



DATE: March 12, 2020
FROM: Members of the D.C. State Board of Education
RE: **Results from the 2020 D.C. Teacher Attrition Survey**

Background

The D.C. State Board of Education contracted with Bayne LLC (Bayne) to conduct a research study on teacher attrition¹ in the District of Columbia. The State Board's previous research from October 2019 found that teacher attrition in public schools in the District is higher than in other cities—on average 25 percent of public-school teachers leave their school annually, compared to a national average of 16 percent and 19 percent in other urban cities.²

Research shows that teaching experience is positively associated with student achievement gains throughout a teacher's career, and that a teachers' effectiveness increases at a greater rate when they teach in a supportive and collegial working environment.³ We also know from research that teacher replacement costs, including expenses related to separation, recruitment, hiring, and training, can be more than \$20,000 in urban districts—dollars that could be spent on teacher mentoring and other learning opportunities to help teachers stay.⁴

Bayne's research study consisted of an electronic survey, focus groups, and follow-up interviews. The final report, *2020 D.C. Teacher Attrition Study*, presents findings on the issues contributing to teacher departures from public schools in the District and a baseline of data across both education sectors. The findings of the report will be used by the State Board to identify strategies and policies to ensure that teachers stay in the District's classrooms.

Why did teachers voluntarily resign/quit?

- **IMPACT as the primary driver in DCPS:** DC Public Schools (DCPS) use a teacher evaluation tool called IMPACT to annual evaluate its teachers. DCPS teachers cited IMPACT as the primary reason for leaving the classroom (24 percent). Some respondents did recognize the value of the current incentive pay structure; however, teacher evaluation systems were largely viewed as subjective. Suggestions to review the system were proposed—as the evaluations are considered inconsistent and ineffective.
- **Burdens with work culture and workload:** Public charter school teachers were more likely to leave because of work culture and workload. Across both sectors, respondents stated both: (1) lack of professional support from administration to address challenges and (2) lack of respect from school and/or LEA administration as key work climate/culture departure reasons. For items related to workload, respondents from both sectors cited: (1) being overburdened and (2) not having enough resources for discipline/behavioral issues as departure reasons.

¹ Teacher attrition is the rate at which educators leave their schools on a yearly basis to teach at another school or exit the profession.

² This 25 percent represents the annual school-level turnover in both sectors since SY2014–15. It is not a single year rate (i.e., SY2018–19). The DCPS rate was 21 percent and public charter school rate was 26 percent in SY2018–19.

³ <https://learningpolicyinstitute.org/product/does-teaching-experience-increase-teacher-effectiveness-review-research>

⁴ <https://learningpolicyinstitute.org/blog/why-addressing-teacher-turnover-matters>

- **Lack of support for teacher safety and mental health:** The safety of teachers (and their students), as well as teacher mental health issues were highlighted as reasons for teacher departure. Participants indicated not feeling supported with the needed resources to address violence in schools and feeling exhausted from job requirements. Teachers cited issues with implementing discipline, as well.
- **Tensions with school leaders:** Participants cited tension and strained relationships between teachers and school leaders; most felt unsupported by school administration. The majority felt they were in hostile environments created and enforced by administrators.
- The issues most often named as driving teachers’ exits—and named by nearly 25 percent of respondents—are related to Climate/Culture, Role/Responsibilities, or Teacher Evaluation Systems.⁵

Named as a “major factor” driving exit	Among those who voluntarily resigned/quit, by percentage
Lack of professional support from administration to address challenges	30.3%
Lack of respect from school and/or LEA administration	28.6%
General workload too great/overburdened	28.6%
Dislike reliance on teacher evaluation systems	25.0%
Not enough resources for discipline/behavioral issues with students	24.1%
Unappreciated/successes unrecognized	24.1%

- Across both sectors, the vast majority (66 percent) of respondents voluntarily resigned/quit, with most of the other respondents indicating they were terminated, left due to downsizing (6 percent), on temporary contracts (4 percent), or retired (4 percent). The vast majority of respondents left for reasons related to their work/school. Only 35 percent of respondents cited personal/external reasons—the largest reason was relocation—as a “major factor” in their departure.
- One-third of respondents indicated that school leadership did not encourage them to stay after they indicated they would leave.

Observations and excerpts from focus groups

- IMPACT has “created a polarizing environment and has become one of the leading drivers in teachers exiting. This evaluation process has left teachers frustrated and scared.”⁶
- “According to more tenured teachers in the group, the safety of teachers has become a major issue within the last five years. Currently, many of the participants stated that security and safety protocols are either ineffective or virtually nonexistent across much of the District.”⁷

⁵ Issues related to facilities, compensation, curriculum, parents, or students were cited significantly less.

⁶ 2020 D.C. Teacher Attrition Study, Page 74

⁷ 2020 D.C. Teacher Attrition Study, Page 76



- “Majority of teachers felt they were in hostile environments created and enforced by administrators. When asked to describe the general culture and environment of the schools, participants described it as ‘being in the trenches,’ ‘surviving,’ and ‘being at war.’”⁸
- “Due to this prolonged process of simply “passing” students, [students within a classroom include those who are extremely below grade level and] thus need additional services to support their learning.”⁹

Characteristics of exited teachers

- Among **DCPS** teachers, a majority (54 percent) taught in their schools for 3 or fewer years before they left; 31 percent had planned to stay for 10 or more years.
- Among **public charter** school teachers, a majority (61 percent) taught in their schools for two or fewer years; 10 percent had planned to stay for 10 or more years.
- For teachers who voluntarily resigned/quit and had less than 5 years of experience, 61 percent were **alternatively certified**.
- 80 percent stated all or most of their students were **at-risk and/or low-income**.¹⁰
- Over 86 percent were “**passionate about teaching**”, but the majority did not feel they received adequate support from their school or their LEA.
- Nearly two thirds (63 percent) of DCPS teachers indicated their **IMPACT rating** was “Highly Effective” or “Effective”; 13 percent were “Minimally Effective” or “Ineffective.”

Recommendations

Based on the findings from Bayne’s report, the State Board makes the following recommendations:

1. **Adopt the “Statewide Educational Data Warehouse Amendment Act of 2019,” (B23-0515):** Teacher data are not standardized across District schools, and the available data and analyses offer only a partial picture of teacher and principal attrition. If adopted by Council, this bill would ensure that data relevant to understanding the nature of teacher attrition and retention across the District’s public schools are available annually and publicly. Understanding teacher attrition relates closely with the long-term quality of our teacher workforce and with the experience our children have in their classrooms.

The legislation would amend the State Education Office Establishment Act, requiring the Office of the State Superintendent of Education (OSSE) to publicly report annual data relevant to understanding teacher retention and attrition, including information on teacher experience, years of experience, demographics, type of credential, and teacher preparation program. It would also require OSSE to submit an annual report with school-, local education agency- and state-level data on why teachers decide to leave the teaching profession and about the use of long-term substitute teachers in schools and unfilled vacancies that remain at the beginning of a school year. The lack of such data makes it

⁸ 2020 D.C. Teacher Attrition Study, Page 77

⁹ 2020 D.C. Teacher Attrition Study, Page 80

¹⁰ The State Board’s 2019 report found that in both DCPS and public 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).

difficult to understand the extent and impact of the problem, its disproportionate effect on our most at-risk youth, or how to best address the problem.

- 2. Develop mentoring programs for teachers at all schools:** According to Bayne, 34 percent of respondents¹¹ had less than five years of teaching experience and 70 percent less than 10 years. Considering this, a recommendation to increase retention rates and build a supportive work environment is to encourage all District LEAs to develop and expand existing mentoring programs, pairing more experienced teachers with less experienced teachers. Participants in Bayne’s focus groups and follow-up interviews suggested the need for new orientation programming and mentoring to support new teachers.

A mentoring program can help develop relationships among teachers while fostering a collaborative work environment. Not every teacher will be highly effective in their first or second year of teaching—effective teachers are developed through experience and support. When school systems lose staff at a high rate, it becomes difficult to build a new teacher’s skillset, let alone a strong workplace culture where staff feel supported.

- 3. Utilize the findings of this research in the DCPS redesign of IMPACT:** The State Board recognizes and applauds Chancellor Ferebee for launching a multi-year comprehensive review of IMPACT.¹² The State Board encourages DCPS to consider the findings from this report when redesigning IMPACT. The Bayne report stated there were overwhelmingly negative discussions around IMPACT during the focus group discussions and 34 percent of participants who resigned/quit cited teacher evaluation systems as a major driver.
- 4. Improve school culture and teacher workload:** A common thread throughout the survey responses, focus groups, and follow-up interviews was a dissatisfaction with school culture and leadership. The State Board recognizes that school and workplace culture impacts students, as it is difficult for students to develop trusting relationships with teachers when teachers are leaving. Taking this into account, the State Board would like to encourage all LEAs to further examine ways to improve and develop a strong school culture.
- 5. Create statewide professional development program for school-level leadership:** The State Board encourages OSSE to consider implementing a statewide professional development program that is directed towards training school-level leadership. According to Bayne, “leadership was routinely cited as the biggest driver of teachers’ experiences at their school.”¹³ While there is no singular panacea to improve school-level leadership, a statewide discussion and implementation of successful and appropriate professional development strategies for both school leaders in both sectors should be considered.

¹¹ 2020 D.C. Teacher Attrition Study, Page 15

¹² <https://www.american.edu/media/news/20200124-soe-dcps-impact.cfm>

¹³ 2020 D.C. Teacher Attrition Study, Page 10

Additional Notes

While the State Board is confident in the methodology and sample size of this research project, it acknowledges that a larger sample size could have provided more robust results. This would have required greater interagency collaboration during the data-collection stage. The State Board reached out multiple times to LEAs for assistance and collaboration in attaining a larger data set, but such requests were rejected. Nevertheless, it should be noted that the demographic make-up of the survey sample has a similar demographic make-up to the *OSSE 2019 DC Teacher Workforce Report* (i.e., race/ethnicity, teaching positions and subjects, years of experience)¹⁴. The top departure reasons found in the *OSSE 2019 DC Teacher Workforce Report* and the State Board 2020 D.C. Teacher Attrition Study were likewise similar.

Contact

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¹⁴ <https://osse.dc.gov/publication/dc-teacher-workforce-report>





DC TEACHER **ATTRITION** SURVEY

FEBRUARY 2020



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Introduction

Bayne Limited Liability Company (Bayne) was contracted by the D.C. State Board of Education (State Board) to conduct a research study on the issue of Teacher Attrition in the District of Columbia. The purpose of this research is to help the State Board and other policymakers develop an in-depth understanding of the issues contributing to teacher departures from classrooms in the District and to develop a baseline of data across both the traditional public school and public charter school sectors.

Prior to this procurement, the State Board funded two research studies that found the attrition rate was higher in the District of Columbia than in other comparable American cities, including New York, Chicago, and Milwaukee, and higher than the national average. In 2018, the State Board contracted local education researcher and data analyst Mary Levy to produce a report on teacher and principal retention in the District of Columbia¹. This report was updated in 2019 to incorporate teacher retention data from the school year 2018–2019². This study builds upon that information to help the District explore the reasons why teachers are leaving.

District of Columbia Public Schools (DCPS) currently administers an exit survey to teachers that focuses on their reasons for departure, their future plans, and assesses additional avenues that DCPS could have taken to retain them. In 2018, Bellwether Education Partners analyzed the exit survey data collected between February 2015 and January 2018³. Their findings concluded that the top three reasons teachers were leaving DCPS included: 1) Work-Life Balance, 2) School Leadership and 3) Career Change. A presentation from their report can be found on their [website](#).

The State Board Teacher Attrition Survey is intended to give the State Board an in-depth look at the drivers of teacher attrition across the District in both traditional public schools and public charter schools and analyze if there are significant differences between the two sectors. While the DCPS teacher exit survey is designed to capture high-level data about the general reasons that teachers are exiting and their future plans, the State Board Teacher Attrition Survey was designed to build an in-depth analysis of those key factors influencing departures and build profiles of those teachers who are departing voluntarily versus being terminated.

¹ Levy, Mary (2018). TEACHER AND PRINCIPAL TURNOVER IN PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA. Retrieved from DC State Board of Education website: <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/publication/attachments/SBOE%20Teacher%20Turnover%20Report%20-%20FINAL.pdf>

² Levy, Mary (2019). TEACHER AND PRINCIPAL TURNOVER IN PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA: 2019 Update. Retrieved from DC State Board of Education website: <https://sboe.dc.gov/sites/default/files/dc/sites/sboe/documents/2019-11-07-FINAL-Teacher%20Attrition%20Report%202019%20%28update%29.pdf>

³ Pennington, K., & Brand, A. (2018). Retaining High Performers: Insights from DC Public Schools' Teacher Exit Survey.

In addition to surveys, this study incorporated focus groups and structured interviews to develop a deeper understanding of the key factors influencing departures. By utilizing this multi-faceted approach for research, Bayne sought to establish a baseline of research upon which future studies can build.

Executive Summary

From December 30, 2019, to February 3, 2020, Bayne conducted a web-based survey (N=242), three focus groups, and 13 structured interviews with former and current K–12 teachers who exited their last teaching job in school year 2018–2019 or school year 2019–2020. This research was conducted in order to support the D.C. State Board of Education’s (State Board) effort to build a deeper understanding of the drivers of teacher attrition in the District. This study sought to build a comprehensive picture of teacher attrition in the District across both traditional public schools and public charter schools and determine if there were significant differences between the factors influencing attrition in the two sectors. Bayne worked in close collaboration with the State Board staff to finalize the survey and develop the focus group questionnaires.

Bayne negotiated memorandum of understandings (MOUs) with five public charter schools and one additional partner in order to acquire contact information for former teachers who departed in the 2018–2019 or 2019–2020 school years.

In addition, Bayne negotiated MOU’s with two public charter schools that allowed their former teachers to participate but did not allow us to acquire their contact information directly.

The survey consisted of 72 questions across 10 sections and was launched on December 30, 2019 at 10:00 AM EST. The survey was distributed via email and text messages to former teachers for which Bayne received information. Former teachers received biweekly reminders every Monday and Thursday through January 17, 2020. As previously indicated, there were two public charter schools that were responsible for distribution of the survey to their former teachers.

Bayne directly distributed the survey to a sampling frame of 2,039 teachers via email and SMS messaging. The number of former teachers that the two self-administering public charter schools distributed the survey to are unknown, therefore, Bayne is unable to provide an accurate response rate. The maximum response rate is 11.8% based on the number of respondents and known sampling frame size.

At the end of the survey, participants were asked if they were willing to participate in a focus group and/or follow-up interview. Ninety-six respondents (96) indicated that they would be willing to participate in a focus group and one hundred and forty-seven (147) respondents indicated they were willing to participate in a follow-up interview.

The focus group sessions were divided into an evening session, a mid-day session, and a weekend session so that respondents could pick a session that worked with their schedule. Focus group #1 had seven (7) participants and was held on January 21st at 6:30 PM. Focus group #2 had nine (9) participants and was held on January 23rd at 12:30 PM. Focus group #3 had six (6) participants and was held on

January 25th at 11:00 AM. There were a total of twenty-two (22) focus group participants across the three sessions.

The focus groups' discussions were used to further explore high-level themes and trends from the survey data and to add further context to some of the comments that were submitted by survey respondents. In order to protect their anonymity, focus group participants were assigned a number that was used to identify them during the discussion.

The follow-up interviews took place between January 27th and February 3rd and were executed via Zoom web conferencing software. Thirteen (13) respondents participated in the follow-up interviews. The interview sign-ups were open to all respondents who indicated that they would be willing to participate in an interview and had not participated in any of the focus group sessions.

Methodologies

Survey

The Teacher Attrition Survey was organized into ten (10) sections and designed to allow researchers and analysts to build out complete profiles of respondents and to allow maximum usage of the data collected. Approximately 30% of the questions were required responses as they were considered the most critical to the analysis. The demographic questions were all optional in case respondents were uncomfortable sharing those details.

Section Title	Type of Information
Teacher and Position Descriptors	Information about the respondent including type of school, location of school, length of service, etc.
Type of Exit	What lead to the respondent leaving their last position (e.g., resignation/quit, terminated, retired, promoted, etc.)
Major Drivers	Major high-level issues that drove respondents to resign or retire early (e.g., teacher evaluation systems, school leadership, benefits, job responsibilities/workload, personal reasons, etc.)
Exit Drivers	Specific issues that drove respondents to resign or retire early
Potential Solutions	Actions that could have prevented the respondent from resigning or retiring early

Factors Related to Exit	How respondent communicated and interacted with staff prior to exit
Attitudes	How the respondent felt about their position and responsibilities
Next Steps	What happened after the respondent left their position
Demographics	Demographic Information
Other Comments	Open

Focus Group Discussions

The research team reviewed the list of respondents that signed up for each focus group session and selected participants that represented a diverse set of experiences. In selecting participants, the research team considered: school type, grade levels taught, school location, and the demographics of respondent. The focus group participants were strategically seated based on their profiles to maximize the flow of the discussion and encourage engagement between respondents from different demographic backgrounds and with different teaching experiences. A facilitator ensured that conversation flowed and that a series of questions were explored based on the data gathered from the survey to identify clear and consistent themes.

One-on-One Interviews

The structured interview participants were not pre-selected. Respondents who indicated that they were willing to participate in the structured interviews and had not already taken part in the focus groups could sign-up for one of the reserved time slots on a first-come basis.

High-Level Takeaways

Survey

- Concerns over IMPACT are the primary reason that teachers from traditional public schools choose to leave the classroom. Respondents from public charter schools are more likely to leave because of workload or workplace culture.
- The process by which teachers exit the classroom (i.e., resignation, termination, retirement) is similar between traditional public schools and public charter schools.
- Participants with advanced degrees stay longer in their positions before leaving and are more likely to take another teaching or education related job.
- Teachers who exit DCPS are more likely to work at another school than their public charter school colleagues.

- Teachers are exiting their position earlier than they originally planned at both traditional public schools and public charter schools. On average, both traditional public school and public charter school teachers left at least a year earlier than they planned to when they took the job.

Focus Groups

- Teacher evaluation processes are viewed as subjective across the District. While IMPACT was the primary topic when discussing teacher evaluations, many educators from charter schools felt their evaluation processes were subjective as well. Overall, teachers have found the evaluation processes at District schools to be inconsistent and ineffective. The fear of subjective evaluation processes and scores is a driving factor for many teachers who decide to resign in lieu of eventually being forced out.
- The safety of teachers and other students has become a major issue within the last five years based on the responses from focus group participants. Multiple participants noted witnessing or experiencing violence in their previous roles that went unpunished or under punished. It was implied multiple times that school leaders have sought to sweep violent⁴ incidents under the rug to keep suspension rates low. Many teachers have begun to see their schools as unsafe work environments, and this has influenced their decisions to leave. These incidents were noted by participants from both DCPS and public charter schools.
- Tension and strained relationships between teachers and school-level leaders was a major point of discussion during the focus groups. Most participants felt unsupported by the administration at their schools and felt it played a big decision in their eventual departures. Multiple participants noted what they felt were “abuses of power”⁵ from administrators and stated that they were bullied or saw other teachers bullied.

Stakeholder Interviews

- Many participants cited burn-out from a lack of work-life balance and the toll the job took on their mental health as areas of concern. The emotional toll resulted in mental and physical health issues which impacted teacher’s families and personal relationships. Many teachers expressed concern about the lack of mental and physical wellness support for teachers, noting that they often ended up feeling exhausted from the requirements of the job. Multiple

⁴ Violent or violence is defined as instances of verbal or physical altercations between individuals. This report utilizes Oxford Dictionary definition of “violent” as “using or involving physical force intended to hurt, damage, or kill someone or something.” Also, like “(especially of an emotion or unpleasant or destructive natural force) very strong or powerful.”

