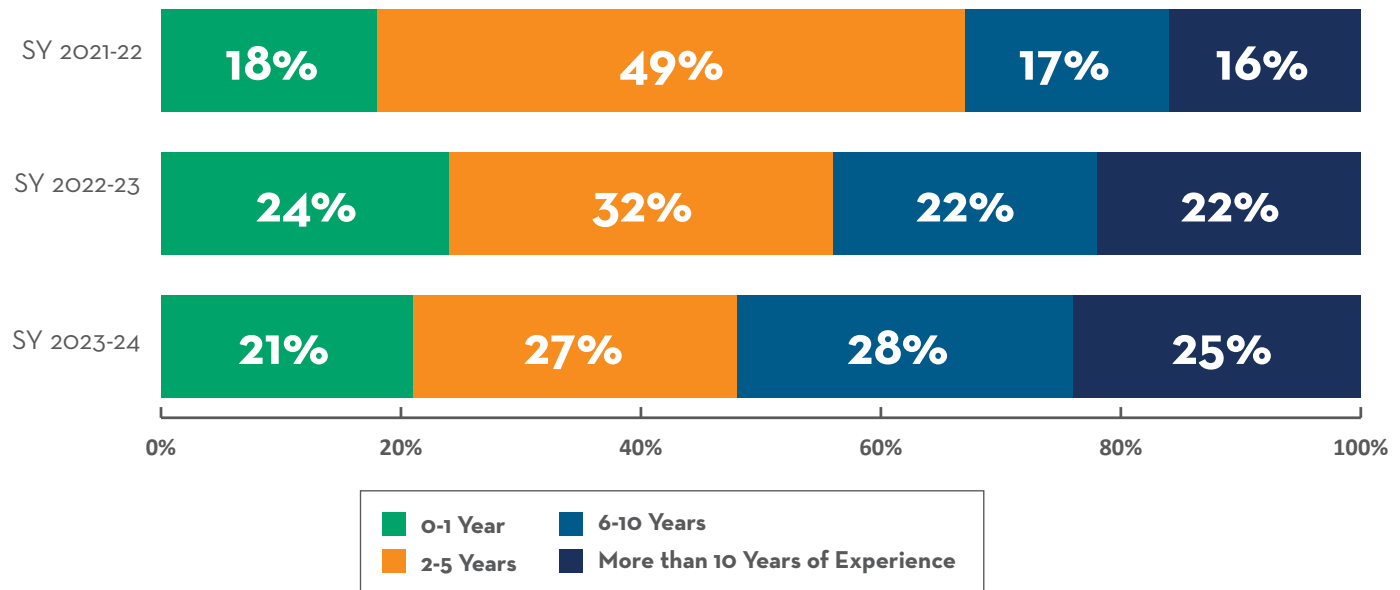
Figure C.9. DC School Leaders by Race/Ethnicity and Gender, SY 2021-22 to 2023-24



*American Indian/Alaskan Native and Pacific Islander/Native Hawaiian teachers and students make up less than 1% of each population.

Research suggests that experienced principals have a more positive impact on student achievement than new principals.⁴³ Figure C.10 analyzes the experience levels of school leaders across the District. In the 2023-24 school year, 53 percent of school leaders had more than five years of experience, which was 11 percentage points higher than the 2022-23 school year (44 percent) and 20 percentage points higher than the 2021-22 school year (33 percent).

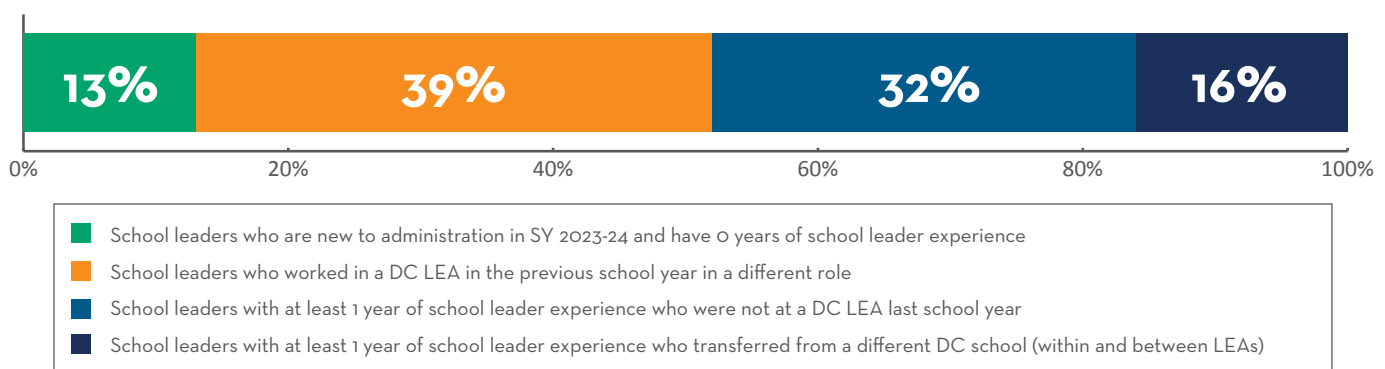
Figure C.10. DC School Leaders by Years of Experience, SY 2021-22 to 2023-24



New School Leader Prior Experience

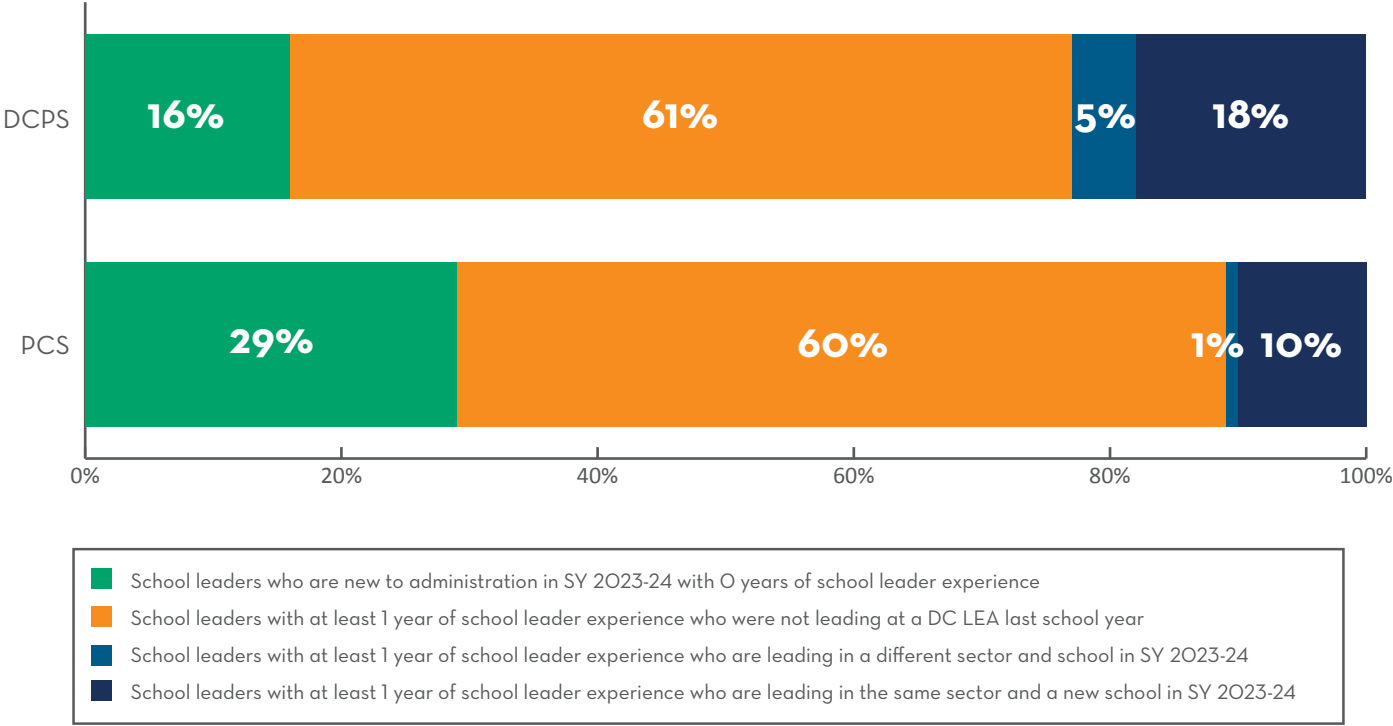
DC’s school leader population is dynamic, with some school leaders moving into and between DC LEAs and SPAs. Figure C.11 provides insights into the prior experience of leaders who are new to their respective schools.⁴⁴ During the 2023-24 school year, approximately 13 percent were new to school leadership without experience in another role in a DC school, 39 percent of school leaders worked in a DC LEA or SPA in the previous school year in a different role, 32 percent led schools in a different jurisdiction during the 2022-23 school year, and 16 percent of new school leaders previously held leadership positions in other DC schools.

