



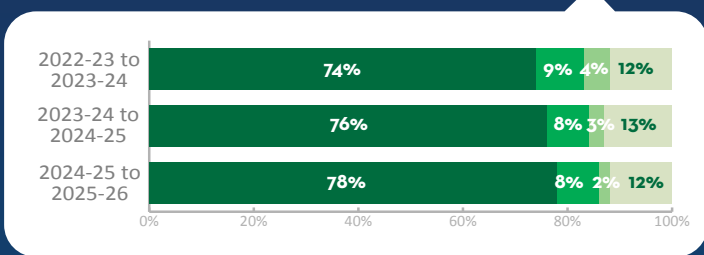
# 2025-26 DISTRICT OF COLUMBIA EDUCATOR RETENTION BRIEF

## INSIGHTS ON TEACHER AND PRINCIPAL RETENTION ACROSS THE DISTRICT

EDUCATIONAL LANDSCAPE							
Total School Staff	Teachers	Principals	Special Education Support Staff	Paraprofessionals	Students	LEAs and SPAs*	Schools
18,431	9,145	247	853	2,757	99,538	69	253

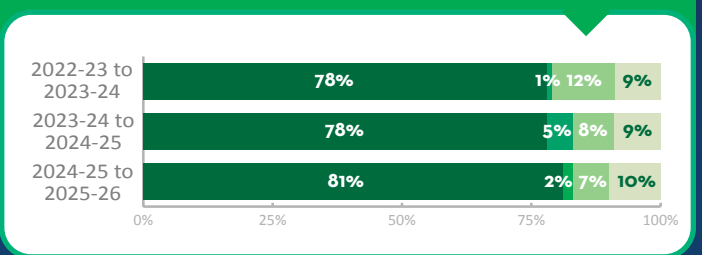
### TEACHER RETENTION

In the 2025-26 school year, citywide teacher retention rates continue to trend upward. Eighty-six percent of teachers were retained as teachers in DC, and 78 percent of teachers were retained as teachers in the same school at which they taught in the 2024-25 school year. The 2025-26 school year same-school retention rate is 2 percentage points higher than it was during the 2024-25 school year (78 vs. 76 percent), and the overall retention rate is 1 percentage point higher than during the 2024-25 school year (88 vs. 87 percent).



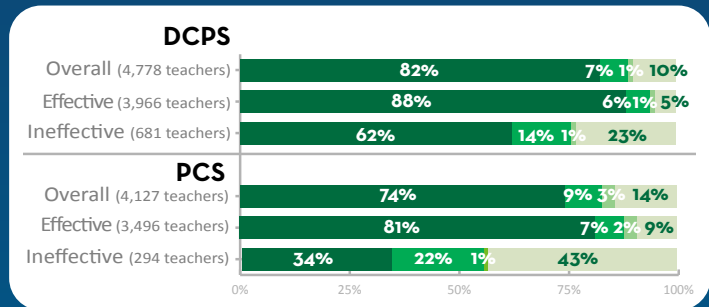
### PRINCIPAL RETENTION

In the 2025-26 school year, 83 percent of principals were retained as principals in DC, and 81 percent of principals were retained as principals in the same school they led in the 2024-25 school year. The same-school retention rate is 3 percentage points higher than it was during the 2024-25 school year (81 vs. 78 percent), while the overall retention rate is 1 percentage point lower than during the 2024-25 school year (90 vs. 91 percent).



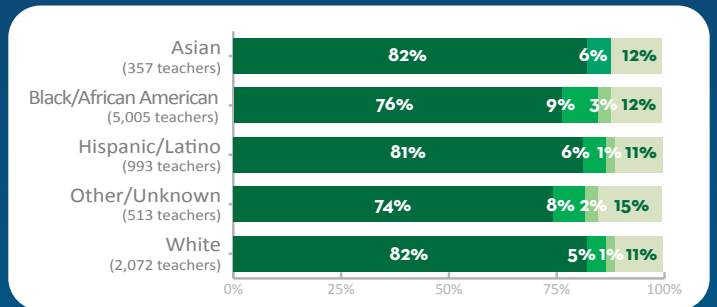
### TEACHER RETENTION BY EFFECTIVENESS AND SECTOR

In the 2025-26 school year, DCPS same-school retention rates were eight percentage points higher than public charter schools (82 vs. 74 percent). Across both sectors, teachers rated effective were retained at significantly higher rates than teachers rated ineffective. While teachers rated ineffective across both sectors were more likely to move to a new school or leave DC altogether, public charter school teachers rated ineffective were significantly more likely to depart DC schools than DCPS teachers rated ineffective (43 vs. 23 percent).