⁵ The term “abuses of power” in this report refers to the power dynamics between teachers and primarily Principals and Vice Principals. We define “abuse” in the usage of power based on Oxford dictionary definitions in which the following exchanges were experienced between the parties:

“use (something) to bad effect or for a bad purpose; misuse.”

“treat with cruelty especially regularly or repeatedly.”

“speak in an insulting and offensive way to or about (someone).”

respondents suggested that mental wellness programs for teachers would help increase retention.

- Leadership was routinely cited as the biggest driver of teachers' experiences at their school. Those respondents who stated that they had good relationships with the administrators at their previous school often noted that they would have continued to work at the school if possible but left because of personal reasons such as a spouse getting a job out of state or they decided to change careers all together. Those teachers who did not have good relationships with their administrators cited that often as a factor in their departure, whether voluntary or not.
- Participants believed that teachers should be more involved in decisions such as selection of principals and curriculum development. Multiple participants expressed frustration with decision making processes at their previous school. It was expressed that teachers often felt like they did not have the control or influence needed to successfully do their jobs and handle all the issues that they must deal with as teachers.

Hypothesis Testing

Prior to the launch of the Teacher Attrition Survey and subsequent focus groups and interviews, the State Board shared seven hypotheses. The research team sought to test these hypotheses through three methods as part of this study. Each of the hypothesis statements were reformatted as simple questions (listed in Appendix B) for the focus groups and participants were asked to respond yes or no. The full statements were read to interview participants and they were asked if they thought the statements were true or false. The team reviewed the survey data for relevant statistics to help answer the question.

Research Hypothesis:

- 1. Teachers are exiting the classroom because the District is a more transient community— Millennials, especially, are choosing not to stay in one job for an extended period of time.**

Conclusion: The research team rejects this hypothesis based on responses from the focus groups and interviews. While the team notes that a greater percentage of Millennials resigned compared to other age groups, there was not statistically significant relationship between a respondent having resigned and identifying as a Millennial.

- 2. Folks are simply using teaching as a springboard into other education-related roles (policymaking, consultant-like work, non-school-based roles); some of these folks may springboard through short-term teaching programs like Teach For America.**

Conclusion: The research team rejects this hypothesis based on responses from the focus groups and interviews and analysis of the survey responses.

3. Teachers like IMPACT and the current teacher evaluation system; they appreciate the opportunity to earn additional money through DCPS' incentive-based structure.

Conclusion: The research team fails to reject the hypothesis. While the focus group discussions around IMPACT were overwhelmingly negative, the majority of respondents from public schools did not select IMPACT as a major driver and multiple interview participants agreed that the bonus pay is a good incentive for teachers who are the most effective.

However, the research team notes that we are unable to prove this hypothesis to be true through our current research. The research team believes that further research should be conducted on this topic.

4. Teachers enjoyed teaching at their DCPS school but felt that IMPACT disproportionately disfavors teachers who teach at schools like theirs (higher at-risk populations, etc.), so they have to transfer to another school.

Conclusion: The research team rejects this hypothesis as stated. While the feedback received during the focus groups and some of the interviews indicate that some teachers do believe that IMPACT is more burdensome on teachers from schools with high at-risk populations, there were also multiple participants who noted that IMPACT provided better incentives for teachers at schools with high at-risk populations. Furthermore, the data shows that teachers from schools with high at-risk populations are more than likely to leave the classroom all together instead of transferring to another school.

5. Most teachers are departing for personal reasons like retirement, a job change for their spouse, growing their family, high housing costs, etc.

Conclusion: The research team rejects this hypothesis based on survey responses and feedback received during the focus groups and interviews.

6. The District is retaining its Highly Effective and Effective teachers; the teachers who are leaving are not as effective.

Conclusion: The research team fails to reject this hypothesis. While we acknowledge that allowing respondents to self-report their IMPACT score leaves a strong possibility of inflationary scores, there was still a 20 point difference between the percentage of respondents who indicated that they had an IMPACT score of Effective or Highly Effective and the overall percentage of teachers rated Effective or Highly Effective reported by DCPS for the 2017–18

school year. There is a strong likelihood that this gap would be larger if we were to include official scores in lieu of self-reported scores.

However, this hypothesis was widely rejected in each of the focus groups and the majority of interviews. Most participants did not accept the idea of IMPACT being the ultimate determinant of which teachers are considered effective or not.

Furthermore, the research team was not able to find any type of uniform evaluation standard/process used across the public charter school sector in the District. The fact that we are unable to measure or estimate the effectiveness of teachers exiting public charter schools leaves the research team unable to conclusively state that the majority of teachers exiting ALL DC schools are less effective than the teachers who are being retained.

7. Teachers are exiting because they are unprepared and overwhelmed; they simply give-up teaching anywhere. They are not receiving the supports they need to be a better teacher.

Conclusion: The research team fails to reject this hypothesis. Out of major drivers, Roles and Responsibilities was the third most selected choice behind Climate/Culture Factors and External Factors. Furthermore, the majority of participants in the focus groups and interviews agreed with this statement.

However, the research team notes that we are unable to prove this hypothesis to be true through our current research. The research team believes that further research should be conducted on this topic.

Survey Results

Overview

The Teacher Attrition Survey launched on December 30, 2019 and remained active through January 17, 2020. Bayne distributed the survey to 2,039 former teachers through email and SMS messaging. Additionally, staff members from the two self-administering public charter schools shared the survey with former teachers from their schools via email (both Local Education Agencies (LEAs) were unable to share contact data because of company policies). While we are not able to calculate an official response rate because we do not know the full sampling frame size, we estimate a response rate between 9-11%. The median completion time for the survey was nine minutes.

The Survey was organized into ten sections that ranged from background and demographic based questions to questions about previous experiences and feelings about previous jobs.

Key Findings

- Concerns over IMPACT are the primary reason that teachers from traditional public schools choose to leave the classroom. Respondents from public charter schools are more likely to leave because of workload or workplace culture.
- The process by which teachers exit the classroom (i.e., resignation, termination, retirement) is similar between traditional public schools and public charter schools.
- Participants with advanced degrees stay longer in their positions before leaving and are more likely to take another teaching or education related job.
- Teachers who exit a DCPS school are more likely to work at another school than their public charter school colleagues.

Overall Results

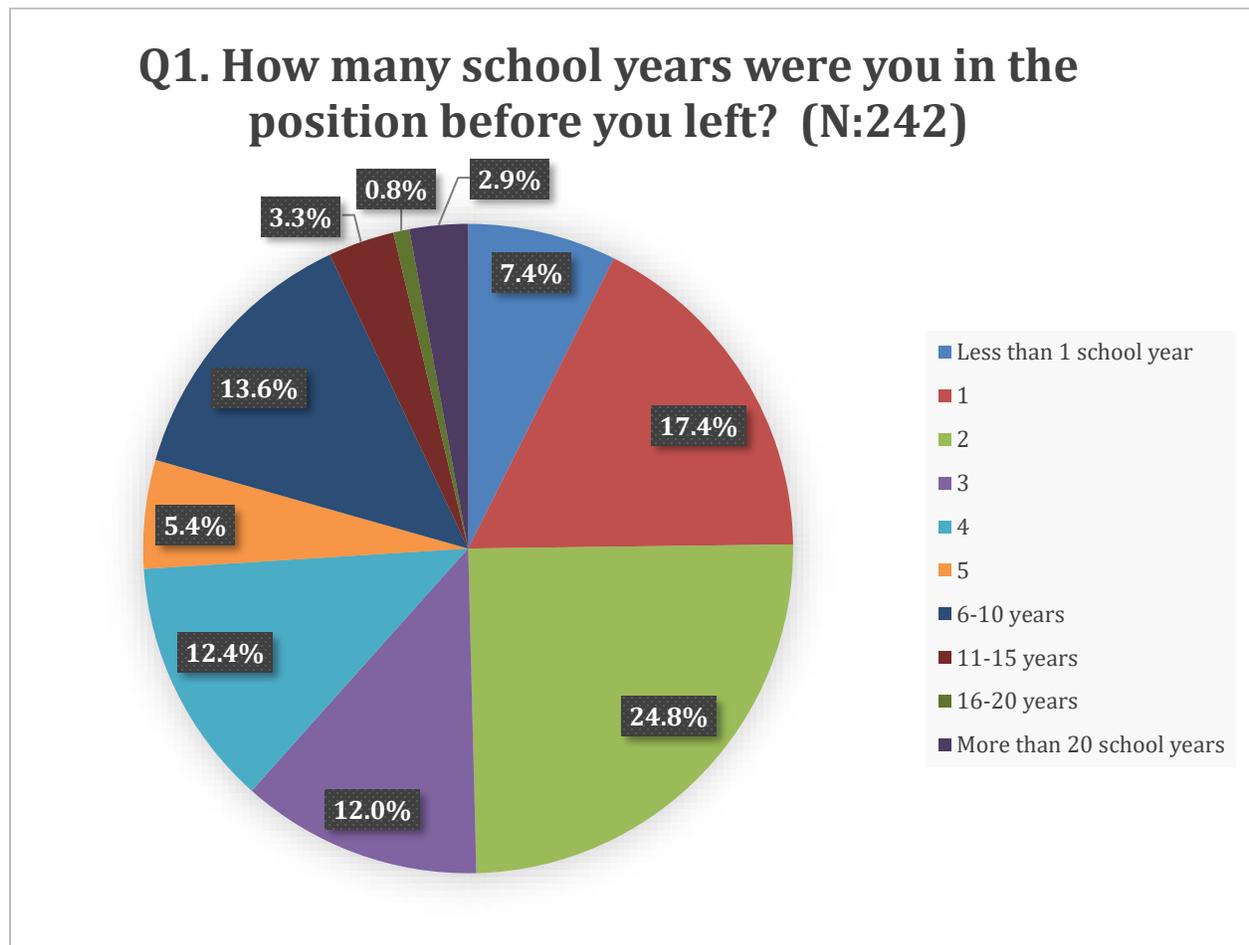
Section I. Teacher and position descriptors

The first section of the survey asked teachers questions about their previous job including the type of school, their job duties, and years of experience.

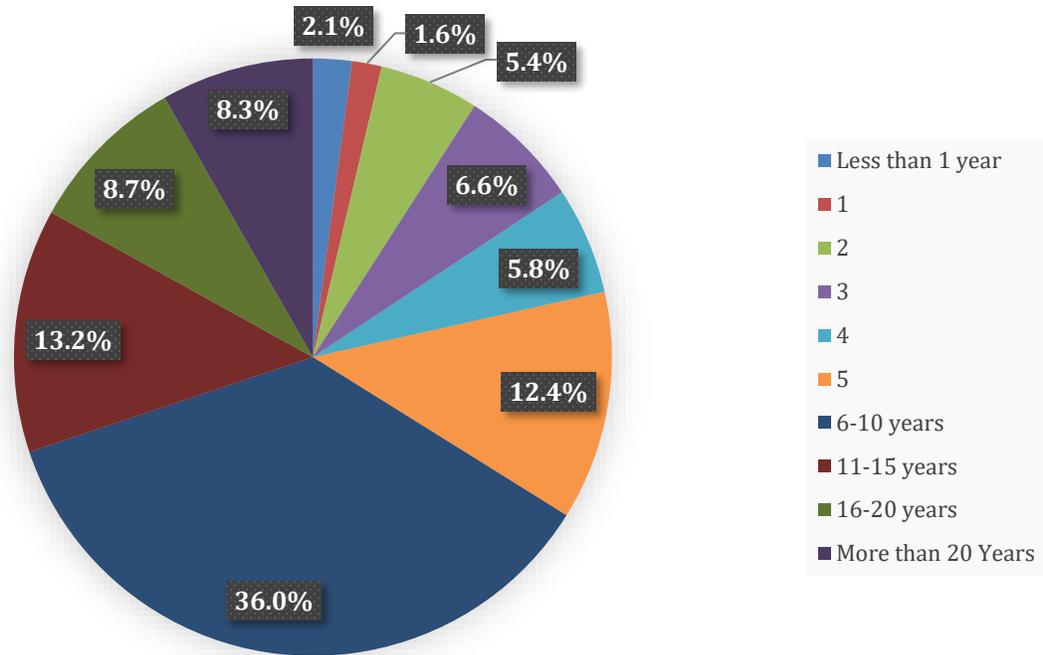
Most respondents indicated that they served three (3) years or less in their previous position before exiting. Approximately a third of teachers got their teaching certification through a traditional 4-year program, another third came through alternative certification programs, and a third either were not currently certified or got their certification through non-traditional means. The majority of respondents taught in traditional public schools (i.e., DCPS).

Schools located in Ward 8 had the highest representation in the survey with 21.9% of respondents indicating that they taught in the ward while Ward 4 (13.2%) and Ward 7 (11.6%) were the second and third most represented wards in the survey. The distribution by grade-level was relatively even with Pre-K classes having the highest representation at 28.1%.

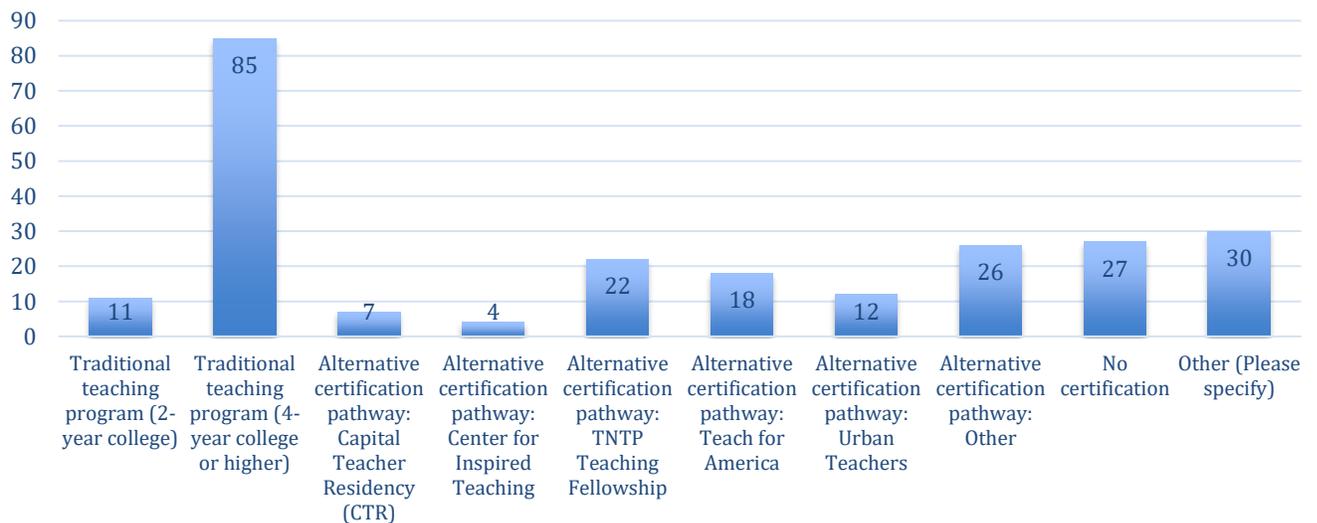
When it came to diversity of student populations taught by respondents, there was parity between the diversity levels. However, the majority of students taught by respondents were considered to be at-risk and/or low income.



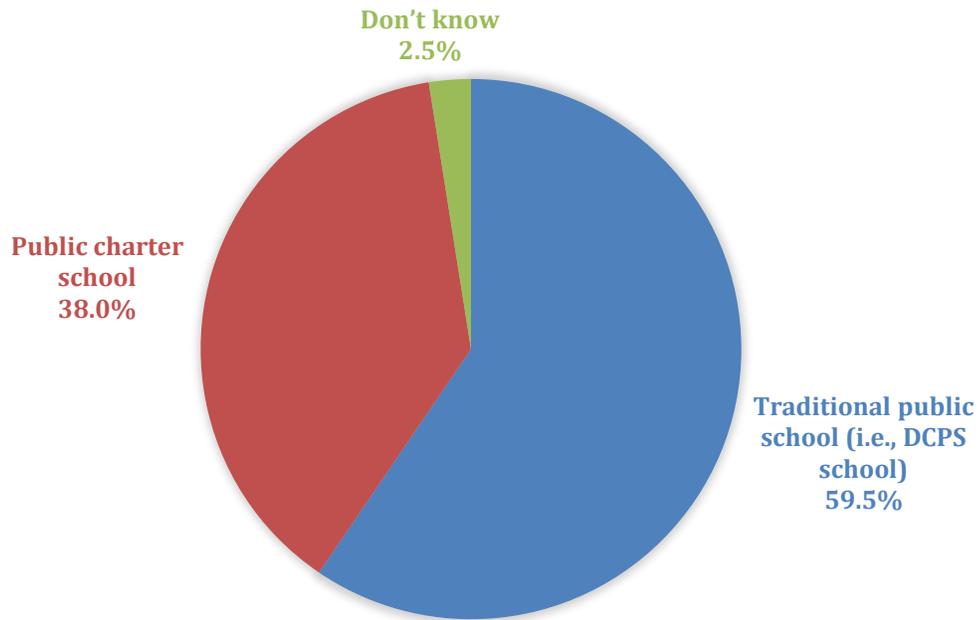
Q2. How many total years of teaching experience do you have, in DC and elsewhere? (N:242)



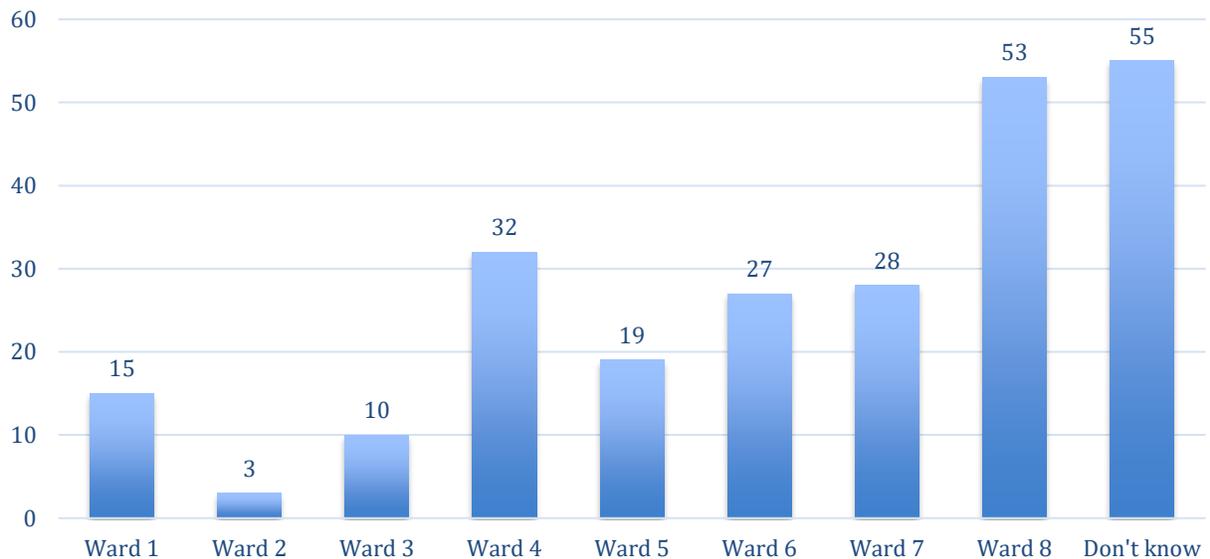
Q3. How did you obtain your certification to teach? (N:242)



Q4. What type of school is/was the school you taught at in the 2018-2019 school year? (N:242)