Figure C.11. Prior School Leader History of New Hires and Transfers, SY 2023-24



School leader movement varies between the traditional public and charter sectors in DC. Figure C.12 illustrates the prior experience of school leaders who are new to their school by sector.⁴⁵ Among newly hired and transfer school leaders in the 2023-24 school year, non-novice school leaders transfer between schools within the sector at higher rates in DCPS – 18 percent – than PCS – 10 percent. Public charter schools had a larger percentage – 29 percent – of new hires and transfers who were new to school leadership than DCPS schools – 16 percent.

Figure C.12. Prior School Leader History of New Hires and Transfers by Sector, SY 2023-24



SECTION D: EDUCATOR MOBILITY AND RETENTION

The following section details teacher and school leader retention trends across DC. While not all school districts publicly report teacher turnover data, national research found that 77 percent of teachers at a representative sample of schools remained at their schools, 8 percent changed schools, and 2 percent changed roles in the 2022-23 school year. This research also found that teacher turnover was higher at schools serving greater proportions of students experiencing poverty, with 71 percent of teachers remaining at their schools, 12 percent of teachers changing schools, and 3 percent of teachers changing roles.⁴⁶

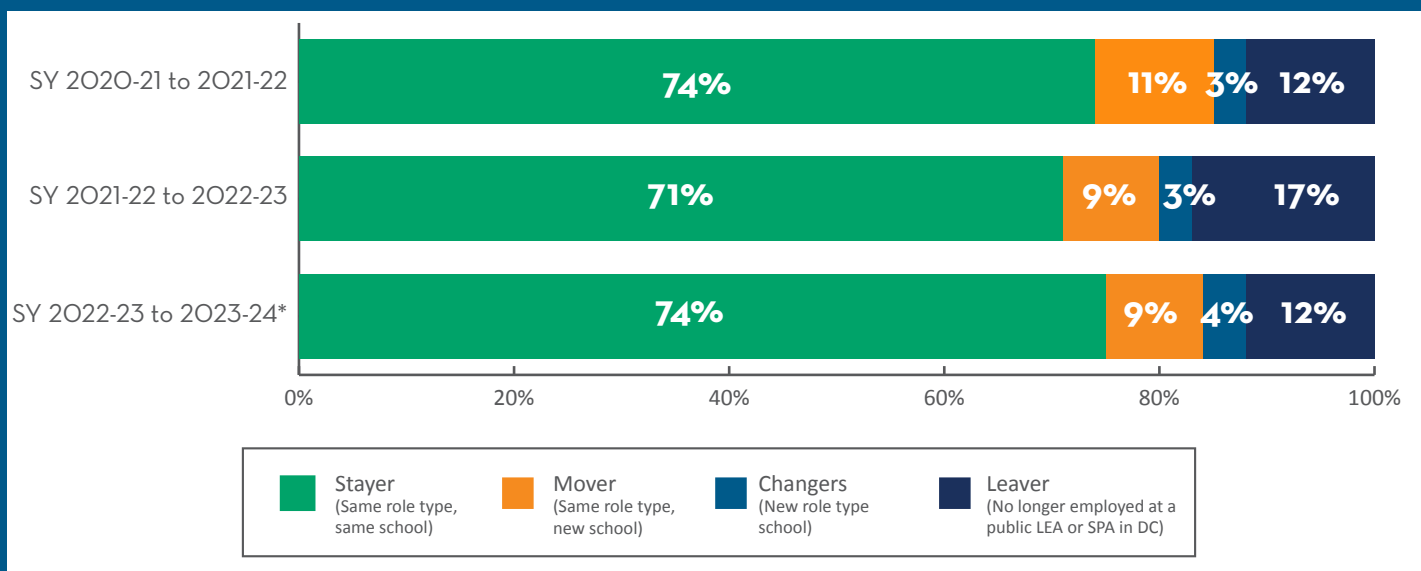
In comparison, as detailed in Figure D.1, 74 percent of DC teachers remained at their schools, 9 percent moved to a new school, and 4 percent moved to new roles in the 2023-24 school year. In total, locally and nationally, approximately 87 percent of teachers were retained in their jurisdiction.

OSSE uses education researcher Sharon Kukla-Acevedo’s definitions for teacher retention: leavers, movers, and stayers.⁴⁷ Stayers are educators who remain employed in the same role type at the same school year over year. Movers are educators who remain employed in the same role but work in a different school. Leavers are educators who exit the educator workforce in DC. OSSE also layers on an additional category – “changers” – to describe educators who transfer to a different role type (e.g., from a teacher to a school administrator).

CITYWIDE TEACHER AND SCHOOL LEADER RETENTION RATES

Each year, the substantial majority of teachers were retained in DC as teachers, with 85 percent retained in 2021-22, 80 percent retained in 2022-23, and 83 percent retained in 2023-24. As detailed in Figure D.1, between the 2022-23 and 2023-24 school years, 74 percent of teachers remained in the same role at the same school, 9 percent went on to teach at a different school, 4 percent moved to a new role, and 12 percent left the DC educator workforce. Overall, individuals retained as teachers increased by 3 percentage points in school year 2023-24, and teacher retention within DC increased by 5 percentage points.

Figure D.1 Citywide School-Level Teacher Retention, SY 2021-22 to SY 2023-24



* Rates for 2022-23 to 2023-24 add up to 99% due to rounding.

Figure D.2 illustrates that at the LEA and SPA level, 79 percent of teachers remained at the same LEA, 4 percent moved to a new role, and 4 percent went on to teach at a different LEA or SPA.⁴⁸

