



DATE: October 23, 2019
FROM: Members of the D.C. State Board of Education
RE: **Teacher and Principal Attrition in the District's Public Schools**

Overview

Teacher and principal attrition—the rate at which educators and leaders leave their schools on a yearly basis to teach at and lead another school or exit the profession—is a persistent challenge for school districts nationwide, and there is evidence that higher rates of attrition are associated with lower student achievement. Through its October 2018 report and this recently-commissioned report update, the D.C. State Board of Education (SBOE) finds that average annual teacher attrition at the school level in both District of Columbia Public Schools (DCPS) and public charter schools is—and has consistently been—about 25 percent, though the DCPS rate has recently trended downward (21 percent in school year 2018–19). The report also draws comparisons between the District and national averages (16 percent) and other urban school districts (19 percent).

Over the past year, SBOE has prioritized further research in the area of understanding teacher attrition in the District. The goal of this work is to understand the reasons why teachers decide to depart the classroom, their schools, their educational sector (traditional public vs. public charter), and the profession entirely, and what could have been done to have helped them stay.

- **October 2018:** Release of *Teacher and Principal Turnover in Public Schools in the District of Columbia* and public testimony on teacher attrition.¹
- **November 2018:** Forum with nearly 100 teachers, principals, community members, and policymakers to discuss teacher and principal attrition in the District.
- **December 2018:** More than 450 community members visit an external feedback portal and vote more than 200 times on proposed solutions to attrition.
- **January 2019:** The State Board adopts a memo summarizing key themes and most common recommendations on teacher attrition based on public forum and feedback.
- **February–March 2019:** The State Board convenes three panels: students, deans and leaders of area schools of education, and non-profit and national associations.
- **March 2019:** The State Board adopts SR19-5 and “will focus its research and public input efforts on the turnover of teachers in D.C. and retention efforts.”²
- **July 2019:** The State Board convenes panel of award-winning teachers to share insights from their classrooms.
- **September 2019:** SBOE works with District education agencies and stakeholders on the development of a draft survey to be administered to recently exited teachers.

¹ *Teacher and Principal Turnover in Public Schools in the District of Columbia*, October 2018

² SR19-5 “State Board of Education Resolution on Establishment of Priorities”, March 20, 2019





The Report, Research, and Data

Similar to the October 2018 report, this new report documents “teacher attrition” rates for both DCPS and public charter schools using a combination of local data sources, including annual performance reports, staff databases, and records acquired through the oversight function of the Council of the District of Columbia and from Freedom of Information Act requests. To date, the District still lacks a publicly accessible annual teacher dataset that could be used as a baseline: data were, again, extracted from other records and manually assembled and cleaned. This report breaks down attrition by grade level, sector, and in the case of DCPS, teacher IMPACT rating.³

- **Annual school-level:** Average annual teacher attrition at the school level in both DCPS and charter schools is about 25 percent, though the DCPS rate has trended downward (21 percent most recently). Nationally, the rate is about 16 percent; urban district rates are higher, at 19 percent on average.
- **Annual school-level (by ward):** Annual teacher attrition in DCPS neighborhood schools is highest in Wards 5 and 8, around 30 percent each. Rates are lowest in Wards 1 and 3—about 20 percent each. Charter school rates do not match up with wards.
- **Annual school-level (by at-risk students):** In both DCPS and charter schools, the rate of annual teacher departure rises with the percentage of students considered at-risk.⁴ The District’s teachers leave schools with fewer than 20 percent of at-risk students at an annual rate of 18–20 percent while schools with the highest percentages lose almost a third of their teachers each year.

As a state-level agency, SBOE recognizes the limitations of this report that owe to the manner in which public data must currently be collected, and sees value in further refinement of our analysis. SBOE is nonetheless confident in the accuracy of this report’s updated findings. Earlier this month, the Office of the State Superintendent of Education (OSSE) and TNTP released a report on the District’s teacher workforce. Their analysis draws on individual-level data from multiple years of DCPS and public charter schools’ staff rosters. OSSE and TNTP find similar rates of teacher attrition in the District, with an average 30 percent of the District’s teachers leaving their classrooms at the end of each school year.⁵

Feedback and Next Steps

SBOE appreciates the engagement from the District’s education agencies—chiefly OSSE, the Office of the Deputy Mayor for Education, DCPS, and the D.C. Public Charter School Board (PCSB)—and numerous other stakeholders over the past year. The issue of teacher attrition has been a consistent part of the education policy discussion in the District.

³ Established in 2009, [IMPACT](#) is a DCPS evaluation tool that gives all school-based personnel ratings and feedback based on measures of their performance.

⁴ At-risk is defined by students who are homeless, in foster care, recipients of welfare and/or food stamps, and overage for grade level in high school.

⁵ OSSE and TNTP, [“District of Columbia Teacher Workforce Report”](#), October 2019 (pg. 25)





The State Board especially values the commitment of the District’s largest local education agency, DCPS, to “ensuring highly effective educators [are] in every school in every classroom,”⁶ as well as PCSB’s caution against “seeking universal best practices or approaches that every school should take to improve retention.”⁷ Additionally, the State Board is grateful for the five years of work that OSSE and TNTP have just embarked on to produce its report on teacher workforce trends. Their work has highlighted several factors that SBOE considers to be key drivers of teacher attrition: 58 percent of effective teachers stated their top reason for leaving a school was school culture, workload, and leadership.⁸ Personal reasons (e.g., retirement, moving, family matters) was a driver, but it does not appear to be the “most common reason.”⁹

This work and updated report continue to provide promising steps towards a better understanding of teacher attrition in the District. However, in order to continue this work, the State Board anticipates taking the following next steps:

- **Teacher Exit Survey:** SBOE plans to administer an exit survey to public-school teachers who have exited their classrooms, schools, and the profession over the past two school years.¹⁰ SBOE anticipates the survey being a part of an analysis that will include focus groups, structured interviews, and other survey methodology to contribute to a nuanced understanding as to why teachers have left their positions in DCPS and in public charter schools, and what could have been done to make them stay.
- **Annual Data Reporting:** Just as it did in October 2018, SBOE recognizes the need for—and calls for the creation and maintenance of—a single comprehensive and publicly available source of teacher attrition data. As previously noted, teacher data are not standardized across District schools, and the available data and analyses offer only a partial picture of teacher and principal attrition. The painstaking process of data collection for both this updated report and the OSSE and TNTP report serve to illustrate the current barriers to collecting, analyzing, and making actionable recommendations using data on the District’s teachers.¹¹ The Government of the District of Columbia must identify a way to make these data more readily accessible.

Contact

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⁶ DCPS provide comments on an embargoed copy of SBOE’s October 2019 report on October 2, 2019.

⁷ PCSB provide comments on an embargoed copy of SBOE’s October 2019 report on October 10, 2019.

⁸ OSSE and TNTP, “[District of Columbia Teacher Workforce Report](#)”, October 2019 (pg. 29)

⁹ In DCPS’ comments on October 2, 2019 they stated: “we know the most common reasons teachers choose to leave DCPS are relocation or retirement.”

¹⁰ The past two school years are defined as SY2017–18 and SY2018–19.

¹¹ The OSSE and TNTP partnership has existed for five years and their October 2019 report is the first published over this time period.



**TEACHER AND PRINCIPAL TURNOVER IN PUBLIC
SCHOOLS IN THE DISTRICT OF COLUMBIA**

2019 UPDATE

Prepared by Mary Levy

September 2019

Report Commissioned by the District of Columbia State Board of Education

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TEACHER AND PRINCIPAL TURNOVER IN PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA

2019 UPDATE and SYNTHESIS

EXECUTIVE SUMMARY

This paper, like its predecessor of 2018, was commissioned by the District of Columbia State Board of Education (SBOE), an elected body of nine members—one from each of the city’s eight wards and one chosen at large. The State Board has found that the rate at which educators leave their schools each year is a persistent challenge for schools and that there is evidence that higher rates of turnover are associated with lower student achievement. In the course of the intervening year, SBOE has convened meetings, held hearings, and set up an online portal to better understand the reasons underlying high rates of teacher and principal turnover and to assemble proposals to ameliorate them in the District.

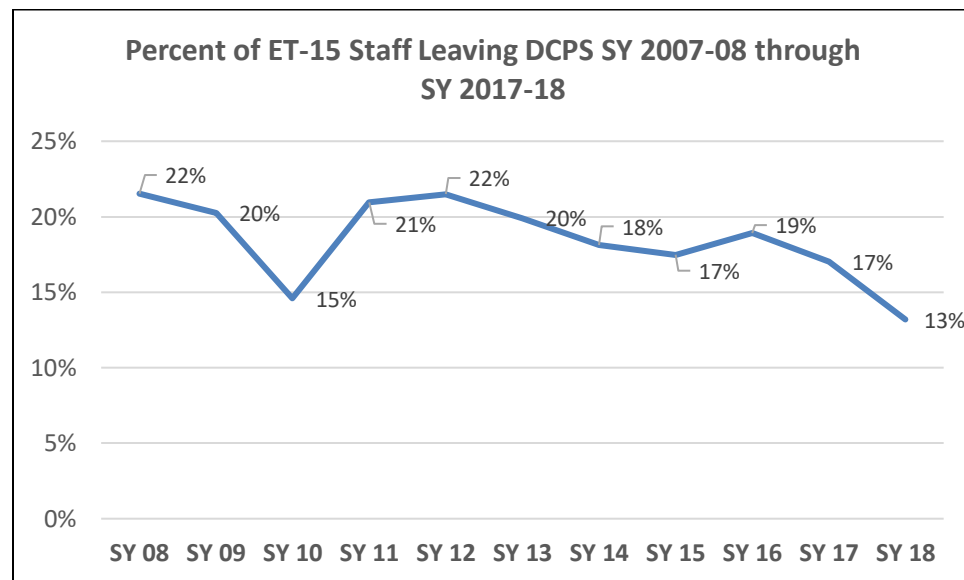
This study, which updates and includes the material of the 2018 study, deals only with the rates of turnover. It sets forth the levels of teacher and principal turnover and connects them with certain school characteristics. It relies on existing public information to determine annual turnover rates and trends, first at the level of our two public school sectors—the District of Columbia Public Schools (DCPS) and the public charter schools—and at the school level. It presents seven- and three-year teacher data for DCPS and three- and four-year data for the charter schools, school-by-school, then for schools grouped by ward, grade configuration (elementary, middle, etc.), and percentage of at-risk school enrollment by quintiles (0-20%, 20-40%, etc.). Principal data follow a similar template, with a five-year scope for both DCPS and public charter schools. Comparisons with the nation as a whole and with other cities follow, to the extent that comparable data are available, along with questions for future study and recommendations by SBOE members.

In general, teacher departures have occurred at similar levels in both DCPS and charter schools and the predominant trends have been flat, neither up nor down. **However, in the last year only (i.e., between SY2017-18 and SY 2018-19), DCPS turnover rates dropped in virtually every category studied, including ward level, grade configuration, and percentage of at-risk enrollment.** We cannot know yet whether this is a one-year only phenomenon, or a harbinger of better times to come. Teacher turnover is still higher than elsewhere, not just in the nation, but in other cities. Rates of departure vary greatly from school to school, but almost all are still in double digits and they are significantly higher in schools serving low-income students. Principal turnover has also been generally similar between DCPS and public charter schools, and trending flat in most regards, but as with teachers, the DCPS rate is down, although the charter school rate has gone up. As is *not* the case with teachers, principal turnover is mostly similar to national and other city levels.

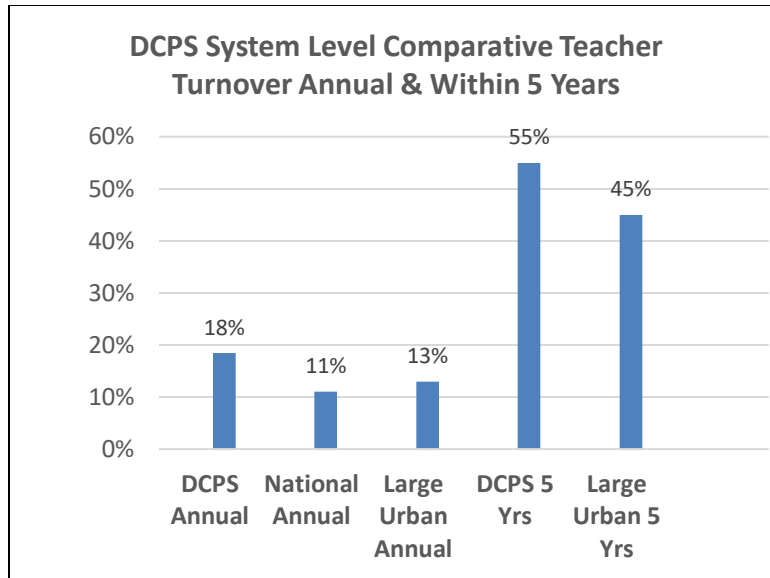
NOTE on School Year designations: references to year of teachers’ or principals’ leaving are as of the end of the school year. I.e., in the first table below, 13% of the 2017-18 teacher workforce left as of June 2018. Short-form year designations are like those used in fiscal years, identifying them by the latter part of the period. For example, SY 18 and SY 2018 are short for SY 2017-18. The designation “Left 2018” means that staff left as of June 2018.

Principal findings on teacher turnover:

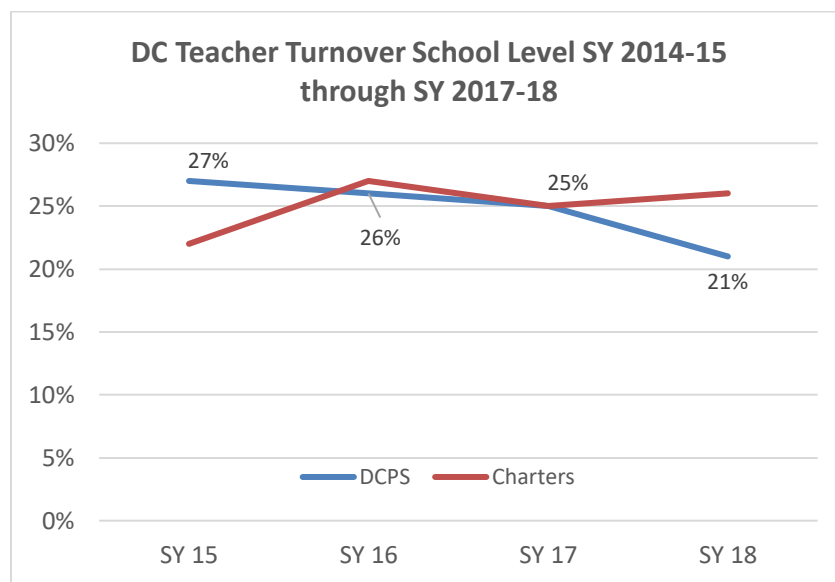
- Teacher turnover at the DCPS *system* level—the numbers leaving the system altogether—now averages 18% over the last decade with lesser percentages in the last two years, especially the latter, between SY 2017-18 and SY 2018-19. Since the charter sector is composed of autonomous schools, figures for that sector would not be meaningful and are not tracked here.



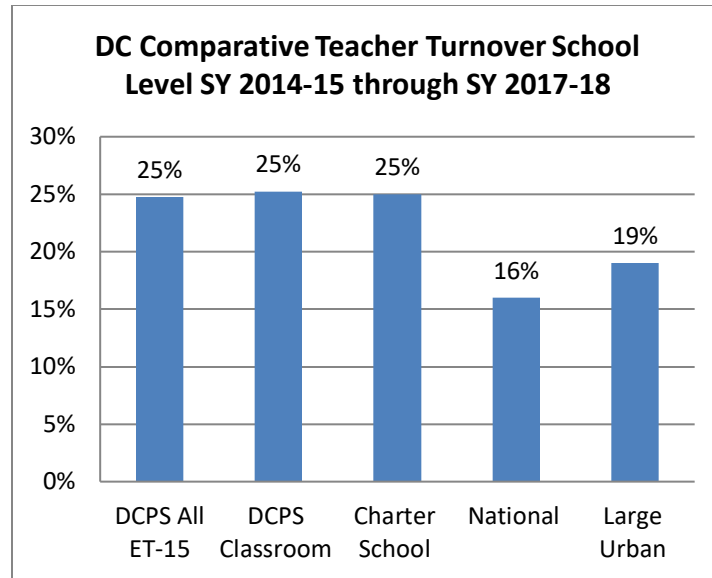
- Across the nation studies have found annual attrition rates of 8-11%, while among 16 urban districts in recent study, the average annual departure rate was 13%. Over the last decade, about 55% of DCPS teachers have left DCPS over five years compared to an average in a study of 16 urban districts of 45%.



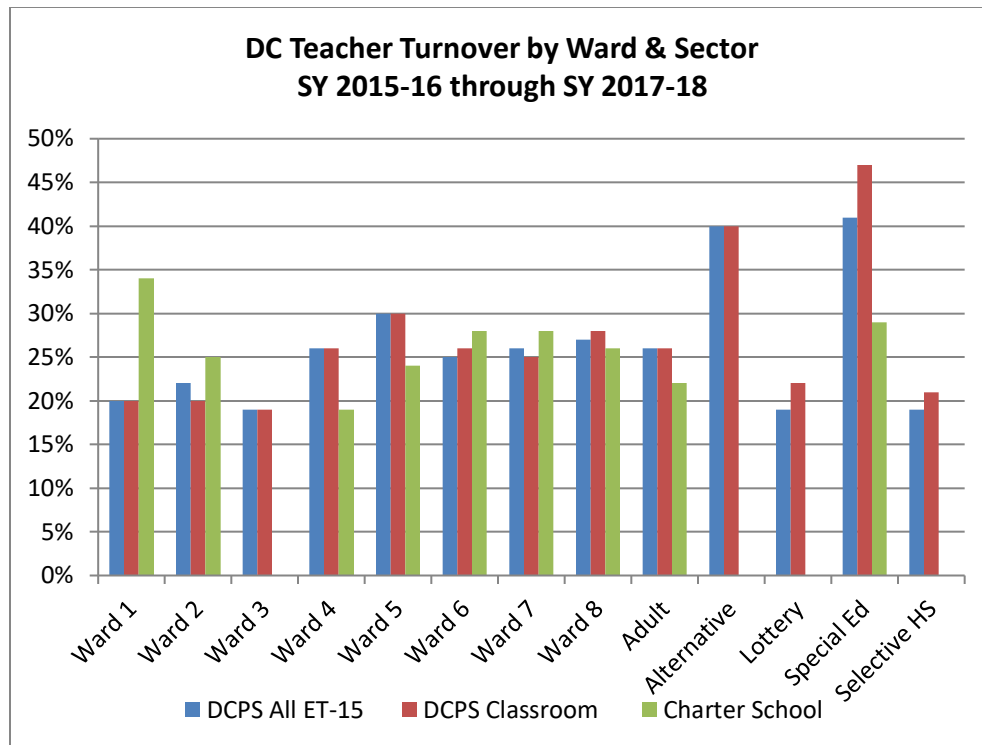
- Average teacher turnover annually at the *school* level in both sectors is, and has consistently been about 25%, though the DCPS rate has trended downward.



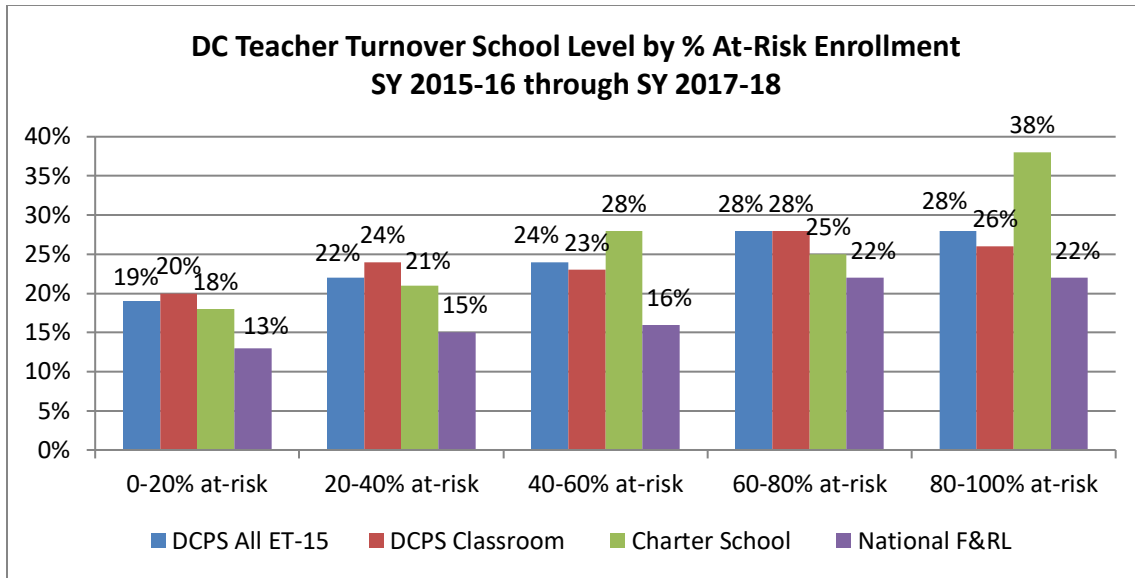
- Nationally the school level annual turnover rate is about 16%. City rates are higher: 19% in the study of large urban districts.