Q5. What ward is/was the school in? (N:242)

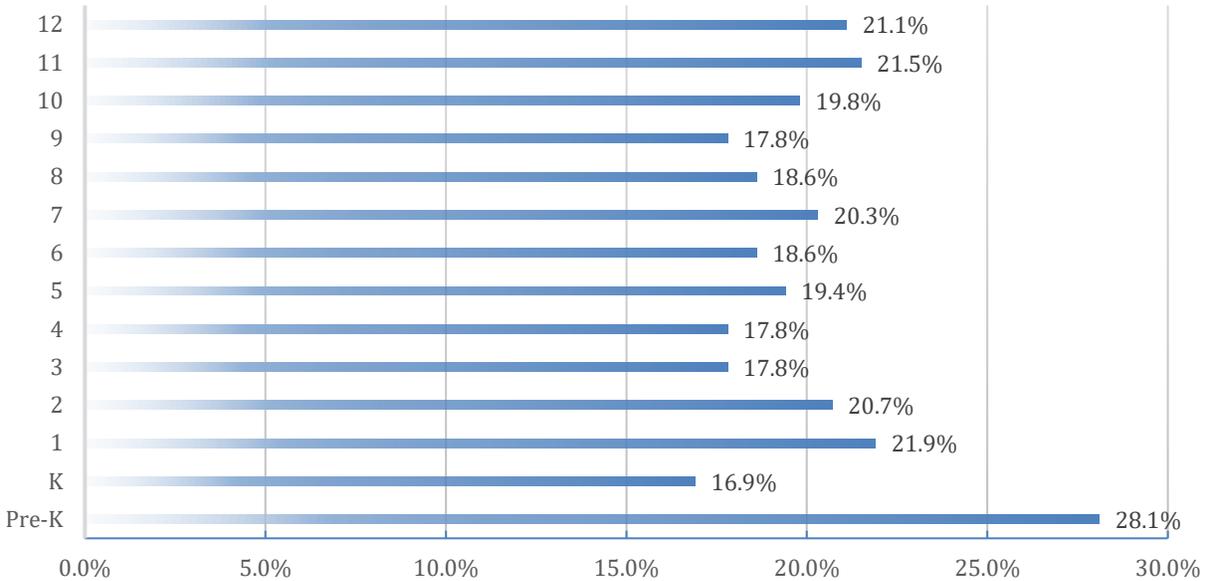


Q6. What is/was the school's Local Education Agency (LEA)? (N:155)

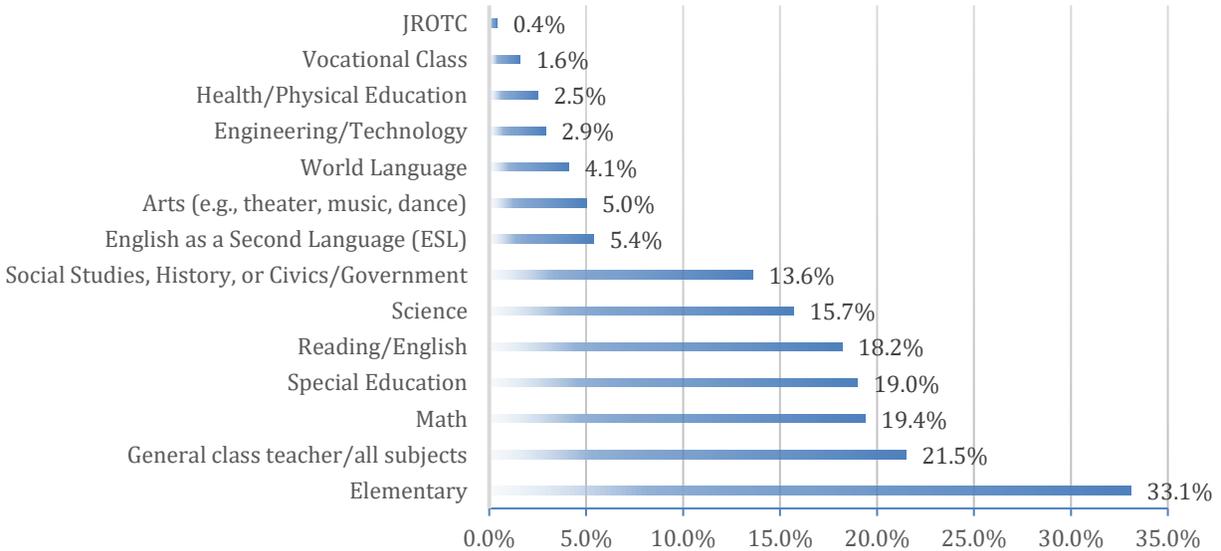
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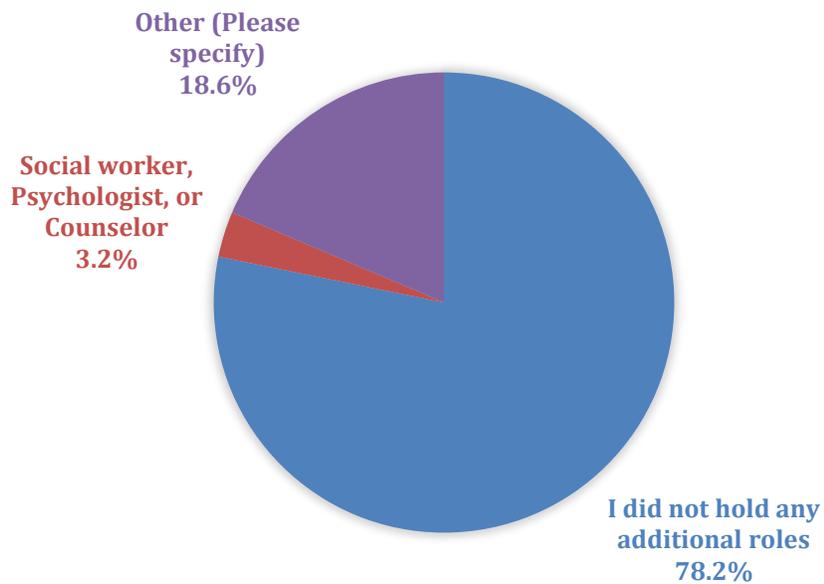
Q8. Which grade level(s) did you teach? (Select all that apply) (N:242)



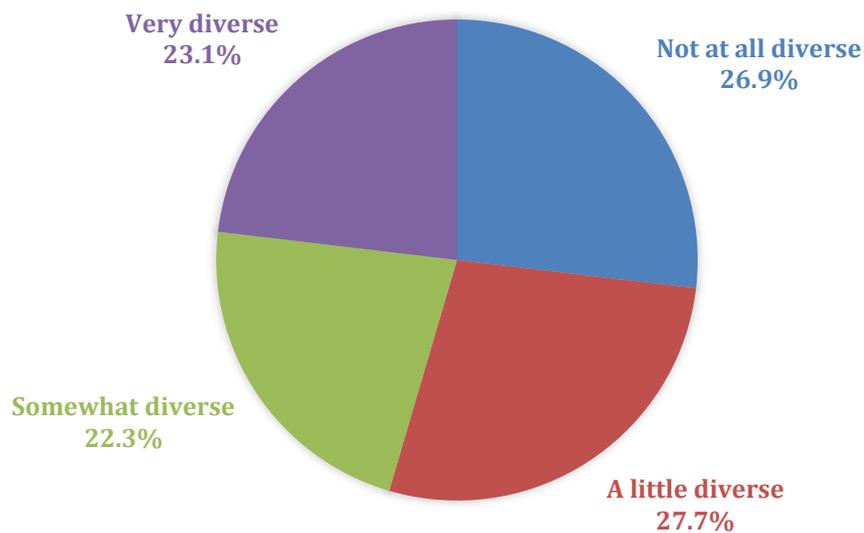
Q9. Which subject(s) did you teach (select all that apply)? (N:242)



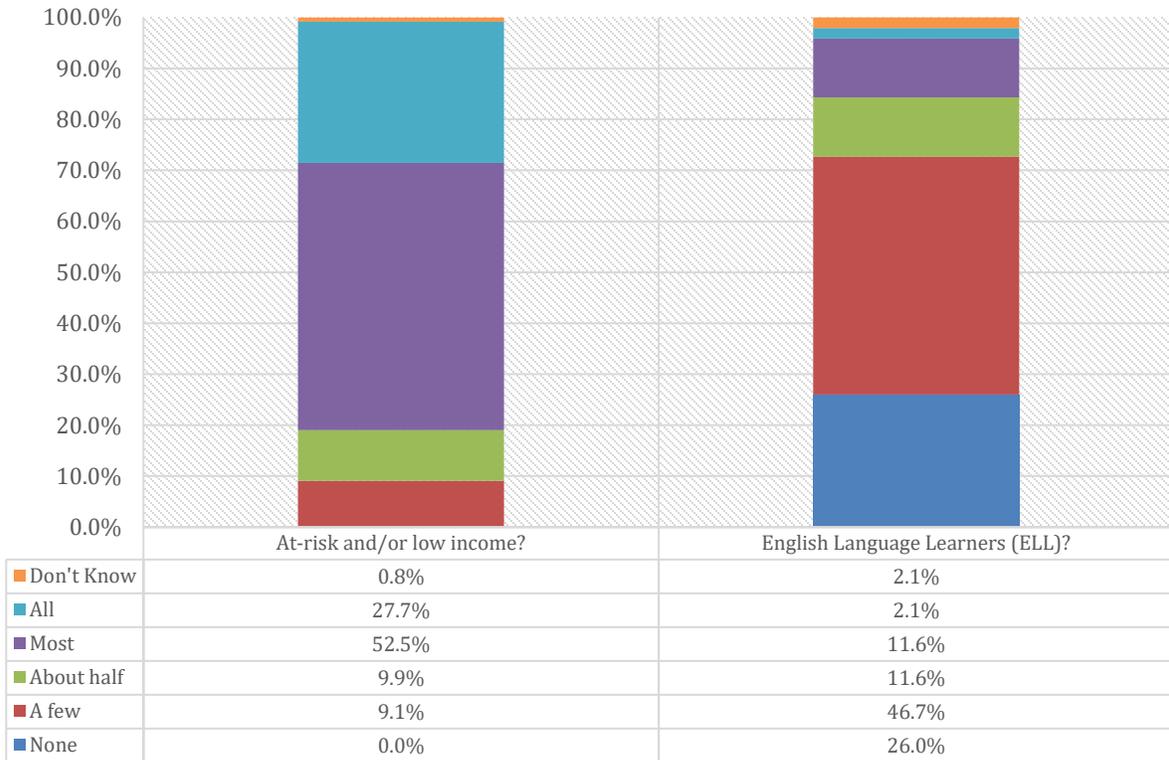
**Q10 . did you hold any additional positions?
(Select all that apply) (N:220)**



Q11. How would you best describe the diversity of your students? This could refer to race/ethnicity, cultural background, and/or socio-economic background. (N:239)



Q12. To the best of your knowledge, approximately how many of your students were considered: (N:242)

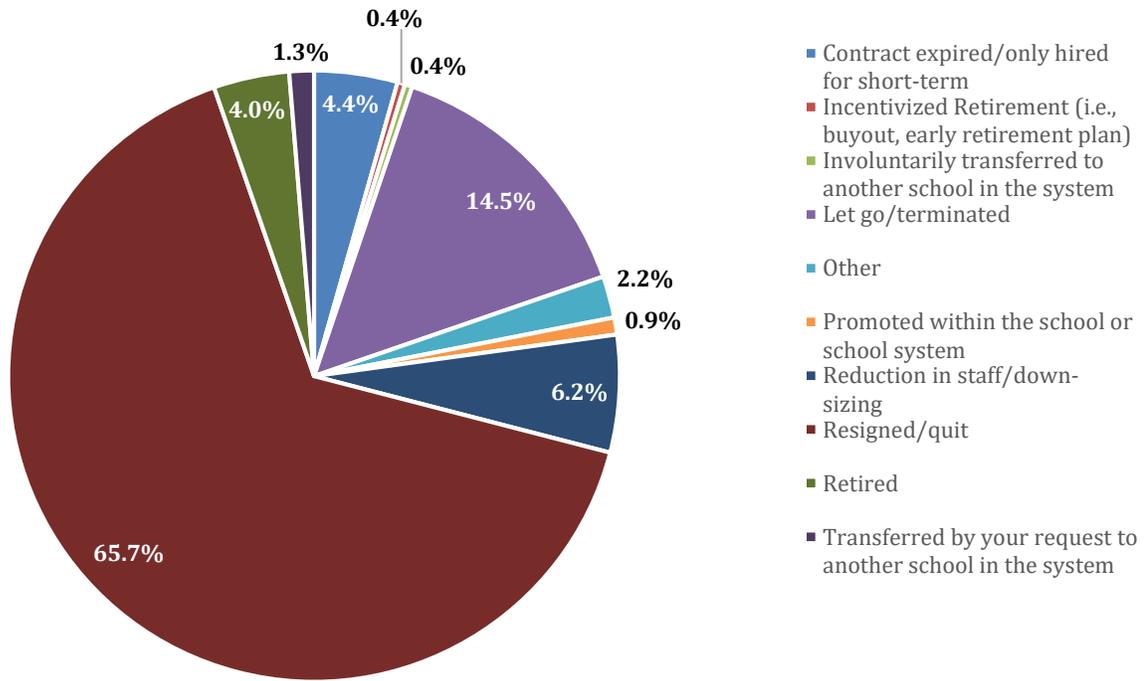


Section II. Type of exit

This section focuses on the factors that lead to the teacher’s departure from the classroom.

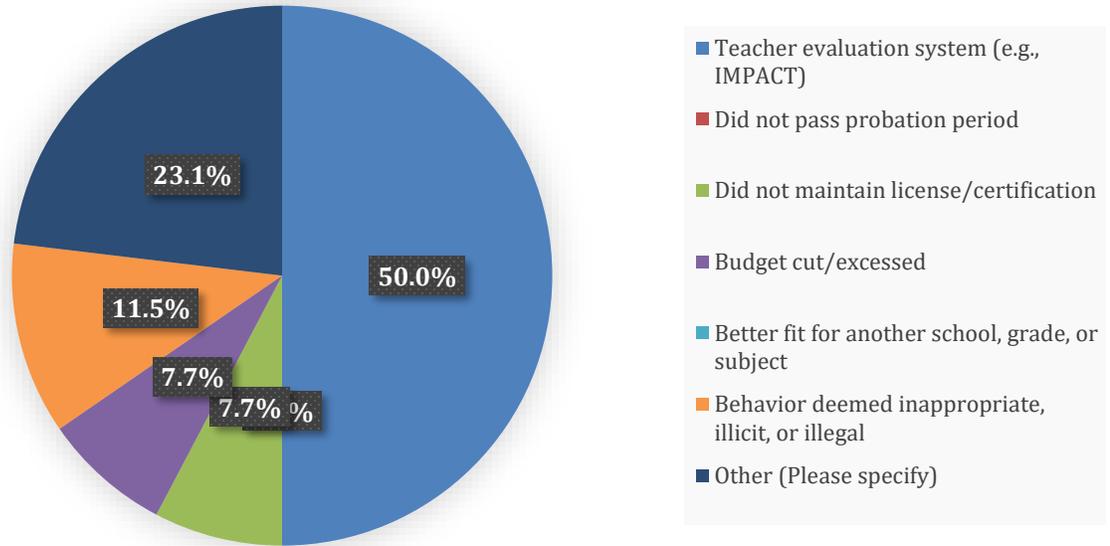
The majority of respondents indicated that they left voluntarily through resignation, voluntary transfer, or retirement. Of the respondents who indicated that they were terminated, 50% cited teacher evaluation systems (i.e. IMPACT) as the reason they were terminated; 50% of those retired indicated that they retired earlier than they had to or planned on retiring.

Q13. Why did you leave the position? (N:227)



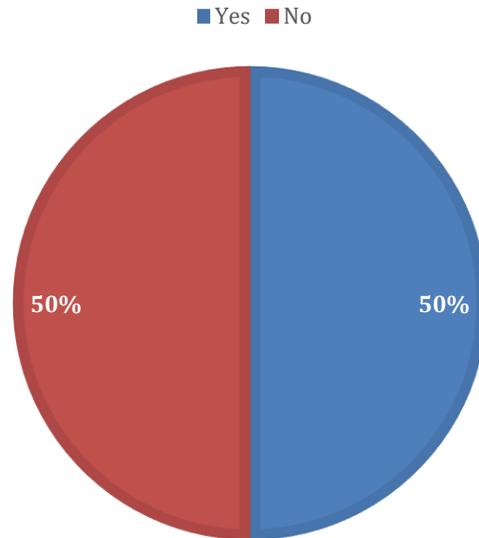
	Response Percent
Contract expired/only hired for short-term	4.4%
Incentivized Retirement (i.e., buyout, early retirement plan)	0.4%
Involuntarily transferred to another school in the system	0.4%
Let go/terminated	14.5%
Other	2.2%
Promoted within the school or school system	0.9%
Reduction in staff/down-sizing	6.2%
Resigned/quit	65.6%
Retired	4.0%
Transferred by your request to another school in the system	1.3%

Q14. What reason was given for letting you go or transferring you? (N:26)



	Response Percent
Teacher evaluation system (e.g., IMPACT)	50.0%
Did not pass probation period	0.0%
Did not maintain license/certification	7.7%
Budget cut/excessed	7.7%
Better fit for another school, grade, or subject	0.0%
Behavior deemed inappropriate, illicit, or illegal	11.5%
Other (Please specify)	23.1%

Q15. DID YOU RETIRE EARLIER THAN YOU HAD TO, OR EARLIER THAN YOU PLANNED ON RETIRING? (N:10)



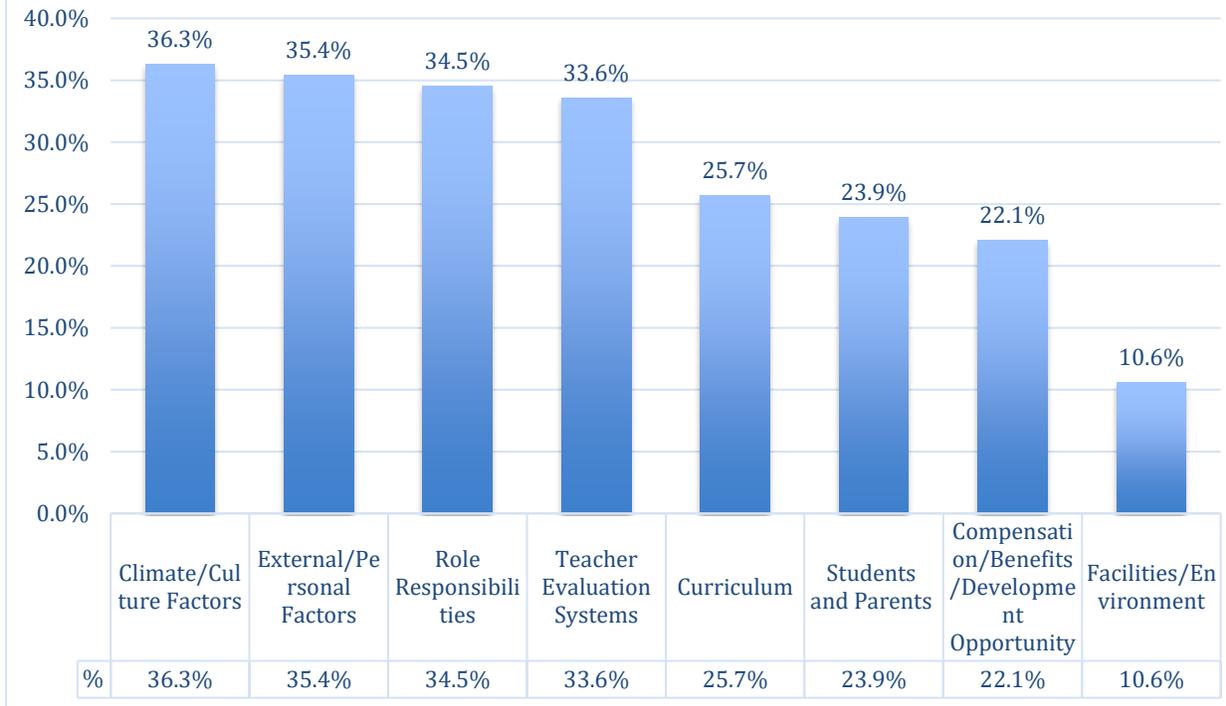
Section III. Major Drivers

This section asked teachers to revisit their decision to leave their last position. Teachers were asked to select which of the factors were major drivers of their decision. Teachers were allowed to select more than one factor. Over 66% of respondents selected at least two factors and more than 40% selected at least three factors.

