

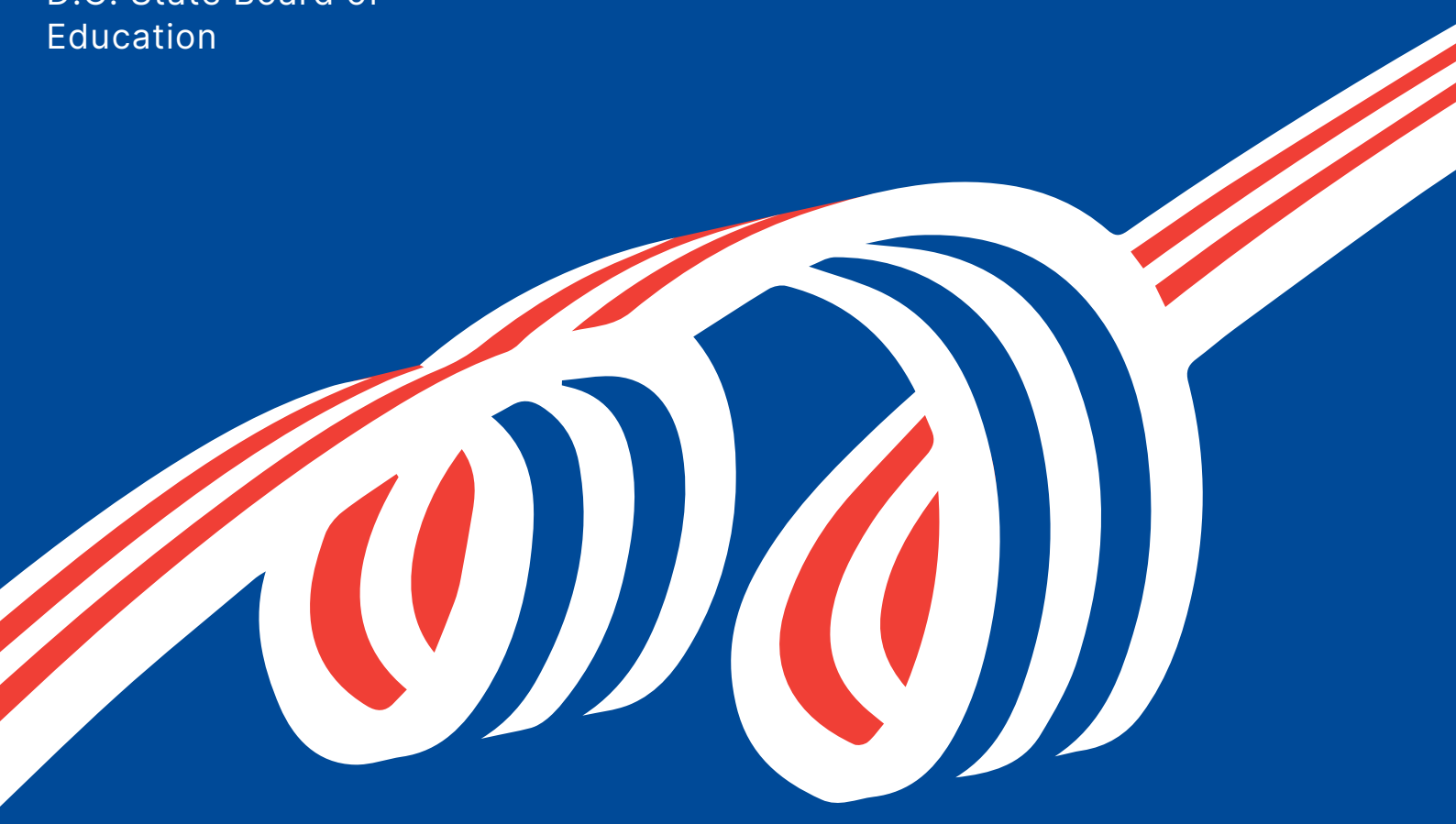


TEACHER RETENTION CROSSWALK

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PRESENTED BY

D.C. State Board of
Education



Teacher Retention Crosswalk and Analysis

Executive Summary

The COVID-19 pandemic has forced leaders in Washington, D.C., to confront teacher vacancies and attrition and evaluate what can and should be done to retain more teachers in the District. The D.C. State Board of Education (State Board) and various members of the D.C. Council have previously introduced legislation, and the Office of the State Superintendent (OSSE) has published reports to illuminate potential solutions—but there needs to be an evaluation of these documents before leaders can identify a clear path forward. This policy brief compares the Statewide Data Warehouse Amendment Act of 2021, the Educator Retention for Student Success Act of 2023, and OSSE’s 2022 District of Columbia Educator Workforce Report. OSSE has also released a 2022-23 Educator Retention Brief and updated their 2022-23 Educator Workforce Data Files. Still, the more extended report was chosen for this policy brief because it provides the most comprehensive overview of the District’s educator workforce. The analysis within this policy brief will highlight where the three documents align, identify gaps, and offer recommendations on charting a collaborative path forward for teacher retention in the District of Columbia.