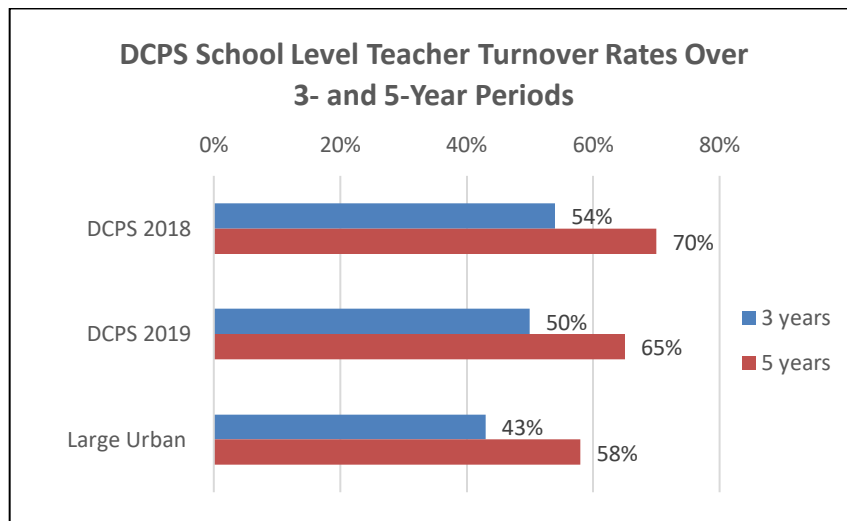
- Annual teacher turnover in DCPS neighborhood schools over the last three years is highest in Wards 5 and 8—30% and 28% respectively—and lowest in Wards 1 and 3—20% and 19% respectively. DCPS lottery and selective high school rates match those of Ward 3, while alternative and special education schools, very few in number, have high turnover rates.
- Charter school rates do not match up with ward characteristics very well. There are no charter schools in Ward 3 and only 2 in Ward 2. The attendance zone for all charter schools is the entire city. Though some draw predominantly from nearby neighborhoods, looking at their models would seem a more promising approach to differentiation.



- DCPS middle schools lose a higher percentage of teachers each year—31% over seven years and 28% over three years—than elementary or high schools, which are closer to 25% in both spans. The percentages diminished significantly at all levels in 2018. The grade structure of charter schools is highly variable and also fluid, as they add grades, so we did not attempt to classify them. Nationally there is little difference by grade structure.
- In both DCPS and charter schools, the rate of annual teacher departure rises with the percentage of students at-risk (homeless, foster care, recipients of welfare and/or food stamps, and overage for grade level in high school). DC teachers leave schools where fewer than 20% of students are designated at risk at an annual rate of 18-20% while schools with the highest percentages lose almost a third of their teachers each year. Comparisons with schools elsewhere are very approximate because they use free-lunch eligibility—no longer a useful measure in the District where most schools serve free lunch to all students regardless of income level. But at a very rough level, DC schools at all levels of poverty appear to have higher rates than their counterparts elsewhere.



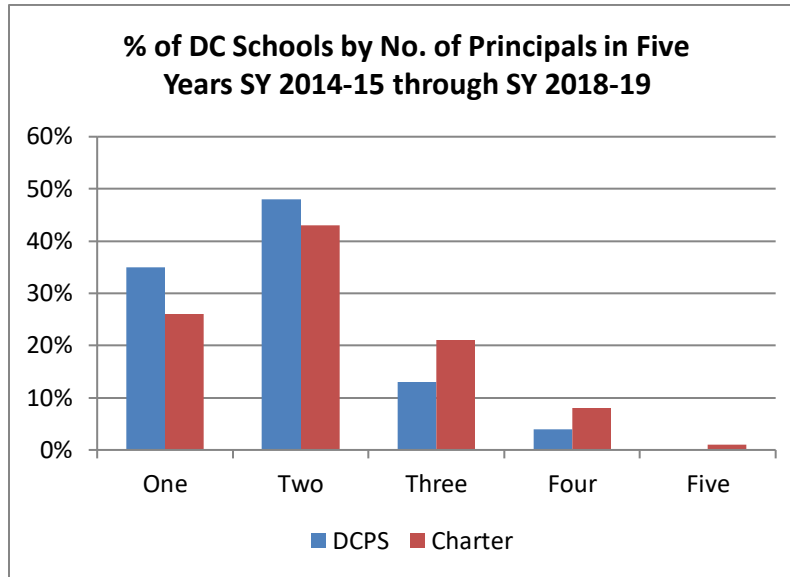
All school level findings above, whether year-by-year or averaged over several years, describe *annual* turnover. We wondered whether these numbers might represent a small group of revolving replacements offset by a large stable core of staff. For DCPS only, the data permit us to calculate how many teachers at each school remain for at least three and at least five years. The short answer to our question is no: patterns for three- and five-year turnover are those of annual turnover writ large.



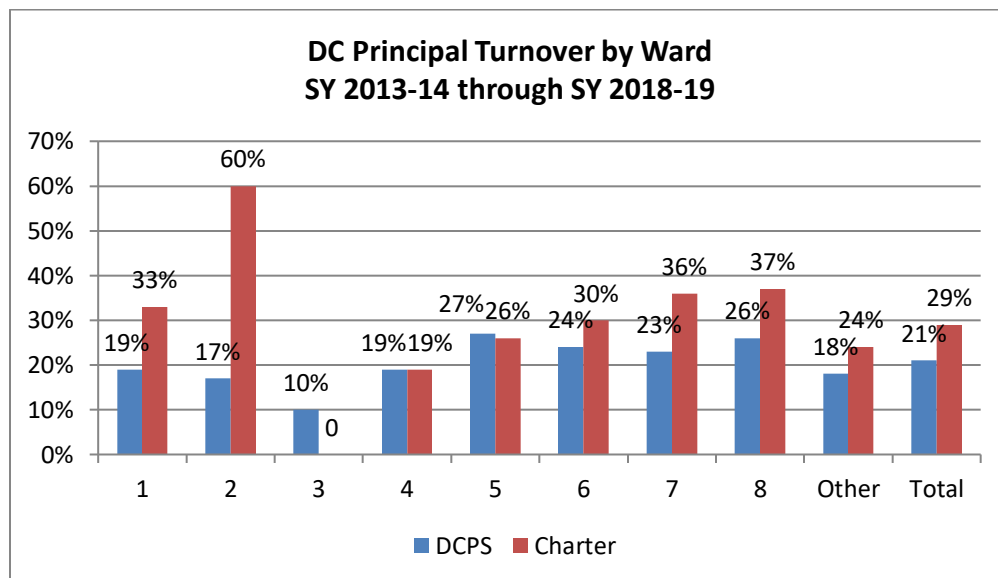
Principal findings on principal turnover:

- Annual principal turnover levels in both DCPS and the charter sector are generally similar—about 25% per year, though DCPS levels for the last two years are lower than in many previous years. National and urban principal turnover run at similar levels.

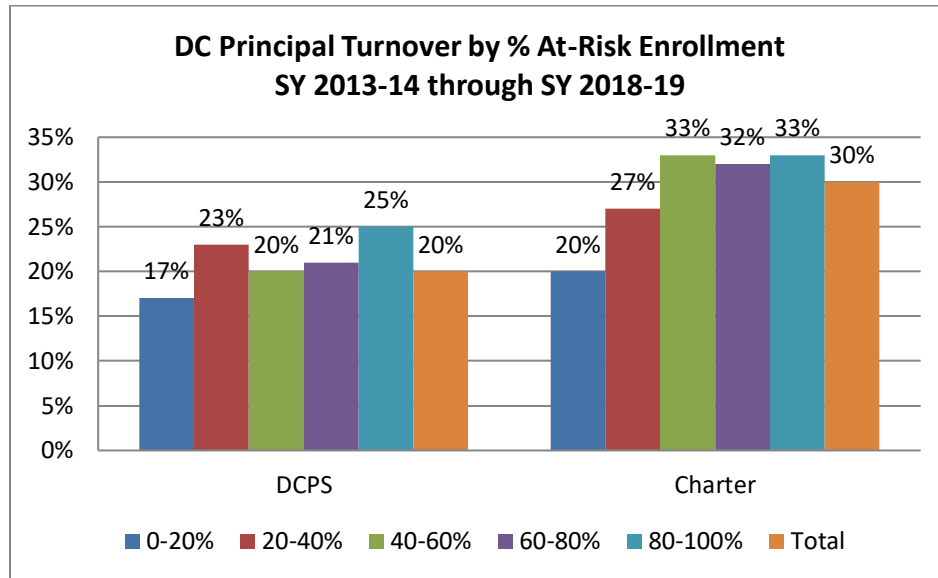
- Most DC schools, whether DCPS or public charter schools do not keep the same principal for the five years found in the research literature to be needed for effective school operation and improvement. Only about one third had the same principal for five or more years, while most had two or three.



- As with teacher turnover, DCPS principal turnover was highest in Wards 5 and 8, and least frequent in Ward 3; it was generally higher in the eastern half of the city. Charter schools, all of which are citywide, did not follow that pattern. (NB: Ward 2 has only two charter schools, one of which opened in fall 2016.)



- DCPS secondary school principals leave at a little higher rate than those in elementary schools, as do their counterparts elsewhere in the country.
- Rates of principal turnover are generally higher in both DCPS and public charter schools for schools with higher percentages of at-risk students. As of 2018, charter levels were noticeably higher than DCPS levels, which have trended downwards. These levels seem roughly comparable to those reported elsewhere in the country.



INTRODUCTION

This paper, like its predecessor of 2018, was commissioned by the District of Columbia State Board of Education (SBOE), an elected body of nine members—one from each of the city’s eight wards and one chosen at large. Noting that the rate at which educators leave their schools each year is a persistent challenge for schools and that there is evidence that higher rates of turnover are associated with lower student achievement, SBOE seeks to update its understanding of current trends in educator turnover and to better understand its relationship to school performance.

The scope is limited to numbers and trends, but the State Board is seeking information and insight elsewhere on why turnover is high and what might be done to remediate it. This report sets forth the levels of teacher and principal turnover and connects them with some school characteristics, looking particularly at whether trends are changing. A broader and deeper study of many factors both affecting and resulting from educator turnover—which the State Board is undertaking—is needed to understand its relationship to school performance and beyond that, to what to do about it.

This study relies on existing public information to determine annual turnover rates and trends, first at the level of our two public school sectors—the District of Columbia Public Schools (DCPS) and the public charter schools—then at the individual school level. It presents seven- and three-year teacher data for DCPS and three- and four-year data for the charter schools, school-by-school, then schools grouped by ward, grade configuration (elementary, middle, etc.), and percentage of at-risk school enrollment, by quintiles (0-20%, 20-40%, etc.). Principal data follow a similar template, with a five-year scope for both DCPS and charter school principals. Comparisons with the nation as a whole and with other cities follow, along with questions for future study and recommendations by SBOE members. This report incorporates the discussion and other contents of the 2018 study to obviate any need to consult both documents separately.

TEACHER TURNOVER DATA, TRENDS AND PATTERNS

Teacher turnover—beyond a natural, minimal level to be expected—is widely regarded as a serious problem for students, schools, and school systems. The research literature describes it as a “crisis” (National Commission on Teaching and America’s Future 2003) and a “critical challenge” (Papay et al. 2015). The reasons cited for why this matters are reduced student achievement, particularly for low-income students, rising teacher shortages, high costs of teacher recruitment and induction, and negative effects on coherent program implementation, particularly with on-going reform initiatives.¹ Though the extent to which these concerns apply in District of Columbia public education is beyond

¹ E.g., Carver-Thomas & Darling-Hammond (2017), Ronfeldt et al. (2011), Boyd et al. (2008), Barnes et al. (2007), Ingersoll (2012).

the scope of this paper, the reader is encouraged to think about them in pondering the data here presented and in considering next steps.

ANNUAL TEACHER TURNOVER IN DCPS

General parlance in the District uses the term “teacher” in several ways. In DCPS it can refer to all staff with the pay grade and plan ET-15, all of whom are in the Washington Teachers’ Union (WTU) bargaining unit. ET-15s include counselors, librarians, instructional coaches, speech, occupational and physical therapists, and most social workers and school psychologists, as well as classroom teachers. Some of these are listed in central offices, though almost all work with students, usually in multiple schools. The term “teacher” is also used for classroom teachers, to the exclusion of librarians, counselors, and others. Virtually all, no matter their job title, work with students. In fact, those who are not classroom teachers may have longer relationships with individual students over multiple years.

The first section below reports statistics for all ET-15s. The second reports statistics for classroom teachers, defined as those whose job title includes the word “teacher” and who are listed at local schools and not in central office accounts. The data source for both groups is mid-year staff lists (i.e., point-in-time data, generated by the DCPS PeopleSoft personnel system). Classroom teachers constitute a little over 85% of all ET-15s. **As the results turn out, there is no significant difference between the rates found for all ET-15s and those for classroom teachers at any level of analysis—not even at the level of the 113 individual schools.** Because there are differences in the total numbers, however, we have kept the groups separate, while repeating most of the context information, so as to be clear about which group is under discussion.

Teacher turnover can be measured, among other ways, at the system level or the school level. The first section below reports the rates of ET-15 staff *leaving the DCPS system altogether*, while the next sections report rates of ET-15 staff *leaving their schools*—whether they transfer to another DCPS school or leave the system entirely. Likewise, in the sections reporting attrition rates for classroom teachers, the first section reports only those leaving the DCPS system altogether, while the rest report on classroom teachers leaving their schools. From the point of view of the students, of course, the numbers leaving their schools are the figures that count.

Turnover of ET-15 Staff in DCPS

Turnover of ET-15 Staff in the DCPS System as a Whole

Annual ET-15 attrition system-wide over the last ten years has ranged from 13-22%, with an overall average of 18%. Over five years it has ranged from 13-19%, with the overall average of 17%. Over

the last three years, the average has been 16%, with a significant drop in the most recent year. The table below shows the percentage of each cohort that have left over multiple year periods. For example, of all ET-15s on board in the middle of SY 2011-12, 49% left in four years or less and 62% in seven years or less. Percentages for each cohort were quite similar as far out in years as they go—about one-third in two years or less, rising to 40% over three years, almost half in four years or less, and about 55% over 5 years. However, the numbers fell noticeably in the most recent year only.

Table 1: Number of DCPS ET-15 Staff & Number Leaving DCPS SY 2011-12 through SY 2017-18

School Year	Total ET-15 staff	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less
SY 2007-08	4325	931	1565	1845	2254	2573	2745	2930
SY 2008-09	4047	819	1220	1738	2098	2288	2486	2648
SY 2009-10	4288	626	1418	1951	2189	2437	2632	2806
SY 2010-11	4230	886	1587	1905	2175	2407	2588	2760
SY 2011-12	4148	892	1371	1754	2035	2269	2451	2565
SY 2012-13	3982	793	1213	1597	1859	2086	2204	
SY 2013-14	4275	775	1311	1711	1997	2137		
SY 2014-15	4278	748	1285	1665	1843			
SY 2015-16	4700	889	1439	1736				
SY 2016-17	4754	810	1247					
SY 2017-18	4835	638						

Table 2: Percent of DCPS ET-15 Staff Leaving DCPS SY 2011-12 through SY 2017-18

School Year	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less
SY 2007-08	22%	36%	43%	52%	59%	63%	68%
SY 2008-09	20%	30%	43%	52%	57%	61%	65%
SY 2009-10	15%	33%	45%	51%	57%	61%	65%
SY 2010-11	21%	38%	45%	51%	57%	61%	65%
SY 2011-12	22%	33%	42%	49%	55%	59%	62%
SY 2012-13	20%	30%	40%	47%	52%	55%	
SY 2013-14	18%	31%	40%	47%	50%		
SY 2014-15	17%	30%	39%	43%			
SY 2015-16	19%	31%	37%				
SY 2016-17	17%	26%					
SY 2017-18	13%						
Average 09-18	18%	31%	41%	49%	55%	60%	64%
Average 12-18	18%	30%	40%	46%	52%		
Average 16-18	16%	28%					

Turnover of DCPS ET-15 Staff at each School

Of the total ET-15 staff, 97% are in local schools, a percentage that has risen since SY 2011-12, when it was 91%, as DCPS moved most of its special education social workers and psychologists into local school budgets. Numbers for ET-15s in this section therefore differ in two regards from those for the system as a whole. First, total numbers of staff differ slightly:

Table 3: DCPS ET-15 Staff Reported as in Local Schools SY 2011-12 through SY 2017-18

	SY 2012	SY 2013	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018
Local schools ET-15	3788	3766	4108	4154	4571	4618	4678
Total DCPS ET-15	4148	3982	4275	4278	4700	4754	4835
Local school as % of total DCPS	91%	95%	96%	97%	97%	97%	97%

Much more important, this section reports rates of staff leaving *schools*, whereas the previous section reports on staff leaving the *DCPS system* altogether. Rates in this section reflect teachers who leave one DCPS school for another, as well as those leaving the system.