The four primary reasons that respondents indicated were major drivers for their departure were work climate (36.3%), external factors (35.4%), responsibilities (34.5%) and teacher evaluation systems (33.6%). The order and importance of these factors are slightly different for respondents from public charter schools and traditional public schools as noted later in this report (See page 46). The most common combination for respondents that selected more than one factor was “Teacher Evaluation Systems, Curriculum and Role/Responsibilities”.

Which of the following were “Major Factors” in your decision to leave?

Q16. Which of the following were "Major Factors" in your decision to leave? (N:113)



Section IV. Exit Drivers

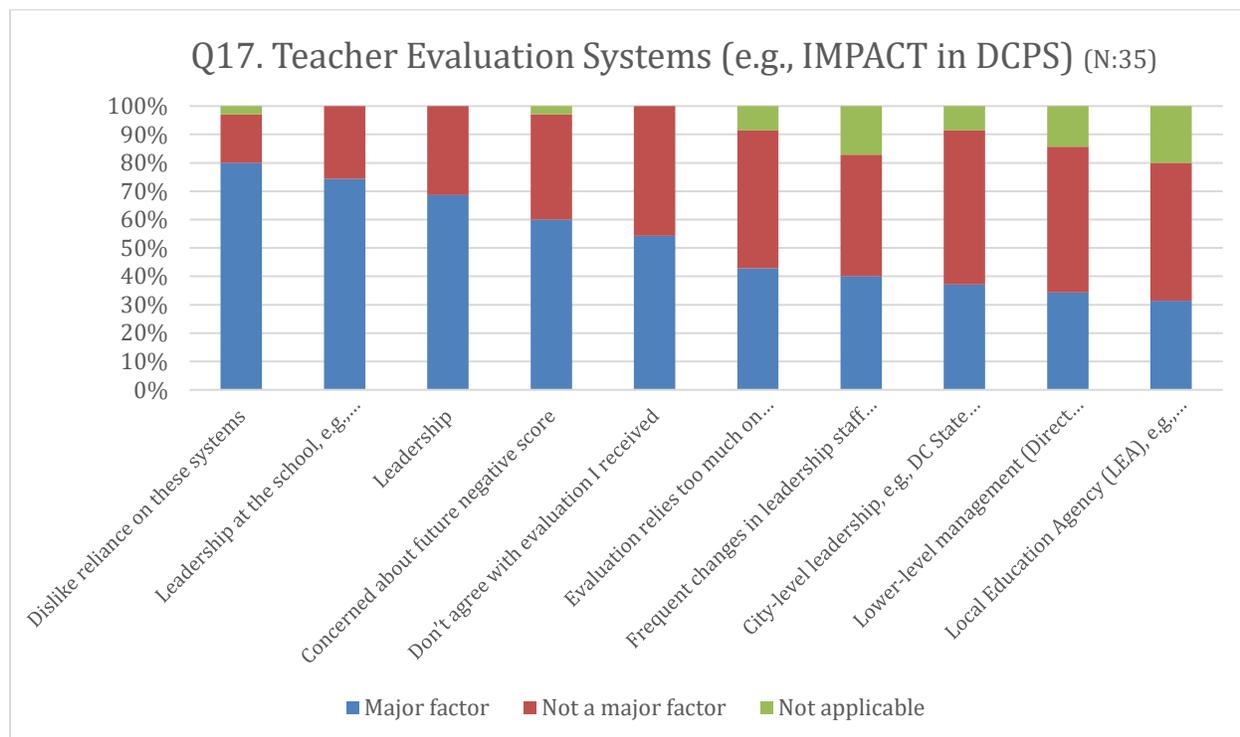
In this section, participants were asked to further explore the items they identified as major drivers. For each option that they selected in Section III as a major driver, they were asked to expound upon further by ranking specific related issues as *a major factor*, *not a major factor*, or *not applicable*.

The biggest pain point for teachers was a lack of support from leadership. For the teachers who selected teacher evaluation systems as a major driver, they primarily noted that they did not like the reliance on these systems and conflicts with school leadership as their primary pain points. Teachers also noted that being overburdened, receiving a lack of respect in their role, and a lack of empowerment to make independent decisions regarding classroom management and curriculum were major factors in their decision to leave.

Overall, the items related to teacher-administrator relationships were consistently pointed to as major factors. The teacher-administrator⁶ relationship appears to be a big factor for teacher retention as many teachers are indicating directly that their relationship with school administrators was a direct reason for their departure.

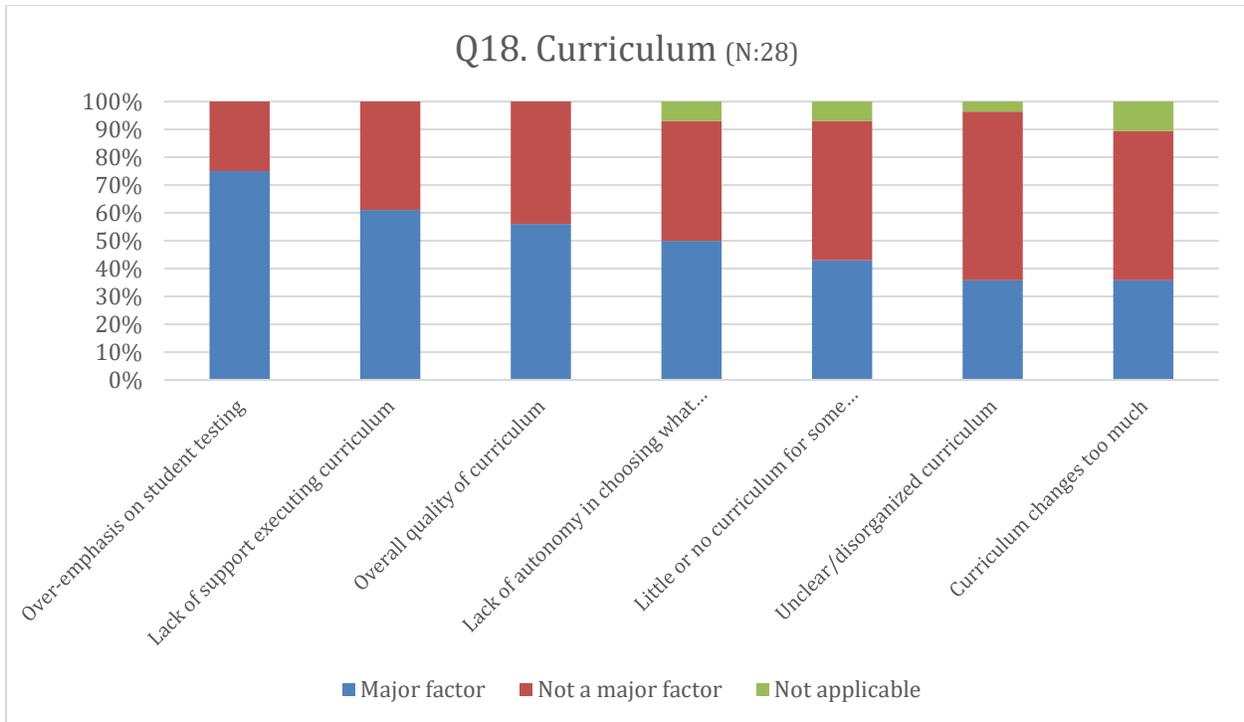
⁶ For purposes of this report, the word administrator is used in context as a reference to school-level leaders (i.e. principals, vice-principal or assistant principal)

This theme of teacher-administrator relationships is also prevalent in the answers submitted by those respondents who provided additional context through open comments. The answers primarily focused on perceived deficiencies of leadership, a lack of preparation by leadership, or issues with the IMPACT evaluation system as administered by their school’s leadership.



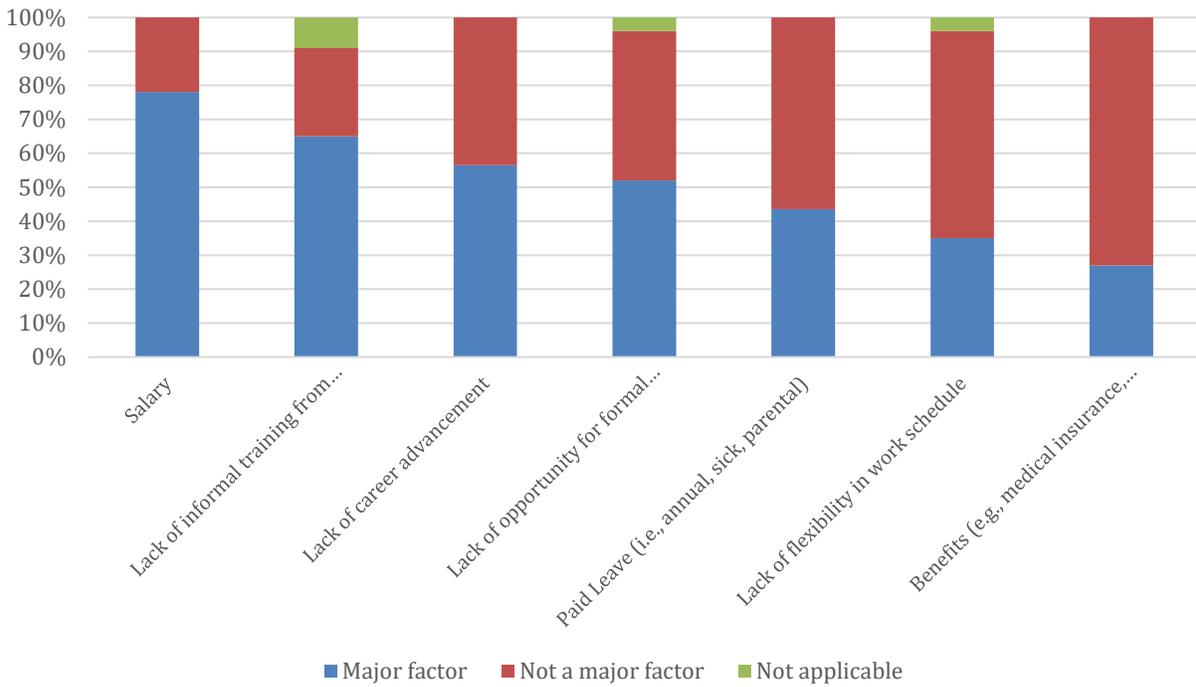
	Major factor	Not a major factor	Not applicable
Dislike reliance on these systems	80.0%	17.1%	2.9%
Leadership at the school, e.g., Principal, Vice Principal, Executive Director, CEO	74.3%	25.7%	0.0%
Leadership	68.6%	31.4%	0.0%
Concerned about future negative score	60.0%	37.1%	2.9%
Don't agree with evaluation I received	54.3%	45.7%	0.0%
Evaluation relies too much on student's academic performance	42.9%	48.6%	8.6%
Frequent changes in leadership staff at school	40.0%	42.9%	17.1%
City-level leadership, e.g., DC State Board of Education (SBOE), Deputy Mayor for Education (DME), Office of the State Superintendent of Education (OSSE), DC Council, Chancellor, DC Public Charter School Board (PCSB), other policy-makers	37.1%	54.3%	8.6%

Lower-level management (Direct supervisor, Department chair, Senior teacher)	34.3%	51.4%	14.3%
Local Education Agency (LEA), e.g., DCPS for traditional public schools, and entities such as KIPP DC and Friendship for public charter schools	31.4%	48.6%	20.0%

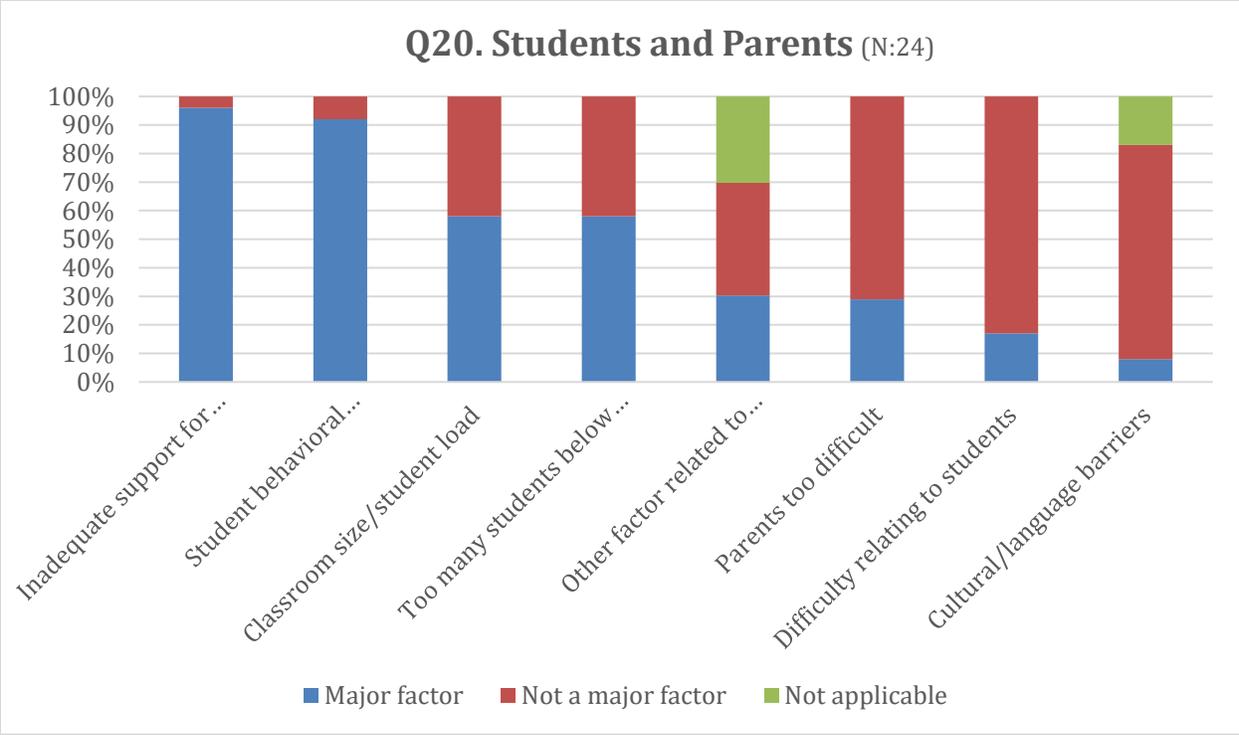


	Major factor	Not a major factor	Not applicable
Over-emphasis on student testing	75.0%	25.0%	0.0%
Lack of support executing curriculum	60.7%	39.3%	0.0%
Overall quality of curriculum	55.6%	44.4%	0.0%
Lack of autonomy in choosing what to teach	50.0%	42.9%	7.1%
Little or no curriculum for some subjects	42.9%	50.0%	7.1%
Unclear/disorganized curriculum	35.7%	60.7%	3.6%
Curriculum changes too much	35.7%	53.6%	10.7%

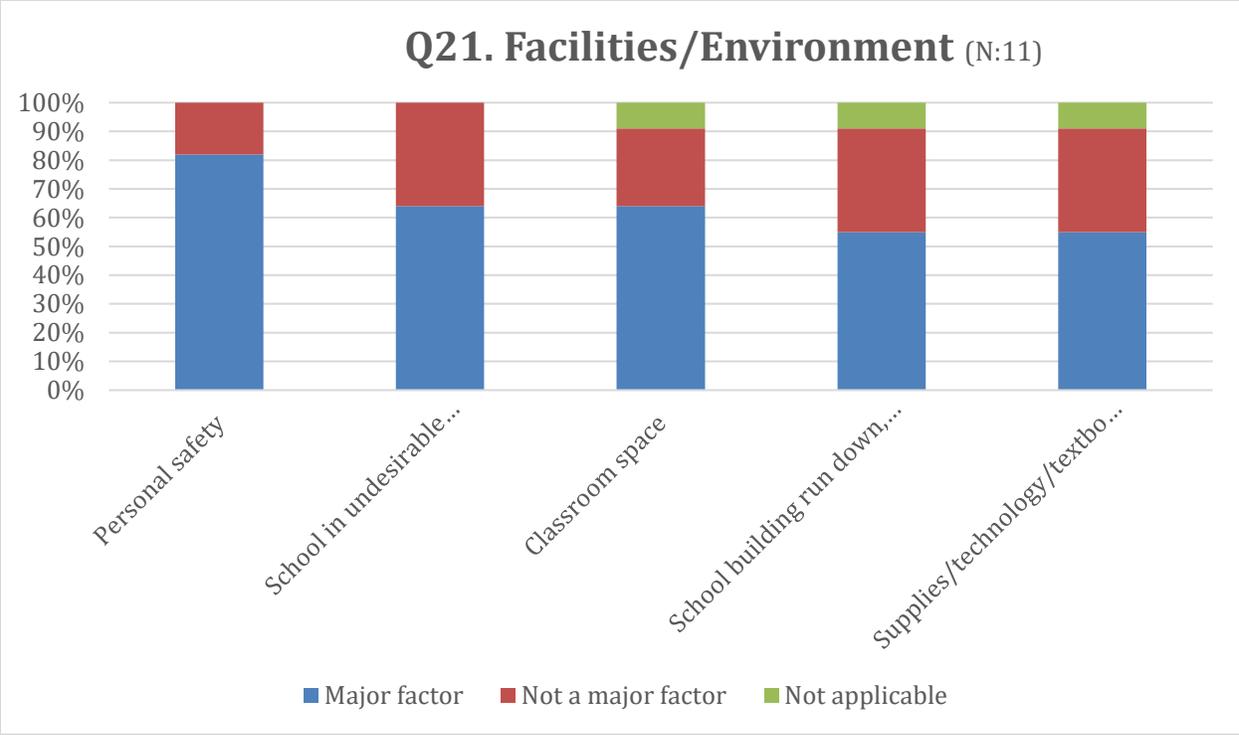
Q19. Compensation/Benefits/Development Opportunity (N:23)



	Major factor	Not a major factor	Not applicable
Salary	78.3%	21.7%	0.0%
Lack of informal training from mentorship, conferences, etc.	65.2%	26.1%	8.7%
Lack of career advancement	56.5%	43.5%	0.0%
Lack of opportunity for formal training/continuing education	52.2%	43.5%	4.3%
Paid Leave (i.e., annual, sick, parental)	43.5%	56.5%	0.0%
Lack of flexibility in work schedule	34.8%	60.9%	4.3%
Benefits (e.g., medical insurance, retirement, housing subsidies)	27.3%	72.7%	0.0%

