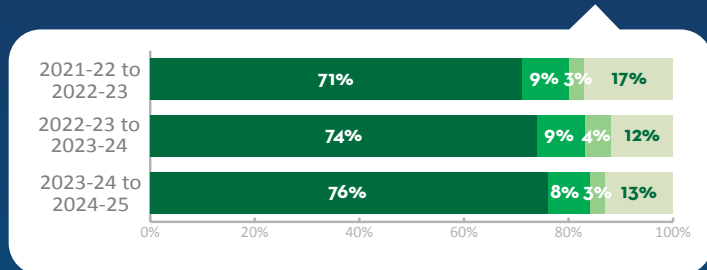




Total School Staff	Teachers	Principals	Special Education Support Staff	Paraprofessionals	Students	LEAs and SPAs*	Schools
18,176	8,939	244	775	2,570	99,827	71	254

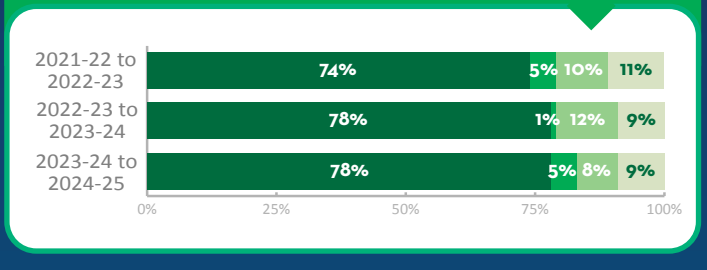
TEACHER RETENTION

In the 2024-25 school year, 84 percent of teachers were retained as teachers in DC, and 76 percent of teachers were retained as teachers in the same school at which they taught in the 2023-24 school year. The 2024-25 school year same-school retention rate is two percentage points higher than it was during the 2023-24 school year (76 vs. 74 percent), and the overall retention rate in DC schools is four percentage points higher than during the 2022-23 school year (83 vs. 87 percent).

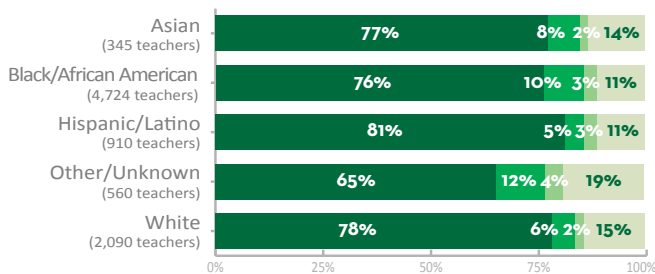


PRINCIPAL RETENTION

In the 2024-25 school year, 83 percent of principals were retained as principals in DC, and 78 percent of principals were retained as principals in the same school they led in the 2023-24 school year. Though the same-school retention rate did not change from the previous school year, the retention rate of principals in DC increased by four percentage points.



Teacher Retention by Race/Ethnicity SY 2023-24 to SY 2024-25



Across the city, teacher retention rates varied across different racial and ethnic backgrounds. In the 2024-25 school year, Hispanic/Latino teachers had the highest same-school retention rate (81 percent), while the Other/Unknown category had the lowest retention rate (65 percent). Black/African American teachers, representing the largest subgroup of the DC educator workforce, had a 76 percent same-school retention rate.

KEY

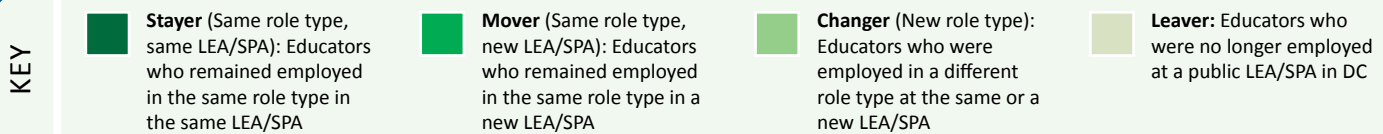
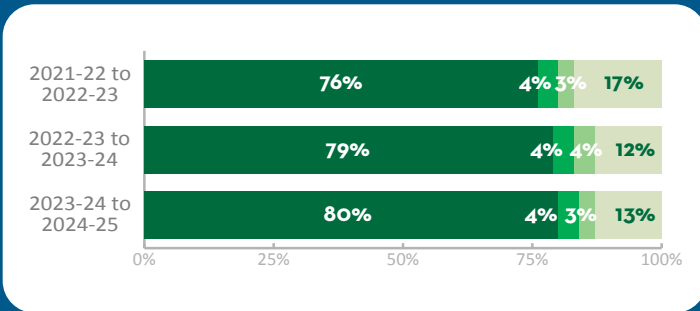
- **Stayer** (Same role type, same school)
- **Mover** (Same role type, new school)
- **Changer** (New role type)
- **Leaver** (No longer employed at a public LEA/SPA in DC)