Figure D.2 LEA and SPA Level Teacher Retention, SY 2022-23 to SY 2023-24

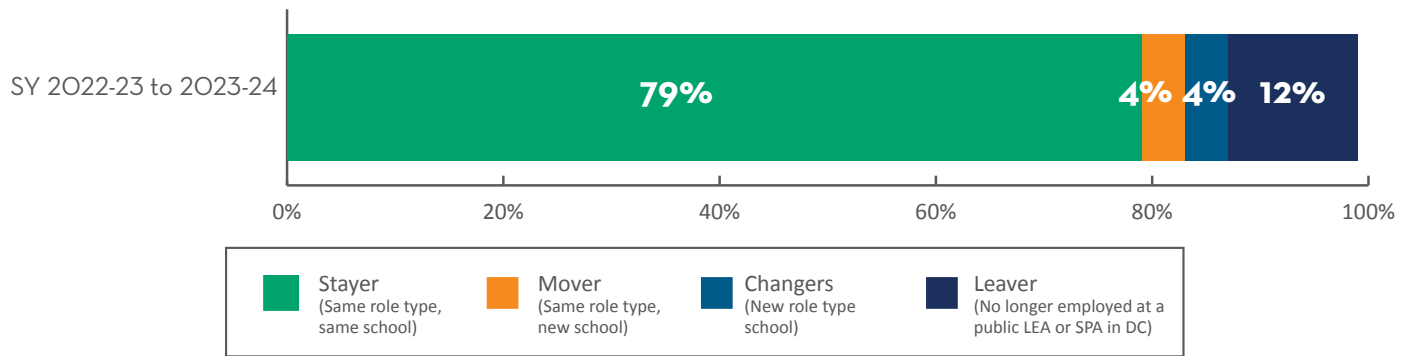
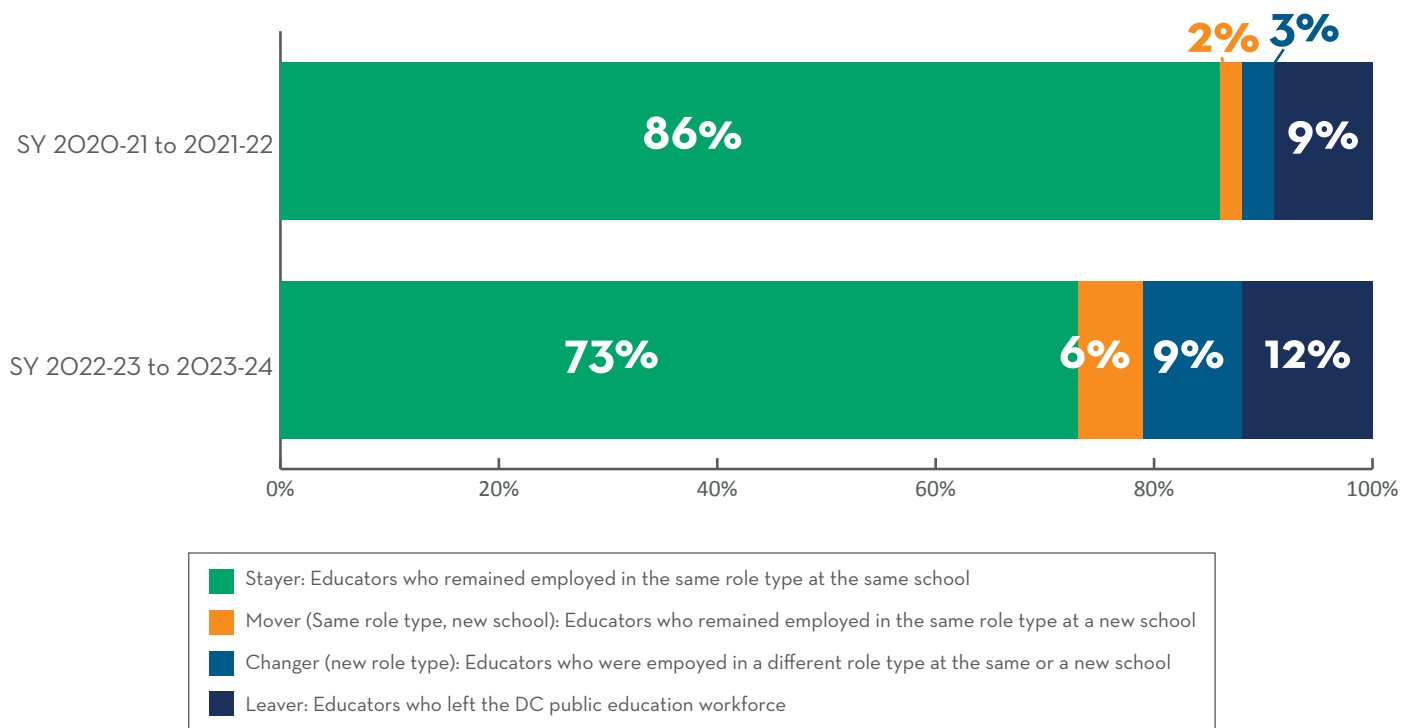


Figure D.3 shows that between the 2022-23 and 2023-24 school years, 73 percent of school leaders remained at the same school, 9 percent moved to a new role, 6 percent transferred to school leadership at a different school, and 12 percent left the DC educator workforce. The rate at which school leaders are retained at the same school has noticeably decreased from 86 percent in the 2021-22 school year.⁴⁹

Figure D.3 School-Level School Leader Retention, SY 2020-21 to 2021-22 and 2022-23 to SY 2023-24



Teacher and School Leader Retention by Ward

The figures below display varying teacher and school leader retention rates by ward and sector.⁵⁰ Among DCPS schools, Wards 3 and 6 had the highest same-school teacher retention rate at 84 percent and Ward 8 had the lowest at 74 percent (shown in Figure D.4). Ward 4 had the highest same school leader retention rate at 87 percent and Ward 8 had the lowest at 67 percent (shown in Figure D.6). Among PCS, Ward 1 had the highest same-school teacher retention rate at 77 percent and Ward 2 had the lowest at 60 percent (shown in Figure D.5). Wards 1 and 8 had the highest same-school school leader retention rate at 78 percent and Ward 7 had the lowest at 64 percent (shown in Figure D.7).

Figure D.4 DCPS Same-School Teacher Retention by Ward, SY 2022-23 to SY 2023-24

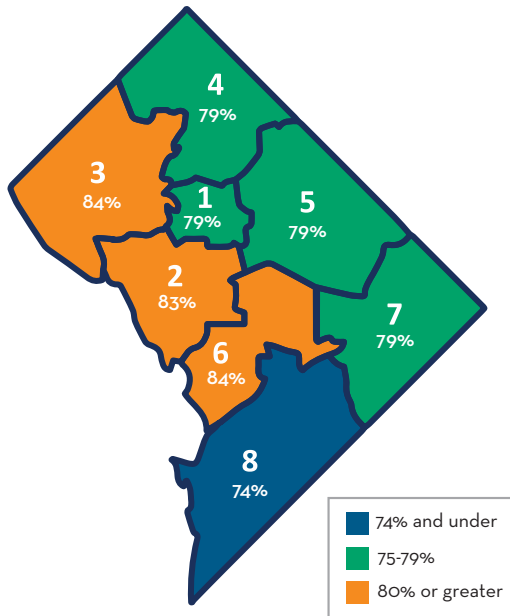


Figure D.5 PCS Same-School Teacher Retention by Ward, SY 2022-23 to SY 2023-24

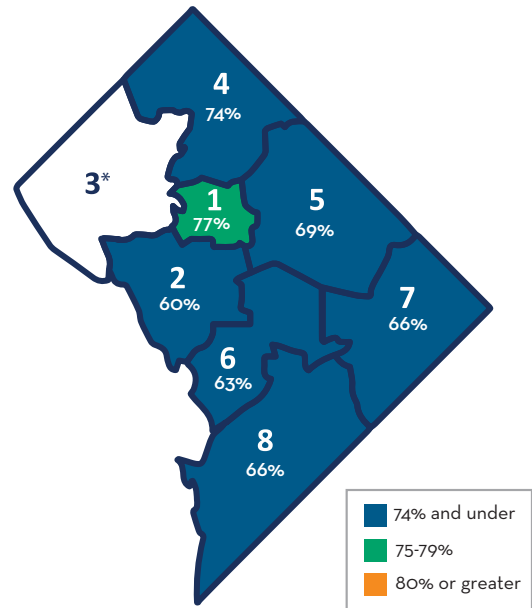


Figure D.6 DCPS Same-School School Leader Retention by Ward, SY 2022-23 to SY 2023-24