Statewide Data Warehouse Amendment Act of 2021

B24-0335, also known as the [Statewide Data Warehouse Amendment Act of 2021](#),ⁱ was introduced by Chairman Phil Mendelson at the request of the State Board. This legislation would ensure that the data relevant to understanding the nature of teacher attrition and retention across the District's public schools is available annually and publicly. Specifically, the bill requires OSSE to report data on teacher demographics, attrition, and vacancies—with additional requirements to report the attrition and vacancy data at the school, local education agency, and statewide levels. The bill's current draft does not include requirements for OSSE to collect qualitative data that would help leaders in the District understand why teachers left their position, their school, the District of Columbia, or the teaching profession entirely.

Educator Retention for Student Success Act of 2023

B25-0200, also known as the [Educator Retention for Student Success Act of 2023](#),ⁱⁱ was introduced on March 15, 2023, by Councilmembers R. White, McDuffie, T. White, Lewis George, Frumin, Allen, Nadeau, Pinto, and Parker. The bill requires OSSE to publicly report data relevant to understanding teacher retention and attrition in the District, and it requires the District of Columbia Public Schools (DCPS) to take actions to increase teacher retention. The specific requirements of the bill are as follows: paid mental health leave must be provided to all full-time educators in DCPS; DCPS must provide a Wellness Coordinator in select schools identified to have a high number of at-risk students and a high teacher turnover rate; OSSE must establish a Fair Paraprofessional Compensation Task Force; OSSE must establish a Flexible Scheduling Pilot Program; and DCPS must conduct an exit survey and share the results of the survey publicly, and with the State Board quarterly. This bill primarily identifies action steps for DCPS rather than including all District Local Education Agencies (LEAs). Public charter schools are excluded from

the mental health leave, wellness coordinator, and exit survey provisions in the current draft of the legislation.

2022 DC Educator Workforce Report

The [2022 DC Educator Workforce Report](#)ⁱⁱⁱ was released by OSSE in May 2022 and includes data from all DC LEAs. OSSE has committed to producing this report every other school year. The report consists of data on DC’s educators at the state level and is split into four sections: Education Landscape Snapshot – Schools, Students and Educators; Demand for Teachers; Educator Supply and Pipeline; and Teacher, School Leader and Paraprofessional Mobility and Retention. This report is meant to provide a macro-level view of DC’s educator labor force; therefore, most of the data within the report are displayed in aggregate rather than for individual LEAs or schools.

When the 2022 DC Educator Workforce Report was released, OSSE also began publicly releasing state, LEA, and school staffing data within the agency’s educator workforce data files, which OSSE plans to publish annually. These data files include demographics, retention, teacher supply, teacher vacancies at LEAs, experience, certification, and performance data. Additionally, OSSE has a page on its agency [website](#)^{iv} dedicated to DC educator workforce data, including the educator workforce reports, educator retention briefs, educator workforce data files, and related content.

Comparison and Analysis

Comparison

The table below summarizes at a high level what is and is not included in the two pieces of legislation and the 2022 DC Educator Workforce Report. A **check mark** indicates that the general requirement is included within that document. A **check mark with text** indicates that the general requirement is partially included within that document, and the text provides further context. An **asterisk** in the DC Educator Workforce Report column indicates that OSSE reports the data exclusively in the 2022-23 Educator Workforce Data File and not in the DC Educator Workforce Report. As mentioned, most of the data displayed in the DC Educator Workforce Report is aggregated.