Table 4: Percent of DCPS ET-15 Staff Leaving Each School SY 2011-12 through SY 2017-18

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Aiton ES	7	ES	79%	70%	40%	28%	35%	50%	48%	35%	43%	44%
Amidon-Bowen ES	6	ES	65%	52%	39%	15%	29%	38%	24%	29%	32%	30%
Anacostia HS	8	HS	84%	37%	27%	23%	26%	29%	15%	17%	25%	21%
Ballou HS	8	HS	80%	29%	48%	28%	52%	33%	36%	25%	36%	31%
Ballou STAY HS	AD	AD	N/A	50%	29%	16%	33%	19%	17%	8%	23%	14%
Bancroft ES	1	ES	30%	37%	35%	35%	25%	9%	11%	11%	21%	10%
Barnard ES	4	ES	48%	7%	31%	31%	20%	17%	19%	23%	20%	19%
Beers ES	7	ES	53%	24%	15%	15%	12%	7%	5%	9%	11%	7%
Benjamin Banneker HS	SEL	HS	19%	27%	13%	15%	16%	20%	20%	6%	16%	14%
Boone ES (formerly Orr)	8	ES	77%	24%	31%	25%	33%	31%	17%	28%	27%	25%
Brent ES	6	ES	4%	7%	11%	15%	17%	25%	21%	26%	18%	24%
Brightwood EC	4	EC	42%	30%	25%	25%	17%	15%	10%	20%	18%	15%
Brookland MS	5	MS	51%	N/A	N/A	N/A	N/A	48%	50%	33%	N/A	44%
Browne EC	5	EC	73%	32%	46%	29%	27%	27%	34%	22%	29%	28%
Bruce-Monroe ES	1	ES	41%	16%	27%	27%	15%	20%	19%	19%	18%	19%
Bunker Hill ES	5	ES	45%	34%	67%	67%	65%	29%	14%	27%	38%	23%
Burroughs ES	5	ES	41%	21%	28%	28%	24%	26%	10%	22%	20%	20%
Burrville ES	7	ES	69%	47%	60%	60%	36%	45%	29%	35%	42%	36%

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
C.W. Harris ES	7	ES	82%	6%	50%	13%	34%	50%	16%	23%	28%	29%
Capitol Hill Montessori EC	LOT	EC	18%	27%	20%	17%	20%	28%	26%	24%	23%	26%
Cardozo EC	1	EC2	68%	38%	56%	28%	16%	24%	27%	22%	29%	24%
CHOICE Academy	ALT	ALT	N/A	56%	75%	75%	17%	38%	13%	29%	40%	26%
Cleveland ES	1	ES	49%	18%	7%	7%	15%	10%	22%	68%	14%	16%
Columbia Heights EC	1	EC2	53%	33%	38%	28%	20%	18%	23%	17%	25%	19%
Coolidge HS	4	HS	72%	20%	37%	29%	11%	17%	24%	26%	23%	22%
Deal MS	3	MS	7%	21%	27%	19%	29%	26%	23%	22%	24%	23%
Dorothy I. Height ES	4	ES	36%	N/A	N/A	N/A	N/A	90%	88%	16%	N/A	65%
Drew ES	7	ES	75%	38%	24%	24%	20%	26%	19%	28%	25%	24%
Duke Ellington HS of the Arts	SEL	HS	29%	13%	14%	14%	25%	38%	0%	64%	28%	36%
Dunbar HS	2	HS	65%	23%	24%	19%	27%	54%	38%	28%	31%	40%
Eastern HS	6	HS	60%	17%	9%	9%	17%	18%	30%	24%	20%	24%
Eaton ES	3	ES	6%	17%	9%	14%	8%	19%	8%	29%	15%	19%
Eliot-Hine MS	6	MS	62%	31%	41%	34%	32%	29%	36%	57%	37%	40%
Garfield ES	8	ES	82%	38%	35%	15%	19%	29%	23%	10%	23%	21%
Garrison ES	2	ES	38%	20%	54%	54%	30%	38%	26%	30%	33%	31%
H.D. Cooke ES	1	ES	43%	38%	31%	14%	43%	30%	18%	17%	27%	22%
H.D. Woodson HS	7	HS	71%	28%	22%	17%	17%	32%	25%	24%	24%	27%
Hardy MS	2	MS	20%	27%	37%	37%	14%	22%	22%	19%	21%	21%
Hart MS	8	MS	78%	21%	43%	32%	25%	25%	31%	19%	28%	25%
Hearst ES	3	ES	6%	25%	25%	21%	23%	19%	24%	9%	20%	17%
Hendley ES	8	ES	93%	33%	44%	44%	42%	59%	25%	24%	36%	36%
Houston ES	7	ES	71%	17%	15%	15%	20%	26%	22%	15%	18%	21%
Hyde-Addison ES	2	ES	12%	20%	24%	15%	33%	10%	19%	13%	19%	14%
Inspiring Youth Program	ALT	ALT	N/A	56%	50%	50%	22%	73%	36%	100 %	52%	69%
J.O. Wilson ES	6	ES	46%	9%	29%	29%	22%	32%	28%	27%	23%	29%
Janney ES	3	ES	1%	10%	9%	14%	18%	9%	17%	12%	13%	13%
Jefferson MS	6	MS	58%	50%	69%	69%	32%	18%	25%	28%	34%	24%
Johnson MS	8	MS	81%	35%	33%	19%	50%	36%	37%	24%	33%	33%
Kelly Miller MS	7	MS	68%	41%	63%	18%	47%	22%	37%	21%	37%	26%
Ketcham ES	8	ES	82%	36%	35%	27%	35%	39%	43%	18%	33%	34%
Key ES	3	ES	2%	17%	14%	19%	20%	21%	21%	16%	18%	19%
Kimball ES	7	ES	79%	25%	42%	24%	32%	30%	25%	10%	26%	21%
King ES	8	ES	84%	43%	55%	26%	33%	39%	39%	31%	38%	36%
Kramer MS	8	MS	86%	50%	48%	28%	48%	42%	50%	41%	44%	44%
Lafayette ES	4	ES	3%	8%	11%	18%	13%	18%	9%	13%	13%	13%

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Langdon ES	5	ES	53%	24%	57%	57%	39%	27%	26%	27%	33%	26%
Langley ES	5	ES	55%	48%	57%	57%	14%	44%	44%	29%	40%	35%
LaSalle-Backus EC	4	EC	53%	31%	48%	10%	33%	32%	18%	17%	26%	22%
Leckie EC	8	EC	47%	14%	29%	29%	6%	28%	13%	28%	19%	23%
Ludlow-Taylor ES	6	ES	23%	16%	17%	17%	16%	21%	8%	19%	17%	16%
Luke C. Moore HS	AD	AD	N/A	27%	32%	9%	33%	27%	26%	18%	25%	24%
MacFarland MS	4	MS	42%	N/A	N/A	N/A	N/A	N/A	33%	0%	N/A	12%
Malcolm X ES	8	ES	85%	63%	62%	7%	28%	30%	28%	23%	34%	27%
Mann ES	3	ES	2%	28%	15%	15%	7%	16%	21%	9%	15%	15%
Marie Reed ES	1	ES	31%	26%	30%	30%	35%	10%	10%	19%	21%	13%
Maury ES	6	ES	7%	12%	33%	23%	29%	19%	13%	9%	19%	14%
McKinley Tech HS/MS	SEL	EC2	43%	27%	22%	22%	26%	18%	22%	14%	20%	18%
Miner ES	6	ES	61%	13%	29%	29%	24%	18%	25%	19%	20%	21%
Moten ES	8	ES	85%	41%	48%	30%	24%	19%	53%	10%	33%	31%
Murch ES	3	ES	4%	15%	10%	16%	15%	20%	20%	15%	16%	18%
Nalle ES	7	ES	73%	21%	35%	15%	29%	26%	30%	35%	28%	30%
Noyes ES	5	ES	73%	47%	37%	27%	55%	24%	23%	21%	35%	23%
Oyster-Adams Bilingual EC	3	EC	10%	14%	21%	13%	20%	18%	17%	18%	17%	18%
Patterson ES	8	ES	87%	37%	64%	8%	22%	8%	18%	15%	23%	14%
Payne ES	6	ES	46%	29%	6%	6%	17%	24%	30%	27%	21%	27%
Peabody ES	6	ES	5%	29%	6%	15%	17%	39%	17%	16%	20%	24%
Phelps ACE HS	SEL	HS	49%	30%	34%	16%	10%	32%	25%	22%	24%	27%
Plummer/Davis ES	7	ES	78%	25%	56%	56%	18%	23%	19%	23%	27%	22%
Powell ES	4	ES	36%	30%	33%	33%	32%	20%	29%	27%	26%	25%
Randle Highlands ES	7	ES	54%	27%	16%	16%	33%	24%	21%	7%	20%	18%
Raymond EC	4	EC	45%	21%	17%	17%	34%	31%	32%	13%	24%	25%
River Terrace EC	SE	SE	49%	17%	30%	30%	67%	27%	52%	43%	35%	41%
Ron Brown College Prep HS	LOT	HS	56%	N/A	N/A	N/A	N/A	N/A	33%	8%	N/A	19%
Roosevelt HS	4	HS	68%	37%	38%	15%	29%	32%	43%	33%	33%	36%
Roosevelt STAY HS	AD	AD	N/A	13%	33%	33%	29%	38%	78%	11%	34%	41%
Ross ES	2	ES	6%	17%	29%	17%	38%	25%	31%	13%	24%	23%
Savoy ES	8	ES	78%	12%	7%	29%	37%	52%	28%	26%	28%	35%
School Without Walls EC (PK-12)	SEL	EC2	13%	15%	31%	8%	16%	17%	17%	18%	17%	18%
School-Within-School ES	LOT	ES	3%	20%	25%	4%	12%	13%	23%	18%	16%	18%
Seaton ES	2	ES	40%	4%	37%	37%	15%	11%	22%	11%	15%	15%
Shepherd ES	4	ES	14%	34%	25%	7%	25%	28%	13%	25%	23%	22%
Simon ES	8	ES	71%	32%	30%	9%	29%	19%	25%	14%	22%	19%

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Smothers ES	7	ES	68%	14%	35%	13%	44%	59%	25%	10%	29%	31%
Sousa MS	7	MS	73%	44%	54%	54%	50%	43%	31%	26%	38%	33%
Stanton ES	8	ES	89%	35%	15%	17%	36%	20%	16%	11%	21%	16%
Stoddert ES	3	ES	3%	4%	10%	6%	14%	11%	11%	14%	10%	12%
Stuart-Hobson MS	6	MS	28%	30%	35%	35%	28%	31%	25%	15%	27%	24%
Takoma EC	4	EC	45%	33%	25%	25%	26%	20%	17%	16%	21%	17%
Thomas ES	7	ES	76%	5%	16%	11%	24%	26%	26%	24%	20%	25%
Thomson ES	2	ES	40%	18%	18%	18%	8%	26%	24%	15%	17%	22%
Truesdell EC	4	EC	55%	43%	55%	55%	46%	32%	35%	28%	36%	32%
Tubman ES	1	ES	54%	14%	33%	33%	37%	19%	21%	16%	22%	19%
Turner ES	8	ES	83%	41%	46%	10%	26%	11%	27%	9%	23%	16%
Tyler ES	6	ES	35%	31%	37%	25%	29%	24%	35%	15%	28%	25%
Van Ness ES	6	ES	26%	N/A	N/A	N/A	N/A	25%	32%	19%	N/A	25%
Walker-Jones EC	6	EC	77%	32%	63%	10%	37%	43%	35%	30%	36%	36%
Washington Metropolitan HS	ALT	ALT	N/A	50%	50%	23%	46%	52%	50%	8%	40%	37%
Watkins ES	6	ES	19%	11%	47%	21%	18%	49%	18%	25%	27%	31%
West EC	4	EC	38%	58%	43%	43%	54%	38%	18%	24%	37%	26%
Wheatley EC	5	EC	79%	19%	40%	12%	51%	20%	24%	30%	28%	24%
Whittier EC	4	EC	49%	26%	32%	32%	16%	25%	17%	10%	18%	17%
Woodrow Wilson HS	3	HS	26%	19%	23%	23%	14%	18%	29%	16%	19%	21%
Youth Services Center	ALT	ALT	N/A	53%	42%	42%	57%	24%	31%	44%	37%	33%
Average DCPS Local Schools				27%	33%	18%	27%	26%	25%	21%	25%	24%

In DCPS local schools, on average, about a quarter of ET-15 staff have been leaving their schools annually, but the percentages at individual schools vary greatly from one school to another and from one year to another within the same school, especially at small schools where one or two departures make a big difference in the percentage. **The most recent results, however, show a drop in the average percentage leaving their schools from 25% to 21%, and percentages have recently trended a little downward.** As of the end of SY 2017-18, two-thirds of all schools had improvement in staff turnover. For almost all schools in all years, nonetheless, the percentages are in double digits. The remaining tables explore differences among schools by ward, by level (i.e., grade configuration), and by their percentage of at-risk students.

Turnover of DCPS ET-15s at the School Level by Ward

In addition to schools that are zoned for neighborhoods, DCPS has a variety of schools that serve students citywide (these are marked by abbreviation in the table above):

- Adult (AD): Ballou STAY, Roosevelt STAY, Luke C. Moore
- Alternative (ALT): CHOICE, Inspiring Youth (DC Jail), Washington Metropolitan, Youth Services Center (juvenile detention)
- Lottery (LOT): Capitol Hill Montessori, Ron Brown College Prep, School-Within-A School
- Special Education (SE): River Terrace (consolidation of Mamie D. Lee and Sharpe Health)
- Selective high schools (SEL): Banneker, Ellington, McKinley, Phelps, School Without Walls

We have separated these from the neighborhood schools because, though located physically in a ward, they have no ward-based community, and because the particulars of their missions seem to correlate with their teacher turnover.

Table 5: Percent of DCPS ET-15 Staff Leaving Their Schools by Ward SY 2011-12 through SY 2017-18

	# schs 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Ward 1	8	29%	35%	20%	25%	19%	20%	21%	24%	20%
Ward 2	7	19%	32%	16%	23%	24%	23%	18%	22%	22%
Ward 3	10	17%	18%	16%	18%	18%	21%	17%	18%	19%
Ward 4	15	28%	32%	17%	27%	29%	28%	20%	25%	26%
Ward 5	8	32%	43%	19%	37%	35%	30%	26%	32%	30%
Ward 6	16	24%	34%	19%	24%	27%	26%	23%	25%	25%
Ward 7	15	30%	36%	18%	29%	31%	25%	22%	27%	26%
Ward 8	18	33%	40%	22%	32%	30%	29%	21%	29%	27%
Adult	3	33%	31%	14%	31%	29%	39%	12%	27%	26%
Alternative	4	53%	52%	20%	42%	46%	38%	37%	41%	40%
Lottery	3	24%	22%	11%	16%	20%	26%	17%	19%	19%
Special Education	1	17%	30%	24%	67%	27%	52%	43%	35%	41%
Selective HS	5	23%	26%	12%	19%	20%	20%	18%	19%	19%
Non-ward school total	16	29%	30%	14%	27%	25%	27%	21%	24%	24%
City-wide average	113	27%	33%	18%	27%	26%	25%	21%	25%	24%

Among neighborhood schools, turnover rates by ward generally correspond with median household income and other measures that differentiate the District's wards by their residents' prosperity and property values. Turnover is consistently lowest in Ward 3, and highest in Wards 5 and 8. Among citywide schools, turnover is low in the selective high schools and three assignment-by-lottery schools considered highly desirable. It is high in alternative schools and the one special education

school, with adult schools in between. The relative positions of wards did not change in 2018, but along with the citywide drop from 25% to 21% Wards 2, 3, 4, and 8 had drops of four or more percentage points, as did adult and lottery schools.

Turnover of DCPS ET-15s at the School Level by School Grade Configuration

Most DCPS schools have one of four standard grade configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

Table 6: Percent of DCPS ET-15 Staff Leaving Their Schools by School Grade Configuration SY 2011-12 through SY 2017-18

	# schs 201 9	Left 201 2	Left 201 3	Left 201 4	Left 201 5	Left 201 6	Left 201 7	Left 201 8	7 yr aver	3 yr aver
Elementary PK3-5	64	25%	31%	17%	26%	26%	24%	20%	24%	23%
Education Campus PK3-8	13	28%	35%	15%	30%	27%	23%	21%	25%	23%
Education Campus Other PK3-12 or 6-12	4	30%	37%	20%	20%	19%	22%	18%	23%	20%
Middle School	12	32%	43%	23%	34%	29%	31%	25%	31%	28%
High School (excludes alternative)	12	26%	29%	20%	22%	28%	29%	22%	25%	26%
Adult	3	33%	31%	14%	31%	29%	39%	12%	27%	26%
Citywide average	108	27 %	33 %	18 %	27 %	26 %	25 %	21 %	25%	24 %

ET-15 turnover is highest in DCPS middle schools—almost one-third of the staff leaving annually, compared to about one-quarter of the staff at the other levels, but the middle school number fell to one-quarter in 2018. Elementary and high school rates also dropped by four or more percentage points. The rate of departure at the education campuses with exceptional grade structures, though shown for completeness' sake, is not meaningful because two of them (McKinley and School Without Walls) combine selective high schools with neighborhood lower schools. All four are large schools with relatively lower turnover rates, suggesting that redistributing them into their grade level components would lower the total high school turnover rates a little.

Turnover of DCPS ET-15s at the School Level by Percentage of Students At-Risk

Since SY 2014, the metric for identifying students needing high levels of support is “at-risk” status, defined as students who are homeless, in foster care, whose families qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), plus high school students who are one year or more older than the expected age for the grade in which they are enrolled. The percentage of at-risk students at each school, DCPS and charter, is determined from DC government databases. The metric is used for school funding and for free lunch eligibility; it is not applied to alternative and adult schools, which are therefore not included in the table below. Schools with 40% or more students at risk—about three-quarters of the schools in both sectors—serve free lunch to all students, regardless of family income, and no longer collect family income forms. Since at-risk numbers have been calculated only since 2013-14, free/reduced price lunch eligibility is used here in the two earliest school years. The number of eligible students was higher under that metric, but the distribution of schools by quintiles likely differs little.

Table 7: Percentage of DCPS ET-15 Staff Leaving Their Schools by Percentage of Students At-Risk SY 2011-12 through SY 2017-18

	# schs 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
0-20% at-risk	22	13%	12%	15%	22%	21%	20%	17%	18%	19%
20-40% at-risk	13	18%	25%	18%	20%	20%	26%	19%	21%	22%
40-60% at-risk	29	28%	31%	18%	26%	26%	24%	21%	24%	24%
60-80% at-risk	29	29%	39%	20%	30%	30%	29%	25%	29%	28%
80-100% at-risk	13	29%	36%	22%	32%	32%	30%	20%	30%	28%
DCPS average	106	27%	33%	18%	26%	26%	25%	21%	25%	24%

As the percentage of at-risk students increases, so does the rate at which ET-15 staff leave their schools. At the 22 schools with the fewest at-risk students, the rate is about 20%, but with a drop to 17% in 2018. At the 42 schools with the highest percentages, nearly 30% of the ET-15 staff have been leaving annually, but there was a significant improvement in 2018.

Turnover of Classroom Teachers in DCPS

The next sections provide the same kinds of data as the above, but for *classroom teachers listed in local schools only*. These include grade-level teachers, subject teachers, both elementary and secondary, special education teachers, ELL and bilingual education teachers.

Turnover of Classroom Teachers in DCPS as a Whole

Annual classroom teacher attrition system-wide over the last seven years is either the same or slightly higher than that of all ET-15s, and has ranged from 15 to 22%, with the overall average at 18%. As with all ET-15s, the percentage leaving the system at the end of SY 2017-18 dropped significantly to 15%. The average has been 17% over the last three years.

Table 8: Number of DCPS Classroom Teachers and Number Leaving DCPS SY 2011-12 through SY 2017-18

School Year	Total classroom teachers	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less
SY 2011-12	3553	766	1199	1534	1770	1965	2132	2311
SY 2012-13	3408	714	1080	1409	1627	1828	2012	
SY 2013-14	3648	658	1171	1472	1727	1952		
SY 2014-15	3664	650	1112	1449	1718			
SY 2015-16	4012	769	1255	1623				
SY 2016-17	4009	713	1166					
SY 2017-18	4045	588						

Table 9: Percent of DCPS Classroom Teachers Leaving DCPS SY 2011-12 through SY 2017-18

School Year	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less
SY 2011-12	22%	34%	43%	50%	55%	60%	65%
SY 2012-13	21%	32%	41%	48%	54%	59%	
SY 2013-14	18%	32%	40%	47%	54%		
SY 2014-15	18%	30%	40%	47%			
SY 2015-16	19%	31%	40%				
SY 2016-17	18%	29%					
SY 2017-18	15%						

The table also shows the percentage of each cohort that have left over multiple year periods. For example, of all classroom teachers employed in the middle of SY 2011-12, 50% left in four years or less and 65% in seven years or less. Percentages for each cohort, as far as they go in years, are about one-third in two years or less though diminishing slightly recently, and almost half in four years or less.

Turnover of DCPS Classroom Teachers by Evaluation Rating

The evaluation (“IMPACT”) ratings of DCPS teachers are confidential, hence not available to external researchers other than those with the permission and the capacity to enter confidentiality agreements with DCPS. However, in responding to questions from the DC Council in connection with annual performance oversight hearings, DCPS reported the retention of classroom teachers by their IMPACT ratings starting in SY 2012-13. Figures are not available for 2011-12, so averages are

only calculated over six years, not seven. Overall, the total numbers of teachers in the reports to the DC Council are a little lower than those from the database on which the other DCPS figures in this study are based—17% as opposed to 18-19% turnover in past years and 13% as opposed to 15% in the latest year. The total number of teachers in the IMPACT-based reports is lower by 100 to 250 teachers, depending on the year. For various reasons, including mid-year departures and incomplete evaluations, some teachers do not receive final ratings and are not included in the IMPACT-based reports. The difference may also reflect a difference of exactly which teachers are counted.

Table 10: Numbers and Percent of DCPS Classroom Teachers Leaving DCPS by Final IMPACT Rating SY 2012-13 through SY 2017-18

Numbers Leaving

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	6-year total
Ineffective	38	52	46	50	79	36	301
Minimally Effective	85	86	77	81	107	69	505
Developing	137	108	182	148	133	115	823
Effective	217	223	236	205	218	165	1,264
Highly Effective	94	123	130	137	123	114	721
Total	571	592	671	621	660	499	3,614

Percent at Each Rating Leaving

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	6-year average
Ineffective	100.0%	96.3%	100.0%	98.0%	98.8%	92.3%	97.6%
Minimally Effective	48.9%	53.1%	56.6%	51.3%	59.4%	50.4%	53.3%
Developing	21.6%	18.4%	32.0%	26.0%	22.9%	24.9%	24.3%
Effective	14.9%	14.9%	14.8%	12.7%	13.3%	9.9%	13.4%
Highly Effective	9.5%	11.6%	10.4%	9.7%	9.0%	7.4%	9.6%
Total	17.3%	17.6%	18.7%	16.3%	17.1%	13.0%	16.7%

Percent of Teachers Leaving by Rating

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	6-year average
Ineffective	7%	9%	7%	8%	12%	7%	8%
Minimally Effective	15%	15%	11%	13%	16%	14%	14%
Developing	24%	18%	27%	24%	20%	23%	23%
Effective	38%	38%	35%	33%	33%	33%	35%
Highly Effective	16%	21%	19%	22%	19%	23%	20%
Total	100%	100%	100%	100%	100%	100%	100%

Unsurprisingly, given the relationship of ratings to job security, the departure rate of teachers largely correlates with their ratings (second table above). Almost all with Ineffective and a little over half with Minimally Effective ratings leave DCPS, compared to about 10% for teachers rated Highly Effective. **As of June 2018, however, the departure rates of all categories except Developing dropped noticeably.** Looking at the distribution of ratings among the teachers leaving over the last six years, Ineffective and Minimally Effective teachers combined account for 22% of all teacher departures, while 55% of teachers leaving were rated Highly Effective or Effective (third table above). These numbers did not change appreciably in the most recent year, when 56% of departing teachers were rated Effective or better. In fact, 23% of those leaving were Highly Effective, the highest percentage so far.