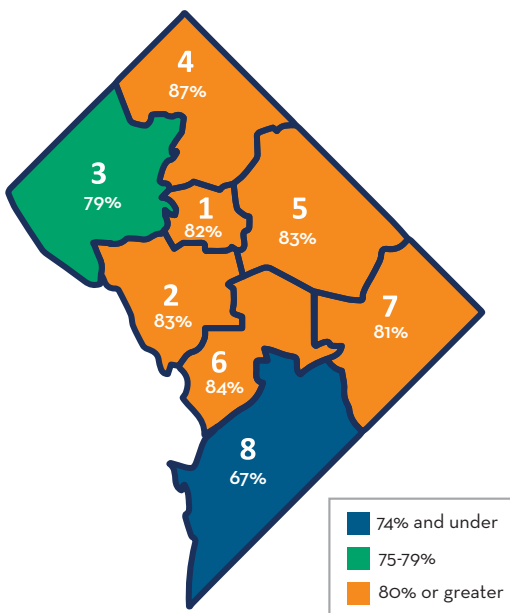
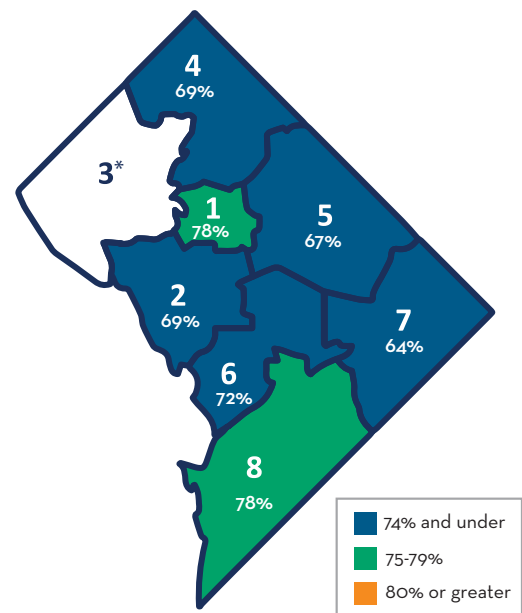


Figure D.7 PCS Same-School School Leader Retention by Ward, SY 2022-23 to SY 2023-24



* There were no public charter schools in Ward 3 in the 2022-23 school year

Teacher and School Leader Retention by Years of Experience

Schools retained teachers and school leaders at different rates based on years of experience, as outlined in Figures D.8 and D.9. For example, in the 2023-24 school year, schools retained teachers and school leaders with more than 10 years of experience at the highest rates – 82 percent and 77 percent, respectively. Schools retained teachers and school leaders with less than two years of experience at the lowest rates – 66 percent and 67 percent, respectively – which aligns to national research.⁵¹

Figure D.8 Teacher and School Leader Retention by Years of Experience, SY 2020-21 to SY 2021-22

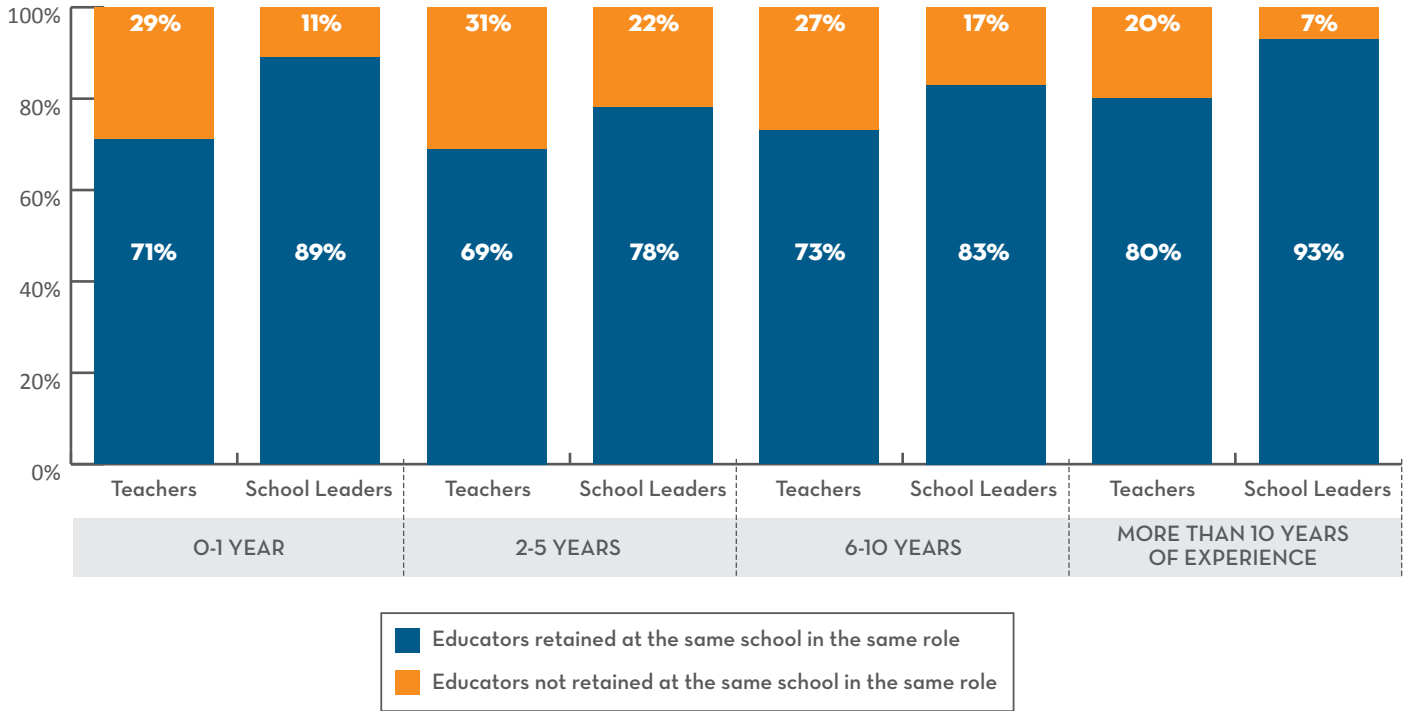
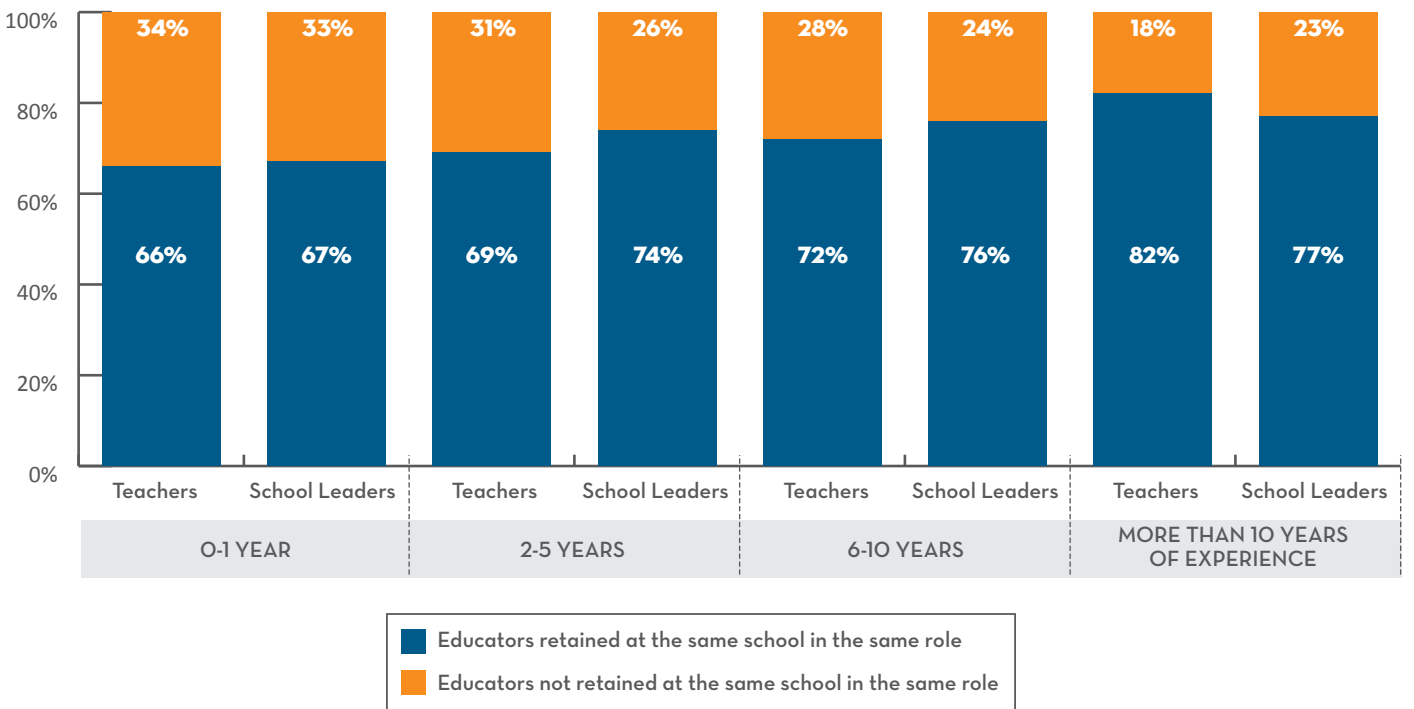


