



**State Board of Education Resolution  
On Supporting Teacher Retention in Our Schools  
SR20-7**

**WHEREAS**, since May 2018 the D.C. State Board of Education has prioritized the issue of teacher retention and understanding the effects that low rates of retention have on District students, schools, and communities;

**WHEREAS**, in October 2018 the State Board released its first commissioned report on teacher retention in the District of Columbia, which found that the average annual school-level teacher retention rate in both DC Public Schools (DCPS) and public charter schools is 75 percent—compared to a national average of 84 percent;

**WHEREAS**, the State Board’s subsequent and updated October 2019 report highlighted the same low rates of teacher retention in the District and that the rate of teacher departure rises with the percentage of students considered at-risk and schools with the highest percentages lose almost a third of their teachers each year;

**WHEREAS**, in March 2020 the State Board released the results of a survey conducted by an independent researcher of teachers who departed DCPS and public charter schools in SY2017–18 or SY2018–19, which illustrated that the main reasons teachers departed were: unfairness of teacher evaluation systems; work culture and workload; teacher safety and mental health; and tensions with school leaders;

**WHEREAS**, the March 2020 survey results also found:

- Sixty-six percent of respondents voluntarily resigned/quit, with most of the other respondents indicating they were terminated (15 percent), left due to downsizing (6 percent), on temporary contracts (4 percent), or retired (4 percent),
- Eighty percent stated all or most of their students were at-risk and/or low-income, and
- Over 86 percent were “passionate about teaching”, but felt they had not received adequate support from their school or their LEA;

**WHEREAS**, research shows that teaching longevity is positively associated with student achievement gains throughout a teacher’s career, and that a teacher’s effectiveness increases at a greater rate when they teach in a supportive and collegial working environment;<sup>1</sup>

**WHEREAS**, research demonstrates that teacher replacement costs, including expenses related to separation, recruitment, hiring, and training, can be more than \$20,000 per teacher in urban districts—dollars that could be spent on teacher mentoring and learning opportunities;<sup>2</sup>

<sup>1</sup> <https://learningpolicyinstitute.org/product/does-teaching-experience-increase-teacher-effectiveness-review-research>

<sup>2</sup> <https://learningpolicyinstitute.org/blog/why-addressing-teacher-turnover-matters>





**WHEREAS**, research illustrates that teacher retention has been tied to improving or maintaining effective school climate due to teachers’ institutional knowledge about students, the school’s curricula, and programs, while preventing learning loss during the school year;<sup>3</sup> and

**WHEREAS**, several multi-year studies have shown that racial diversity in the teaching field helps all students succeed and increases performance and graduation rates for students of color.<sup>4</sup>

**NOW, THEREFORE BE IT RESOLVED**, the D.C. State Board of Education calls on the Council of the District of Columbia to adopt the “Statewide Educational Data Warehouse Amendment Act of 2019” (B23-01515) to ensure that data relevant to understanding the nature of teacher retention across the District’s public schools are available annually and publicly;

**BE IT FURTHER RESOLVED**, the State Board calls on District LEAs to review their teacher evaluation systems and frameworks to address the issues of subjectivity and inconsistency, as well as concerns with evaluator experience and knowledge, as raised by teachers;

**BE IT FURTHER RESOLVED**, the State Board asks the Office of the State Superintendent of Education (OSSE) to provide guidance to District LEAs about professional development and mentoring programs that are directed towards teachers with under five years of experience to assist them and incorporates differentiated professional development that targets the specific needs and growth points of the individual teacher and allows them to learn and observe from the experts in their field;

**BE IT FURTHER RESOLVED**, the State Board asks the Office of the State Superintendent of Education (OSSE) to consider implementing a statewide professional development program training school-level leadership—as the State Board’s survey results found that school leadership was routinely cited as the biggest driver of teachers’ experiences; and

**BE IT FINALLY RESOLVED**, the State Board asks the Office of the State Superintendent of Education (OSSE) to proactively work to remove barriers to the effective recruitment and retention of teachers of color, especially black and Latino candidates.

Date Adopted: June 17, 2020 Signed: 

<sup>3</sup> [https://cdn.theconversation.com/static\\_files/files/269/withinyear\\_efp\\_final.pdf?1536242239](https://cdn.theconversation.com/static_files/files/269/withinyear_efp_final.pdf?1536242239)  
<sup>4</sup> [https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying\\_Teaching\\_Profession\\_REPORT\\_0.pdf](https://learningpolicyinstitute.org/sites/default/files/product-files/Diversifying_Teaching_Profession_REPORT_0.pdf),  
<https://cdn.americanprogress.org/wp-content/uploads/2014/06/Partee-TeachersOfColor-report2.pdf>,  
[https://teachplus.org/sites/default/files/downloads/teachers\\_of\\_color\\_retention.pdf](https://teachplus.org/sites/default/files/downloads/teachers_of_color_retention.pdf)