Turnover of DCPS Classroom Teachers by School

Of the total ET-15 staff in local schools, about 86% are classroom teachers.

Table 11: DCPS Classroom Teachers Reported as in Local Schools SY 2011-12 through SY 2017-18

	SY 2012	SY 2013	SY 2014	SY 2015	SY 2016	SY 2017	SY 2018
Local school classroom teachers	3332	3295	3579	3614	3970	3972	4003
Local schools ET-15	3700	3711	3981	4132	4531	4618	4678
Classroom teachers as % of total ET-15	90%	89%	90%	87%	88%	86%	86%

As with the total ET-15 group, numbers in this section differ from those for the system as a whole. Total numbers of staff differ slightly, and this section reports rates of staff leaving *schools*, not those leaving the *DCPS system* altogether. Rates in this section reflect teachers who leave one DCPS school for another, as well as those leaving the system.

Table 12: Percent of DCPS Classroom Teachers Leaving Each School SY 2011-12 through SY 2017-18

School Name	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Aiton ES	7	ES	79%	75%	31%	30%	35%	45%	53%	27%	42%	41%
Amidon-Bowen ES	6	ES	65%	53%	37%	17%	33%	32%	23%	23%	30%	26%
Anacostia HS	8	HS	84%	43%	28%	22%	24%	32%	23%	25%	28%	27%
Ballou HS	8	HS	80%	33%	52%	30%	58%	35%	40%	25%	39%	33%
Ballou STAY HS	AD	AD	N/A	55%	27%	7%	29%	25%	0%	6%	20%	10%
Bancroft ES	1	ES	30%	31%	33%	19%	24%	8%	12%	12%	20%	11%

School Name	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Barnard ES	4	ES	48%	8%	32%	25%	21%	15%	20%	20%	20%	19%
Beers ES	7	ES	53%	26%	10%	9%	14%	8%	3%	13%	12%	8%
Benjamin Banneker HS	SEL	HS	19%	25%	19%	17%	8%	17%	26%	7%	17%	16%
Brent ES	6	ES	4%	8%	12%	13%	14%	27%	17%	26%	17%	23%
Brightwood EC	4	EC	42%	30%	25%	9%	17%	18%	10%	21%	18%	16%
Brookland MS	5	MS	51%	N/A	N/A	N/A	N/A	48%	50%	33%	N/A	44%
Browne EC	5	EC	73%	34%	45%	23%	32%	30%	35%	21%	31%	29%
Bruce-Monroe ES	1	ES	41%	18%	24%	8%	4%	23%	19%	22%	17%	22%
Bunker Hill ES	5	ES	45%	31%	32%	18%	58%	21%	12%	21%	28%	18%
Burroughs ES	5	ES	41%	21%	16%	11%	30%	19%	8%	18%	18%	15%
Burrville ES	7	ES	69%	46%	55%	36%	33%	44%	32%	31%	41%	37%
C.W. Harris ES	7	ES	82%	6%	50%	14%	31%	50%	19%	27%	29%	32%
Capitol Hill Montessori EC	LOT	EC	18%	33%	17%	17%	19%	20%	30%	26%	23%	26%
Cardozo EC	1	EC2	68%	30%	54%	29%	19%	29%	29%	28%	30%	29%
CHOICE Academy	ALT	ALT	N/A	54%	86%	25%	20%	50%	0%	33%	43%	28%
Cleveland ES	1	ES	49%	20%	9%	4%	21%	12%	21%	29%	17%	21%
Columbia Heights EC	1	EC2	53%	35%	42%	26%	19%	18%	22%	17%	25%	19%
Coolidge HS	4	HS	72%	17%	33%	30%	9%	20%	26%	29%	24%	25%
Deal MS	3	MS	7%	24%	31%	16%	27%	26%	23%	20%	24%	23%
Dorothy I. Height ES	4	ES	36%	N/A	N/A	N/A	N/A	91%	89%	24%	N/A	15%
Drew ES	7	ES	75%	29%	27%	28%	24%	21%	13%	26%	23%	20%
Duke Ellington HS of the Arts	SEL	HS	29%	14%	0%	33%	25%	40%	0%	50%	18%	21%
Dunbar HS	2	HS	65%	27%	25%	18%	26%	54%	44%	22%	32%	40%
Eastern HS	6	HS	60%	18%	10%	19%	20%	18%	32%	27%	22%	26%
Eaton ES	3	ES	6%	21%	9%	17%	11%	21%	12%	28%	17%	20%
Eliot-Hine MS	6	MS	62%	42%	42%	36%	36%	29%	38%	67%	41%	44%
Garfield ES	8	ES	82%	33%	40%	18%	23%	26%	32%	9%	25%	23%
Garrison ES	2	ES	38%	23%	48%	35%	28%	41%	29%	26%	33%	32%
H.D. Cooke ES	1	ES	43%	36%	35%	14%	43%	34%	8%	18%	26%	20%
H.D. Woodson HS	7	HS	71%	33%	24%	15%	2%	38%	25%	27%	24%	30%
Hardy MS	2	MS	20%	27%	35%	6%	13%	21%	18%	19%	20%	19%
Hart MS	8	MS	78%	28%	50%	33%	26%	29%	37%	23%	32%	30%
Hearst ES	3	ES	6%	24%	29%	24%	22%	19%	22%	10%	21%	17%
Hendley ES	8	ES	93%	33%	41%	22%	45%	53%	29%	29%	36%	37%
Houston ES	7	ES	71%	14%	6%	32%	19%	23%	26%	19%	21%	23%
Hyde-Addison ES	2	ES	12%	18%	27%	12%	32%	4%	18%	11%	17%	11%
Inspiring Youth Program	ALT	ALT	N/A	56%	50%	13%	13%	67%	44%	40%	41%	52%
J.O. Wilson ES	6	ES	46%	9%	25%	6%	25%	28%	28%	29%	22%	28%

School Name	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Janney ES	3	ES	1%	11%	10%	16%	16%	10%	16%	11%	13%	12%
Jefferson MS	6	MS	58%	48%	71%	32%	35%	11%	23%	33%	35%	23%
Johnson MS	8	MS	81%	45%	41%	24%	55%	41%	43%	17%	38%	34%
Kelly Miller MS	7	MS	68%	40%	64%	21%	43%	23%	41%	22%	38%	28%
Ketcham ES	8	ES	82%	40%	33%	24%	39%	42%	44%	17%	34%	35%
Key ES	3	ES	2%	18%	15%	14%	14%	22%	17%	11%	16%	17%
Kimball ES	7	ES	79%	25%	37%	32%	39%	30%	22%	8%	27%	19%
King ES	8	ES	84%	39%	46%	28%	33%	41%	41%	27%	37%	36%
Kramer MS	8	MS	86%	55%	50%	32%	46%	46%	52%	39%	46%	46%
Lafayette ES	4	ES	3%	9%	12%	19%	12%	17%	12%	17%	14%	15%
Langdon ES	5	ES	53%	20%	55%	19%	38%	23%	20%	30%	30%	24%
Langley ES	5	ES	55%	44%	60%	24%	12%	43%	52%	26%	39%	40%
LaSalle-Backus EC	4	EC	53%	31%	50%	12%	33%	28%	17%	18%	26%	21%
Leckie EC	8	EC	47%	15%	29%	8%	3%	22%	14%	31%	18%	23%
Ludlow-Taylor ES	6	ES	23%	22%	14%	22%	18%	19%	6%	14%	16%	13%
Luke C. Moore HS	AD	AD	N/A	35%	41%	6%	47%	31%	27%	14%	29%	24%
MacFarland MS	4	MS	42%	N/A	N/A	N/A	N/A	N/A	17%	0%	N/A	6%
Malcolm X ES	8	ES	85%	57%	56%	7%	25%	35%	25%	23%	32%	27%
Mann ES	3	ES	2%	33%	13%	17%	8%	15%	24%	10%	17%	16%
Marie Reed ES	1	ES	31%	18%	28%	15%	32%	5%	8%	23%	18%	13%
Maury ES	6	ES	7%	9%	18%	21%	24%	19%	11%	14%	16%	14%
McKinley Tech HS/MS	SEL	EC2	43%	27%	21%	10%	27%	18%	25%	13%	20%	19%
Miner ES	6	ES	61%	14%	29%	17%	24%	21%	32%	19%	22%	24%
Moten ES	8	ES	85%	46%	40%	31%	28%	22%	55%	20%	34%	33%
Murch ES	3	ES	4%	14%	8%	20%	13%	27%	21%	15%	17%	21%
Nalle ES	7	ES	73%	22%	39%	13%	28%	27%	32%	35%	28%	32%
Noyes ES	5	ES	73%	50%	39%	26%	61%	25%	23%	21%	37%	23%
Orr ES	8	ES	77%	27%	35%	21%	26%	35%	23%	28%	28%	29%
Oyster-Adams Bilingual EC	3	EC	10%	16%	25%	14%	23%	19%	19%	20%	19%	19%
Patterson ES	8	ES	87%	35%	60%	9%	22%	9%	18%	15%	23%	14%
Payne ES	6	ES	46%	21%	6%	12%	15%	17%	36%	32%	21%	28%
Peabody ES	6	ES	5%	25%	7%	16%	18%	38%	19%	13%	19%	23%
Phelps ACE HS	SEL	HS	49%	35%	33%	18%	10%	35%	29%	25%	26%	30%
Plummer ES	7	ES	78%	23%	53%	28%	18%	20%	18%	23%	26%	20%
Powell ES	4	ES	36%	31%	35%	8%	36%	22%	24%	24%	26%	24%
Randle Highlands ES	7	ES	54%	20%	14%	10%	38%	27%	19%	4%	19%	18%
Raymond EC	4	EC	45%	17%	16%	14%	39%	34%	37%	13%	25%	28%
River Terrace EC	SE	SE	49%	14%	29%	24%	65%	23%	52%	48%	35%	42%

School Name	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Ron Brown College Prep HS	LOT	HS	56%	N/A	N/A	N/A	N/A	N/A	42%	11%	N/A	23%
Roosevelt HS	4	HS	68%	41%	40%	16%	30%	36%	43%	37%	36%	39%
Roosevelt STAY HS	AD	AD	N/A	14%	33%	23%	21%	44%	71%	7%	33%	41%
Ross ES	2	ES	6%	0%	20%	13%	43%	23%	38%	15%	23%	26%
Savoy ES	8	ES	78%	14%	9%	32%	36%	48%	28%	25%	28%	34%
School Without Walls EC (PK-12)	SEL	EC2	13%	14%	32%	7%	17%	19%	20%	20%	18%	19%
School-Within-School ES	LOT	ES	3%	13%	30%	5%	19%	15%	20%	21%	18%	19%
Seaton ES	2	ES	40%	4%	31%	18%	16%	12%	24%	16%	17%	16%
Shepherd ES	4	ES	14%	36%	21%	4%	29%	25%	15%	23%	22%	21%
Simon ES	8	ES	71%	26%	29%	10%	26%	19%	17%	16%	20%	17%
Smothers ES	7	ES	68%	18%	39%	13%	50%	57%	29%	8%	30%	31%
Sousa MS	7	MS	73%	45%	57%	24%	52%	35%	26%	10%	36%	24%
Stanton ES	8	ES	89%	32%	20%	18%	38%	23%	22%	11%	23%	19%
Stoddert ES	3	ES	3%	8%	8%	7%	13%	16%	10%	13%	11%	13%
Stuart-Hobson MS	6	MS	28%	35%	37%	23%	26%	31%	23%	17%	27%	24%
Takoma EC	4	EC	45%	34%	24%	19%	22%	17%	21%	18%	22%	19%
Thomas ES	7	ES	76%	11%	20%	10%	29%	21%	24%	18%	20%	21%
Thomson ES	2	ES	40%	18%	10%	17%	10%	14%	25%	11%	15%	17%
Truesdell EC	4	EC	55%	44%	60%	18%	50%	32%	38%	27%	37%	33%
Tubman ES	1	ES	54%	16%	31%	15%	38%	20%	22%	14%	22%	18%
Turner ES	8	ES	83%	41%	41%	12%	32%	6%	26%	8%	22%	13%
Tyler ES	6	ES	35%	31%	50%	27%	28%	24%	37%	14%	30%	25%
Van Ness ES	6	ES	26%	N/A	N/A	N/A	N/A	22%	36%	18%	N/A	25%
Walker-Jones EC	6	EC	77%	33%	65%	14%	40%	44%	40%	33%	39%	39%
Washington Metropolitan	ALT	ALT	N/A	58%	47%	29%	50%	53%	55%	16%	44%	41%
Watkins ES	6	ES	19%	21%	45%	20%	18%	52%	19%	19%	28%	31%
West EC	4	EC	38%	57%	45%	39%	57%	38%	18%	25%	38%	27%
Wheatley EC	5	EC	79%	22%	42%	14%	53%	26%	18%	23%	28%	22%
Whittier EC	4	EC	49%	23%	31%	9%	18%	23%	17%	9%	18%	16%
Woodrow Wilson HS	3	HS	26%	21%	22%	18%	15%	19%	30%	15%	20%	21%
Youth Services Center	ALT	ALT	N/A	47%	36%	15%	58%	27%	38%	46%	38%	37%
Total				28%	33%	18%	27%	27%	26%	21%	26%	25%

In DCPS local schools as a whole, as with ET-15 staff, about one-fourth of classroom teachers have been leaving their schools annually, but as of 2017-18 the rate dropped to 21%. Two-thirds of all schools experienced improvement between that year and the year before. Percentages at individual schools vary widely from one school to another and from one year to another within the same school,

but for almost all schools in all years the percentages are still in double digits. The remaining tables explore differences among schools by ward, level, and their percentage of at-risk students.

Turnover of DCPS Classroom Teachers at the School Level by Ward

In addition to schools that are zoned for neighborhoods, DCPS has a variety of schools that serve students citywide (these are marked by abbreviation in the table above):

- Adult (AD): Ballou STAY, Roosevelt STAY, Luke C. Moore
- Alternative (ALT): CHOICE, Inspiring Youth (DC Jail), Washington Metropolitan, Youth Services Center
- Lottery (LOTT): Capitol Hill Montessori, Ron Brown College Prep, School-Within-A School
- Special Education (SE): River Terrace (formerly Mamie D. Lee and Sharpe Health)
- Selective high schools (SEL): Banneker, Ellington, McKinley, Phelps, School Without Walls

We have separated these from the neighborhood schools because though located physically in a ward, they have no ward-based community, and because the special characteristics of their missions may well correlate with their teacher turnover.

Table 13: Percent of DCPS Classroom Teachers Leaving Their Schools by Ward SY 2011-12 through SY 2017-18

	# schs 2019	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Ward 1	8	27%	35%	19%	24%	20%	19%	20%	23%	20%
Ward 2	7	20%	28%	17%	22%	28%	29%	16%	21%	20%
Ward 3	10	19%	19%	16%	17%	20%	21%	16%	19%	19%
Ward 4	15	27%	32%	17%	28%	30%	28%	22%	26%	26%
Ward 5	8	32%	43%	19%	40%	30%	28%	23%	31%	30%
Ward 6	16	25%	33%	20%	25%	27%	27%	24%	25%	26%
Ward 7	15	31%	36%	20%	28%	30%	25%	20%	27%	25%
Ward 8	18	35%	40%	22%	33%	31%	32%	22%	31%	28%
Adult	3	37%	35%	11%	33%	35%	33%	9%	27%	26%
Alternative	4	54%	51%	21%	43%	47%	42%	30%	42%	40%
Lottery	3	25%	23%	11%	19%	17%	28%	20%	21%	22%
Special Education	1	14%	29%	24%	65%	23%	52%	48%	35%	42%
Selective HS	5	23%	26%	12%	18%	21%	23%	17%	20%	21%
Non-ward total	16	29%	31%	14%	26%	26%	29%	20%	25%	25%
DCPS average	113	28%	33%	18%	27%	27%	26%	21%	26%	25%

The neighborhood school turnover rates generally correspond with median household income and similar measures that differentiate the District's wards. Turnover is consistently lowest in Ward 3, and highest in Wards 5 and 8. Among citywide schools, turnover is low in the selective high schools and three popular citywide assignment-by-lottery schools. It is high in alternative schools and the one special education school, with adult schools in between except for 2017-18. There were significant drops in most wards between that year and the year before.

Turnover of DCPS Classroom Teachers at the School Level by School Grade Configuration

Most DCPS schools have one of four standard configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

Table 14: Percent of DCPS Classroom Teachers Leaving Their Schools by School Grade Configuration SY 2011-12 through SY 2017-18

	# schs 2019	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
Elementary	64	25%	29%	18%	26%	26%	24%	19%	24%	25%
Education Campus PK3-8	13	28%	36%	15%	31%	27%	24%	22%	24%	21%
Education Campus Other PK3-12 or 6-12	4	28%	38%	19%	20%	21%	24%	20%	24%	22%
Middle School	12	36%	46%	23%	33%	29%	31%	24%	31%	27%
High School (excludes alternative)	12	29%	30%	20%	21%	30%	32%	23%	27%	29%
Adult	3	37%	35%	11%	33%	35%	33%	9%	27%	26%
DCPS average	108	28%	33%	18%	27%	27%	26%	21%	25%	24%

Classroom teacher turnover is highest in DCPS middle schools—almost one-third of the staff leaving annually, compared to a little over one-quarter of the staff at the other levels, but the departure rate dropped at all levels in 2018. The rate of departure at the education campuses with exceptional structures, though shown for completeness' sake, are not meaningful because two of them (McKinley and School Without Walls) combine selective high schools with neighborhood lower schools. All four are large schools with relatively lower turnover rates, suggesting that redistributing them into their grade level components would lower the total high school turnover rates a little.

Turnover of DCPS Classroom Teachers at the School Level by Percent of Students At-Risk

Since SY 2014, the metric for identifying students needing high levels of support is “at-risk” status, defined as students who are homeless, in foster care, welfare and food stamp recipients plus high school students who are overage for their grade, as determined from DC government databases. It is not applied to alternative and adult schools, and is replaced here by free/reduced price lunch eligibility in the two earliest school years

Table 15: Percent of DCPS Classroom Teachers Leaving Their Schools by Percent of Students At-Risk SY 2011-12 through SY 2017-18

	# schs 2019	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	Left 2018	7 yr aver	3 yr aver
0-20% at risk	22	14%	12%	15%	19%	21%	19%	17%	18%	20%
20-40% at risk	13	19%	25%	18%	19%	20%	28%	18%	22%	24%
40-60% at risk	29	29%	30%	17%	26%	26%	23%	21%	23%	23%
60-80% at risk	29	29%	39%	21%	30%	31%	31%	25%	30%	28%
80-100% at risk	13	30%	36%	23%	33%	33%	32%	20%	29%	26%
DCPS average	106	27%	33%	18%	26%	27%	26%	21%	25%	25%

As the percentage of at-risk students increases, so does the rate at which classroom teachers leave their schools. At the 22 schools with the fewest at-risk students, the rate is about 20%, while at the 42 schools with the highest percentages, almost one-third of the classroom teachers have been leaving annually though rates dropped more for those schools than for others in 2018.

THREE- TO FIVE-YEAR TEACHER TURNOVER AT THE SCHOOL LEVEL IN DCPS

The data and discussion in the above sections of this report all regard *annual* levels of teacher turnover. To determine whether or not these numbers represent a small group of revolving replacements offset by a large stable core of staff, we have added a study of the numbers of ET-15 staff who leave within three and five years of their tenure at each school. (Numbers for the *system* level appear in the first section above.) Because annual turnover numbers for all ET-15s are indistinguishable from those for classroom teachers, we limited the analysis to ET-15s.

