

DEFINITIONS AND METHODOLOGY

DEFINITIONS:

- **Teacher:** A school-based employee who instructs 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. EXCLUDES student support professionals (e.g., speech therapists or social workers, counselors, librarians, coaches, principals, special education coordinators, program coordinators, deans, office staff, custodians, or any other non-instructional personnel).
- **Principal:** A school-based administrator responsible for overseeing the operation of a particular school. EXCLUDES instructional superintendents, persons with LEA-wide responsibilities (e.g., accountants, auditors, business managers, facilities managers, technology, information system administrators), and assistant principals.
- **School Counselors:** Professional staff assigned specific duties and school time for counseling students and parents, addressing learning impediments, and assisting students in career, and personal development.
- **Special Education Support Staff:** Professional staff who work specifically or exclusively with students with disabilities. INCLUDES audiologists, rehabilitation counselors, interpreters, medical/nursing personnel, occupational therapists, orientation and mobility specialists, physical therapists, school psychologists, therapeutic recreation specialists, social workers, and speech language pathologists.

SECTOR:

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

METHODOLOGY:

To calculate staff retention, staff with a full time equivalent (FTE) of 0.5 or greater in Year 1 were included in the denominator of each retention analysis. 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

To calculate vacancy rates, all teaching positions (the total number of FTEs) from the relevant school year are included in the denominator of each analysis. 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 gradeband and school as in Year 1
- **Filled:** Percentage of FTEs across positions in Year 2 filled by a teacher teaching a different subject, gradeband, or in a different school than in Year 1. This includes transfers and new hires
- **Vacant:** Percentage of FTEs vacant as of Oct. 5 of the relevant school year