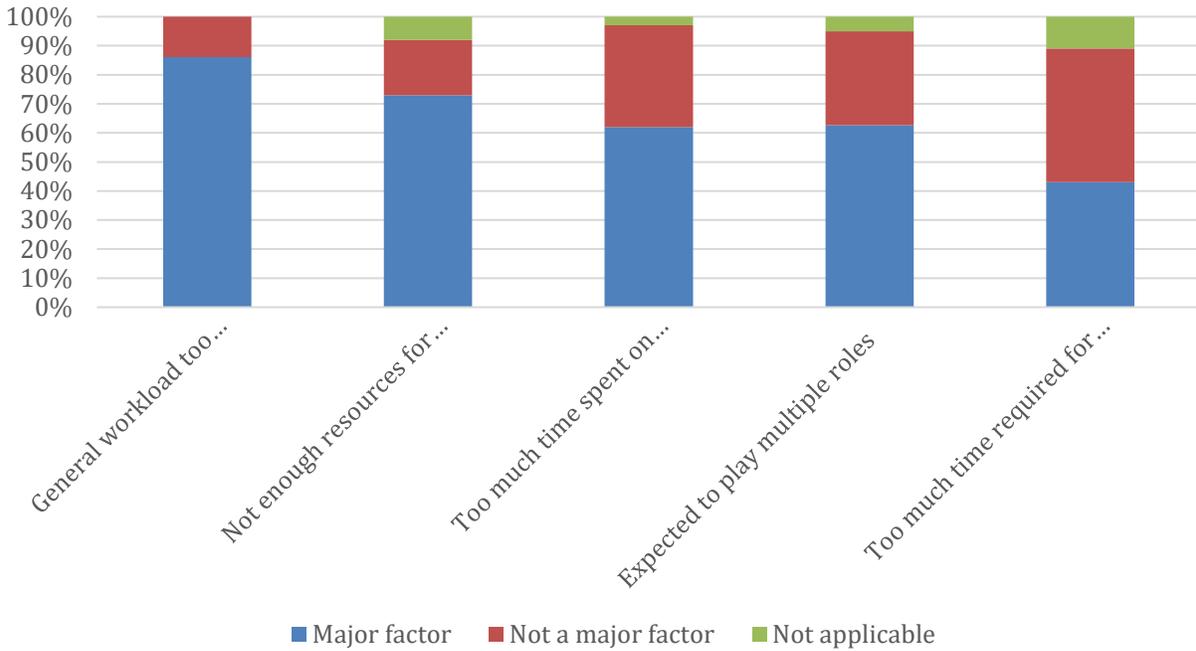


	Major factor	Not a major factor	Not applicable
Inadequate support for students from school system	95.8%	4.2%	0.0%
Student behavioral health/mental health/special needs	91.7%	8.3%	0.0%
Classroom size/student load	58.3%	41.7%	0.0%
Too many students below grade level	58.3%	41.7%	0.0%
Other factor related to students and/or parents (comment below)	30.4%	39.1%	30.4%
Parents too difficult	29.2%	70.8%	0.0%
Difficulty relating to students	16.7%	83.3%	0.0%
Cultural/language barriers	8.3%	75.0%	16.7%



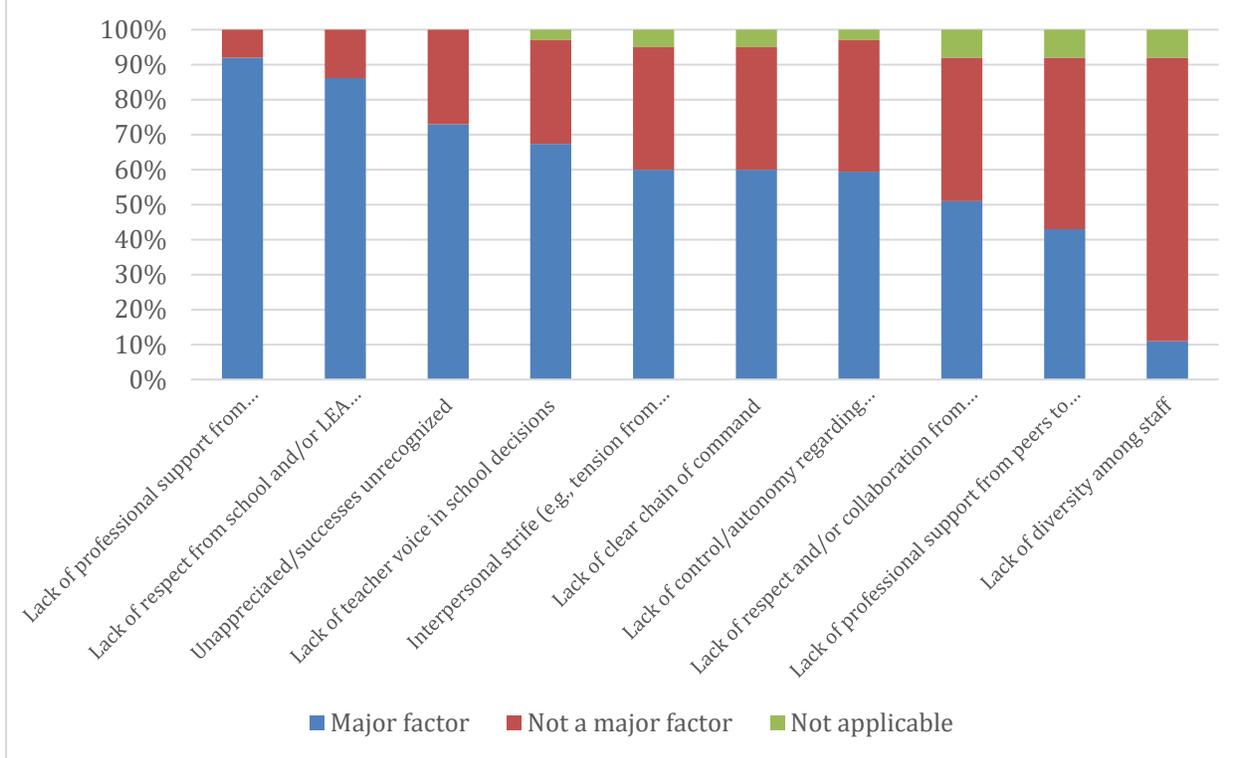
	Major factor	Not a major factor	Not applicable
Personal safety	81.8%	18.2%	0.0%
School in undesirable neighborhood (e.g., unsafe, noisy, not clean, not developed)	63.6%	36.4%	0.0%
Classroom space	63.6%	27.3%	9.1%
School building run down, unsafe, or too much construction	54.5%	36.4%	9.1%
Supplies/technology/textbooks	54.5%	36.4%	9.1%

Q22. Role/Responsibilities (N:37)



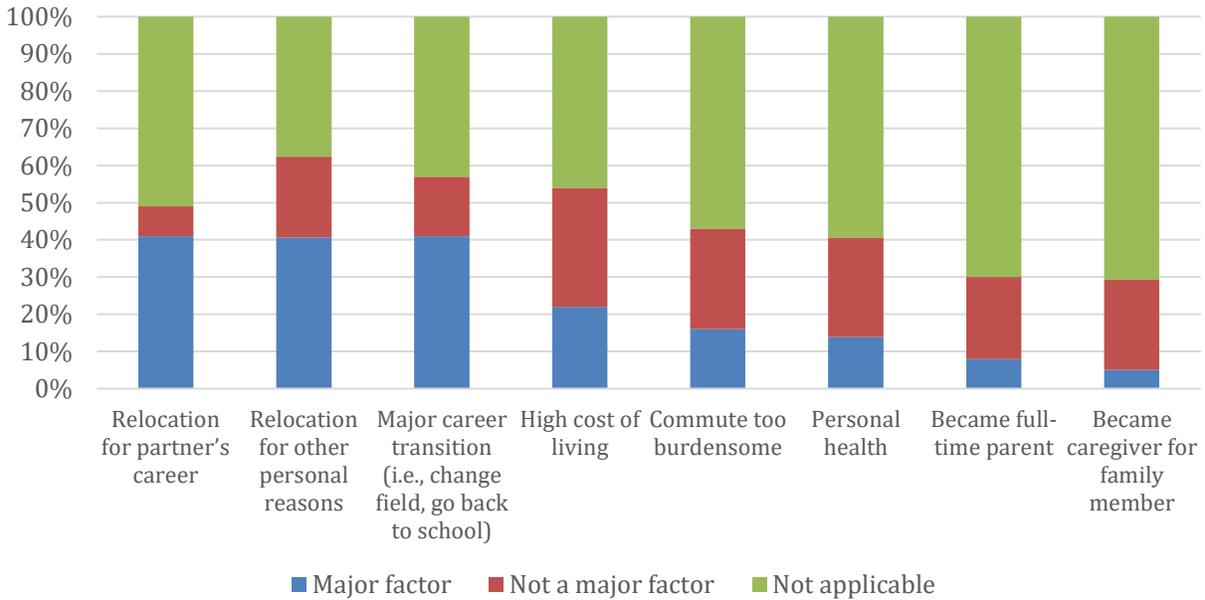
	Major factor	Not a major factor	Not applicable
General workload too great/overburdened	86.5%	13.5%	0.0%
Not enough resources for discipline/behavioral issues with students	73.0%	18.9%	8.1%
Too much time spent on administration/meetings	62.2%	35.1%	2.7%
Expected to play multiple roles	62.2%	32.4%	5.4%
Too much time required for lesson plans/content	43.2%	46.0%	10.8%

Q23. Climate and Culture Factors (N:37)



	Major factor	Not a major factor	Not applicable
Lack of professional support from administration to address challenges	91.9%	8.1%	0.0%
Lack of respect from school and/or LEA administration	86.5%	13.5%	0.0%
Unappreciated/successes unrecognized	73.0%	27.0%	0.0%
Lack of teacher voice in school decisions	67.6%	29.7%	2.7%
Interpersonal strife (e.g., tension from cliques or in-groups; not getting along with one or more staff members)	59.5%	35.1%	5.4%
Lack of clear chain of command	59.5%	35.1%	5.4%
Lack of control/autonomy regarding approach/practices	59.5%	37.8%	2.7%
Lack of respect and/or collaboration from peers	51.3%	40.5%	8.1%
Lack of professional support from peers to address challenges	43.2%	48.7%	8.1%
Lack of diversity among staff	10.8%	81.1%	8.1%

Q24. External/Personal Factors (N:37)



	Major factor	Not a major factor	Not applicable
Relocation for partner's career	40.5%	8.1%	51.3%
Relocation for other personal reasons	40.5%	21.6%	37.8%
Major career transition (i.e., change field, go back to school)	40.5%	16.2%	43.2%
High cost of living	21.6%	32.4%	46.0%
Commute too burdensome	16.2%	27.0%	56.8%
Personal health	13.5%	27.0%	59.5%
Became full-time parent	8.1%	21.6%	70.3%
Became caregiver for family member	5.4%	24.3%	70.3%

Q25. Other reason not listed (N:35)

Responses listed in Appendix C

Section V. Potential Solutions

This section allowed teachers to provide feedback about changes that could have stopped them from exiting. These responses are listed at length in Appendix C. Overall, respondents felt that they were not

receiving the support they needed from school administrators to deal with the challenges they faced in the classroom from teaching of the curriculum to dealing with student behavior.

Multiple respondents spoke about inconsistent guidelines and policy from their school administrators. This has been a common theme that has been prevalent in all three phases of this study.

Q26. What, if anything, could have been done differently so that you did not leave your last position? (N:80)

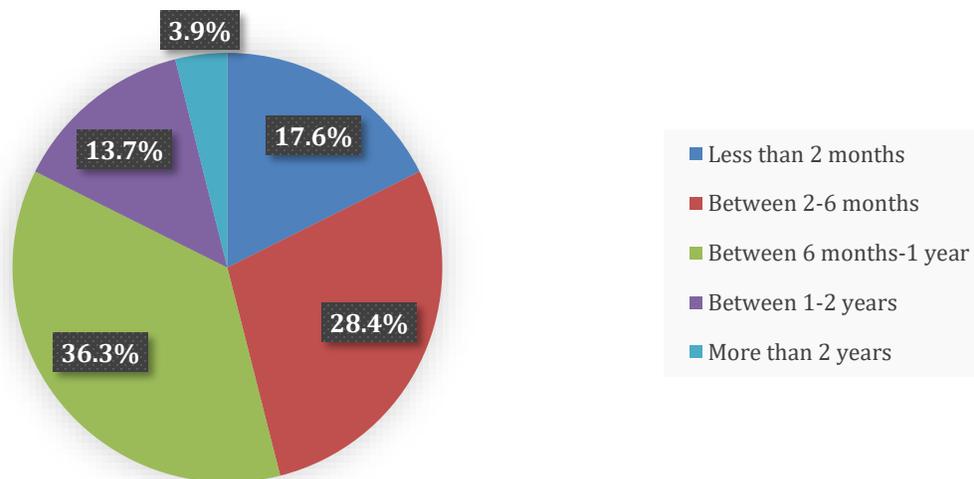
Listed in Appendix C

Section VI. Factors Related to Exit

This section asked teachers about the time leading up to their exit and their actions and mindset in their final months on the job.

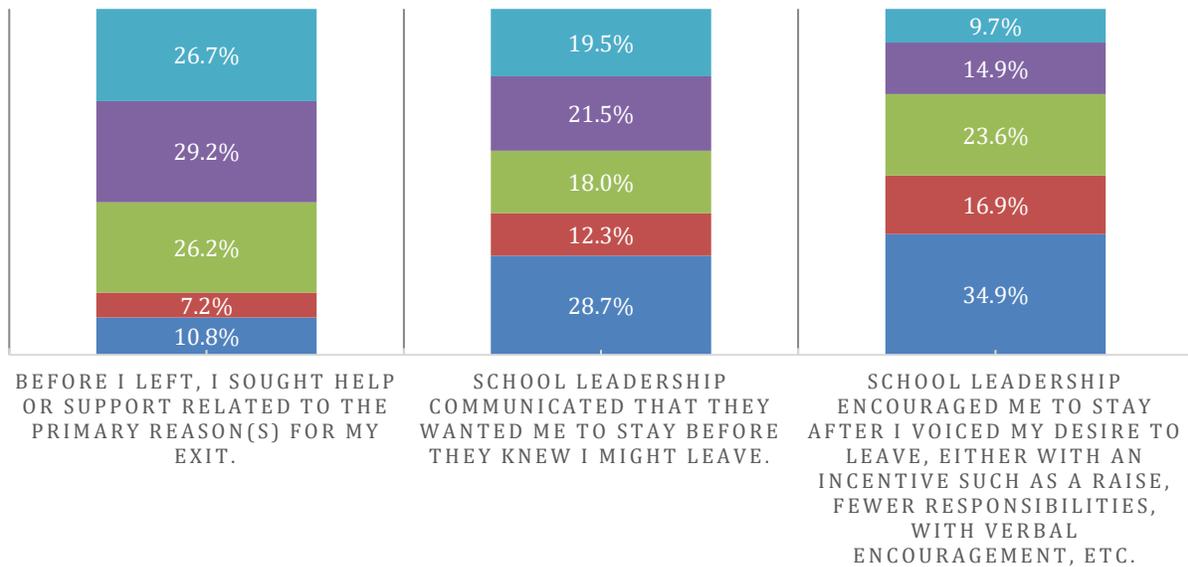
Teachers are making their decision to exit relatively fast as over 80% of respondents spent less than one year contemplating their exit before giving formal notice of their plans to depart. Most respondents indicated that they sought help with their primary reason for leaving prior to their exit and that they did not receive encouragement from leadership to stay after they notified them of their decision.

Q27. How long were you seriously considering leaving before you gave formal notice? (N:102)



Q28. Choose your level of agreement with the following statements: (N:195)

■ Strongly disagree
 ■ Disagree
 ■ Neither agree nor disagree
 ■ Agree
 ■ Strongly agree



Section VII. Attitudes

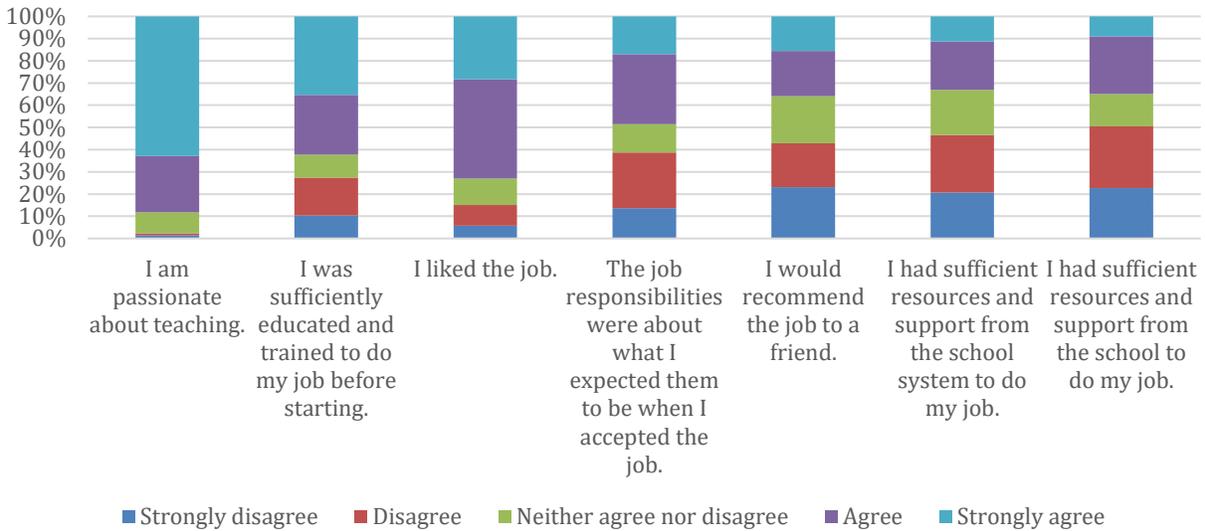
In this section, teachers were asked how they felt about their previous position and their roles and responsibilities.

Most respondents indicated that they felt they had received adequate education and training for the job and enjoyed their previous job. Over 86% of respondents indicated that they were passionate about teaching, but the majority did not feel they received adequate support from their school or their LEA. Despite over 73% of respondents indicating that they enjoyed the job, less than 36% indicated that they would recommend their old job to a friend.

Also, most respondents initially planned to stay at least 3 years in their previous role and at least 5 years in the classroom overall before exiting.

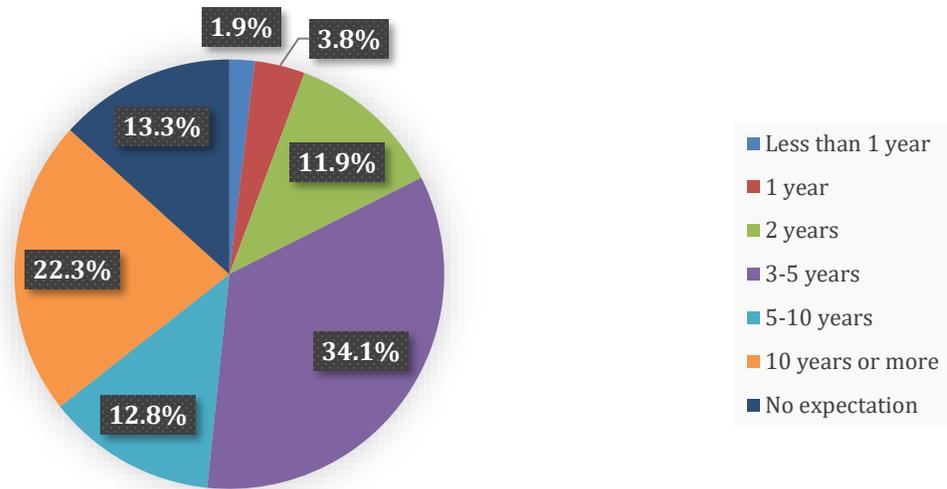
Additionally, there was a large gap between respondents' perspective of their classroom performance and their evaluation scores. While over 96% of respondents felt they deserved an IMPACT score of *effective* or *highly effective*, only 63% of respondents indicated that their last IMPACT score was *effective* or *highly effective*.