Table 16: Range of ET-15 Staff Departures at DCPS School Level Over Three- and Five-Year Periods

	Over 3 years		Over 5 years	
	2018	2019	2018	2019
Minimum	24%	16%	34%	31%
5th percentile	35%	31%	45%	45%
25th percentile	45%	42%	58%	55%
Median	54%	50%	74%	64%

	Over 3 years		Over 5 years	
	2018	2019	2018	2019
75th percentile	67%	62%	85%	76%
95th percentile	85%	78%	100%	89%
Maximum	100%	86%	100%	96%

The short answer to the question posed above is no: patterns for three- and five-year turnover are those of annual turnover writ large. At DCPS local schools, on average, a little over 50% of the staff employed three years earlier had left by SY 2017-18 and SY2018-19, about 70% of the staff employed five years earlier had left as of the same two years. The ranges among schools are enormous, as the table below shows, but even the single most stable schools lose at least a quarter of their staff over three years and one-third over five years. One-fourth of schools lose two-thirds to 100% of their staff over three years, and 75%-100% over five years. As the changes in the above table indicate, the decrease in ET-15 staff departures as of June 2018 sufficed to change the three- and five-year leave rates noticeably. For that reason we show both sets of data below.

Table 17: Number and Percent of ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods

As of 2017-18

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Aiton ES	7	ES	79%	26	23	88%	20	20	100%
Amidon-Bowen ES	6	ES	65%	31	19	61%	23	18	78%
Anacostia HS	8	HS	84%	58	32	55%	66	53	80%
Ballou HS	8	HS	80%	63	43	68%	94	78	83%
Ballou STAY HS	AD	AD	N/A	18	9	50%	17	13	76%
Bancroft ES	1	ES	30%	52	19	37%	49	30	61%
Barnard ES	4	ES	48%	59	29	49%	52	36	69%
Beers ES	7	ES	53%	42	10	24%	33	14	42%
Benjamin Banneker HS	SEL	HS	19%	31	14	45%	30	15	50%
Brent ES	6	ES	4%	30	11	37%	28	14	50%
Brightwood EC	4	EC	42%	54	21	39%	44	25	57%
Brookland MS	5	MS	51%	N/A	N/A	N/A	N/A	N/A	N/A
Browne EC	5	EC	73%	41	27	66%	35	28	80%
Bruce-Monroe ES	1	ES	41%	53	19	36%	48	25	52%
Bunker Hill ES	5	ES	45%	23	15	65%	24	22	92%
Burroughs ES	5	ES	41%	33	16	48%	32	16	50%
Burrville ES	7	ES	69%	22	14	64%	25	18	72%
C.W. Harris ES	7	ES	82%	29	19	66%	22	21	95%
Capitol Hill Montessori EC	LOTT	EC	18%	25	13	52%	15	8	53%

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Cardozo HS/MS	1	EC2	68%	79	42	53%	61	53	87%
CHOICE Academy	ALT	ALT	N/A	6	3	50%	8	6	75%
Cleveland ES	1	ES	49%	26	10	38%	27	12	44%
Columbia Heights HS/MS	1	EC2	53%	103	43	42%	102	63	62%
Coolidge HS	4	HS	72%	38	13	34%	46	34	74%
Deal MS	3	MS	7%	100	58	58%	84	58	69%
Dorothy I. Height ES	4	ES	36%	N/A	N/A	N/A	N/A	N/A	N/A
Drew ES	7	ES	75%	20	10	50%	17	13	76%
Duke Ellington HS of the Arts	SEL	HS	29%	N/A	N/A	N/A	N/A	N/A	N/A
Dunbar HS	5	HS	65%	48	41	85%	46	42	91%
Eastern HS	6	HS	60%	75	41	55%	43	28	65%
Eaton ES	3	ES	6%	38	13	34%	35	18	51%
Eliot-Hine MS	6	MS	62%	28	19	68%	29	22	76%
Garfield ES	8	ES	82%	27	13	48%	23	15	65%
Garrison ES	2	ES	38%	33	22	67%	26	22	85%
H.D. Cooke ES	1	ES	43%	42	31	74%	39	34	87%
H.D. Woodson HS	7	HS	71%	60	31	52%	68	45	66%
Hardy MS	2	MS	20%	36	17	47%	38	27	71%
Hart MS	8	MS	78%	51	30	59%	46	35	76%
Hearst ES	3	ES	6%	26	11	42%	24	18	75%
Hendley ES	8	ES	93%	38	27	71%	45	38	84%
Houston ES	7	ES	71%	30	12	40%	20	9	45%
Hyde-Addison ES	2	ES	12%	30	14	47%	25	15	60%
Inspiring Youth Program	ALT	ALT	N/A	9	9	100%	6	6	100%
J.O. Wilson ES	6	ES	46%	41	22	54%	35	25	71%
Janney ES	3	ES	1%	55	19	35%	43	21	49%
Jefferson MS	6	MS	58%	31	13	42%	29	26	90%
Johnson MS	8	MS	81%	28	21	75%	24	19	79%
Kelly Miller MS	7	MS	68%	43	31	72%	52	47	90%
Ketcham ES	8	ES	82%	26	21	81%	17	14	82%
Key ES	3	ES	2%	30	14	47%	29	15	52%
Kimball ES	7	ES	79%	25	17	68%	24	20	83%
King ES	8	ES	84%	33	28	85%	42	40	95%
Kramer MS	8	MS	86%	33	27	82%	21	20	95%
Lafayette ES	4	ES	3%	53	20	38%	53	27	51%
Langdon ES	5	ES	53%	33	19	58%	44	33	75%
Langley ES	5	ES	55%	28	19	68%	37	31	84%
LaSalle-Backus EC	4	EC	53%	43	21	49%	31	19	61%
Leckie EC	8	EC	47%	33	12	36%	31	17	55%
Ludlow-Taylor ES	6	ES	23%	31	11	35%	24	11	46%
Luke C. Moore HS	AD	AD	N/A	21	11	52%	22	14	64%
MacFarland MS	4	MS	42%	N/A	N/A	N/A	N/A	N/A	N/A

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Malcolm X ES	8	ES	85%	18	10	56%	21	15	71%
Mann ES	3	ES	2%	28	10	36%	27	13	48%
Marie Reed ES	1	ES	31%	43	20	47%	37	24	65%
Maury ES	6	ES	7%	28	13	46%	27	18	67%
McKinley Tech HS/MS	SEL	EC2	43%	72	31	43%	54	31	57%
Miner ES	6	ES	61%	38	23	61%	38	29	76%
Moten ES	8	ES	85%	34	24	71%	25	23	92%
Murch ES	3	ES	4%	53	25	47%	42	19	45%
Nalle ES	7	ES	73%	34	19	56%	26	15	58%
Noyes ES	5	ES	73%	31	20	65%	27	20	74%
Orr ES	8	ES	77%	27	15	56%	29	18	62%
Oyster-Adams Bilingual EC	3	EC	10%	69	32	46%	66	38	58%
Patterson ES	8	ES	87%	37	13	35%	28	21	75%
Payne ES	6	ES	46%	30	15	50%	18	8	44%
Peabody ES	6	ES	5%	18	9	50%	16	8	50%
Phelps ACE HS	SEL	HS	49%	34	23	68%	35	24	69%
Plummer/Davis ES	7	ES	78%	38	17	45%	36	29	81%
Powell ES	4	ES	36%	50	30	60%	39	27	69%
Randle Highlands ES	7	ES	54%	33	21	64%	31	22	71%
Raymond EC	4	EC	45%	56	33	59%	41	29	71%
River Terrace EC	SE	SE	49%	27	24	89%	40	38	95%
Ron Brown College Prep HS	LOTT	HS	56%	N/A	N/A	N/A	N/A	N/A	N/A
Roosevelt HS	4	HS	68%	45	30	67%	64	51	80%
Roosevelt STAY HS	AD	AD	N/A	17	16	94%	12	12	100%
Ross ES	2	ES	6%	16	13	81%	14	12	86%
Savoy ES	8	ES	78%	30	24	80%	28	24	86%
School Without Walls EC (PK-12)	SEL	EC2	13%	81	29	36%	64	33	52%
School-Within-School ES	LOTT	ES	3%	25	10	40%	12	6	50%
Seaton ES	6	ES	40%	33	15	45%	30	19	63%
Shepherd ES	4	ES	14%	28	10	36%	28	13	46%
Simon ES	8	ES	71%	24	12	50%	23	14	61%
Smothers ES	7	ES	68%	27	20	74%	23	20	87%
Sousa MS	7	MS	73%	28	21	75%	28	25	89%
Stanton ES	8	ES	89%	44	21	48%	26	15	58%
Stoddert ES	3	ES	3%	35	9	26%	29	10	34%
Stuart-Hobson MS	6	MS	28%	32	21	66%	31	25	81%
Takoma EC	4	EC	45%	46	25	54%	32	20	63%
Thomas ES	7	ES	76%	37	18	49%	31	17	55%
Thomson ES	2	ES	40%	36	16	44%	33	19	58%
Truesdell EC	4	EC	55%	57	45	79%	42	32	76%

				Over period of 3 years			Over period of 5 years		
School Name	Ward	Level	At-risk 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Tubman ES	1	ES	54%	52	28	54%	48	36	75%
Turner ES	8	ES	83%	34	19	56%	26	22	85%
Tyler ES	6	ES	35%	48	29	60%	38	32	84%
Van Ness ES	6	ES	26%	N/A	N/A	N/A	N/A	N/A	N/A
Walker-Jones EC	6	EC	77%	46	36	78%	41	37	90%
Washington Metropolitan HS	ALT	ALT	N/A	28	25	89%	20	17	85%
Watkins ES	6	ES	19%	38	22	58%	38	31	82%
West EC	4	EC	38%	26	16	62%	21	16	76%
Wheatley EC	5	EC	79%	43	30	70%	40	35	88%
Whittier EC	4	EC	49%	38	16	42%	28	15	54%
Woodrow Wilson HS	3	HS	26%	121	56	46%	120	71	59%
Youth Services Center	ALT	ALT	N/A	14	10	71%	12	10	83%
Average				4,147	2,258	54%	3,758	2,624	70%

As of 2018-19

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2019	# ET15 SY 2016	# gone by SY 2019	% gone by SY 2019	# ET15 SY 2014	# gone by SY 2019	% gone by SY 2019
Aiton ES	7	ES	89%	28	23	82%	25	24	96%
Amidon-Bowen ES	6	ES	73%	32	18	56%	26	18	69%
Anacostia HS	8	HS	94%	68	38	56%	70	48	69%
Ballou HS	8	HS	90%	89	54	61%	68	51	75%
Ballou STAY HS	AD	AD	N/A	16	5	31%	19	11	58%
Bancroft ES	1	ES	38%	54	15	28%	48	25	52%
Barnard ES	4	ES	51.1	59	27	46%	59	37	63%
Beers ES	7	ES	58%	43	7	16%	39	13	33%
Benjamin Banneker HS	SEL	HS	26%	35	11	31%	34	19	56%
Brent ES	6	ES	9%	32	13	41%	33	15	45%
Brightwood EC	4	EC	54%	67	26	39%	56	30	54%
Brookland MS	5	MS	55%	23	N/A	N/A	N/A	N/A	N/A
Browne EC	5	EC	76%	44	25	57%	38	29	76%
Bruce-Monroe ES	1	ES	53%	59	26	44%	54	29	54%
Bunker Hill ES	5	ES	52%	17	10	59%	21	16	76%
Burroughs ES	5	ES	50%	31	12	39%	31	16	52%
Burville ES	7	ES	74%	29	21	72%	27	20	74%
C.W. Harris ES	7	ES	75%	30	18	60%	24	19	79%
Capitol Hill Montessori EC	LOTT	EC	12%	25	14	56%	23	16	70%
Cardozo EC	1	EC2	83%	97	51	53%	80	53	66%
CHOICE Academy	ALT	ALT	N/A	8	6	75%	5	3	60%

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2019	# ET15 SY 2016	# gone by SY 2019	% gone by SY 2019	# ET15 SY 2014	# gone by SY 2019	% gone by SY 2019
Cleveland ES	1	ES	50%	29	13	45%	27	13	48%
Columbia Heights EC	1	EC2	65%	120	51	43%	109	63	58%
Coolidge HS	4	HS	84%	47	24	51%	42	25	60%
Deal MS	3	MS	8%	105	57	54%	100	69	69%
Dorothy I. Height ES	4	ES	47%	51	18	35%	N/A	N/A	N/A
Drew ES	7	ES	78%	23	11	48%	21	13	62%
Duke Ellington HS of the Arts	SEL	HS	31%	8	N/A	N/A	6	N/A	N/A
Dunbar HS	5	HS	77%	63	52	83%	52	48	92%
Eastern HS	6	HS	73%	87	46	53%	73	51	70%
Eaton ES	3	ES	6%	37	15	41%	37	19	51%
Eliot-Hine MS	6	MS	71%	28	20	71%	29	23	79%
Garfield ES	8	ES	85%	28	14	50%	27	16	59%
Garrison ES	2	ES	48%	32	22	69%	29	25	86%
H.D. Cooke ES	1	ES	57%	44	26	59%	42	34	81%
H.D. Woodson HS	7	HS	80%	62	30	48%	66	43	65%
Hardy MS	2	MS	23%	36	17	47%	34	20	59%
Hart MS	8	MS	88%	51	26	51%	50	35	70%
Hearst ES	3	ES	10%	31	11	35%	28	18	64%
Hendley ES	8	ES	92%	41	27	66%	39	30	77%
Houston ES	7	ES	81%	31	11	35%	27	12	44%
Hyde-Addison ES	2	ES	6%	31	11	35%	33	18	55%
Inspiring Youth Program	ALT	ALT	N/A	11	8	73%	9	7	78%
J.O. Wilson ES	6	ES	49%	44	25	57%	40	25	63%
Janney ES	3	ES	2%	57	17	30%	49	20	41%
Jefferson MS	6	MS	63%	33	14	42%	32	21	66%
Johnson MS	8	MS	90%	33	23	70%	32	23	72%
Kelly Miller MS	7	MS	71%	46	29	63%	38	33	87%
Ketcham ES	8	ES	90%	28	19	68%	26	23	88%
Key ES	3	ES	3%	28	12	43%	32	19	59%
Kimball ES	7	ES	82%	27	11	41%	25	18	72%
King ES	8	ES	89%	36	27	75%	39	35	90%
Kramer MS	8	MS	91%	33	26	79%	29	27	93%
Lafayette ES	4	ES	3%	56	18	32%	56	30	54%
Langdon ES	5	ES	59%	26	13	50%	30	21	70%
Langley ES	5	ES	61%	32	25	78%	27	22	81%
LaSalle-Backus EC	4	EC	58%	44	20	45%	40	21	53%
Leckie EC	8	EC	42%	40	23	58%	28	15	54%
Ludlow-Taylor ES	6	ES	30%	34	12	35%	29	13	45%
Luke C. Moore HS	AD	AD	0.0%	22	11	50%	22	13	59%
MacFarland MS	4	MS	69%	N/A	N/A	N/A	N/A	N/A	N/A
Malcolm X ES	8	ES	89%	23	11	48%	15	8	53%
Mann ES	3	ES	2%	32	11	34%	27	12	44%

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2019	# ET15 SY 2016	# gone by SY 2019	% gone by SY 2019	# ET15 SY 2014	# gone by SY 2019	% gone by SY 2019
Marie Reed ES	1	ES	36%	41	15	37%	44	27	61%
Maury ES	6	ES	15%	31	10	32%	31	17	55%
McKinley Tech HS/MS	SEL	EC2	40%	77	30	39%	72	37	51%
Miner ES	6	ES	71%	39	18	46%	41	29	71%
Moten ES	8	ES	89%	37	25	68%	30	25	83%
Murch ES	3	ES	5%	55	25	45%	55	30	55%
Nalle ES	7	ES	79%	35	20	57%	27	16	59%
Noyes ES	5	ES	72%	25	12	48%	26	17	65%
Boone ES	8	ES	80%	35	17	49%	28	16	57%
Oyster-Adams Bilingual EC	3	EC	11%	71	31	44%	64	36	56%
Patterson ES	8	ES	86%	38	12	32%	37	17	46%
Payne ES	6	ES	58%	34	19	56%	29	17	59%
Peabody ES	6	ES	12%	18	9	50%	20	12	60%
Phelps ACE HS	SEL	HS	68%	34	18	53%	32	18	56%
Plummer/Davis ES	7	ES	80%	39	18	46%	34	20	59%
Powell ES	4	ES	50%	54	31	57%	47	35	74%
Randle Highlands ES	7	ES	62%	34	13	38%	33	21	64%
Raymond EC	4	EC	60%	62	34	55%	48	31	65%
River Terrace EC	SE	SE	49%	26	20	77%	34	32	94%
Ron Brown College Prep HS	LOTT	HS	91%	N/A	N/A	N/A	N/A	N/A	N/A
Roosevelt HS	4	HS	86%	60	44	73%	46	36	78%
Roosevelt STAY HS	AD	AD	0.0%	21	18	86%	15	14	93%
Ross ES	2	ES	4%	16	10	63%	18	15	83%
Savoy ES	8	ES	82%	33	22	67%	42	37	88%
School Without Walls EC (PK-12)	SEL	EC2	17%	92	39	42%	77	41	53%
School-Within-School ES	LOTT	ES	7%	31	15	48%	23	12	52%
Seaton ES	6	ES	51%	36	9	25%	29	14	48%
Shepherd ES	4	ES	16%	29	18	62%	28	21	75%
Simon ES	8	ES	77%	27	12	44%	23	11	48%
Smothers ES	7	ES	78%	29	18	62%	30	24	80%
Sousa MS	7	MS	73%	28	14	50%	31	26	84%
Stanton ES	8	ES	88%	45	18	40%	42	21	50%
Stoddert ES	3	ES	8%	35	9	26%	32	10	31%
Stuart-Hobson MS	6	MS	34%	35	20	57%	32	23	72%
Takoma EC	4	EC	49%	46	18	39%	41	25	61%
Thomas ES	7	ES	74%	39	20	51%	38	21	55%
Thomson ES	2	ES	43%	35	18	51%	34	18	53%
Truesdell EC	4	EC	65%	63	41	65%	54	46	85%
Tubman ES	1	ES	63%	57	23	40%	45	27	60%
Turner ES	8	ES	87%	38	16	42%	30	21	70%

				Over Period of 3 Years			Over Period of 5 Years		
School Name	Ward	Level	At-risk 2019	# ET15 SY 2016	# gone by SY 2019	% gone by SY 2019	# ET15 SY 2014	# gone by SY 2019	% gone by SY 2019
Tyler ES	6	ES	39%	50	28	56%	48	35	73%
Van Ness ES	6	ES	23%	12	N/A	N/A	N/A	N/A	N/A
Walker-Jones EC	6	EC	81%	51	38	75%	39	33	85%
Washington Metropolitan HS	ALT	ALT	N/A	23	19	83%	22	19	86%
Watkins ES	6	ES	28%	35	24	69%	34	25	74%
West EC	4	EC	49%	32	21	66%	25	20	80%
Wheatley EC	5	EC	90%	41	23	56%	42	36	86%
Whittier EC	4	EC	65%	40	17	43%	37	16	43%
Woodrow Wilson HS	3	HS	34%	134	64	48%	128	73	57%
Youth Services Center	ALT	ALT	N/A	17	11	65%	15	11	73%
Average				4571	2301	50%	4108	2657	65%

Turnover of DCPS ET-15s at the School Level Over Three- and Five-Year Periods by Ward

The tables below separate ward-based neighborhood schools from city-wide schools since the latter, though located physically in a ward, have no ward-based community, and because their different missions correlate with their teacher turnover. As with annual turnover rates, the lowest levels of turnover occur in Ward 3 and the selective high schools, though not the three popular assignment-by-lottery schools in the latter year. The highest turnover is in Wards 5 and 8, special education, and adult and alternative schools.