### TEACHER RETENTION BY RACE/ETHNICITY

Across the city, teacher retention rates varied across different racial and ethnic backgrounds. In the 2025-26 school year, Asian and White/Caucasian teachers had the highest same-school retention rates (82 percent), while the Other/Unknown category had the lowest same-school retention rate (74 percent). Black/African American teachers, representing the largest subgroup of the DC educator workforce (5,005 out of 9,145 teachers), had a 76 percent same-school retention rate.



**KEY**

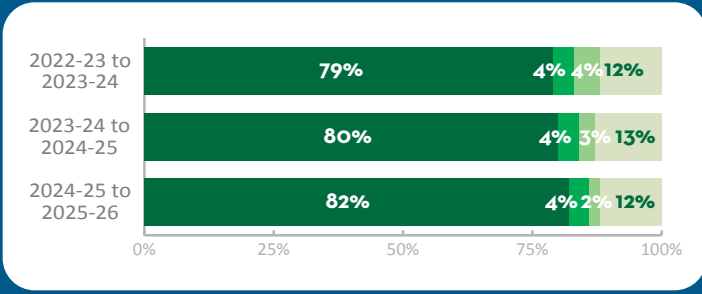
- **Stayer** (Same role type, same school)
- **Mover** (Same role type, new school)
- **Changer** (New role type)
- **Leaver** (No longer employed at a public LEA/SPA in DC)

\*Local Education Agency (LEA) and State Public Agency (SPA) breakdown: traditional public LEA (1), public charter LEAs (66), SPAs (including juvenile justice facilities) (2)

# 2025-26 DISTRICT OF COLUMBIA EDUCATOR RETENTION BRIEF

## LEA/SPA - LEVEL TEACHER RETENTION

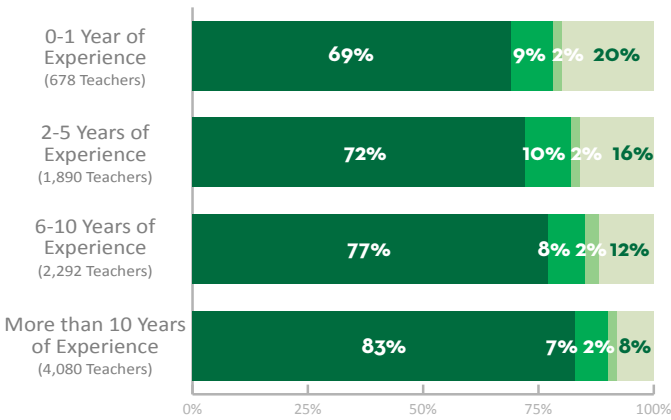
In the 2025-26 school year, DC LEAs and SPAs retained 82 percent of teachers in the same role at the same LEA or SPA as the previous year. This rate indicates a positive trend over the last three school years, with 79 percent retained in the same LEA or SPA in the 2023-24 school year and 80 percent retained in the 2024-25 school year.



KEY

- Stayer:** (Same role type, same LEA/SPA) Educators who remained employed in the same role type in the same LEA/SPA
- Mover:** (Same role type, new LEA/SPA) Educators who remained employed in the same role type in a new LEA/SPA
- Changer:** (New role type) Educators who were employed in a different role type at the same or a new LEA/SPA
- Leaver:** Educators who were no longer employed at a public LEA/SPA in DC

## TEACHER RETENTION BY YEARS OF EXPERIENCE SY 2024-25 TO SY 2025-26



In the 2025-26 school year, retention rates varied among teachers with differing years of teaching experience, with a clear trend of higher retention rates among more experienced teachers. Ninety-two percent of teachers with more than 10 years of experience were retained in DC compared to 80 percent with 0-1 year of experience.

KEY

- Stayer** (Same role type, same school)
- Mover** (Same role type, new school)
- Changer** (New role type)
- Leaver** (No longer employed at a public LEA/SPA in DC)