Q29. Choose your level of agreement with the following statements: (N:212)

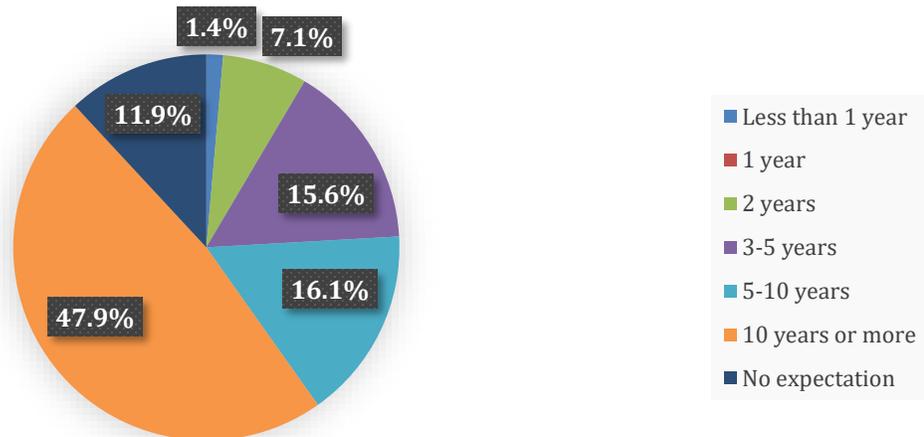


	Strongly disagree	Disagree	Neither agree nor disagree	Agree	Strongly agree
I am passionate about teaching.	1.4%	0.9%	9.4%	25.5%	62.7%
I was sufficiently educated and trained to do my job before starting.	10.4%	17.0%	10.4%	26.9%	35.4%
I liked the job.	5.7%	9.4%	11.8%	44.8%	28.3%
The job responsibilities were about what I expected them to be when I accepted the job.	13.7%	25.0%	12.7%	31.6%	17.0%
I would recommend the job to a friend.	23.1%	19.8%	21.2%	20.3%	15.6%
I had sufficient resources and support from the school system to do my job.	20.7%	25.9%	20.3%	21.7%	11.3%
I had sufficient resources and support from the school to do my job.	22.6%	27.8%	14.6%	25.9%	9.0%

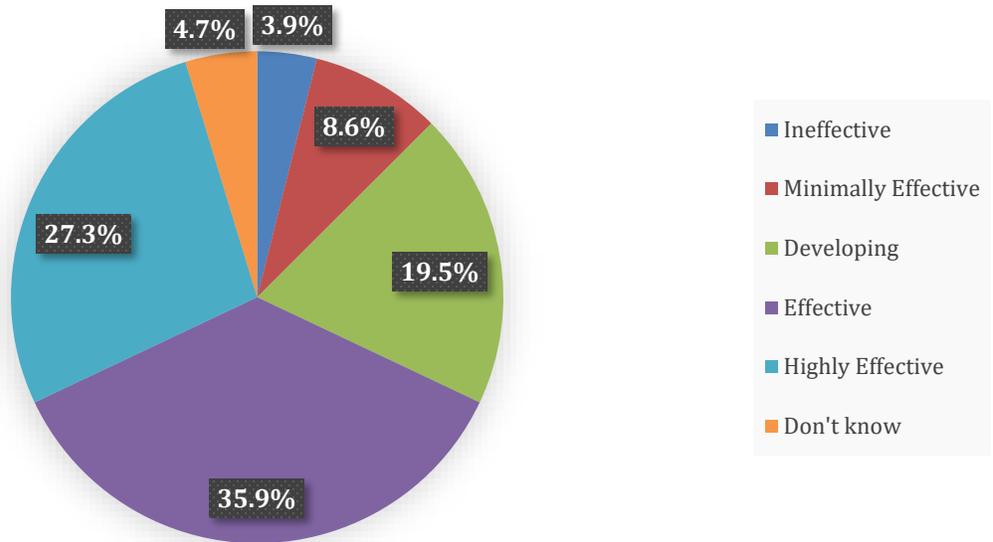
Q30. When you initially accepted the job, how long did you expect to stay at this school? (N:211)



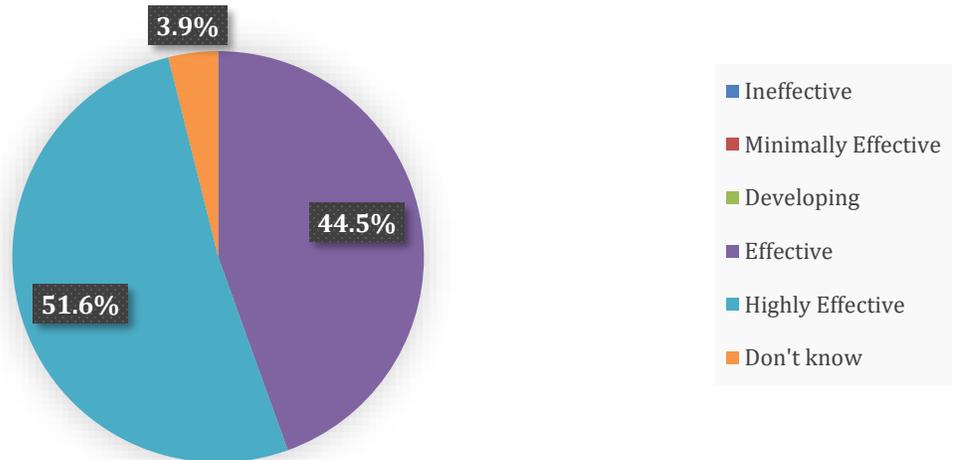
Q31. When you started your first teaching job, how long did you expect to be a teacher, at any school? (N:211)



Q32. What is the last IMPACT score you received? (N:128)



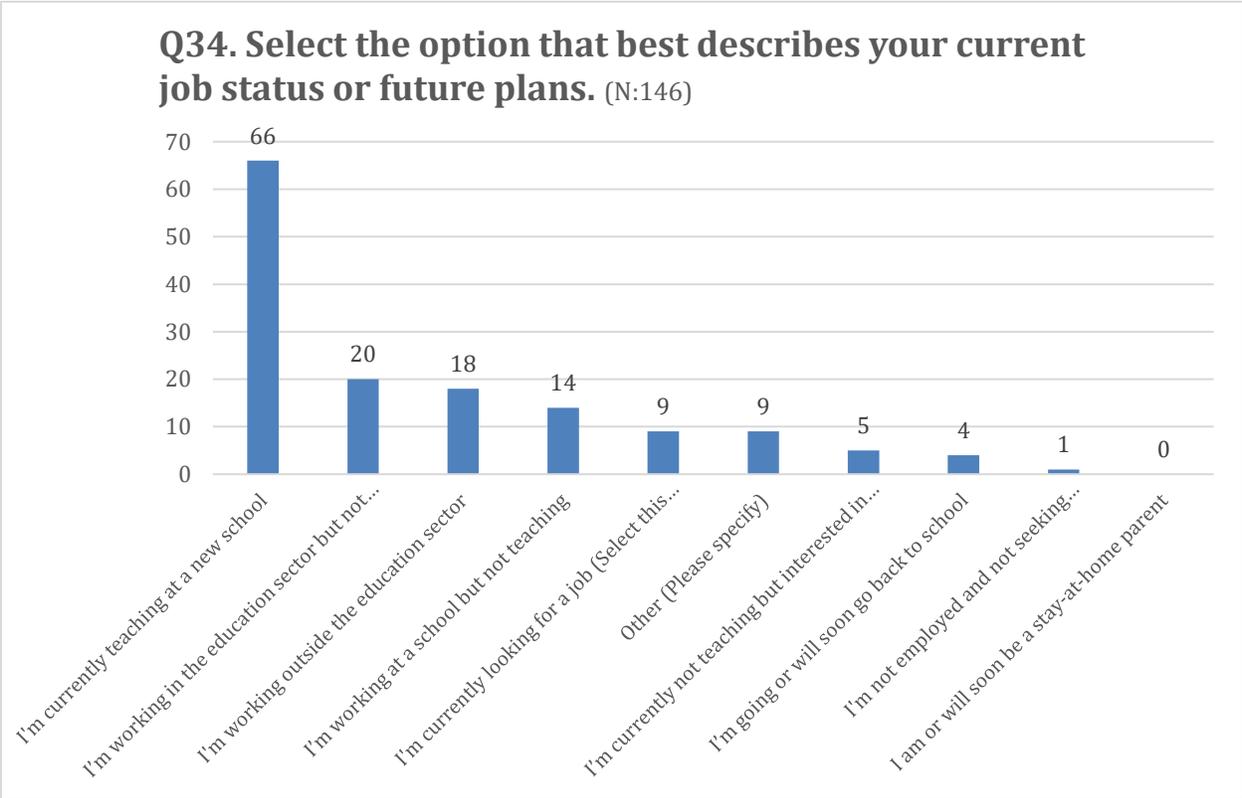
Q33. What IMPACT score should you have received, in your opinion? (N:128)



Section VIII. Next Steps

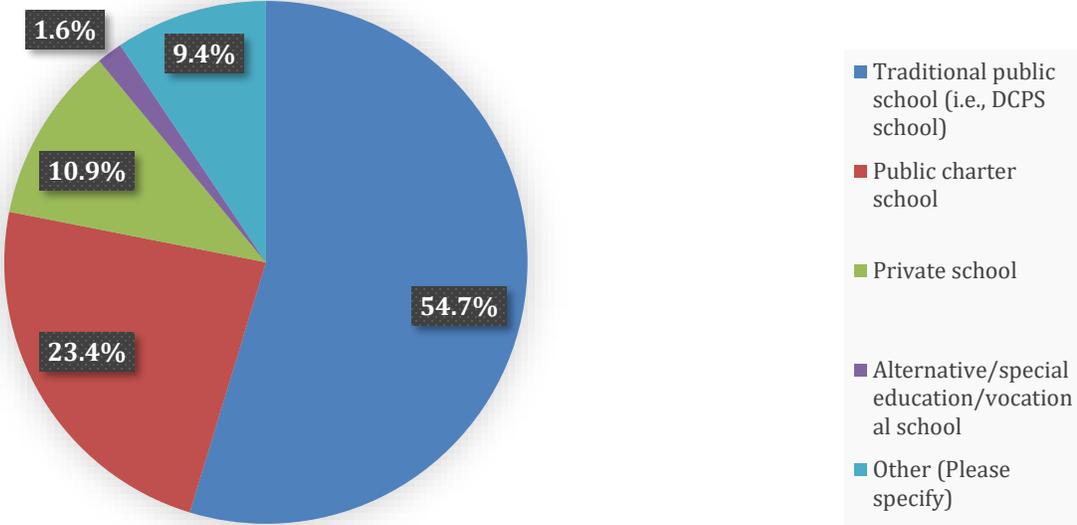
In this section, teachers are asked about their future plans and current career status.

The majority of respondents indicated that they are still working in the education sector and over 54% are still working in a school-based role. Out of those who remained in the classroom, the majority chose to move on to a traditional public school. Only 37.9% of respondents who remained in the classroom chose to work at another school in the District.

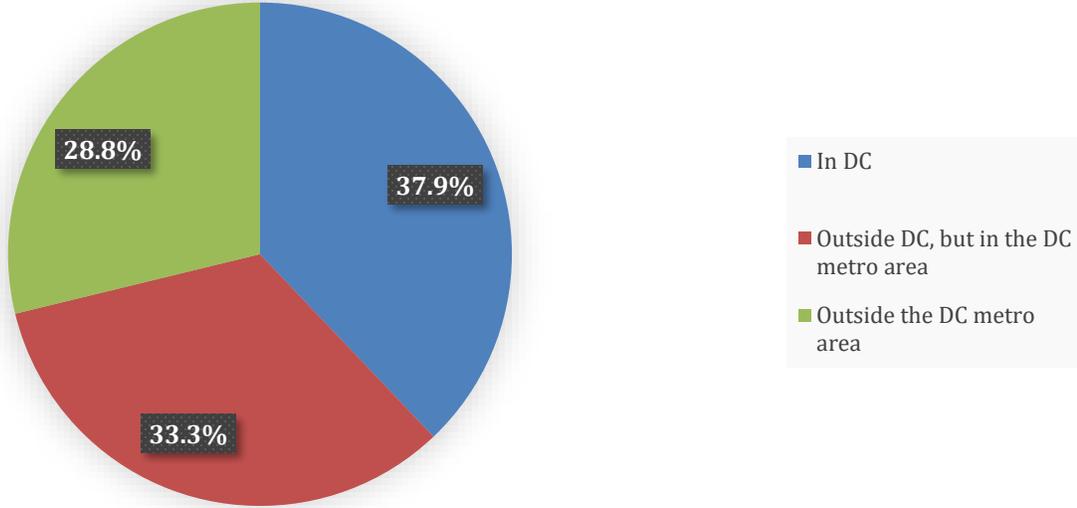


	Response Percent	Response Count
I'm currently teaching at a new school	45.2%	66
I'm working in the education sector but not in a school	13.7%	20
I'm working outside the education sector	12.3%	18
I'm working at a school but not teaching	9.6%	14
I'm currently looking for a job (Select this option if you're working an interim job while you search for a more permanent and/or desirable job.)	6.2%	9
Other (Please specify)	6.2%	9
I'm currently not teaching but interested in returning to the classroom in the future	3.4%	5
I'm going or will soon go back to school	2.7%	4
I'm not employed and not seeking employment	0.7%	1
I am or will soon be a stay-at-home parent	0.0%	0

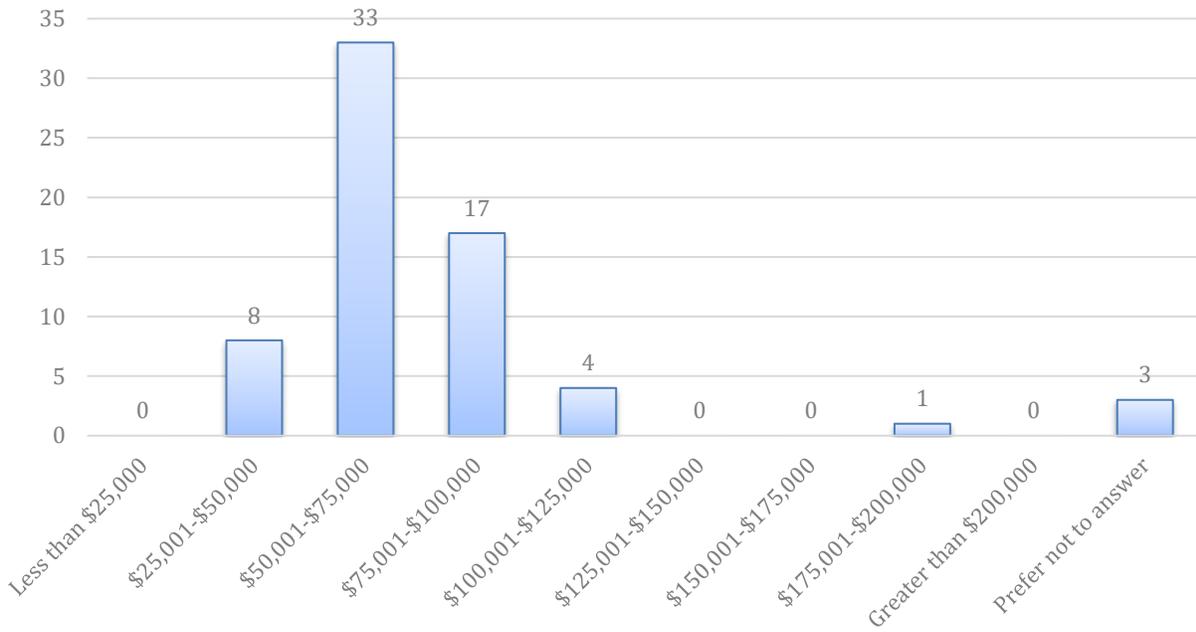
Q35. What type of school are you currently teaching in? (N:64)



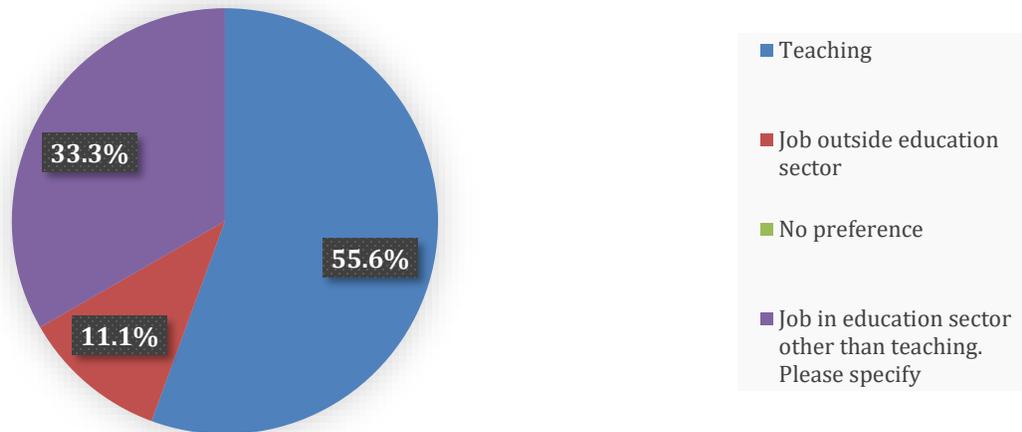
Q36. Where is the school that you are currently teaching in? (N:66)



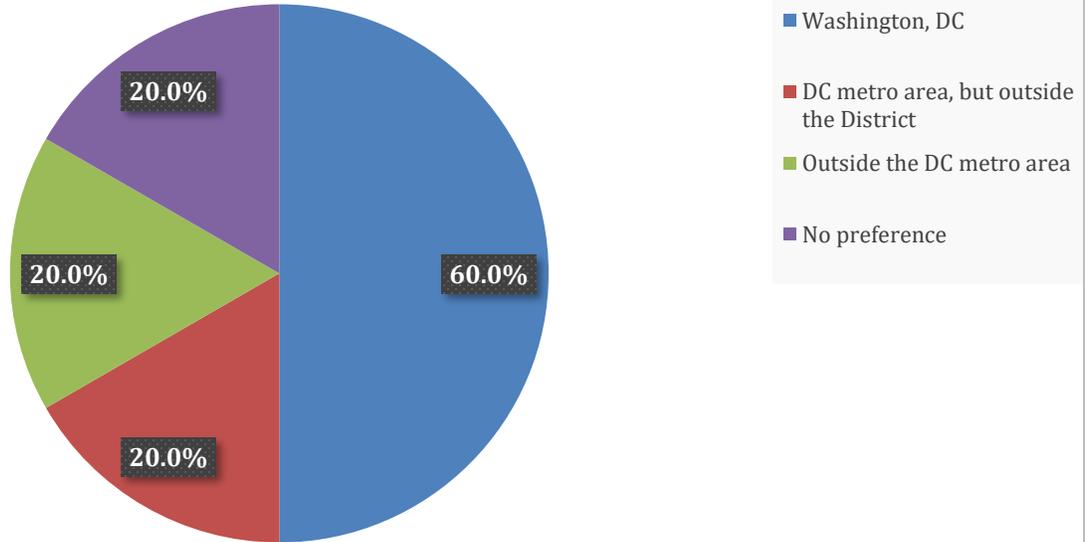
Q37. What is your current annual salary? (N:66)