Table 18: Percent of DCPS ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods by Ward
As of 2017-18

		Over period of 3 years			Over period of 5 years		
Ward/Specialty	# schs 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Ward 1	8	450	212	47%	411	277	67%
Ward 2	5	151	82	54%	136	95	70%
Ward 3	10	555	247	45%	499	281	56%
Ward 4	15	593	309	52%	521	344	66%
Ward 5	9	280	187	67%	285	227	80%
Ward 6	17	578	319	55%	488	351	72%
Ward 7	15	494	283	57%	456	335	73%
Ward 8	18	638	392	61%	615	481	78%
Adult	3	56	36	64%	51	39	76%
Alternative	4	57	47	82%	46	39	85%

		Over period of 3 years			Over period of 5 years		
Lottery	3	50	23	46%	27	14	52%
Special Education	1	27	24	89%	40	38	95%
Selective HS	5	218	97	44%	183	103	56%
Non-ward school total	16	450	212	47%	411	277	67%
City-wide total	113	4,147	2,258	54%	3,758	2,624	70%

As of 2018-19

		Over period of 3 years			Over period of 5 years		
Ward/Specialty	# schs 2019	# tchrs SY 2016	# gone by SY 2019	% gone by SY 2019	# tchrs SY 2014	# gone by SY 2019	% gone by SY 2019
Ward 1	8	501	220	43.9%	449	271	60.4%
Ward 2	5	150	78	52.0%	148	96	64.9%
Ward 3	10	585	252	43.1%	552	306	55.4%
Ward 4	15	710	357	50.3%	579	373	64.4%
Ward 5	9	302	172	57.0%	267	205	76.8%
Ward 6	17	631	323	51.2%	565	371	65.7%
Ward 7	15	523	264	50.5%	485	323	66.6%
Ward 8	18	723	410	56.7%	655	459	70.1%
Adult	3	59	34	57.6%	56	38	67.9%
Alternative	4	59	44	74.6%	51	40	78.4%
Lottery	3	56	29	51.8%	46	28	60.9%
Special Education	1	26	20	76.9%	34	32	94.1%
Selective	5	246	98	39.8%	221	115	52.0%
Non-ward total	16	501	220	43.9%	449	271	60.4%
Citywide total	113	4571	2301	50.3%	4108	2657	64.7%

Turnover of DCPS ET-15s at the School Level Over Three- and Five-Year Periods by School Grade Configuration

Most DCPS schools have one of four standard grade configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

Table 19: Percent of DCPS ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods by School Grade Configuration

As of 2017-18

		Over period of 3 years			Over period of 5 years		
Grade configuration	# schs 2018	# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
Elementary	64	2112	1097	52%	1,879	1264	67%
Education Campus PK-8	13	577	327	57%	467	319	68%
Education Campus PK- or 6-12	4	335	145	43%	281	180	64%
Middle School	12	410	258	63%	382	304	80%
High School (excludes alternative)	12	573	324	57%	612	441	72%
Total	105	4,007	2,151	54%	3,621	2,508	69%

As of 2018-19

		Over period of 3 years			Over period of 5 years		
Grade configuration	# schs 2019	# tchrs SY 2016	# gone by SY 2019	% gone by SY 2019	# tchrs SY 2014	# gone by SY 2019	% gone by SY 2019
Elementary	64	2277	1074	47%	2070	1287	62%
Education Campus PK-8	13	626	331	53%	535	354	66%
Education Campus PK- or 6-12	4	386	171	44%	338	194	57%
Middle School	12	451	246	55%	407	300	74%
High School (excludes alternative)	12	687	381	55%	617	412	67%
Total	105	4427	2203	50%	3967	2547	64%

As with annual turnover rates, turnover is highest in DCPS middle schools, which typically lose well over half of their staff over three years and more than three-quarters over five years. The high school rates are almost as high, even though they include the selective high schools; most neighborhood high schools, like the middle schools, have lost two-thirds or more of their ET-15 staff over five years.

Turnover of DCPS ET-15s at the School Level Over Three- and Five-Year Periods by Percentage of Students At-Risk

Table 20: Percent of DCPS ET-15 Staff Turnover at the School Level Over Three- and Five-Year Periods by Percent of Students At-Risk

As of 2017-18

Percent of students at-risk	# schs 2018	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
0-20 percent	22	873	386	44%	767	437	57%
20-40 percent	13	472	240	51%	418	277	66%
40-60 percent	29	1,122	576	51%	1,007	672	67%
60-80 percent	29	1,128	698	62%	1,083	844	78%
80-100 percent	13	439	275	63%	386	316	82%
Total	106	4,034	2,175	54%	3,661	2,546	70%

As of 2018-19

Percent of students at-risk	# schs 2019	Over period of 3 years			Over period of 5 years		
		# tchrs SY 2015	# gone by SY 2018	% gone by SY 2018	# tchrs SY 2013	# gone by SY 2018	% gone by SY 2018
0-20 percent	21	855	374	44%	803	57	57%
20-40 percent	12	551	236	43%	509	97	58%
40-60 percent	23	934	438	47%	783	87	62%
60-80 percent	28	1132	614	54%	1017	04	69%
80-100 percent	24	1024	590	58%	926	61	71%
Total	108	4496	2252	50%	4038	2606	65%

The higher the percentage of students at-risk, the higher the teacher turnover rate in DCPS schools. Those with 20% or fewer students at-risk lose 44% of their faculty in three years and 57% in five years—rates, still, that are higher than or comparable to all levels in other urban districts. The latter lose 25-42% in three years and 58% in five years. Losses at DCPS schools with more than 60 percent of their enrollments at risk range from 54% to 63% of their staff in three years and 69% to 82% in five years.

TEACHER TURNOVER IN PUBLIC CHARTER SCHOOLS

The statistics below are derived from charter school annual reports to the DC Public Charter School Board (PCSB) from SY 2014-15 to SY 2017-18, the latest year for which the reports have been submitted. In measuring teacher turnover, charter school data consist of two figures included in the “data sections” of the annual reports: percentage of “teacher attrition” and the total number of teachers. Since we were unable to track individual teachers year-by-year, we did not track cohorts across years, but we were able to calculate teacher attrition for each school in each of the four years, and to calculate three- and four-year averages, including those for the attrition rates by ward and by percentage of at-risk students. Charter schools have many different grade configurations, and these change from year-to-year as many of them add grades; we did not attempt to label them as elementary, middle, etc. schools.

The PCSB standard format defines “teacher” as “any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.” Schools interpret this definition variably. Each charter school has its own set of job titles, not all of which are obvious as to what constitutes “instruction” and “at least 50% of the time.” A count of titles from staff rosters in a random sample of 14 charter school 2015-16 reports showed that overall, charter school turnover figures are not fully comparable with either DCPS classroom teacher or DCPS ET-15 figures. Five counted only staff with job titles cited in the PCSB definition, while nine counted others as well.

Average Teacher Turnover in DC Charter Schools

Table 21: Number of Charter School Teachers and Number and Percent Leaving Their Schools SY 2014-15 through SY 2017-18

School Year	Total teachers	# leaving	% leaving
SY 2014-15	2,525	562	22%
SY 2015-16	3,086	833	27%
SY 2016-17	3,471	859	25%
SY 2017-18	3,403	876	26%
3-year average			25%
4-year average			25%

Annual teacher attrition in the charter school sector has ranged from 22-26% in the last four years, the overall average being 25% over the last three and the last four years. Since we cannot track movement of teachers from one charter school to another, these figures reflect only departures from individual schools, not from the charter sector as a whole. We do not know whether and how many teachers move from one charter school to another.

Turnover of DC Charter School Teachers by School

In charter schools as a sector about 25% of teachers leave their schools annually, but the percentages at individual schools vary greatly from one school to another and from one year to another within the same school.

Table 22: Percent of Charter School Teachers Leaving Each School SY 2014-15 through SY 2017-18

School/Campus	Ward	Grades 2019	At-risk 2019	Left 2015	Left 2016	Left 2017	Left 2018	4 yr aver	3 yr aver
Academy of Hope	AD	Adult	N/A	12%	32%	21%	34%	25%	29%
Achievement Preparatory Academy	8	PK3-8	64%	N/R	58%	20%	46%	41%	41%
Appletree Early Learning Columbia Hts	1	PK3-PK4	31%	50%	18%	18%	23%	25%	20%
Appletree Early Learning Lincoln Park	6	PK3-PK4	27%	0%	28%	17%	44%	26%	30%
Appletree Early Learning Oklahoma Ave	7	PK3-PK4	47%	54%	29%	7%	22%	26%	20%
Appletree Early Learning Southeast	8	PK3-PK4	79%	12%	12%	22%	8%	13%	13%
Appletree Early Learning Southwest	6	PK3-PK4	49%	75%	27%	27%	14%	27%	22%
BASIS	2	5-12	8%	43%	15%	19%	37%	28%	24%
Breakthrough Montessori	4	PK3-1	12%	N/A	N/A	0%	0%	N/A	0%
Bridges	5	PK3-5	34%	6%	36%	39%	29%	28%	35%
Briya	5	PK3-PK4	3%	16%	4%	11%	19%	13%	11%
Capital City Lower School	4	PK3-4	33%	6%	27%	25%	23%	21%	25%
Capital City Middle School	4	5-8	27%	28%	25%	18%	19%	22%	21%
Capital City Upper School	4	9-12	43%	21%	16%	14%	16%	17%	15%
Carlos Rosario	AD	Adult	N/A	11%	12%	11%	11%	11%	11%
Cedar Tree Academy	8	PK3-K	68%	5%	14%	10%	10%	10%	11%
Center City Brightwood	4	PK3-8	30%	30%	31%	22%	27%	27%	27%
Center City Capitol Hill	6	PK3-8	52%	50%	43%	27%	42%	40%	36%
Center City Congress Heights	8	PK3-8	51%	24%	32%	24%	17%	24%	23%
Center City Petworth	4	PK3-8	30%	30%	14%	18%	8%	17%	13%
Center City Shaw	6	PK4-8	43%	43%	13%	31%	32%	30%	25%
Center City Trinidad	5	PK4-8	61%	39%	44%	43%	47%	43%	45%
Chavez Prep	1	6-9	46%	42%	37%	30%	38%	37%	35%
Chavez Parkside Middle School	7	7-8	73%	31%	37%	24%	55%	36%	38%
Chavez Capitol Hill	6	9-12	68%	53%	37%	44%	46%	45%	42%
Chavez Parkside High School	7	9-12	64%	31%	37%	37%	38%	36%	37%
Children's Guild	5	K-8	78%	N/A	N/R	24%	6%	15%	15%
City Arts-Doar	5	PK3-8	56%	63%	43%	64%	72%	61%	60%

School/Campus	Ward	Grades 2019	At-risk 2019	Left 2015	Left 2016	Left 2017	Left 2018	4 yr aver	3 yr aver
Community College Prep	AD	Adult	N/A	0%	0%	0%	0%	0%	0%
Creative Minds	5	PK3-8	16%	45%	24%	28%	38%	34%	31%
DC Bilingual	5	PK3-5	37%	0%	13%	13%	15%	10%	14%
DC International	4	6-11	18%	33%	27%	27%	26%	27%	26%
DC Prep Benning Elementary	8	PK3-3	54%	25%	34%	34%	21%	29%	30%
DC Prep Benning Middle	7	4-8	48%	27%	26%	26%	49%	34%	35%
DC Prep Edgewood Elementary	7	PK3-3	38%	16%	23%	23%	26%	22%	24%
DC Prep Edgewood Middle	5	4-8	29%	21%	29%	29%	24%	26%	27%
DC Prep Anacostia Elementary	8	PK3-2	67%	N/A	26%	26%	41%	33%	33%
DC Scholars	7	PK3-8	61%	35%	48%	54%	33%	42%	44%
Democracy Prep Congress Heights	8	PK3-8	76%	28%	34%	23%	41%	32%	33%
Eagle Academy Congress Heights	8	PK3-3	66%	17%	17%	41%	31%	26%	30%
Eagle Academy Capitol Riverfront	6	PK3-3	53%	29%	36%	30%	36%	32%	33%
Early Childhood Academy	8	PK3-3	71%	16%	47%	33%	33%	32%	38%
EL Haynes Elementary	4	PK3-4	32%	28%	26%	20%	2%	20%	17%
EL Haynes Middle	1	5-8	37%	41%	39%	52%	32%	41%	41%
EL Haynes High School	4	9-12	52%	17%	32%	35%	23%	27%	30%
Elsie Whitlow Stokes	5	PK3-5	10%	3%	21%	15%	7%	11%	14%
Friendship Armstrong	5	PK3-5	60%	N/A	44%	35%	7%	29%	29%
Friendship Blow-Pierce Elementary	7	PK3-3	76%	N/R	7%	17%	13%	13%	13%
Friendship Blow-Pierce Middle	7	4-8	72%	N/R	14%	15%	17%	15%	15%
Friendship Chamberlain Elementary	6	PK3-3	57%	N/R	34%	19%	8%	21%	21%
Friendship Chamberlain Middle	6	4-8	51%	N/R	11%	20%	5%	12%	12%
Friendship Collegiate	7	9-12	56%	N/R	37%	9%	18%	32%	32%
Friendship Online	4	K-8	52%	N/A	N/R	0%	0%	0%	0%
Friendship Southeast	8	PK3-6	71%	N/R	43%	20%	11%	23%	23%
Friendship Technology Prep HS	8	9-12	61%	N/R	48%	37%	4%	30%	30%
Friendship Technology Prep MS	8	7-8	67%	0%	63%	30%	18%	37%	37%
Friendship Woodridge Elementary	5	PK3-3	48%	N/R	5%	20%	13%	12%	12%
Friendship Woodridge Middle	5	4-8	37%	N/R	23%	30%	27%	27%	27%
Goodwill	2	9,12	100%	N/A	N/A	30%	43%	36%	36%
Harmony	5	K-5	55%	N/R	44%	44%	33%	41%	41%
Hope Community Lamond	4	PK3-5	50%	6%	6%	5%	4%	5%	5%
Hope Community Tolson	5	PK3-8	48%	6%	6%	6%	5%	5%	5%
Howard	1	6-8	43%	14%	38%	48%	23%	29%	35%
IDEA	7	9-12	67%	N/R	38%	50%	46%	45%	45%
Ideal Academy	4	PK3-8	56%	10%	10%	10%	10%	10%	10%

School/Campus	Ward	Grades 2019	At-risk 2019	Left 2015	Left 2016	Left 2017	Left 2018	4 yr aver	3 yr aver
Ingenuity Prep	8	PK3-5	62%	9%	25%	18%	27%	21%	23%
Inspired Teaching	5	PK3-8	16%	14%	30%	18%	24%	21%	23%
Kingsman Academy	6	6-12	90%	N/A	35%	35%	18%	29%	29%
KIPP DC AIM	8	5-8	52%	28%	37%	41%	38%	36%	39%
KIPP DC Arts & Technology	7	PK3-K	55%	17%	15%	6%	20%	15%	14%
KIPP College Prep	5	9-12	50%	18%	18%	27%	25%	23%	24%
KIPP DC Connect	5	PK3-K	49%	29%	17%	21%	16%	21%	18%
KIPP Discover	8	PK3-K	64%	14%	45%	30%	30%	30%	35%
KIPP DC Grow	6	PK3-K	47%	16%	26%	16%	35%	23%	26%
KIPP DC Heights	8	1-4	60%	30%	17%	16%	21%	21%	18%
KIPP DC Key	7	5-8	45%	25%	33%	20%	33%	28%	29%
KIPP DC Lead	6	1-4	44%	29%	42%	33%	39%	36%	38%
KIPP DC LEAP	7	PK3-PK4	56%	22%	25%	58%	8%	28%	30%
KIPP DC Northeast	5	5-8	46%	0%	18%	21%	36%	22%	26%
KIPP DC Promise	7	K-4	56%	38%	9%	12%	3%	15%	8%
KIPP DC Quest	7	1-4	55%	20%	26%	21%	30%	24%	26%
KIPP DC Spring	5	1-4	52%	50%	27%	32%	39%	35%	34%
KIPP DC Valor	7	5-8	52%	N/A	20%	41%	44%	38%	38%
KIPP DC WILL	6	5-8	43%	23%	38%	52%	27%	34%	39%
LAMB	4	PK3-5	8%	5%	15%	14%	25%	13%	18%
LAYC	AD	Adult	N/A	36%	20%	36%	36%	31%	30%
Lee Montessori	4	PK3-5	10%	0%	25%	17%	0%	10%	12%
Mary McLeod Bethune	4	PK3-8	47%	24%	28%	17%	17%	22%	21%
Maya Angelou High School	AD	Adult	N/A	1%	43%	39%	30%	29%	39%
Maya Angelou Young Adult LC	AD	Adult	N/A	25%	0%	25%	0%	12%	8%
Meridian	1	PK3-8	48%	22%	34%	31%	35%	30%	33%
Monument Academy	6	5-8	77%	N/A	20%	64%	31%	43%	43%
Mundo Verde	5	PK3-5	11%	15%	18%	15%	28%	18%	19%
National Collegiate Prep	8	9-12	74%	N/R	26%	17%	93%	44%	44%
Paul	4	6-12	46%	33%	29%	39%	46%	36%	37%
Perry Street Prep	5	PK3-8	51%	66%	63%	63%	8%	48%	38%
Richard Wright	6	8-12	60%	20%	3%	31%	31%	19%	18%
Rocketship Legacy	8	PK3-3	49%	N/A	N/A	N/A	50%	N/A	N/A
Rocketship Rise	7	PK3-4	76%	N/A	N/A	33%	0%	N/A	16%
Roots	4	PK3-5	50%	13%	0%	0%	22%	9%	8%
SEED	7	7-12	59%	27%	53%	18%	32%	32%	33%
Sela	4	PK3-5	18%	25%	0%	0%	28%	14%	12%

School/Campus	Ward	Grades 2019	At-risk 2019	Left 2015	Left 2016	Left 2017	Left 2018	4 yr aver	3 yr aver
Shining Stars	5	PK3-6	16%	50%	22%	3%	67%	40%	38%
Somerset Prep	8	6-12	73%	9%	8%	9%	31%	16%	18%
St. Coletta	SE	Spec Ed	46%	17%	39%	29%	21%	27%	30%
The Next Step	AD	Adult	N/A	38%	27%	15%	8%	22%	18%
Thurgood Marshall	8	9-12	52%	18%	42%	29%	26%	29%	32%
Two Rivers 4 th Street	6	PK3-8	23%	4%	15%	15%	24%	14%	18%
Two Rivers Young	5	PK3-4	18%	N/A	N/A	N/A	29%	N/A	N/A
Washington Global	6	6-8	59%	N/A	60%	21%	67%	49%	49%
Washington Latin Middle School	4	5-9	6%	18%	42%	29%	13%	15%	16%
Washington Latin Upper School	4	9-12	16%	4%	15%	15%	8%	11%	13%
Washington Yu Ying	5	PK3-5	6%	22%	N/R	31%	21%	25%	26%
YouthBuild	AD	Adult	N/A	63%	43%	20%	27%	35%	28%
Total				22%	27%	25%	26%	25%	26%

The remaining tables explore differences among schools by ward and by their percentage of at-risk students. Since charter schools have many different and shifting grade configurations, we did not attempt to analyze them by school level.

Turnover of Charter School Teachers at the School Level by Ward

All charter schools in the District, by law, are citywide, open to all District resident students at the grade levels they offer. (When there are more applicants than slots for their grade, admissions are decided by lottery.) Thus there are no neighborhood zones. Some charter schools serve mostly students who live nearby, while others draw widely. There are no charter schools in Ward 3 and only two in Ward 2. Below, charter schools are designated by the ward of their physical location; the exceptions, designated to match categories used for DCPS, are adult and special education schools:

- Adult (AD): Academy of Hope, Carlos Rosario, Community College Prep, Latin American Youth Center, Maya Angelou High School, Maya Angelou Young Adult Learning Center, The Next Step, and YouthBuild.
- Special Education (SE): St. Coletta

Generally, teacher turnover for charter schools differs little by ward and does not correspond to ward characteristics such as median household income. For example, Wards 5, 7 and 8 are about the same as the citywide charter school average. By law, charter schools have no attendance zones, and draw applicants citywide.

Table 23: Percent of Charter School Teachers Leaving Their Schools by Ward SY 2014-15 through SY 2017-18

	# schs 2019	Left 2015	Left 2016	Left 2017	Left 2018	4 yr aver	3 yr aver
Ward 1	5	31%	35%	36%	32%	33%	34%
Ward 2	2	43%	15%	22%	38%	29%	25%
Ward 3	0	N/A	N/A	N/A	N/A	N/A	N/A
Ward 4	20	19%	21%	18%	19%	19%	19%
Ward 5	24	20%	24%	26%	25%	24%	24%
Ward 6	16	28%	27%	29%	30%	29%	28%
Ward 7	18	27%	30%	28%	29%	29%	28%
Ward 8	20	19%	31%	26%	29%	27%	26%
Adult/Alternative	8	18%	27%	20%	19%	21%	22%
Special Education	1	17%	39%	29%	21%	27%	29%
Charter school average		22%	27%	25%	26%	25%	25%

Turnover of Charter School Teachers at the School Level by School Grade Configuration

Unlike DCPS schools, grade configurations at charter schools vary widely; some match DCPS grades for elementary, PK-8, middle and high schools, but others differ. A number of schools serve only early childhood grades, and others only grades 1-4, while middle schools often start with grade 5, the end grade for DCPS elementary schools. The bigger problem, however, is that as charter schools expand, they add grades year-by-year, while several charter schools have eliminated some grade levels. Thus, the grade configurations of three years ago often differ from those today. Therefore, we have not attempted to analyze their teacher turnover by grade configuration.