General Requirement	Statewide Data Warehouse Act	Educator Retention for Student Success Act	DC Educator Workforce Report
Teacher Demographic Data (including age, race/ethnicity, gender, state of residence, years of experience, type of educator credential, and the name and type of educator preparation program completed)	✓	✓ *Does not include all demographic requirements outlined in the State Data Warehouse Act	*
Teacher Attrition Data (including the number of teachers who left their position, their school, the District of Columbia, or the teaching profession entirely)	✓		*
Teacher Vacancy Data (including the number of teacher vacancies by subject area, school, and LEA)	✓		✓ *Citywide teaching positions by subject, SY 2021-22, including those that are vacant.
Mental Health Leave for Educators		✓	
Fair Paraprofessional Compensation Task Force		✓	
Flexible Schedule Pilot Program		✓	
Exit Survey for DCPS Educators		✓	

Analysis

Aside from both bills being focused on teacher retention, there is little alignment between the Statewide Data Warehouse Act and the Educator Retention for Student Success Act. There is also a lack of alignment between the Statewide Data Warehouse Act and the DC Educator Workforce

Report, mainly because most of the data displayed in the DC Educator Workforce Report is aggregated. Much of the school LEA-level data required by the Statewide Data Warehouse Act is currently being reported by OSSE within the Educator Workforce Data File rather than the DC Educator Workforce Report. Additionally, the Educator Retention for Student Success Act includes new proposed requirements as of 2023 for both DCPS and OSSE, so there is currently no alignment with the 2022 DC Educator Workforce Report.

There is currently no clear overlap between all three documents. Leaders in Washington, D.C., would benefit from having one comprehensive piece of legislation that captures all data requirements related to teacher retention. There are also many more quantitative data requirements than qualitative data requirements. Other than the DCPS exit survey requirement in the Educator Retention for Student Success Act, there are no requirements for OSSE to collect qualitative data to help leaders better understand why teachers left their position, their school, the District of Columbia, or the teaching profession entirely. Another gap that should be addressed is the lack of reference to public charter schools in the Educator Retention for Student Success Act.

Recommendations for Next Steps

The three documents analyzed in this policy brief should not be the only resources utilized to retain teachers in the District of Columbia. The State Board looks forward to continuing the cross-agency and District-wide collaboration on charting a path forward to support teachers' ongoing professional development and increase their desire to stay in the classroom.

Based on the comparison and analysis contained in this policy brief, the recommendations for collaborative next steps are as follows:

- **Ensure that all local education agencies, including public charter schools, are included in all aspects of legislation on teacher retention.** In order to be impactful, all components of any legislation on teacher retention should encompass the District of Columbia's nearly 250 publicly-funded schools and 69 Local Education Agencies (LEAs) serving Pre-K–3 through adult education.
- **Identify which teaching positions have the most vacancies and what state-level interventions could be enhanced or implemented to reduce them.** OSSE's Educator Data File for School Year 2022-2023 shows Special Education as the subject area with the highest number of vacant full-time equivalents (FTEs) at the state level (85 vacant FTEs). Education Commission of the States compiled a [list](#) of the 25 states that include a statute with at least one statewide loan forgiveness program to help recruit teachers for underserved schools and shortage subject areas. Additionally, DC's existing "Grow Your Own" program, established by the Council in 2021, provides residency and apprenticeship opportunities, some of which are focused on Special Education. Evaluating the program's impact and efficacy and scaling up effective programs as the District works to reduce teaching vacancies would be beneficial.

- **Take measures to reduce “job creep” in teachers.** “Job creep” is when a professional is gradually asked to take on additional responsibilities outside of their day-to-day job requirements. Teachers are often asked to take on tasks that create an additional burden, which worsens as more teachers vacate the classroom. To reduce this problem, [14 states](#)^{vi} have required that an established portion of a teacher’s workday and workweek be designated exclusively for teacher planning. Additional measures states are taking include increased recruitment and retainment plans for substitute teachers who can take on more duties.
- **Consider perspectives from school leaders and others responsible for hiring and retaining teachers.** Many principals and school leaders are former teachers and can provide valuable insights on what supports they need, which hiring practices and processes require strengthening, and where gaps exist. At its June 2023 public meeting, the State Board hosted a panel of experts who provided [public testimony](#)^{vii} on educator growth and development. Panelists spoke about the critical role of school leaders in ensuring a positive experience for teachers at all stages of their careers. One panelist from the [National Council on Teacher Quality \(NCTQ\)](#)^{viii} highlighted some of the gaps in D.C.’s existing teacher evaluation policies. For example, there are no requirements that struggling teachers be offered improvement plans, which could result in more teachers quitting.