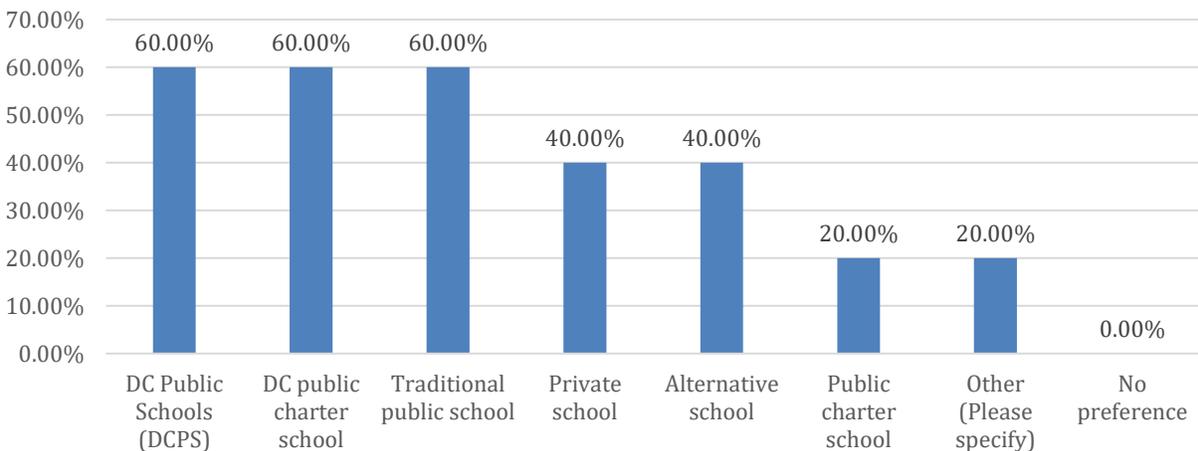
Q38. What type of job would you ideally like to obtain? (N:9)



Q39. Where would you ideally teach in your next position? (select all that apply) (N:5)



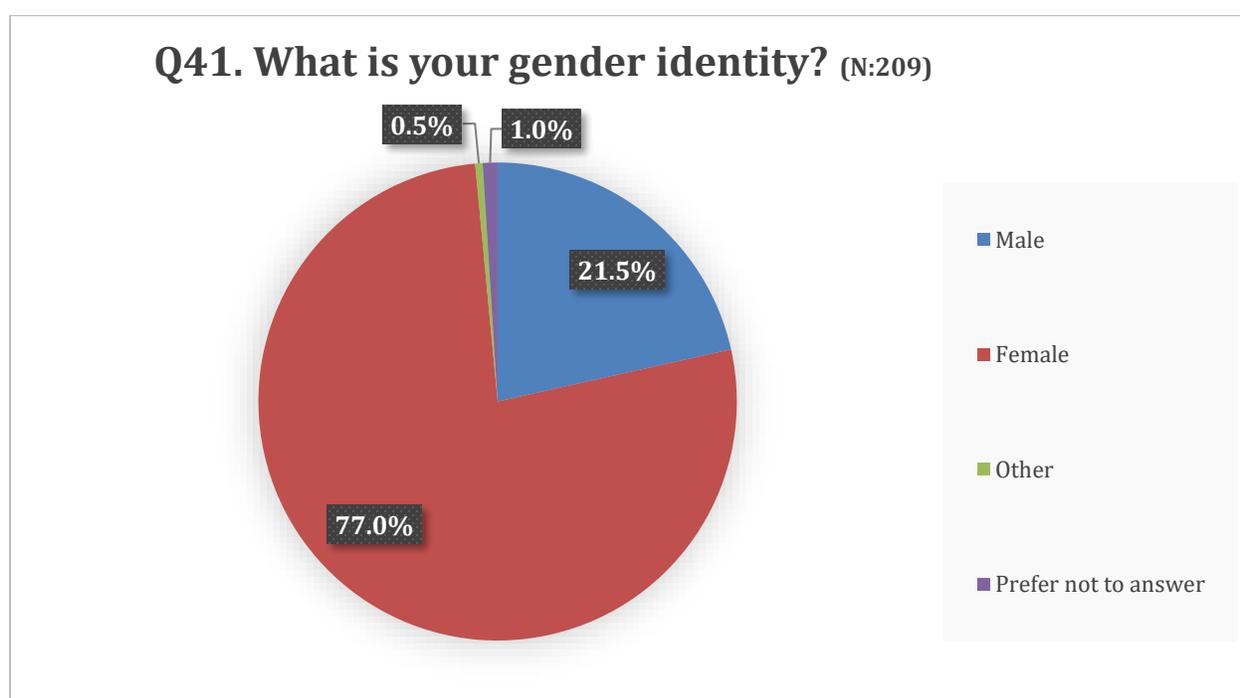
Q40. What type of school would you ideally teach in? Select all that apply. (N:5)



Section IX. Demographics

In this section, teachers are asked demographic based questions about themselves.

Overall, the survey demographic make-up of the survey sample was similar to the demographic make-up reported by the Office of the State Superintendent of Education (OSSE) in the 2019 DC Teacher Workforce Report⁷. Women made up 77% of the survey sample (compared to 75% of the OSSE Sample) and 54% of the sample identified as black or African American. Millennials were the most represented age group, accounting for 55% of the survey sample. Only 7% of the sample identified as Hispanic (same as OSSE sample); and over 60% of the sample indicated they have an advanced degree. The majority of respondents do not have children under 18 currently in their household. For those teachers who lived in the District while teaching; the highest represented wards were Ward 6 (22.83%), Ward 5 (14.13%) and Ward 4 (14.13%). Over 70% of the survey sample was raised outside of the D.C. metro area. Over 66% of the respondents had an advanced degree.

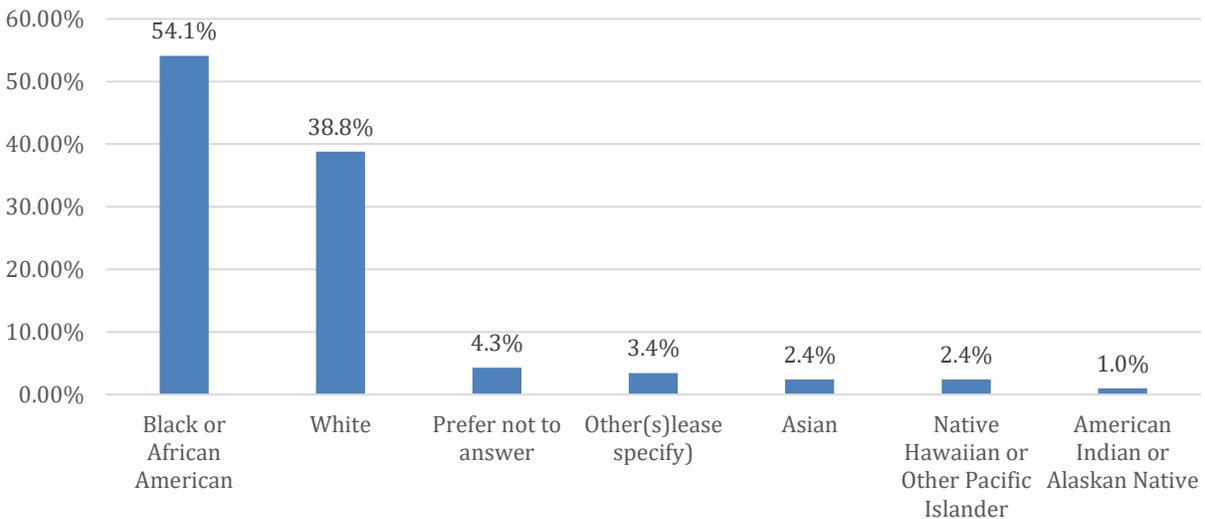


Q42. In what year were you born? (N:209)

Range		Mean	Median
From	To		
1946	1999	1981.71	1986

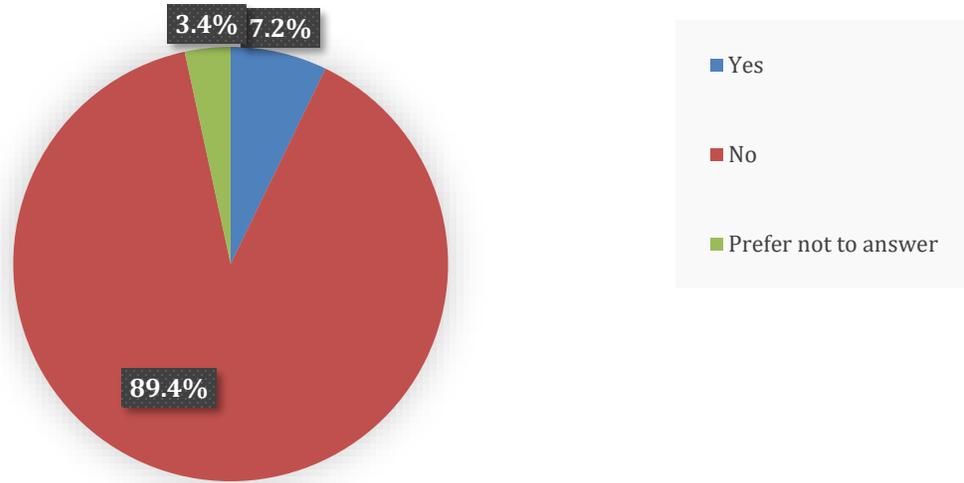
⁷ District of Columbia Office of the State Superintendent of Education. (2019). District of Columbia Teacher Workforce Report: United States, 2019. Retrieved from <https://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%20Educator%20Workforce%20Report%2010.2019.pdf>

Q43. What is your race? One or more categories may be selected. (N:209)

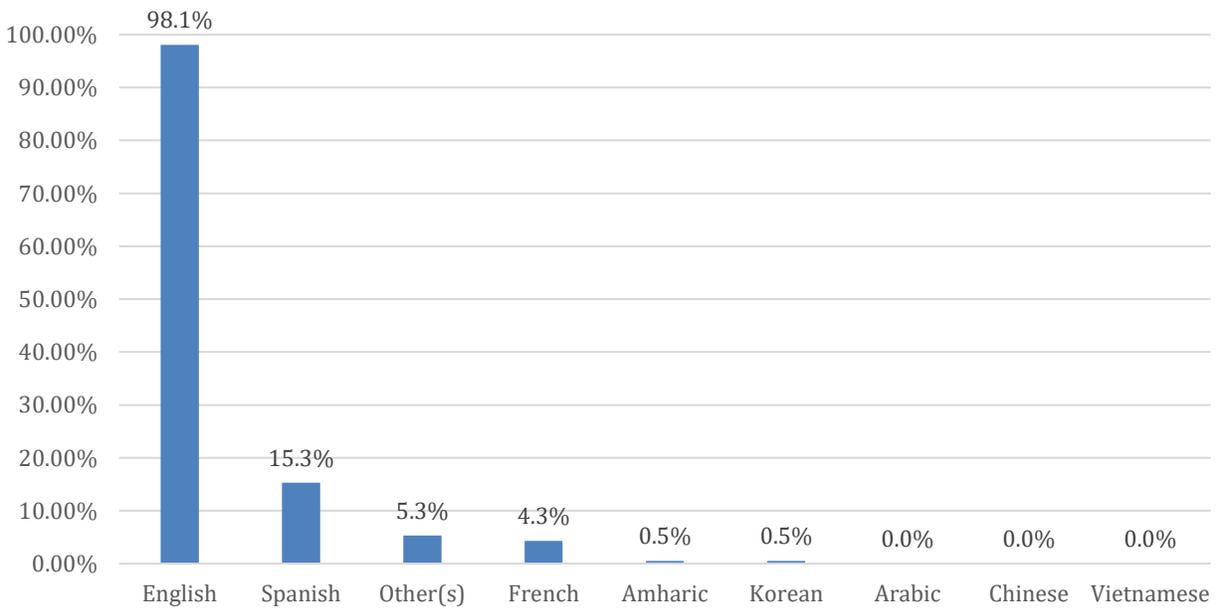


	Response Percent	Response Count
White	38.8%	81
Black or African American	54.1%	113
American Indian or Alaskan Native	1.0%	2
Asian	2.4%	5
Native Hawaiian or Other Pacific Islander	2.4%	5
Prefer not to answer	4.3%	9
Other(s) (please specify)	3.4%	7

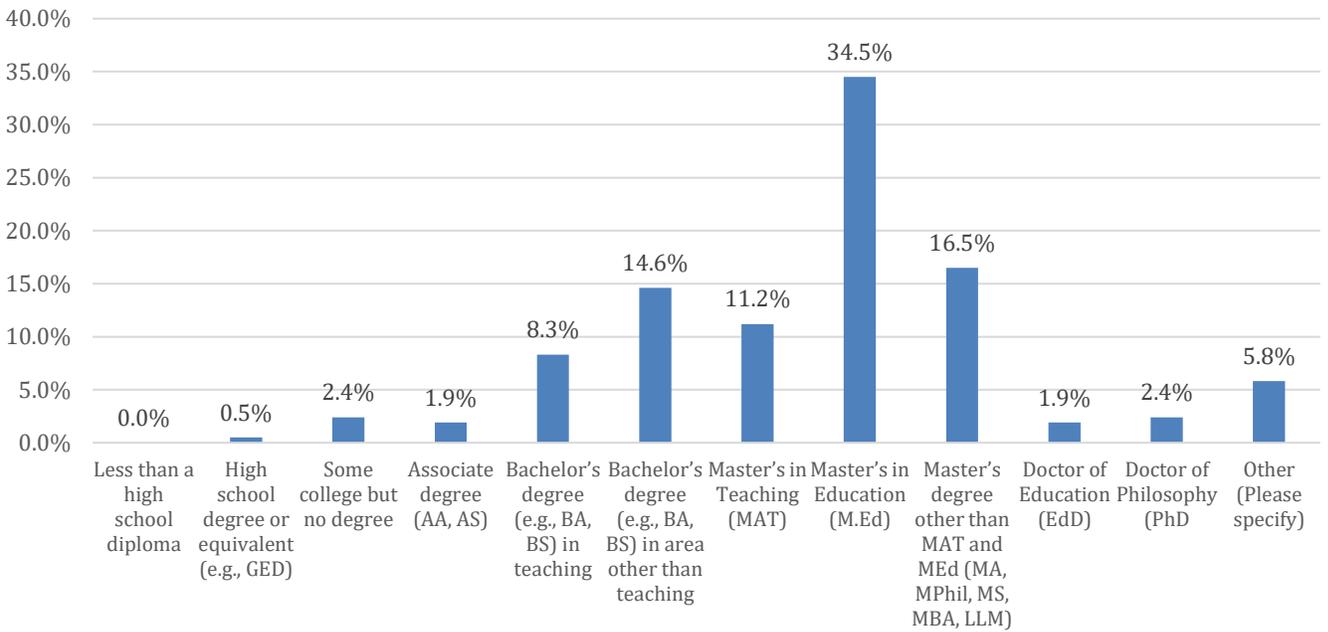
Q44. Are you of Hispanic, Latino/a, or Spanish origin? (N:209)



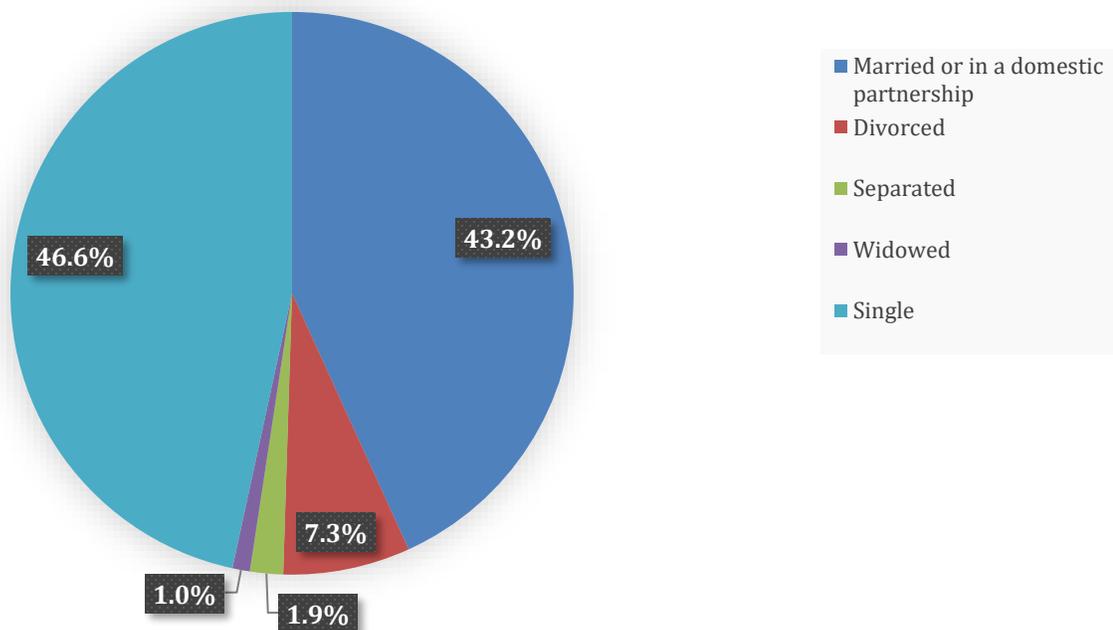
Q45. Which languages do you speak fluently? (select all that apply) (N:209)



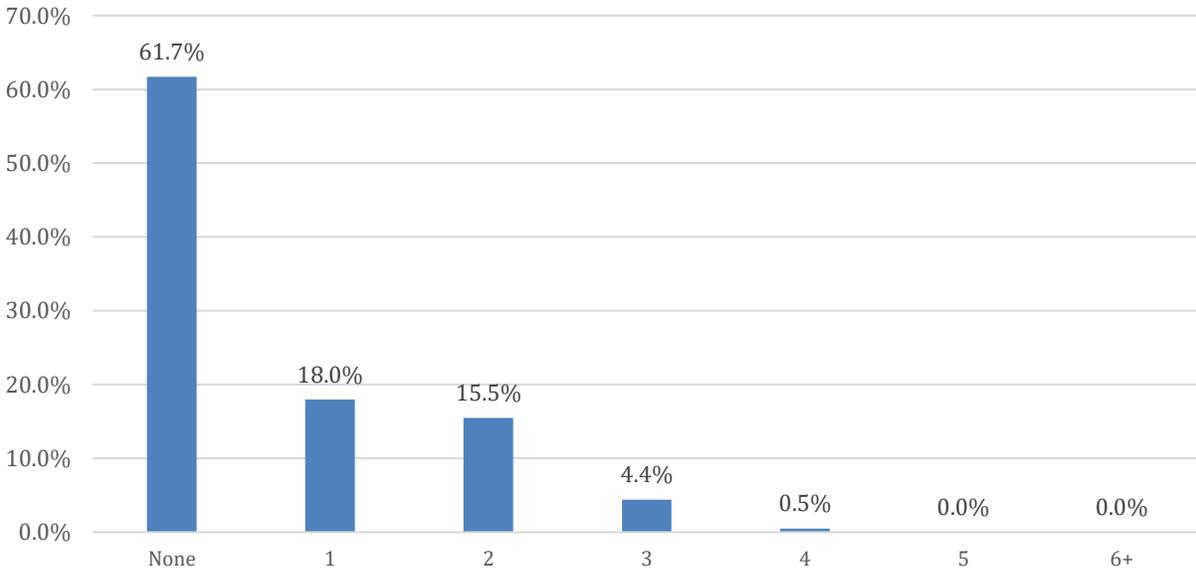
Q46. What is the highest level of education you completed? (N:206)