Turnover of Charter School Teachers at the School Level by Percentage of Students At-Risk

The at-risk metrics described above for DCPS schools are the same as for charter schools. They are determined from DC government databases for homelessness, foster care, welfare (TANF), and food stamps (SNAP) plus high school student overage for their grade level. The at-risk designation is not applicable to the eight adult schools, which have tended to have lower than average departure rates, thus accounting for the higher overall average for other schools.

Table 24: Percent of Charter School Teachers Leaving Their Schools by Percentage of Students At-Risk SY 2014-15 through SY 2017-18

	# schs 2018	Left 2015	Left 2016	Left 2017	Left 2018	4 yr aver	3 yr aver
0-20% at risk	13	17%	19%	19%	23%	20%	18%
20-40% at risk	15	16%	23%	23%	22%	21%	21%
40-60% at risk	49	28%	29%	26%	26%	28%	28%
60-80% at risk	26	21%	27%	26%	32%	27%	25%
80-100% at risk	3	N/A	32%	0%	14%	26%	38%
Charter school average		19%	27%	26%	29%	25%	25%

As with DCPS schools the rate of teachers leaving charter schools increases with the percentage of at-risk students in the schools. At the 13 charter schools with the fewest at-risk students the three-year rate is 18%, while those with higher concentrations lose more. The number for schools with 80-100% at-risk students, however, is probably not meaningful. None were open in SY 2014-15, and only two in SY 2015-16, and the number of teachers they employ is small.

CROSS-SECTOR COMPARISONS OF TEACHER TURNOVER RATES

Comparative numbers for the two sectors are limited to the four-year period available for the charter schools. As noted above, the charter school numbers do not correspond exactly to those for either DCPS ET-15 staff, which include personnel such as librarians and social workers, nor to DCPS classroom teachers, since individual charter schools interpret the scope of the reporting instructions differently. We therefore present all three sets of numbers. Overall all three groups are the same, through DCPS has trended downward. Cross-sector comparisons only work at the school level, since charter school departures are tracked only from individual schools. **The rates at which teachers leave their schools in the two sectors are virtually the same except in SY 2017-18.**

Table 25: Percent of DC Teachers Leaving Their Schools SY 2014-15 through SY 2018-19

School Year	DCPS All ET-15	DCPS Classroom Teachers	Charter School Teachers
SY 2014-15	27%	27%	22%
SY 2015-16	26%	27%	27%
SY 2016-17	25%	26%	25%
SY 2017-18	21%	21%	26%
4-year average	25%	25%	25%

Table 26: Percent of DC Teachers Leaving Their Schools by Ward SY 2014-15 through SY 2017-18: Three-Year Average

	No. of DCPS Schools	DCPS All ET-15	DCPS Classroom Teachers	No. of Charter Schools	Charter School Teachers
Ward 1	8	20%	20%	5	34%
Ward 2	7	22%	20%	2	25%
Ward 3	10	19%	19%	0	N/A
Ward 4	15	26%	26%	20	19%
Ward 5	8	30%	30%	24	24%
Ward 6	16	25%	26%	16	28%
Ward 7	15	26%	25%	17	27%
Ward 8	18	27%	28%	21	26%
Adult	3	26%	26%	8	22%
Alternative	4	40%	40%		
Lottery	3	19%	22%		
Special Education	1	41%	42%	1	29%
Selective HS	5	19%	21%		

Turnover rates within each ward are often though not always similar; given that charter schools have no attendance zones and that the numbers of schools in some wards are small, differences do not appear to be meaningful.

Table 27: Percent of DC Teachers Leaving Their Schools by Percent of Students at Risk SY 2015-16 through SY 2018-19: Three-Year Average

	No. of DCPS Schools	DCPS All ET-15	DCPS Classroom Teachers	No. of Charter Schools	Charter School Teachers
0-20% at-risk	22	19%	20%	13	18%
20-40% at-risk	13	22%	24%	15	21%
40-60% at-risk	29	24%	23%	49	28%
60-80% at-risk	29	28%	28%	26	25%
80-100% at-risk	13	28%	26%	3	38%

Rates of teacher turnover rise in both sectors with the percentage of students at risk and are similar across sectors.

DC TEACHER TURNOVER RATES COMPARED TO RATES ELSEWHERE

The research on teacher turnover measures turnover on various dimensions, combinations and permutations. Some studies look at rates of teachers leaving individual schools, others at the rates of leaving school districts, others at leaving states or the profession. Some look at attrition among new teachers, others at attrition among all teachers. Some calculate annual rates only, others, rates over a period of years. Some that consider leavers at the individual school level differentiate schools by poverty rates or grade configuration; others do not. The variety in the research means that comparisons with available DC figures are limited.

Comparisons with Teacher Turnover Rates at the School System Level

On average, DCPS teachers have left DCPS over the last decade at an annual rate of 18%, except for the 2017-18 dip to 13%. Across the nation studies find an annual attrition rate of 8-11% (e.g., Alliance for Excellent Education (2004) (8%); Ingersoll (2003) (8%); Goldring et al. (2014a) (11%)). Judging by the dates of the studies, nationally the rate may be rising. Among 16 urban districts in the most recent study, the average annual departure rate was 13%. Papay et al. (2015). The DCPS annual turnover rate has been higher than those in any of the districts studied, except the 2017-18 dip to 13% matches the average in five other districts, and one more rate was higher than that of DCPS. These districts were studied over a period of years, however, and we do not know whether DCPS' improved level is a one-year phenomenon or a harbinger of better times. About 55% of DCPS teachers leave over five years, with a small decrease in the most recent years, compared to an average in the 16 urban district study of 45%.

Comparisons with Teacher Turnover at the Individual School Level

Percentages in the table below are in some cases a meld of figures from other tables, as an attempt to match categories in other studies. More detailed figures and discussion, as well as figures for specific cities where available appear in the text below.

Table 28: DC and National Annual Teacher Turnover Levels at the School Level

DCPS ET-15 Staff	25%
Charter schools	25%
Nation	16%
Large urban districts	19%
DCPS elementary schools	25%
Nation elementary schools	16%
New York City elementary schools	22%
DCPS middle schools	30%

Nation middle schools	16%
New York City middle schools	27%
DCPS high schools	27%
Nation high schools	19%
New York City high schools	25%
DCPS low poverty	19-22%
Charter low poverty	18-21%
Nation low poverty	13-14%
Chicago low poverty	13-17%
DCPS high poverty	28%
Charter high poverty	25-28%
Nation high poverty	16-22%
Chicago high poverty	15-21%

National and Urban Annual Rates

About 25% of both DCPS and charter school teachers have left their schools every year for the last three years, and the rate was unchanged for DCPS for six years dropping to 21% only at the end of 2017-18. In comparison:

- The two most recent studies found the national average at the individual school level to be 16%. Goldring et al. (2014a); Ingersoll (2012)
- The average turnover rate in the study of 16 large urban districts was 19%, with a range of 15-24%. Papay et al. (2015)
- The rate for cities in Goldring et al. (2014a) was 15.5%.
- Individual cities: A 2011 study of New York City Public Schools found a rate of 20%. Ronfeldt (2011). Earlier studies: 20% in Chicago Public Schools, Allensworth et al. (2009), and 17% in Milwaukee with a range in five districts studied of 16-30%, Barnes et al. (2007).

Annual Rates by Grade Configuration

For reasons cited above, particularly the fluidity of and differences among their grade configurations, we have not calculated charter school turnover rates there. DCPS numbers vary so slightly between ET-15s and classroom teachers and by three- vs. seven-years averages, that differences are not significant. Studies of turnover elsewhere by grade configuration are limited. Compared with the one national study available, DCPS rates are more than 50 percent higher than national rates except at the middle school level where they are twice the national rate. In the single study of another large city, DCPS rates are higher by 50 percent. Specifically:

DCPS teachers in elementary schools (grades PK3-5) have left their schools at a rate of about 25% annually, and those in education campuses (grades PK3-8) at the rate of 27%, though the numbers for both groups dipped to about 20% as of June 2018. Elsewhere:

- Nationally, the elementary turnover rate is 16%. Goldring et al. (2014a).
- Turnover rates in Chicago elementary schools (through grade 8) ranged from 17-20% depending on the years studied. Allensworth et al. (2009).
- Annual turnover in New York City elementary schools is 22%. Marinell & Coca (2013).

At the middle school level, DCPS teacher turnover has run about 30%. Elsewhere:

- Nationally the middle school turnover rate is 15.9%. Goldring et al. (2014a).
- In New York City the middle school annual turnover rate is 27%. Marinell & Coca (2013).

At the high school level, DCPS teacher turnover has been about 27%. Elsewhere:

- Nationally the high school turnover rate is 18.6%. Goldring et al. (2014a).
- Turnover rates in Chicago high schools ranged from 18-21% during the years studied. Allensworth et al. (2009).
- New York City high school annual teacher turnover is 25%. Marinell & Coca (2013).

Annual Rates by school level of poverty

As explained above, the only poverty-related metric now available for either DCPS or charter schools is the percentage of students “at risk,” measured by homelessness, foster care, family receipt of welfare (TANF) or food stamps (SNAP) plus for high schools only, students’ being overage for their grade level. Free lunch eligibility has not been meaningful since 2013, when most schools in both sectors began to offer free lunch to all students and ceased to collect family income forms. The numbers and percentages of DC students designated as at-risk are much lower than the free lunch eligibility statistics that they replaced. In 2013-14, 75% of DCPS students and 82% of charter school students were eligible for free lunch; in the following year 51% of DCPS students and 49% of charter school students were designated as at-risk (i.e., the ratio of free lunch to at-risk was about 3 to 2). Studies of teacher turnover define poverty by free lunch eligibility, so consideration of comparisons needs to recognize that the DC at-risk percentages exclude a substantial number of students who would have been designated as free lunch eligible before 2013.

DC teachers in both sectors leave schools where fewer than 20% of students are designated at risk at an annual rate of 18-20% and where 20-40% of students are in that category, the leave rate is 21-24%. Elsewhere in the country:

- The most recent national study found that where fewer than 34% of students were eligible for free lunch, the teacher departure rate was 12.8%. Goldring et al. (2014a). The same study found a departure rate of 14.5% where 35-49% of the students were eligible for free lunch. The student groups under this definition are probably roughly comparable to the DC at-risk enrollment in the two lower quintiles.

- An earlier national study found the rate of turnover at low poverty schools to be 12.8% Ingersoll (2004), as did another, NCTAF (2003), adapted from Ingersoll (2001). Low poverty was defined as fewer than 10% of students' being eligible for free lunch.
- Chicago Public Schools with fewer than 50% low-income students had a teacher turnover rate of 13-17% across four years studied. Allensworth et al. (2009). "Low-income" is not defined in the study.

Where 60-80% of students are at risk in DC schools, the annual teacher departure rate is 25-31%, and where 80% or more are at risk, the rate is about 32%. Elsewhere:

- The first study cited above found a turnover rate of 15.7% in schools where 50 to 74% of students were eligible for free lunch and a rate of 22.0% where 75% or more students were free-lunch eligible.
- An earlier national study found rates of turnover at urban high poverty schools to be 22%, high poverty being defined as more than 80% of students' being free lunch eligible, Ingersoll (2004), while another cited a level of 20% under the same definition, NCTAF (2003, adapted from Ingersoll 2001)
- Chicago Public Schools with 50-80% low-income students had a teacher turnover rate of 15-19% across four years studied, and a rate of 21% in schools with more than 80% low-income students. Allensworth et al. (2009)

Thus, both DCPS and charter school rates of teacher turnover at all levels of student poverty are considerably higher not only than national levels but than those in Chicago, another high poverty urban district.

Three- and Five-Year Turnover Rates

We were unable to find national averages for longer-term turnover that included teachers at all levels of experience, rather than only new teachers, nor for all teachers who left their schools, rather than only those who left the profession altogether. Cities have been studied in this regard, however. As is the case with annual turnover rates, DCPS longer term rates are significantly higher than those in other cities:

Table 29: DCPS and Other Urban Teacher Turnover Rates School Level Over Three- and Five-Year Periods

	3 years	5 years
DCPS ET-15 Staff as of 2017-18	54%	70%
DCPS ET-15 Staff as of 2018-19	50%	65%
Large urban districts	43%	58%
DCPS elementary schools	52%, 47%	67%, 62%
Chicago elementary schools	42-45%	51%
New York City elementary schools	46%	59%

DCPS middle schools	63%, 55%	80%, 74%
New York City middle schools	55%	66%
DCPS high schools	57%, 55%	72%, 67%
Chicago high schools	45%	54%
New York City high schools	51%	65%

At DCPS local schools, on average, 50-54% of teachers have left their schools within three years, 47-52% in elementary schools, 55-63% in middle schools, and 55-57% in high schools, with the lower numbers as of 2018. As with annual turnover rates at the school level, DCPS rates are higher than those other large urban districts, but if the lower 2018 numbers hold in the future, would be approaching the levels of Chicago and New York City.

- Three-year rates in the 16 urban district study average 43%. They range from 36% to 55%, but only two are higher than 50%. (Papay, 2015).
- Chicago: 42% for elementary schools and 45% for high schools over three years. Allensworth et al. (2009).
- New York City: 46% in elementary schools, 55% in middle schools, and 51% in high schools. Marinell & Coca (2013).

On average, 65-70% of DCPS teachers have left their schools within five years, 62-67% in elementary schools, 74-80% in middle schools, and 67-72% in high schools. Elsewhere:

- Five-year rates in 12 large urban districts average 58%. They range from 53% to 71%, but only one is higher than 70%. Papay (2015).
- Chicago: 51-54% over five years. Allensworth et al. (2009).
- New York City: 59% in elementary schools, 66% in middle schools, and 65% in high schools. Marinell & Coca (2013).

PRINCIPAL TURNOVER

The principal is the single most important person within a school, especially in the District, where more than in most other places, both DCPS and charter school principals (and/or executive directors in charter schools) largely control who teaches there and for how long. The DCPS evaluation system gives principals great freedom in making and under the teacher's union contract principals accept or reject teachers new to the school, and choose teachers to excess in cases of enrollment decline or program change. Charter school teachers are at-will employees.

Stability in school leadership is critical to student achievement and successful school improvement for reasons set forth comprehensively in Levin & Bradley (2019), a review of 35 research studies. Frequent principal turnover, according to consistent research findings, results in lower teacher retention and lower student achievement, particularly at high poverty and low-achieving schools.² “[R]esearch on school reform suggests that organizational stability is an important component of a well running school and that frequent changes to staff undermine efforts to effectively implement a school’s instructional program.” Beteille et al. (2011). In regard to school improvement, “any school reform effort is reliant on the efforts of a principal to create a common school vision that focuses on implementing the reform effort over multiple years. Creating such visions and thoroughly integrating reform efforts into the culture of a school takes a sustained effort,” one “clearly derailed with the turnover of a principal.” Young & Fuller (2009). The research, in fact, suggests that principals must be in place five years for the full implementation of a largescale change effort.

PRINCIPAL TURNOVER IN DCPS

The source of data for DCPS is a database of principal names derived over many years from DCPS annual directories listing the principals at all schools.

Every year for many years about 25 percent of DCPS schools opened with a new principal due to terminations, voluntary departures, and some intra-system transfers. The number has decreased, however, in the last three years. Most schools do not keep their principals for five years, the period found by research to be associated with successful improvement efforts, but that number has increased recently. From SY 2013-14 through SY 2016-17, the number ranged from 26 to 33, while in both SY 2017-18 and SY 2018-19, 38 of the 109 DCPS schools open for more than five years had the same principal each year.

² Studies include Beteille et al. (2011), Branch et al. (2012), Seashore Louis et al. (2010), Fuller (2012), Weinstein et al. (2009).

Table 30: Principal Turnover in DCPS Schools SY 2012-13 through SY 2018-19

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	6 yr average
# of schools	111	111	113	115	115	115	
# with a new principal	28	24	29	21	18	23	
% with a new principal	25%	22%	26%	18%	16%	20%	20%
Of 109 schools open at least 5 years					No.	Percent	
# with 1 principal					39	35%	
# with 2 principals					52	48%	
# with 3 principals					14	13%	
# with 4 principals					4	4%	
# with 5 principals					0	0%	

“Six-year average” in the table below, a breakout of principal turnover by ward, is the total number of principal changes in the last six years divided by the number of schools in each ward. What that illustrates is that principal turnover is most frequent in the eastern half of the District, less frequent in Wards 1, 2 and 4, and much lower in Ward 3. Note that at this level of differentiation small numbers, both of schools and of principal turnover, make results subject to big swings.

Table 31: DCPS Principal Turnover by Ward SY 2012-13 through SY 2018-19

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	6 yr Total	# schs 2019	6 yr Aver
Ward 1	3	2	2	0	1	1	9	8	19%
Ward 2	2	1	0	0	2	1	6	6	17%
Ward 3	1	2	2	0	1	0	6	10	10%
Ward 4	3	1	6	2	2	2	16	15	19%
Ward 5	3	1	2	2	5	1	14	9	27%
Ward 6	3	1	3	8	3	6	24	17	24%
Ward 7	6	2	4	5	0	4	21	15	23%
Ward 8	5	10	6	2	3	2	28	19	26%
Non-ward	1	4	3	2	1	6	17	16	18%
Total	27	24	28	21	18	23	141	115	21%

In considering different school levels, principal turnover is highest at the high school level, lowest at the elementary and PK3-8 schools. Numbers for education campuses grades 6-8 and adult schools are too small to be meaningful.

Table 32: DCPS Principal Turnover by Grade Configuration SY 2012-13 through SY 2018-19

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	6 yr Total	# schs 2019	6 yr Aver
Elementary PK3-5	17	15	16	9	7	9	73	63	20%
Education Campus PK3-8	6	1	2	4	3	2	18	16	20%
Education Campus 6-12	1	0	0	0	0	0	1	3	6%
Middle School	1	2	3	3	6	2	17	12	25%
High School (excludes alternative)	2	3	5	3	1	7	21	13	28%
Adult	0	1	1	0	1	1	4	3	22%
Total	27	22	27	19	18	21	134	108	21%

When principal turnover is broken out by levels of at-risk enrollment percentages, the frequency of principal turnover is noticeable at the extremes, with the low at less than 20% and the high at over 80%. Again, small numbers make results subject to swings.

Table 33: DCPS Principal Turnover by Percent of Students at Risk SY 2012-13 through SY 2018-19

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	6 yr Total	# schs 2019	6 yr Aver
0-20% at risk	3	5	5	2	3	4	22	24	17%
20-40% at risk	4	2	6	0	3	2	17	18	23%
40-60% at risk	8	2	3	9	4	7	33	26	20%
60-80% at risk	9	5	8	8	4	7	41	28	21%
80-100% at risk	3	7	4	1	3	1	19	14	25%
DCPS Total	27	21	26	20	17	21	132	110	20%

PRINCIPAL TURNOVER IN CHARTER SCHOOLS AND CROSS-SECTOR COMPARISONS

The content of the charter school principal database is derived from a combination of the names listed in charter school annual reports, PCSB website profiles, directories, and individual school websites.

Principal turnover in charter schools has become higher than that in DCPS—about 30% annually, compared to 21% in DCPS in the last five years. However, the most recent year’s turnover was unusually low for DCPS and unusually high for the charter schools. **The patterns of principal longevity, however, are similar—about one-quarter of the charter schools had retained their principals for five years or more in the charter schools compared to about one-third in DCPS.** In both sectors about two-thirds had two or three principals over five years, and relatively few had frequent principal turnover with the last five years.

Table 34: Charter School Principal Turnover SY 2013-14 through SY 2018-19

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	5-year average
# of schools/campuses	108	118	128	133	134	
# with a new principal	33	34	39	34	47	
% with a new principal	31%	29%	30%	26%	35%	30%
Of 118 schools open at least 5 years				No.	Percent	
# with 1 principal				31	26%	
# with 2 principals				51	43%	
# with 3 principals				25	21%	
# with 4 principals				10	8%	
# with 5 principals				1	1%	

As was the case with teachers, charter school principal turnover by ward does not correlate closely with the ranking of wards by median household income or other measures of ward resident prosperity. For example, unlike analysis by percentage of at-risk students, Wards 4 and 5 show the lowest turnover; on the other hand, the highest level is in Wards 7 and 8. (The Ward 2 numbers are too small to be significant.) All charter schools are citywide in enrollment by law, and while some draw mostly from their surrounding neighborhood, others draw students from all over the city. At this level of granularity with a small sample, the absence of pattern is unsurprising.