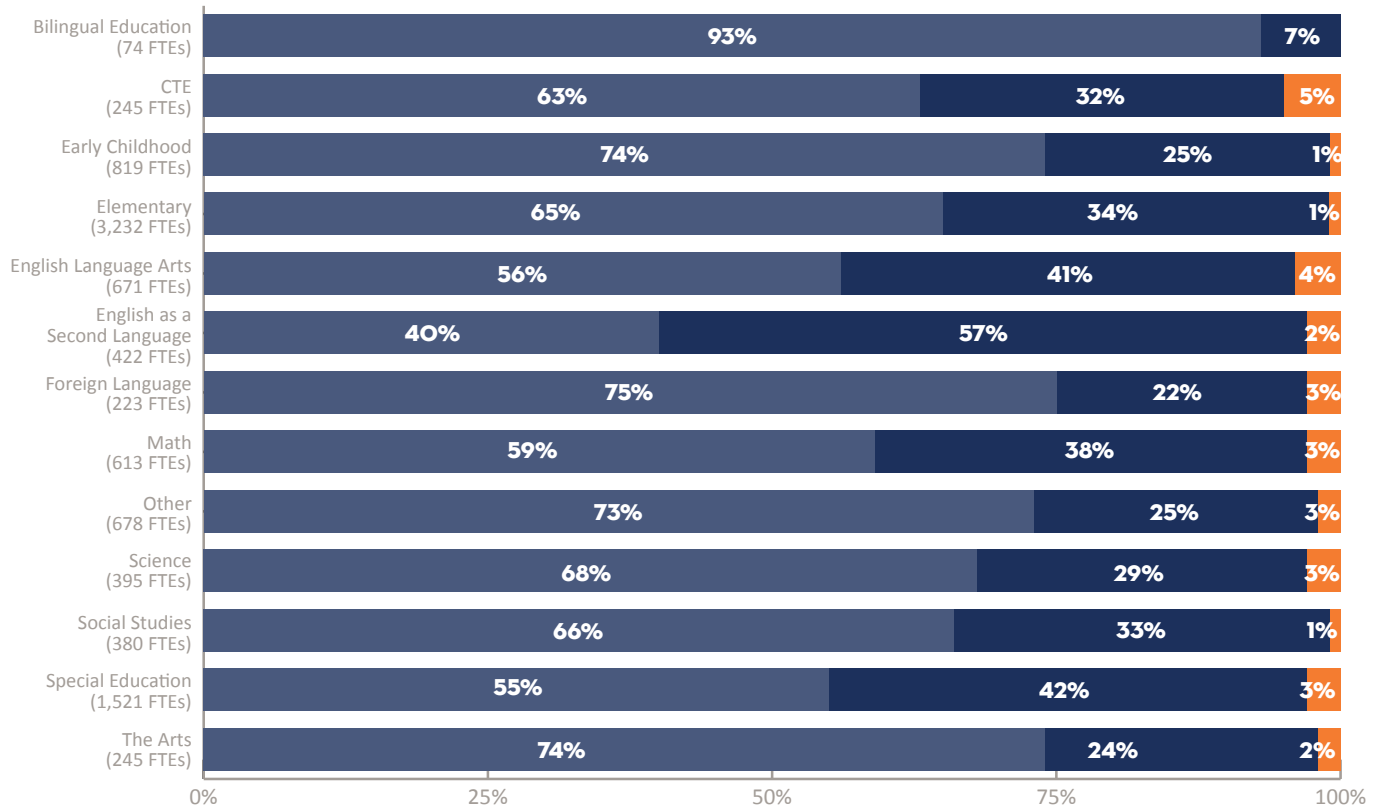
## CITYWIDE TEACHING POSITIONS

School Year	Total Teacher FTEs	Vacant Teacher FTEs	Vacancy Rate
2021-22	8,553	553	6%
2022-23	8,538	288	3%
2023-24	8,918	362	4%
2024-25	8,989	169	2%
2025-26	9,232	194	2%

On Oct. 6 of the 2025-26 school year, DC LEAs and SPAs reported 9,232 total teacher FTEs, of which 194 (2 percent) were vacant. In addition to an overall increase in school-based staff, the number of reported teaching positions has increased over time, with a modest increase (71 FTEs) between the 2023-24 and 2024-25 school years and a large increase (243 FTEs) between school years 2024-25 and 2025-26. Notably, as the number of FTEs has steadily increased, the citywide vacancy rate has steadily decreased over the last five school years, with the 2024-25 and 2025-26 school year teacher vacancy rates being one-third that of the 2021-22 school year (2 percent vs. 6 percent).

## 2025-26 DISTRICT OF COLUMBIA EDUCATOR RETENTION BRIEF

### CITYWIDE TEACHING POSITIONS BY SUBJECT SY 2024-25 TO 2025-26



#### KEY

**Returning**  
(returned to subject, gradeband,  
and school)

**New**  
(new to subject, gradeband,  
and/or school)

**Vacant**  
(FTEs that were vacant as of  
Oct. 6, 2025)

On Oct. 6 of the 2025-26 school year, DC schools filled teaching positions across different subject areas at different rates. Career and Technical Education (CTE) had the highest reported vacancy rate (11 out of 245 FTEs) but also tied with the Arts for the third-lowest number of reported positions overall across all subject areas. Bilingual Education had the lowest reported vacancy rate with no vacancies, though it also had the lowest number of reported positions (74 FTEs). Reported retention rates also differed across subject areas, with the highest retention rate in Bilingual Education and the lowest retention rate in English as a Second Language.