*Local Education Agency (LEA) and State Public Agency (SPA) breakdown: traditional public LEA (1), public charter LEAs (68), SPAs (including juvenile justice facilities) (2)

2024-25 DISTRICT OF COLUMBIA EDUCATOR RETENTION BRIEF

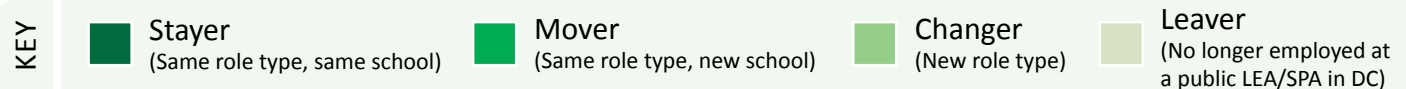
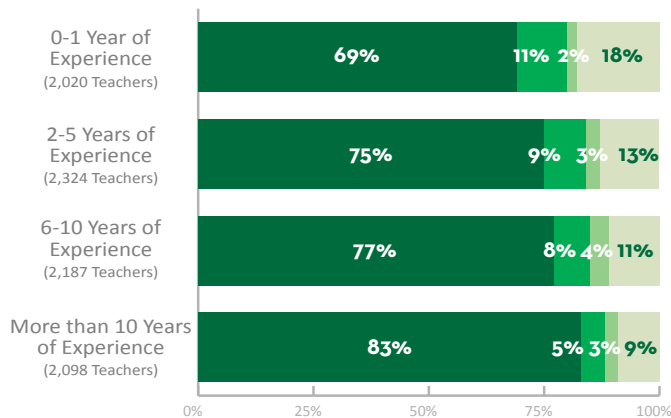
LEA/SPA - LEVEL TEACHER RETENTION

In the 2024-25 school year, 80 percent of teachers remained employed at the same LEA or SPA as the previous year. This rate indicates a positive trend in the last three school years, with 76 percent retained in the same LEA or SPA in the 2022-23 school year and 79 percent retained in the 2023-24 school year.



TEACHER RETENTION BY YEARS OF EXPERIENCE SY 2023-24 TO SY 2024-25

In the 2024-25 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-one percent of teachers with more than 10 years of experience were retained in DC compared to 82 percent with 0-1 year of experience. Teachers with more than 10 years of experience were also more likely to continue working in any position in DC schools than those with less than 10 years of experience.