Figure D.9 Teacher and School Leader Retention by Years of Experience, SY 2022-23 to SY 2023-24



Teacher and School Leader Retention by Race and Ethnicity

Teacher and school leader retention varies across racial and ethnic groups. Figure D.11 shows that in the 2023-24 school years, schools retained Asian teachers and school leaders at the highest rate – 79 percent for each position type. On the low end, schools retained 63 percent of teachers of two or more races and 71 percent of Hispanic or Latino school leaders. Teacher retention rates largely remained stable across racial and ethnic groups from the 2021-22 school year; however, school leader retention, which covers a much smaller group, experienced increased variability. Black or African American retention rates fell from 87 to 73 percent, Hispanic or Latino retention rates fell from 89 to 71 percent, and White retention rates fell from 82 to 74 percent. Retention rates for school leaders identifying with two or more races increased from 69 to 75 percent.

During the 2023-24 school year, there were more Black or African American teachers (n = 4,428) than teachers of any other race or ethnicity. For additional information about these demographics, please see Section A, which provides rates for different racial and ethnic groups in the teacher workforce and Appendix B, which provides the total number of teachers, school leaders, and students in each racial and ethnic group.

Figure D.10 Teacher and School Leader Retention by Race/Ethnicity, SY 2020-21 to SY 2021-22

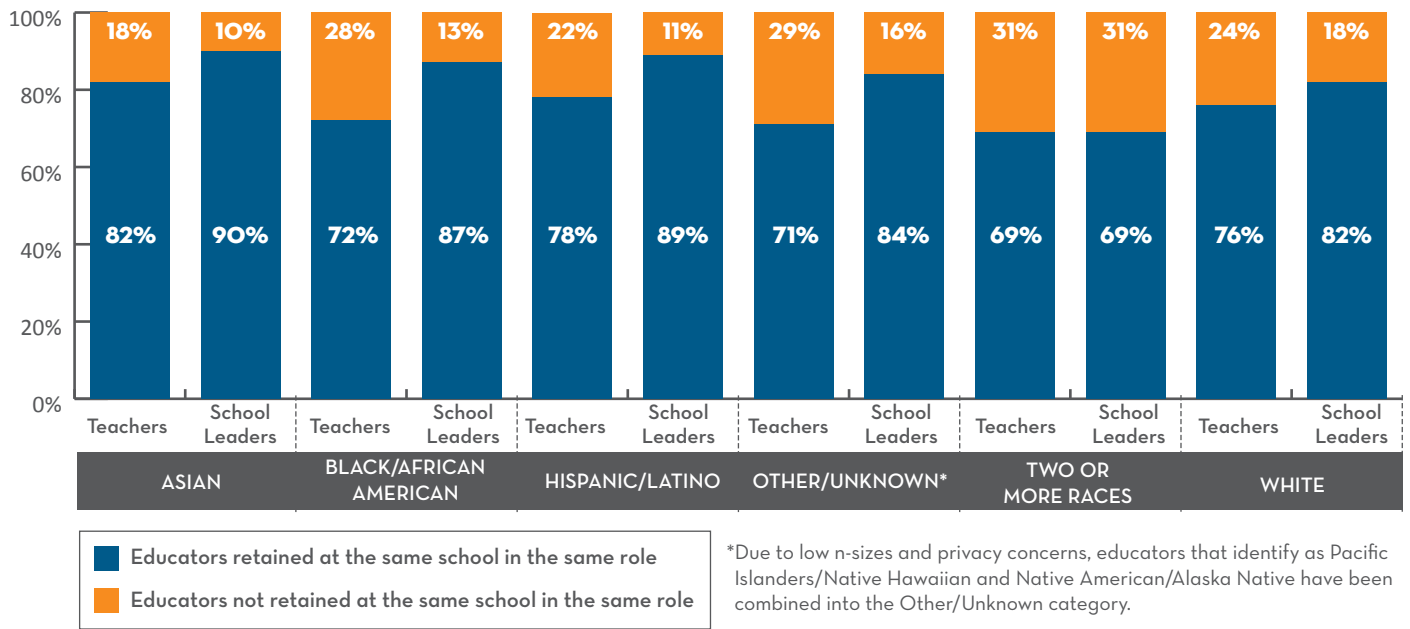
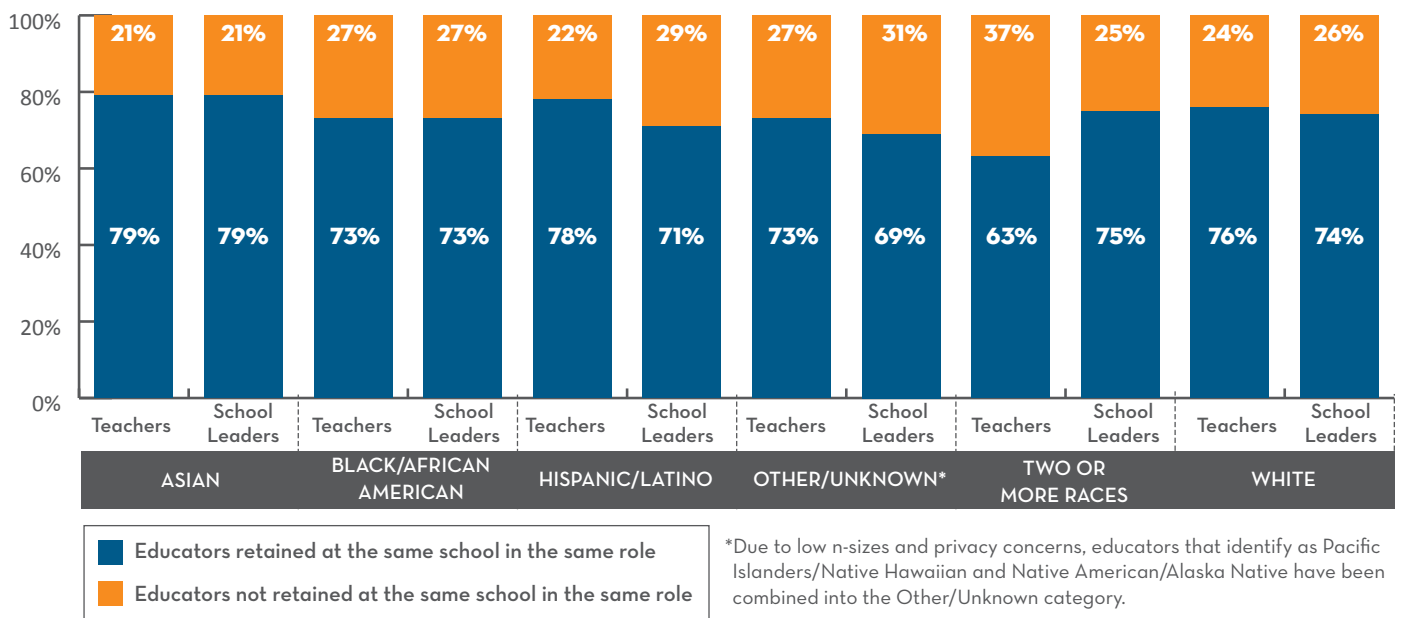