APPENDIX: Additional Resources

Included below are additional resources that could be useful for leaders to reference as they work toward increasing teacher retention in the District of Columbia. These resources are a small representation of the research, analysis, and studies conducted and published on the core issues affecting the educator workforce, including hiring and retaining teachers.

- [50-State Comparison: Teacher Recruitment and Retention](#).^{ix} This resource from the Education Commission of the States (ECS) compares state policies on teacher recruitment and retention nationally. There are individual profiles for every state and [the District of Columbia](#).^x This report's key areas of analysis are Shortage Data and Reports, Expanding Interest in the Field and Initial Preparation, Early Career Support, Ongoing Support and Career Advancement, and Financial Incentives and Compensation. Each key area of analysis is broken down further into data points, including [required induction and mentoring support for new teachers](#)^{xi} and [minimum qualifications for mentor teachers](#).^{xii}
- [Taking the Long View: State Efforts to Solve Teacher Shortages by Strengthening the Profession](#).^{xiii} This report from the Learning Policy Institute focuses on six key policy strategies states are using to reduce teacher shortages and ensure the educator workforce is strong. The featured policy strategies include service scholarships, student loan forgiveness, and high-retention pathways into teaching.
- [The Importance of Teaching and Learning Conditions: Influences on Teacher Retention and School Performance in North Carolina](#).^{xiv} This research brief is part of a series of studies conducted by the Learning Policy Institute, WestEd, and the Friday Institute for Educational Innovation at North Carolina State University on schools' working environments and the outcomes associated with those environments.
- [All Work and No Pay — Teachers' Perceptions of Their Pay and Hours Worked](#).^{xv} This research report from the RAND Corporation presents findings from their 2023 State of the American Teacher Survey, including a finding that more hours worked combined with unsatisfactory pay could jeopardize any recent gains made in the racial and ethnic diversity of the teacher workforce.
- [How Do Teachers Perceive Feedback and Evaluation Systems? Findings from the American Teacher Panel](#).^{xvi} This research brief, also from the RAND Corporation, includes an analysis of survey responses from over 1,800 teachers. The study findings are divided into two categories related to instructional feedback and evaluation systems. One key finding was that teachers responded positively to regular and frequent feedback, especially feedback that came from informal peer classroom observation.
- [State of the States 2022: Teacher and Principal Evaluation Policies](#).^{xvii} This National Council on Teacher Quality (NCTQ) report analyzes state policies for teacher and principal evaluations in 50 states and the District of Columbia. Their research examined the role of each state in teacher and principal evaluations, including design, components, frequency, and whether they are used for support and improvement.

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- i <https://lims.dccouncil.gov/Legislation/B24-0355>
- ii <https://lims.dccouncil.gov/Legislation/B25-0200>
- iii https://osse.dc.gov/sites/default/files/dc/sites/osse/page_content/attachments/2022%20DC%20Educator%20Workforce%20Report_FINAL.pdf
- iv <https://osse.dc.gov/page/dc-educator-workforce-data>
- v <https://reports.ecs.org/comparisons/teacher-recruitment-and-retention-2022-17>
- vi <https://reports.ecs.org/comparisons/teacher-recruitment-and-retention-2022-10>
- vii <https://www.dropbox.com/scl/fo/v1cms9k9nap5ircbh5l2z/h?rlkey=h8idlnjiy82ey23g5aq4m8b43&dl=0>
- viii <https://www.dropbox.com/scl/fi/pemq1jhskhvmohq2pef29/2023-06-21-TESTIMONY-Abigail-Swisher.pdf?rlkey=hm7u7y7brx192kryn4nmhcl2d&dl=0>
- ix <https://www.ecs.org/50-state-comparison-teacher-recruitment-and-retention-2022/>
- x <https://reports.ecs.org/comparisons/view-by-state/823/DC>
- xi <https://reports.ecs.org/comparisons/teacher-recruitment-and-retention-2022-09>
- xii <https://reports.ecs.org/comparisons/teacher-recruitment-and-retention-2022-07>
- xiii <https://learningpolicyinstitute.org/product/long-view-report>
- xiv <https://learningpolicyinstitute.org/product/leandro-teaching-and-learning-conditions-brief>
- xv https://www.rand.org/pubs/research_reports/RRA1108-9.html
- xvi https://www.rand.org/pubs/research_briefs/RB10023.html
- xvii <https://www.nctq.org/publications/State-of-the-States-2022:-Teacher-and-Principal-Evaluation-Policies>