Table 35: Charter School Principal Turnover by Ward SY 2013-14 through SY 2018-19

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	5 yr Total	# schs 2019	5 yr Aver
Ward 1	2	4	3	1	3	13	8	33%
Ward 2	1	1	0	1	0	3	1	60%
Ward 3	N/A	N/A	N/A	N/A	N/A	N/A	N/A	N/A
Ward 4	5	3	2	1	8	19	21	19%
Ward 5	7	4	8	9	10	38	30	26%
Ward 6	4	7	6	5	3	25	17	30%
Ward 7	5	5	6	6	10	32	19	36%
Ward 8	5	8	12	8	9	42	24	37%
Adult	4	2	2	3	4	15	14	24%
Total	33	34	39	34	47	187	134	29%

Charter school rates of principal turnover generally rise with the percentage of students at risk. Schools with less than 40% of at-risk students are less likely to experience principal turnover than

those with more than 40%. The number of schools at the 80-100% level is too small and their opening dates are too recent to be meaningful.

Table 36: Charter School Principal Turnover by Percent Students at Risk SY 2013-14 through SY 2018-19

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	2018→ 2019	Total	# schs 2019	5 yr aver
0-20% at risk	4	3	2	3	8	20	20	20%
20-40% at risk	5	2	7	3	4	21	16	27%
40-60% at risk	15	18	17	15	15	80	49	33%
60-80% at risk	5	8	10	9	13	45	31	32%
80-100% at risk	0	0	0	1	3	4	3	33%
Charter total	33	33	36	34	43	179	119	30%

COMPARISONS WITH PRINCIPAL TURNOVER ELSEWHERE

Principal turnover is a national problem that analysts say has worsened in recent years. DC rates—about 25% annually in the two sectors combined—are generally similar to those elsewhere, particularly in cities. Note, however, the most recent national level report.

Table 37: Principal Turnover Rates Nationally and in Cities

	Overall	Elementary	Middle school	High school	High poverty	Low poverty
DCPS principals 2017-2019	18%	20%	25%	28%	25%	17%
DCPS principals 2014-2016	24%					
DC charter 2014-2019	30%				33%	20%
Nation 2017	18%	18%	18%	16%	21%	17%
Nation 2013	23%					
Nation traditional 2017	17%					
Nation charter 2017	22%					
Nation cities 2017	19%					
Miami-Dade 2004-2009	22%	21%	23%	25%	28%	18%
San Francisco 2003-2009	26%					
Milwaukee 2000-2008	19%					
New York City 1999-2008	24%					
Philadelphia 2008-2016	24%				37%	

- The most recent NCES study reported the national average for principals' leaving their school as 18%, down from 23% four years earlier. The figure for charter schools was a little higher than that for traditional public schools (22% vs. 19%). Goldring & Taie (2018).
- The same studies found the city average for principal turnover to be 19% most recently, down from 26% four years earlier.
- Studies of four individual big city districts—Miami-Dade, San Francisco, Milwaukee, and New York City—reported principal turnover ranging from 19%-26%. Beteille et al. (2011)
- Principal turnover rates in both Philadelphia and Pittsburgh average 24% annually, compared to 19% statewide in Pennsylvania. Philadelphia charter school rates were 35% and traditional school rates 24%. Steinberg & Yang (2019)

As the table above shows, both NCES studies found rates to be almost the same by school level (elementary, middle, high school) but higher as the percentage of low-income students rose. Again, percentages in all categories were lower than in the study four years before. In the District, high poverty schools lose 25% (DCPS) and 33% (charter) of their principals annually, a significantly higher level than low poverty schools, and this happens across the country. As set forth in the sections on teacher turnover DC at-risk metrics can be compared only roughly with the free lunch eligibility statistics used elsewhere, but the gap holds. The NCES studies found principal departure rates for schools less than 75% of their students free lunch eligible to be 17%, and rates for schools with 75% or more free lunch eligibility at 21%, both figures being less than they were four years previously. The rates in DC seem comparable to those elsewhere.

QUESTIONS NOT ANSWERED AND FURTHER RESEARCH NEEDED

This study is limited to reporting levels of teacher and principal turnover on the basis of data publicly available. There are a few unanswered questions about the accuracy and the scope of the data, but answers are unlikely to affect the overall results. Refining the data and analysis, however, leaves the big questions that need further research: Why do DC teachers and principals leave their schools or leave their charter LEAs altogether? What can and should the schools and the District's leadership do about it?

Apart from teachers and principals who fail to renew their licenses, are terminated or die, ascertaining the reasons they leave is a complex business. For example, those who say they are leaving due to relocation or retirement might not do so if they were happier with their working conditions; on the other hand, they may be leaving for personal reasons reluctantly but of necessity. How many leave in anticipation of a problematic evaluation? How many teachers leave due to a poor relationship with their principal or their fellow staff members? They leave for many reasons, often in combination. Where do they go and why? What does research tell us about the most likely ways to reduce turnover? And what can those who leave tell us that would enable us to improve retention rates?

In the last year, the D.C. State Board of Education, working with EmpowerEd, a teacher advocacy organization, and the Washington Teachers Union, has sponsored meetings and held a series of hearings addressing these questions. An SBOE report summarizing the resulting themes and recommendations adds to the listing below from the original SBOE report.³ This report includes input from an online feedback portal for community members to propose ideas on teacher retention and vote on existing suggestions.

Ideally everyone who leaves DC public schools would be interviewed carefully by independent researchers in whose keeping of confidentiality they would have full trust, who would then do a full-scale analysis. Short of this somewhat costly approach, we could adopt the approach of the 2009 study by the Consortium on Chicago School Research (CCSR), which analyzed teacher personnel records, including teacher background and demographic data, over a four year period and linked them to teachers' schools and to student and school administrative and exam records. Allenworth et al. (2009). Factors considered there were:

- Teacher gender, race/ethnicity, age, college degrees, undergraduate college, and first-year status in the Chicago schools
- Economic status of students in the school
- School racial and ethnic composition
- School size
- Average test scores of school students
- Student mobility rates
- Concentration of poverty in the school neighborhood
- Whether the school had a first-year principal
- School's "probation" status
- Crime data in the Census block group of the school
- Neighborhood conditions from Census files, including the percentage of unemployed males over age 25, the percentage of families below the poverty line, the mean level of education, and average income in the census block group

Data not available that the Chicago researchers believed would be useful:

- Measures of teaching quality

³ <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/2019-01-10-MEMO-Teacher%20and%20Principal%20Retention%20Recommendations.pdf>. Links to the meetings and hearings themselves appear at <https://sboe.dc.gov/page/teacher-retention>

- Data about teacher pre-service preparation
- Teacher salary
- Data on teaching-out-of-field
- Data on where teachers who leave the school system end up

Other data:

- Correlation with school enrollment decline; when schools lose students, they usually have to excess teachers
- Teacher subject area, particularly areas that are harder to staff (e.g., special education, English as a Second Language, math, science, and technology)
- Measures of school climate

Another in-depth study that could provide guidance for DC work is Marinell & Coca (2013), which studied middle school teacher turnover in New York City through analysis of NYC Human Resource records from the previous decade, surveys of current full-time middle school teachers and case studies in four public middle schools.

This kind of study can only be carried out by researchers with the technical capacity to handle multiple complex databases and to satisfy the protocols to maintain student and employee privacy. Realistically, not all the above factors need be included; an analysis of research findings elsewhere could identify the most promising areas for exploration. For example, the Chicago study found that teacher turnover is highest in schools that are majority low-income and mostly African-American and Latinx, and found particular significance within these schools in teacher-parent relationships, teacher perception of students' behavior, teacher sense of collaboration with colleagues and principal and teachers' control over their work environment, including conditions "that limit their ability to do their job". But this is only one study, and the District is not like Chicago in various respects, including demographic makeup and school policies of various kinds. What are the similarities with and differences among schools and population in other cities with robust research on teacher and principal turnover?

Questions not answered in this study have been approached and to some extent answered by SBOE work described above. They include:

Data

- The data source for DCPS teachers is mid-year point in time staff lists and for principals annual DCPS directories. How many teachers and principals are not included in these one-year point-in-time rosters because they enter as the school year begins and leave before mid-

year? What are the rates when mid-year departures and short-term leaves of absence are taken into account with precision?

- Mid-year departures are extremely disruptive for students and schools. How many teachers and principals leave their schools at any point mid-year?
- The source for charter schools is a self-reported teacher “*attrition*” rate, which in a number of cases turned out actually to be the teacher *retention* rate. (See the discussion in Appendix I.) How accurate are these rates?
- What is the multi-year rate of teacher turnover at the school level? For example, what percent of school staff remain for five years or more? (This study does provide this information for principals.)

Why Do Teachers and Principals Leave?

- What is the relationship of teacher turnover to the school factors used, for example, in the Chicago study *and* to enrollment decrease and increase, principal change, salary levels, student discipline policies and practices, and measures of school security and school climate?
- What are the characteristics of the teachers and principals who leave apart from IMPACT rating (for DCPS only), and the ward, grade configuration, and percentage of at-risk students of the schools they leave? What is their certification status? In addition to the data used in the Chicago study, what are their levels of experience? Have they worked in other school systems, and if so, similar to or different from DC?
- Are there patterns of transfers within DCPS? What are the salient characteristics of sending vs. receiving schools?

What Can and Should We Do to Limit Teacher and Principal Turnover?

- To what extent are the conditions linked with turnover under school control and to what extent is mobility inevitable due to teacher and principal life circumstances? To what extent is it desirable, to maintain school quality and bring in fresh knowledge and perspectives?
- What are the implications of research findings for recruitment, induction, professional development, mentoring, professional incentives, and teacher and principal placement?
- How does teacher and principal turnover affect the District’s students, schools and school systems specifically?

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APPENDIX: NOTES ON DATA AND METHODOLOGY

Throughout the report, differences in the total numbers of schools as to teachers vs. principals and by ward, by grade configuration, and by percentage of at-risk students are due to differences in data sources, and in the schools covered by the particular table. For example, in some years DCPS staff lists do not differentiate between middle school and high school components of some education campuses, while in others they are identified separately. Because they share principals and often some staff members they are treated in combination in this study. A number of charter schools have multiple campuses, which are treated separately in some data sources and combined in others. For example, some charter school annual reports separate their campuses in reporting teacher numbers and attrition and others do not, while the PCSB website listings separate most.

In the case of percentages of at-risk students, adult and alternative schools in both sectors are not eligible to receive at-risk funding, and they are therefore not shown in any publicly available data sources. Because many of their students would fall within the at-risk definition (homeless, foster care, welfare, food stamps and overage for their grade level) for other purposes, those schools are omitted from the at-risk analyses, since to include them as having no at-risk students would be highly misleading.

The sources of data for DCPS, unless otherwise identified are

- For teacher data: database assembled from annual mid-year DCPS staff lists, variously called Schedule A, PeopleSoft Report, Agency FTE Listing, and Position Listing. These were obtained from DCPS document submissions to the DC Council in connection with annual performance oversight hearings and from FOIA requests. They include teacher name, employee ID number, and school or department. The Council submissions in various years can be found at: <http://dccouncil.us/budget/2019>.

Teachers were tracked individually from year-to-year at each school separately, by employee ID look-ups supplemented by manual checks and comparisons.

The numbers for SY 2012-13 are surprisingly high and those for SY 2013-14 are surprisingly low. There may be a problem with the SY 2013-14 lists; perhaps some prior year teachers who remained in the system were not included in any of several lists obtained, but checks and comparisons among several different lists for SY 2013-14 failed to resolve the issue. However, in view of the consistency of all other numbers, including longer-term averages, the two years may balance each other out.

- For school level and percentage of students at-risk: annual enrollment audits commissioned by the Office of the State Superintendent of Schools (OSSE), available at: <https://osse.dc.gov/node/604172>
- For school free lunch eligibility in years before the at-risk designation is available, spreadsheets downloaded from DC Council website contemporaneously (no longer available there).
- For DCPS principals: database assembled from annual school directories posted on the DCPS website, and downloaded contemporaneously with the school years in question.

The sources of data for public charter schools are:

- For total teacher numbers and attrition rates, annual reports submitted to the D.C. Public Charter School Board. These reports were obtained by FOIA from the PCSB. They are all in .pdf files, differing in format from one school to another, so that the figures had to be copied manually into spreadsheets. Because of this and because charter schools change significantly in size and grade levels from year to year, we limited this exercise to the last four years. Annual reports for the most recent year only are on the PCSB website at: <https://www.dcpsb.org/report/evaluating/charter-school-annual-reports>

The PCSB standard format defines “teacher” as “any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows.” Schools interpret this definition differently. Each charter school has its own set of job titles, not all of which are obvious as to what constitutes “instruction” and “at least 50% of the time.” A count of likely titles from staff rosters in a random sample of 14 charter school 2015-16 reports indicated that overall, charter school turnover figures are not fully comparable with either DCPS classroom teacher or DCPS ET-15 figures but are somewhere in between. Five of the 14 counted only staff with the job titles cited in the definition, while nine counted others as well.

Note also that in each year a few schools failed to include these figures in their annual reports; this occurs with different schools in different years. In the tables here, N/A is used in years where schools are not yet open; N/R is used for instances where schools are open but have not reported the particular figure in question.

Also, in a small number of cases the schools appear to have confused teacher *attrition* with teacher *retention*. To check this, wherever the reported percentage was higher than 50%, we compared annual report staff rosters in successive years. In most cases, the attrition rate

actually appeared to be less than 50%, so we inverted the percentage to lower it. In the latest reports this did not appear to be a problem.

- For percentage of students at-risk: annual enrollment audits commissioned by the Office of the State Superintendent of Schools (OSSE), available at: <https://osse.dc.gov/node/604172>
- For charter school principals: database derived from a combination of the names listed in charter school annual reports, PCSB website profiles, directories, and individual school websites. The most recent annual reports are at: <https://www.dcpsb.org/report/evaluating/charter-school-annual-reports> and most recent PCSB website profiles are at: <https://www.dcpsb.org/find-a-school>.



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS
Office of the Chancellor

October 2, 2019

State Board of Education
One Judiciary Square
441 4th Street, NW, 530S
Washington, DC 20001

Dear State Board of Education members and staff,

DCPS appreciates the focus on the important issue of retaining effective teachers and school leaders in our public schools. Research has shown that teacher effectiveness is the most impactful school-based factor influencing student success; further, studies have shown that replacing highly effective teachers requires significant amounts of time and money—resources that can otherwise be put to use to better support students.

As a district, we have prioritized research-based initiatives to retain our best teachers and school leaders, and we are pleased to share some of those with you today. DCPS supports teacher retention in three key areas:

- Establishing strong policies, systems, and initiatives that recognize and reward effective teachers, celebrate their success, and give them opportunities to thrive in their roles;
- Helping school leaders to create positive, supportive instructional environments where teachers feel valued and challenged; and,
- Continually investigating the underlying factors influencing retention challenges to guide future efforts.

As SBOE's report recognizes, our work has led to progress when it comes to retaining teachers and school leaders. We are proud that our district continues to attract world-class teachers as evidenced by a new record of more than 3,000 teacher applications for School Year 2019-2020.

We also want to recognize that DCPS has increased retention of Effective and Highly Effective teachers. Most recently, from 2017-18 to 2018-19, we retained over 94 percent of Effective and Highly Effective teachers. This retention rate of great educators holds true across our high-poverty schools (94% retention rate) and low-poverty schools (94% retention rate). This trend is counter to what many districts are experiencing nationally.

For the 2019-20 School Year, we will continue to focus on a systematic approach to providing quality teachers to all of our students. Specifically, we are dedicated to delivering high-quality professional development, implementing DCPS' Cluster Support Model, and strengthening leadership development. Through these strategies, DCPS is also working to address disparities that result in low-income students and minority students being taught by ineffective teachers.

First, we are focused on high-quality professional development. The DCPS approach to professional development known as LEAP is about helping teachers become true experts at teaching the DCPS Common Core-aligned curriculum and other course-specific content. Ultimately, LEAP seeks to increase the number of effective teachers by engaging teachers in a cycle of development in small, content-specific professional learning communities led by content experts. These efforts are leading to better experiences for teachers. Last fall, 86% of teachers shared that they believe their school was committed to improving their instructional practice through professional development.

For the 2019-20 School Year, DCPS also restructured our central office teams to more strategically support schools and teachers through the Cluster Support Model. Through this model, schools are more directly connected to central office teams based on need and are provided aligned support across a variety of content areas. Each instructional superintendent now leads a Cluster Support Team that includes the following content areas: Attendance, Comprehensive School Plan Supports, Data Supports, ESL Services, Family/Community Engagement, Humanities, Operations, Social Emotional Learning, Special Education, Science/Mathematics, and Technology. This approach ensures a strong connection between central office teams and schools, which allows for comprehensive supports for schools and a focus on improved instructional practices.

In terms of leadership development, principals engage in quarterly district-wide meetings focused on fostering collaboration and developing school leaders' knowledge in particular subjects and/or skillsets. During Leadership Academy, principals have opportunities to collaborate with one another, share best practices, and provide input on district-wide initiatives and challenging topics affecting schools. This event supports teachers by focusing principals on building a stronger instructional culture in their buildings—a key factor for development and retention.

We are also maintaining and continuously improving our core retention programs and events, which include:

- Leadership Initiative for Teachers: DCPS' five-stage career ladder that provides teachers with opportunities for advancement inside the classroom, as well as additional responsibility and increased recognition and compensation;
- IMPACTplus: Bonuses for eligible teachers who earn a Highly Effective rating;
- Chancellor's Teachers' Advisory Board: Monthly teacher group to discuss Chancellor priorities and inform district policy;
- Standing Ovation: Annual awards ceremony that recognizes educators and school communities with cash rewards;
- Rising Talent Event: Annual recognition event that recognizes educators and encourages them to consider leadership in DCPS;
- Teacher Appreciation Day, during Teacher Appreciation Week;
- Sharing turnkey retention best practices with school leaders; and,
- Professional development training for school leaders specifically about retaining top talent.

While we share SBOE's commitment to improving teacher retention, many of the assumptions and conclusions in the report fail to capture the nuance of our commitment to human capital. As examples, the report chooses to focus heavily on ET-15 positions, which includes many different positions, such as counselors, librarians, and related service providers, that require an array of retention methods. Additionally, because DCPS is operating in a unique context as the largest LEA in a state urban environment, there are numerous reasons why national comparison are not valid. For example, we know the most common reasons teachers choose to leave DCPS are relocation or retirement, which may not reflect similar trends nationally.

DCPS remains focused on ensuring highly effective educators in every school and every classroom, access to rigorous academic content, and meaningful family and student engagement. Thank you for the opportunity to respond to your work.

Sincerely,

A handwritten signature in black ink, reading "Lewis D. Ferebee". The signature is fluid and cursive, with the first name "Lewis" being the most prominent.

Lewis D. Ferebee, Ed.D.
Chancellor, DC Public Schools



Scott Pearson
Executive Director

October 10, 2019

John-Paul Hayworth
Executive Director
DC State Board of Education
One Judiciary Square
441 4th Street, NW, Room 530S
Washington, DC 20001

Dear Mr. Hayworth,

Thank you for providing us the opportunity to comment on the report *Teacher and Principal Turnover in Public Schools in the District of Columbia, 2019 Update*.

We thank the SBOE for releasing this report, which compiles and synthesizes public data, including information that the DC Public Charter School Board collects from schools and posts on our web site. Your report adds to our public discussion around staff turnover in our public schools.

The District of Columbia is home to 63 Local Education Agencies (LEAs), 62 of which are public charter schools. Each public charter school strives to achieve excellent academic outcomes, as well as excellence in other areas consistent with their mission and values. To do this each school pursues its own approach, including its own human capital strategies. In this context, there is no universal “right” rate of attrition, just as there is no universal rate that is too high or too low. The right attrition rate for each school will depend on that school’s approach, their needs and their situation in any given year.

This is why DC PCSB does not evaluate schools based on their staff attrition rates. We focus on student outcomes and seek to give schools every flexibility in how they achieve these outcomes.

For these reasons, we urge the SBOE to avoid seeking universal best practices or approaches that every school should take, or even implying that certain schools should lower their attrition rate. Instead, we urge you to focus on

highlighting promising practices for improving retention of those staff whom the school wishes to retain. Each LEA can then assess whether a given practice is a good fit with their strategy, needs and situation.

In this regard, it is useful to read your report in conjunction with the recently-released *District of Columbia Teacher Workforce Report* by the Office of the State Superintendent of Education and TNTP. This report finds that

DC's within-school retention rate of 70% is slightly lower than benchmarks attained by other national or urban school systems. However, retention rates for teachers rated Effective or higher (78%) were much higher than for those rated below Effective (48%).

Thank you again for the opportunity to submit this comment.

Sincerely yours,

A handwritten signature in dark ink, appearing to read 'SP', with a stylized, flowing script.

Scott Pearson
Executive Director