Figure D.11 Teacher and School Leader Retention by Race/Ethnicity, SY 2022-23 to SY 2023-24



Teacher Retention by Effectiveness Rating

DCPS’s retention data (Figure D.12) and PCS’s retention data (Figure D.13) demonstrate that, over three school years, teachers who earned ratings of effective or higher based on their LEA’s evaluation system were retained in their same school at higher rates across both sectors when compared with teachers who earned ineffective ratings. Overall, DCPS schools retained teachers rated effective at higher rates than public charter school campuses. DCPS retained teachers rated effective at similar rates between 2021-22 and 2023-24, with 81 percent retained in 2021-22, 85 percent retained in 2022-23, and 85 percent retained in 2023-24. Retention of public charter school teachers who were rated effective rose in the 2023-24 school year after a decrease in the 2022-23 school year, with 79 percent retained in 2021-22, 69 percent retained in 2022-23, and 74 percent retained in 2023-24.⁵² These findings align with research showing effective teachers tend to continue teaching at higher rates than ineffective teachers.⁵³

Figure D.12 DCPS Teacher Retention by Effectiveness Rating, SY 2022-23 to SY 2023-24

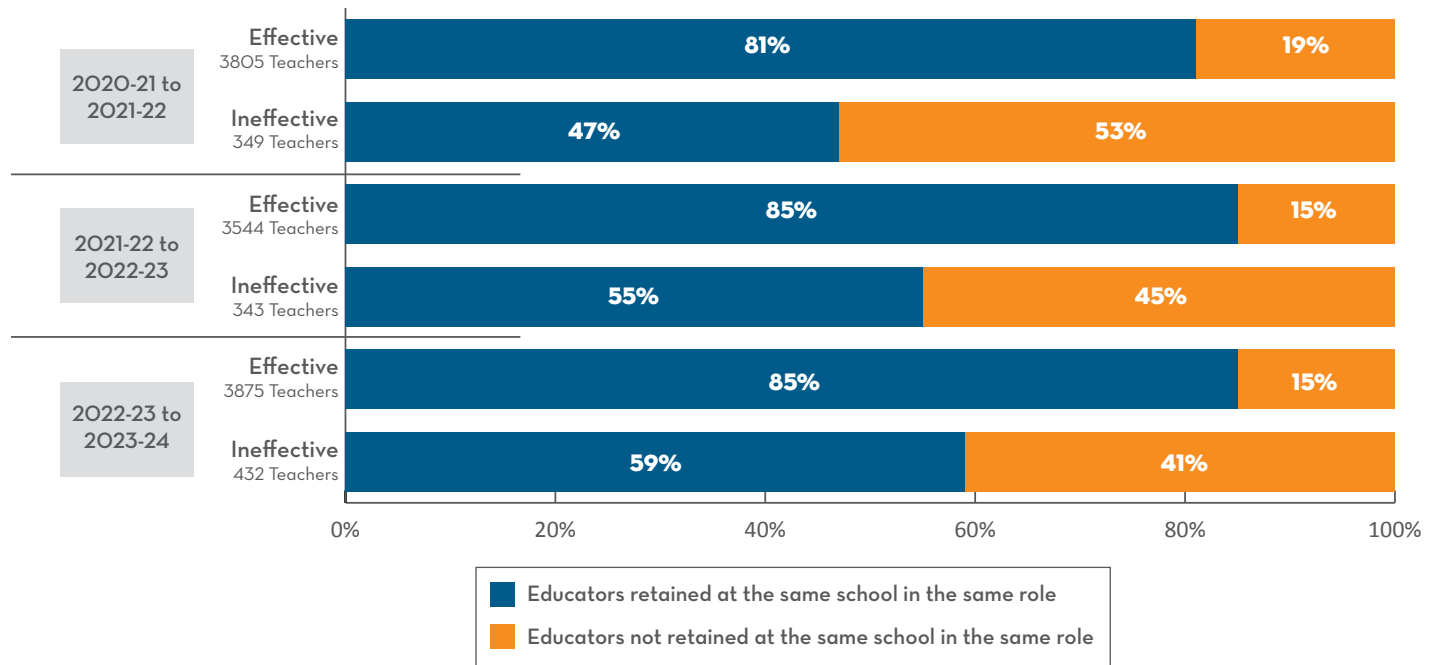
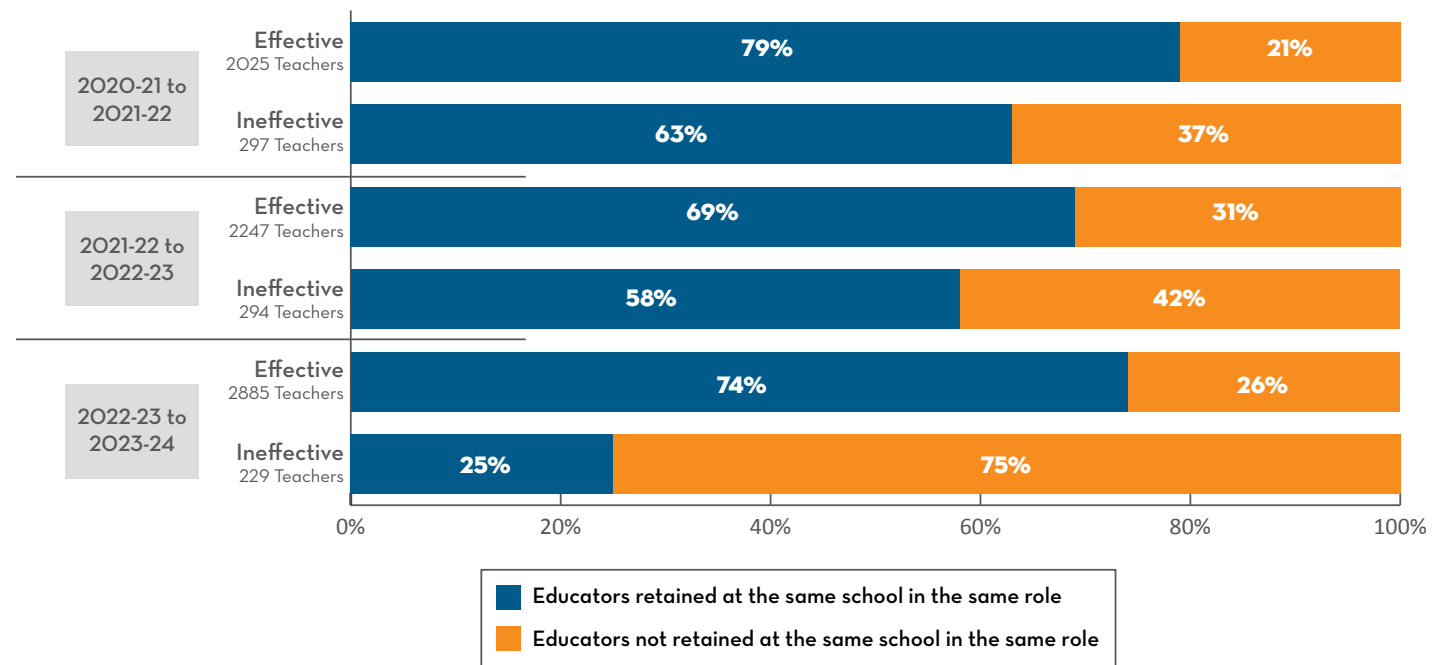


Figure D.13 PCS Teacher Retention by Effectiveness Rating, SY 2022-23 to SY 2023-24



EDUCATOR MOBILITY

The following analyses track pipelines between different roles and school types. Tables D.14 and D.15 list the roles teachers transitioned to within the same school and LEA or SPA, respectively.⁵⁴ Among teachers who changed roles within schools and LEAs or SPAs, teachers moved into instructional coordinator and supervisor roles at the highest rate – 45 percent for role transitions in schools and 40 percent for role transitions in LEAs or SPAs.