These rates should be considered with careful attention to the number of reported FTEs in a given year because there are large shifts in the total number of reported FTEs for different subjects between school years. For example, reported Elementary, English Language Arts, English as a Second Language, and Math positions each increased by over 100 FTEs between the 2024-25 and 2025-26 school years, and all new FTE positions count as “New,” thereby impacting the “Returning” percentage.

# 2025-26 DISTRICT OF COLUMBIA EDUCATOR RETENTION BRIEF

## DEFINITIONS AND METHODOLOGY

### DEFINITIONS:

- **Educator:** A professional directly involved in the regular creation of learning environments that foster the development of students. INCLUDES Teachers, Paraprofessionals, School Administrators, Instructional Specialists, Instructional Coordinators and Supervisors, Librarians/Media Specialists, School Counselors/Directors, Audiologists, Psychologists, Physical Education Teachers and Recreation and Therapeutic Recreation Specialists, Speech-language Pathologists, Occupational Therapists, and Social Workers.
- **Full-Time Equivalent (FTE):** a unit of measurement that indicates the proportion of a full-time employment schedule a position requires.
- **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 policies and helps ensure the on-the-ground implementation of federal and state policies.
- **Paraprofessional:** A school-based employee assigned to assist a teacher with routine activities associated with teaching (e.g., activities requiring minor decisions regarding students), such as monitoring, conducting rote exercises, operating equipment, and clerking.
- **Principal:** A school-based administrator responsible for overseeing the operation of a particular school. EXCLUDES instructional superintendents, staff with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology, information system administrators), and assistant principals.
- **Special Education Support Staff:** A professional who directly supports but does not instruct students. These staff members work with students with disabilities exclusively or in inclusive spaces that include other students as well.
- **State Public Agency (SPA):** An entity whose primary purpose is not education but has educational responsibilities under the law, including implementing the Individuals with Disabilities Education Act (IDEA). In DC, these include the Department of Youth Rehabilitation Services (DYRS) and the Department of Corrections (DOC).
- **Teacher:** A school-based employee instructing any core or non-core academic subject. INCLUDES general or special education teachers instructing students in the “core” subject areas of English language arts, math, science, and social studies, as well as non-core subjects such as arts, foreign language, and physical education.

### SECTORS:

- **DCPS:** Displays aggregate data for all District of Columbia Public Schools.
- **PCS:** Displays aggregate data for all public charter schools within the District.

### METHODOLOGY:

All data presented are as of Oct. 5 of the given school year or the next business day if Oct. 5 lands on a weekend or holiday.

#### *Retention Analyses*

OSSE tracks staff with at least a full-time equivalent (FTE) of 0.5 to calculate staff retention. Each retention category was calculated using the following methods:

- **Stayer:** Educators with an FTE of 0.5 or greater in Year 1 who remained employed in the same role type at the same school in Year 2.
- **Mover (Same role type, new school):** Educators with an FTE of 0.5 or greater in Year 1 who had the same role type at a new school in Year 2.
- **Changer (New role type):** Educators with an FTE of 0.5 or greater in Year 1 who had a different role type in Year 2, either at the same or a different school.
- **Leaver:** Educators with an FTE of 0.5 or greater in Year 1 who left the DC public education workforce in Year 2.

#### *Teaching Position Analyses*

Each category was calculated using the following methods:

- **Returning:** Percentage of FTEs across positions in Year 2 filled by a teacher teaching the same subject in the same grade band and school as in Year 1.
- **New:** Percentage of FTEs across positions in Year 2 filled by a teacher teaching a different subject, grade band, or in a different school than in Year 1. This includes transfers and new hires.
- **Vacant:** Percentage of FTEs vacant.

OSSE identifies teaching positions filled by returning and new teachers by using the previous year’s data to compare whether teachers returned to the same subject, grade band, and school. This is a shift from previous years when OSSE relied on LEA and SPA reporting of current-year teacher position status.

To calculate vacancy rates, each analysis divides the number of vacant teaching positions (in FTEs) by the total number of teaching positions from the relevant school year.

#### *Years of Experience Analyses*

Years of teaching experience includes the number of full school years of experience as a teacher in any jurisdiction.

OSSE also provides more detailed analyses through the biennial Educator Workforce Report (EWR), the annual Educator Workforce Data Files, and more. Together, these publications offer comprehensive insights into educator supply, demand, demographics, retention, and performance across DC schools.

To learn more about OSSE’s workforce data, visit: [osse.dc.gov/page/dc-educator-workforce-data](https://osse.dc.gov/page/dc-educator-workforce-data)