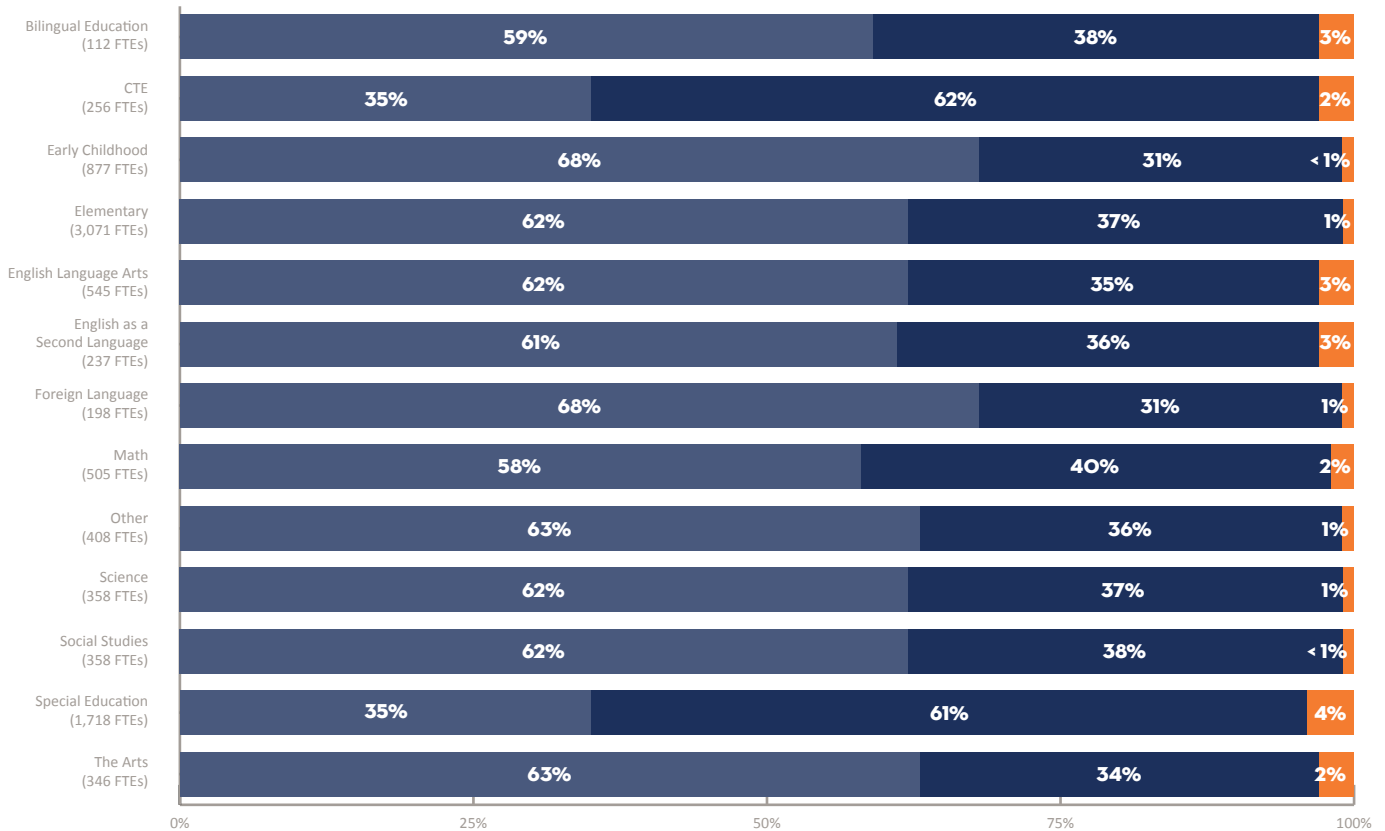
CITYWIDE TEACHING POSITIONS

School Year	Total Teacher FTEs	Vacant Teacher FTEs	Vacancy Rate
2022-23	8,538	288	3%
2023-24	8,918	362	4%
2024-25	8,989	169	2%

On Oct. 7 of the 2024-25 school year, DC LEAs and SPAs reported 8,989 total teacher FTEs, of which 169 (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 large increase (380 FTEs) between the 2022-23 and 2023-24 school years and a modest increase (71 FTEs) between school years 2023-24 and 2024-25. Notably, as the number of FTEs has steadily increased, the citywide vacancy rate has decreased over the last three school years, with the 2024-25 school year teacher vacancy rate being half that of the previous school year (2 percent vs. 4 percent).

2024-25 DISTRICT OF COLUMBIA EDUCATOR RETENTION BRIEF

CITYWIDE TEACHING POSITIONS BY SUBJECT SY 2023-24 TO 2024-25



KEY

Returning
 (returned to subject, gradeband, and school)

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

Vacant
 (FTEs that were vacant as of Oct. 7, 2024)

On Oct. 7 of the 2024-25 school year, DC schools filled teaching positions across different subject areas at different rates. Special Education, which had the second-highest number of reported positions across all subject areas, had the highest reported vacancy rate (68 out of 1,718 FTEs). Social Studies (1 out of 358 FTEs) and Early Childhood (4 out of 877 FTEs) had the lowest reported vacancy rates with less than one percent of positions vacant. Reported retention rates also differed across subject areas, with the highest retention rates in Early Childhood (600 returning out of 877 FTEs) and Foreign Language (135 returning out of 198 FTEs) and the lowest retention rates in Special Education (597 returning out of 1,718 FTEs) and CTE (91 returning out of 256 FTEs).

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 positions increased by over 1000 FTEs and Special Education positions increased by over 500 FTEs between the 2023-24 and 2024-25 school years and all new FTE positions count as “New,” thereby impacting the “Returning” percentage.

2024-25 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.
- **School Leader:** All administrators, including principals 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.

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.

Retention analyses include 42 teachers (.04 percent of the District) and 2 principals (.08 percent of the District) from Eagle Academy Public Charter School, which closed in August 2024.

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.