Teacher Mobility Between Roles

Table D.14 New Roles for DC Teachers at the Same School, SY 2022-23 to SY 2023-24

Role Type	Count of Changers in this Role Type	Percent of Changers in this Role Type
Instructional Coordinator and Supervisor	81	45%
School Administrator - Other	51	28%
School Administrative Support Staff	12	7%
LEA Administrative Support Staff	11	6%
Other Roles	27	15%
Total	182	100%

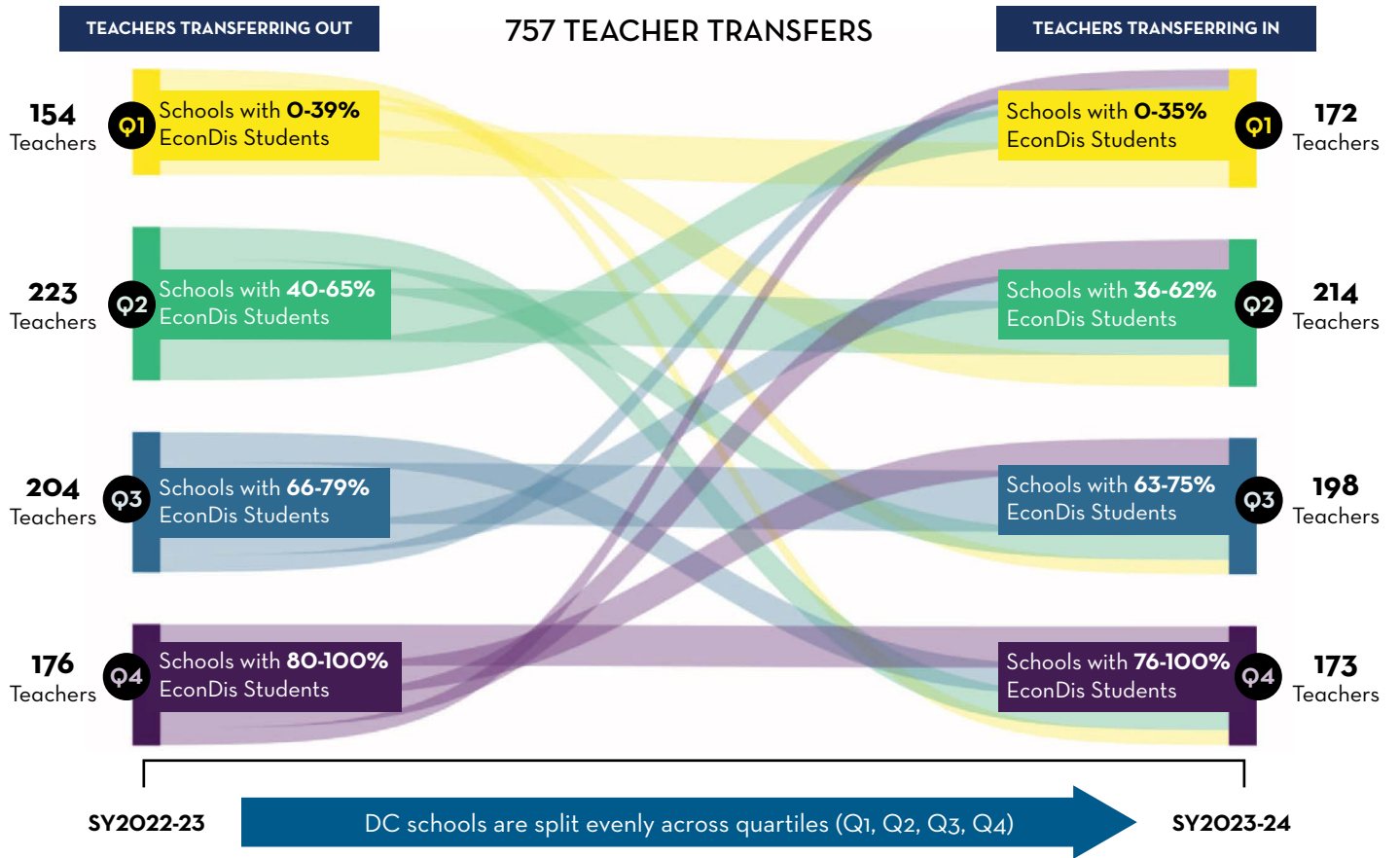
Table D.15 New Roles for DC Teachers at the Same LEA or SPA, SY 2022-23 to SY 2023-24

Role Type	Count of Changers in this Role Type	Percent of Changers in this Role Type
Instructional Coordinator and Supervisor	108	40%
School Administrator - Other	65	24%
LEA Administrative Support Staff	43	16%
School Administrative Support Staff	20	7%
Other Roles	37	14%
Total	273	100%

Teacher Mobility by Share of Economically Disadvantaged Students

Teacher mobility analyses demonstrate the patterns and trends in teacher movement between schools. Nationwide, schools serving economically disadvantaged students have historically had particular challenges related to teacher turnover.⁵⁵ Figure D.16 takes all teachers who transferred between DC schools between the 2022-23 and 2023-24 school years and describes transfer patterns based on the percentage of students who were economically disadvantaged at each school.^{56 57} This chart splits DC schools into four equal groups based on the percentage of students who were economically disadvantaged. The data show that teachers transferred in and out of schools with different rates of economically disadvantaged students at similar rates.

Figure D.16 Teacher Mobility by School Share of Economically Disadvantaged Students, SY 2022-23 to SY 2023-24



CONCLUSION

This report provides an in-depth look at the strengths and opportunities for improvement in DC's educator workforce landscape based on data from the 2021-22 through 2023-24 school years. The racial and ethnic diversity of DC's teacher workforce, decreased vacancy rates, and teacher retention rates were notable strengths. DC's teacher workforce is increasingly racially and ethnically diverse, standing out amongst states as one of the nation's leaders with its rate of teachers of color; DC schools attracted teachers of color at higher rates than the national average by a wide margin, as only 21 percent of the nation's educators were teachers of color compared to DC, where 74 percent of teachers were teachers of color.

DC also had a diverse set of school leaders. DC employed a sizable plurality (around 45 percent) of Black or African-American women in school leader roles over the observed school years, with Black or African American men having the second highest percentage (around 20 percent). Research suggests principal diversity positively influences teacher diversity, and school leader and teacher diversity are strongly connected in DC.⁵⁸ Workforce data demonstrate that most teachers who change roles within schools, LEAs, and SPAs transition into instructional coordinator and school administrator positions. Therefore, DC should continue to invest in development opportunities to prepare, develop, and retain diverse and effective school leaders, which can, in turn, sustain the diversity of DC's educator workforce within schools.

Overall, the rate of teachers retained both in the same school and in DC increased by 3 and 5 percentage points, respectively, between school years 2022-23 and 2023-24. Across the analyzed school years, DC retained the vast majority of teachers in the city, with 88 percent retained in the DC school system in the 2021-22 school year, 83 percent retained in 2022-23, and 87 percent retained in 2023-24. Schools in the District retained a substantial majority of teachers rated effective across both the traditional public and public charter sectors as teachers at the same school. DCPS schools retained 81 percent of teachers rated effective in 2021-22, 85 percent in 2022-23, and 85 percent in 2023-24 at the same school. PCS schools retained 79 percent of teachers rated effective in 2021-22, 69 percent in 2022-23, and 74 percent in 2023-24 at the same school.

District LEAs improved teacher hiring in the 2023-24 school year, as the citywide vacancy rate decreased at the same time the overall number of teachers increased. In 2021-22, LEAs and SPAs reported a 6 percent vacancy rate (553 out of 8,553 FTEs), compared to a 4 percent vacancy rate (363 out of 8,920 FTEs) in 2023-24. Schools, LEAs, and SPAs can build on the momentum of increased retention and decreased vacancies by supporting teacher development, including by offering high-quality instructional tools and professional learning opportunities and through identifying strategic levers for cultivating positive and supportive school cultures.⁵⁹ Further, there is an opportunity for LEAs, SPAs, and EPPs to strategically partner to increase the number of first-year teachers matriculating from DC EPPs into DC schools, with a specific focus on filling the highest-demand subject areas, including Special Education roles. Investments in innovative teacher preparation models, such as apprenticeships, can be leveraged to create accessible and affordable pathways to the teaching profession for DC students and prospective teachers who are already working in DC schools.^{60 61}

However, there is work to be done to ensure all students have equitable access to excellent teachers. Specifically, there is a need to focus on addressing gaps in representation for Hispanic and Latino students. Additionally, students from different backgrounds had access to experienced, in-field, and teachers rated effective at slightly different rates. Statistics show small access gaps between economically disadvantaged students and experienced teachers, students with disabilities and in-field teachers, English learners and in-field teachers, and economically disadvantaged students and teachers rated effective. This analysis also shows that White students were slightly more likely to have access to teachers who were rated effective. While teacher mobility data show that teachers who changed schools transferred in and out of schools with economically disadvantaged students at similar rates, there remain disparities regarding teacher quality indicators for these students with respect to teacher effectiveness, years of experience, and in-field status. There is an opportunity for LEAs and SPAs to evaluate staffing trends across schools – using tools such as the OSSE Educator Talent and Equity Dashboard - to increase the equitable recruitment, development, and retention of quality teachers for all students.

The citywide data highlighted throughout this report will strengthen the ability of DC LEAs, SPAs, and policymakers to generate data-informed strategies that improve outcomes for students by addressing the preparation and retention of a representative, high-quality teacher workforce. OSSE is proud to collaborate annually with LEAs and SPAs to ensure stakeholders have access to these important data and insights, which are routinely made public via briefs, comprehensive reports, data files, and the DC School Report Card. Together, DC's education community will continue to build effective and supportive systems so every student can succeed.

APPENDIX A: METHODS

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

Educator data in this section come from the Faculty and Staff Data Collection that OSSE runs in collaboration with DC public LEAs and SPAs every school year. This collection includes a variety of data points related to all faculty and staff members employed by the LEA or SPA as of Oct. 5 of a given school year. Data was cleaned to remove duplicate records and to reconcile inconsistent information across a staff member with multiple records (within the reporting LEA or SPA). 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 enrollment audit data collection. This annual student data collection takes place in the fall of a given school year. LEAs and SPAs report the number of students at each public school. For a full description of the student data collected during the collection, please visit the [Enrollment Audit page](#) on the OSSE website.

SECTION B: STATUS OF TEACHING POSITIONS

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 ward of the school. Returning status includes all teachers returning to teach the same subject in the same school. Filled status includes all teachers that are new hires or 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 the 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 the broader categories, please see the *Subjects* document [here](#).

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

SECTION C: EDUCATOR SUPPLY AND PIPELINE

Educator Preparation Provider (EPP) data in this section is based on the annual EPP data collection OSSE conducted in the spring of the given school year. OSSE receives candidate and completer information from local DC EPPs from the previous school year (i.e., in 2024, EPPs sent data for candidates and completers for the 2022-23 school year). OSSE provides a report with a wealth of analyses to each individual EPP. Using various demographic metrics to create a unique identifier, OSSE matches a portion of the EPP records to educator data received in the following year's 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 analyses of EPP program participants who go on to teach in DC schools (Figures C.5. and C.8.), the analyses include completers from traditional EPPs based at institutions of higher education and candidates and completers from alternate route institutions, given that some may teach in DC schools before completing their programs. For the analysis related to Figure C.8. Citywide Vacancies Filled by SY 2022-23 EPP Candidates Completers by Subject Area, SY 2023-24, the vacancy data are based on the total number of vacancies in each subject area reported in the previous year's Faculty and Staff Data Collection. To analyze EPP responsiveness to teacher demand across the district, EPP data were matched to the 2023-24 Faculty and Staff Data Collection employment records and compared to 2022-23 vacancy data.

SECTION D: TEACHER AND SCHOOL LEADER MOBILITY AND RETENTION

The retention data in this section refer to teachers and school leaders with at least 0.5 FTE in the first school year in question, 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 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 ANALYSES

Effectiveness ratings are reported by LEAs during the Faculty and Staff Data Collection. Though LEAs may have varying performance evaluation systems, OSSE asks 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.

After certifying teacher evaluation data as part of the 2023-24 school year Faculty and Staff Data Collection, a group of 14 LEAs indicated that these data require modifications. Therefore, their data are not included in analyses of effective teachers. OSSE looks forward to working with these LEAs to ensure the accuracy of all reported data in future years.

APPENDIX B: 2023-24 EDUCATOR POPULATION DETAILED DEMOGRAPHICS

Racial/Ethnic Group	Number of Students	Number of Teachers	Number of School Leaders
Black/African American	61,169	4,677	766
Hispanic/Latino	20,307	909	104
White	12,555	2,109	204
Two or More Races	3,103	78	11
Asian	1,467	352	15
American Indian/Alaskan Native	148	23	1
Pacific Islander/Native Hawaiian	51	11	2
Other/Unknown	-	608	44

ENDNOTES

- 1 U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher Data File," 2020–21
- 2 National Center for Education Statistics. (2023). Characteristics of Public School Teachers. Condition of Education. U.S. Department of Education, Institute of Education Sciences. nces.ed.gov/programs/coe/indicator/clr.
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- 4 OSSE collected these data over a time period when DC ward boundaries were redrawn so schools included in samples for ward analyses may vary slightly from year to year.
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- 10 This analysis does not include students and teachers who marked their race as "Other" or "Unknown" in the denominator.
- 11 *Race and Ethnicity of Adults and Children | edscape*. (n.d.). Office of the Deputy Mayor of Education. <https://edscape.dc.gov/page/pop-and-students-race-and-ethnicity-adults-and-children>
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- 13 Comparable data are not available for 2022-23 as OSSE did not run this analysis that year.
- 14 Comparable data are not available for 2022-23 as OSSE did not run this analysis that year.
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- 35 Comparable data for previous years is not available as the methodology for this analysis has changed to narrow the definition of who is included as a first-year teacher. The analysis previously included first-year teachers, and second-year teachers rated ineffective during their first year of teaching. It now only includes first-year teachers.
- 36 This is a new analysis, and therefore comparable data are not available from previous years.
- 37 U.S. Department of Education, National Center for Education Statistics, National Teacher and Principal Survey (NTPS), "Public School Teacher and Private School Teacher Data Files," 2020–21
- 38 EPP completer rates are from the 2022-23 school year, while teacher and student rates are from the 2023-24 school year.
- 39 Comparable data are not available as the methodology changed from previous years. In previous years, only completers were included in employment analyses. The analysis has since been expanded to include candidates from alternate route organizations and institutions who may be teaching during their program. It was also changed to focus specifically on program participants from teacher training programs, excluding those from school leadership and related service provider programs.
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- 61 OSSE launched an Apprenticeship in Teaching program in 2024 to support these goals. Find more information about the program here: osse.dc.gov/page/osse-apprenticeship-teaching



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