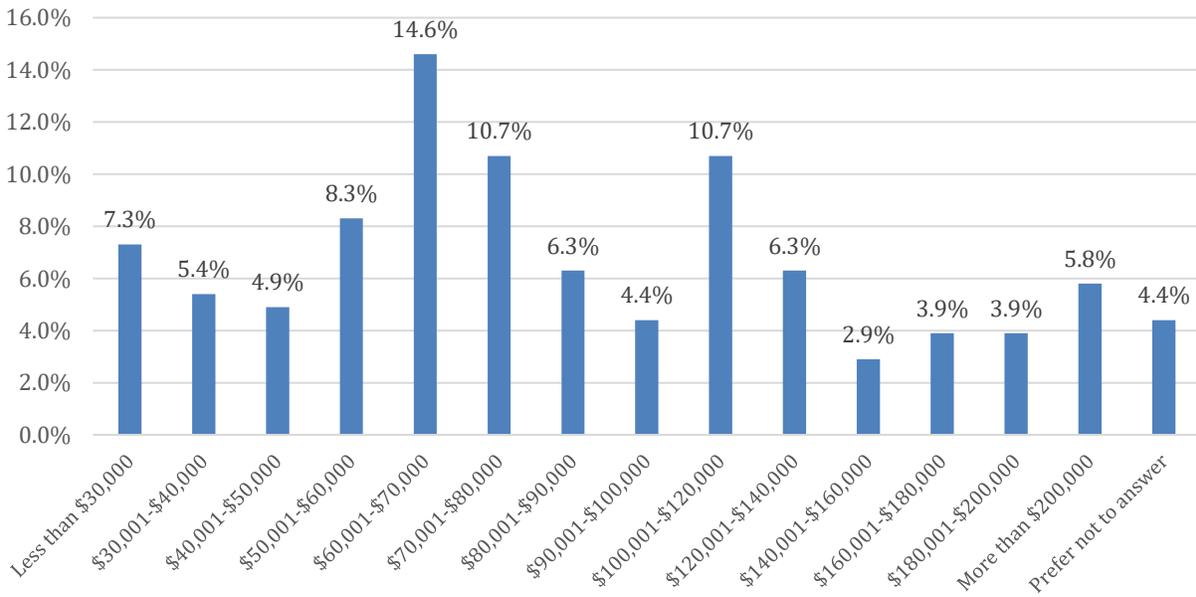
Q47. What is your marital status? (N:206)



Q48. How many child(ren) under the age of 18 years live in your household? (N:206)



Q49. What is your annual household income? (N:205)



	Response Percent	Response Count

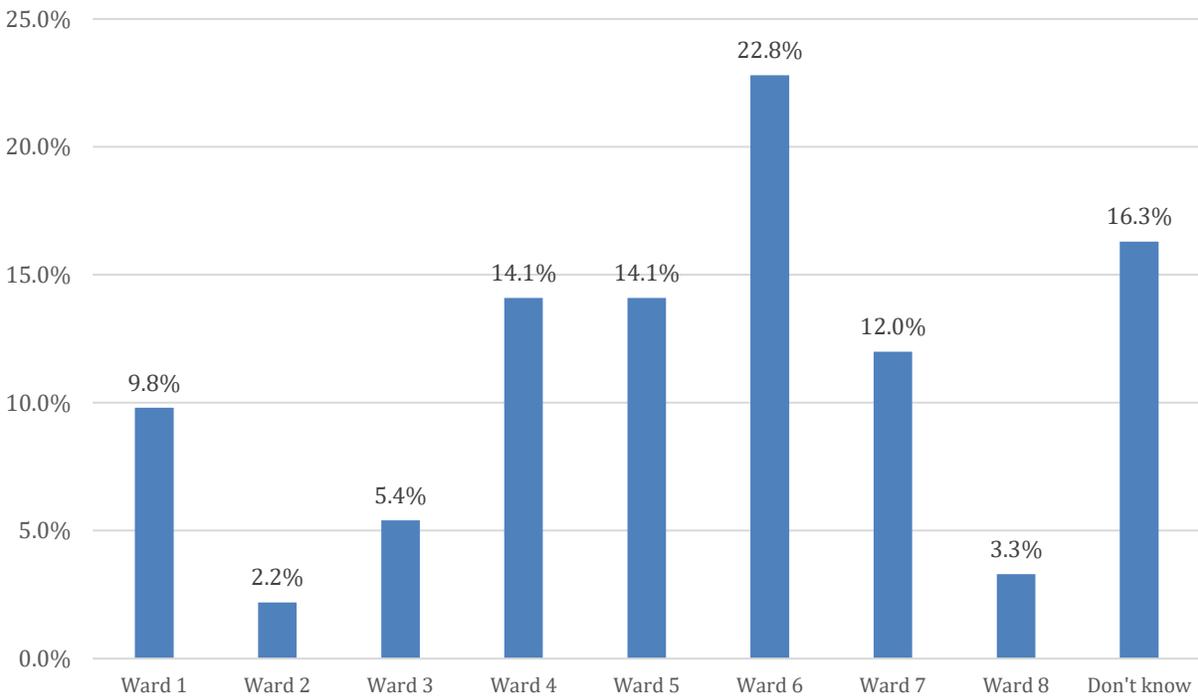
Less than \$30,000	7.3%	15
\$30,001-\$40,000	5.4%	11
\$40,001-\$50,000	4.9%	10
\$50,001-\$60,000	8.3%	17
\$60,001-\$70,000	14.6%	30
\$70,001-\$80,000	10.7%	22
\$80,001-\$90,000	6.3%	13
\$90,001-\$100,000	4.4%	9
\$100,001-\$120,000	10.7%	22
\$120,001-\$140,000	6.3%	13
\$140,001-\$160,000	2.9%	6
\$160,001-\$180,000	3.9%	8
\$180,001-\$200,000	3.9%	8
More than \$200,000	5.8%	12
Prefer not to answer	4.4%	9

Q50. What was your home zip code when you were in the position?

(N:183)

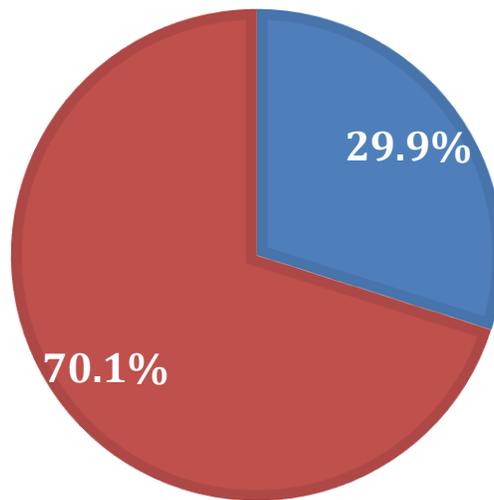
Full list included in Appendix E.

Q51. What ward of the District did you live in? (N:92)

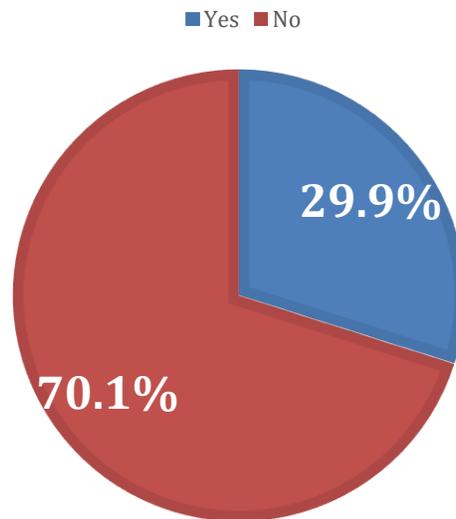


Q52. Did you grow up in the Washington, DC metro area? (N:204)

■ Yes ■ No



Q53. Did the position require you to relocate to the DC area? (N:205)



Section X. Other Comments

In this section, participants could submit additional comments. They were also asked if they were willing to participate in a focus group or interview.

Q54. Is there anything else you'd like to tell us about why you left your position and/or the topic of retaining teachers at DC schools? (N:111)

Comments are listed in Appendix C

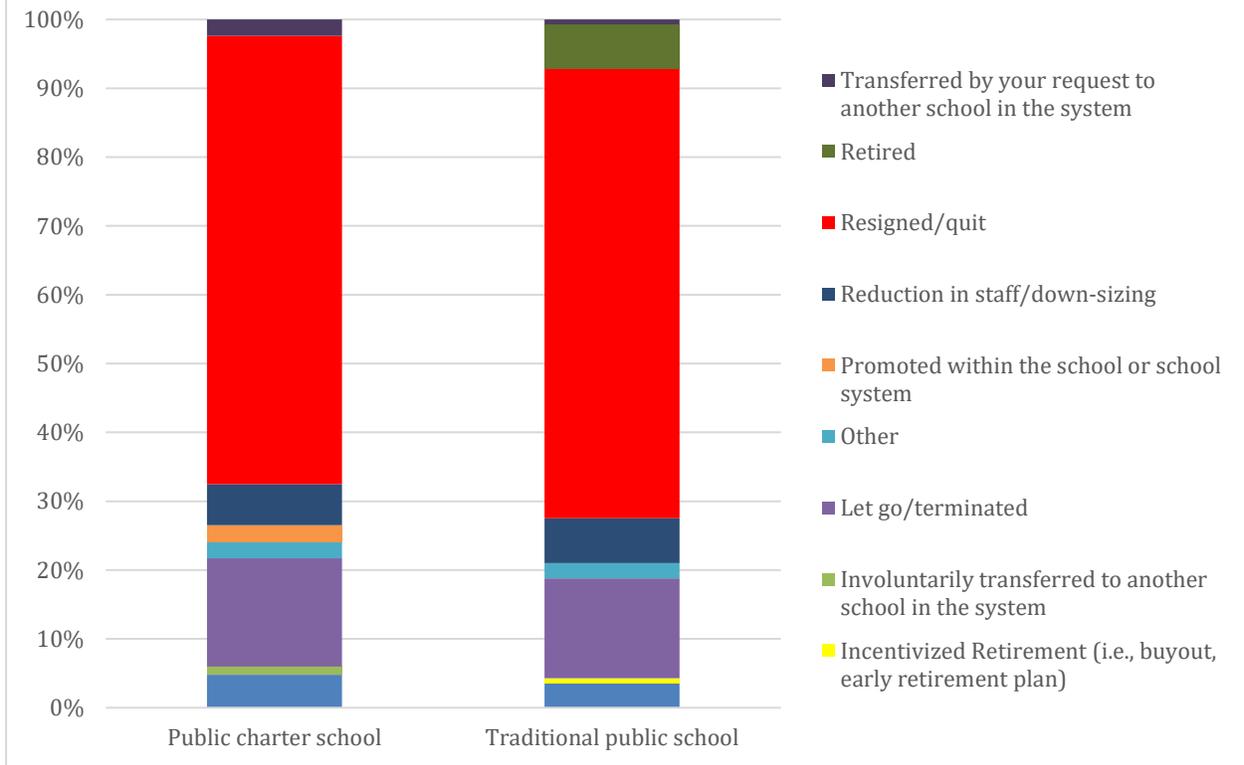
Public Charter School -Traditional Public School Comparison

While there were some noticeable differences between the experiences of former traditional public school and public charter school participants, many of the high-level issues were the same across sectors. The biggest difference between the experiences of public charter school and public-school teachers is the use of IMPACT by DCPS.

Reasons for Departure

The top reason for voluntary departure was resignation for both public charter school and traditional public school teachers. However, the percentage of teachers who left via termination was slightly higher for public charter schools.

Q13. Why did you leave the position?

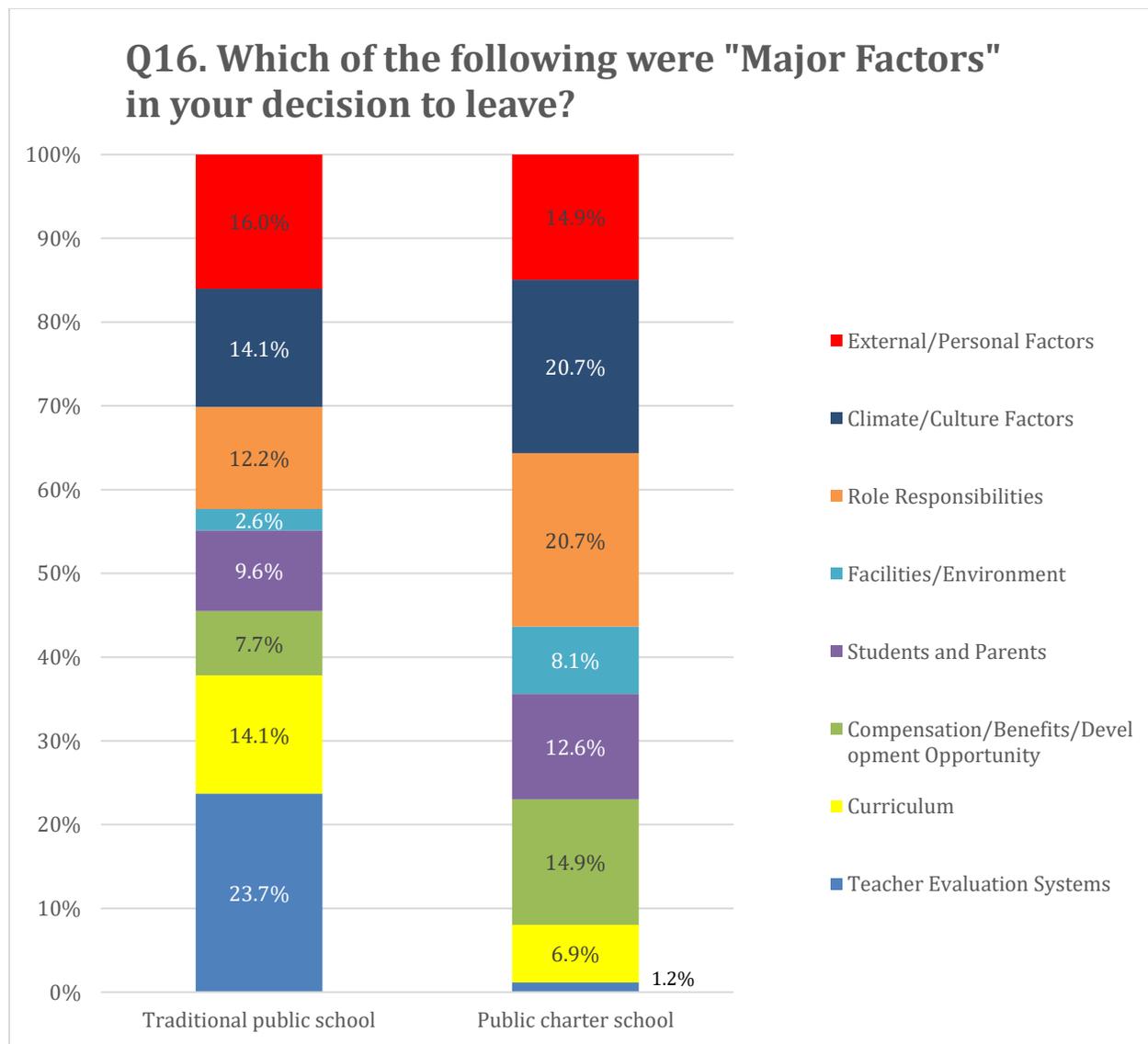


Why did you leave the position?	Public charter school	Traditional public school
Contract expired/only hired for short-term	4.8%	3.6%
Incentivized Retirement (i.e., buyout, early retirement plan)	0.0%	0.7%
Involuntarily transferred to another school in the system	1.2%	0.0%
Let go/terminated	15.7%	14.5%
Other	2.4%	2.2%
Promoted within the school or school system	2.4%	0.0%
Reduction in staff/down-sizing	6.0%	6.5%
Resigned/quit	65.1%	65.2%
Retired	0.0%	6.5%
Transferred by your request to another school in the system	2.4%	0.7%

Major Factors for Leaving

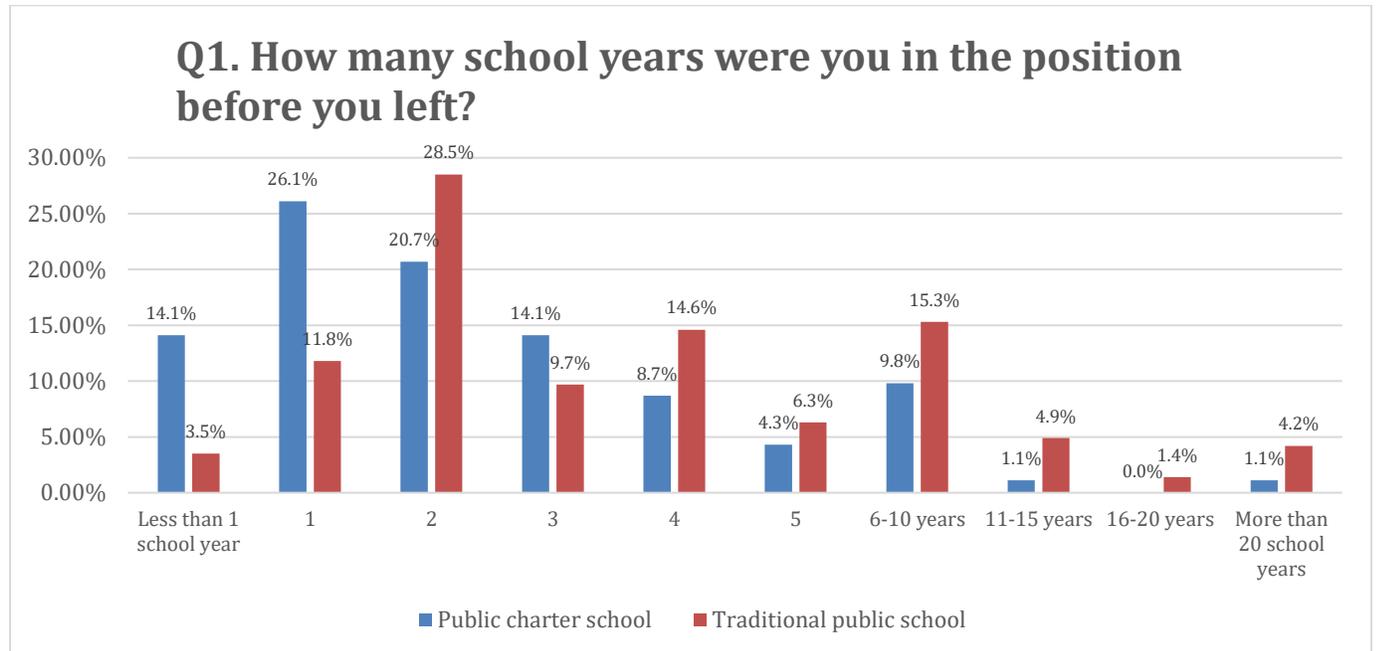
There were differences between public charter schools and traditional public schools for the factors that lead teachers to leave voluntarily (retirement, resignation, or requested transfer). The top driver for teachers leaving traditional public schools was Teacher Evaluation Systems (e.g. IMPACT) with 23.7% of respondents from traditional public schools selecting this choice. The second biggest driver was External/Personal Factors at 16%.

For teachers who indicated that they taught at public charter schools, both Role Responsibilities and Climate/Culture were the most selected choices with 20.7% of respondents identifying one or both of those options. Only 1% of public charter school teachers selected Teacher Evaluation Systems as a major factor in their decision to leave.



Length of Service

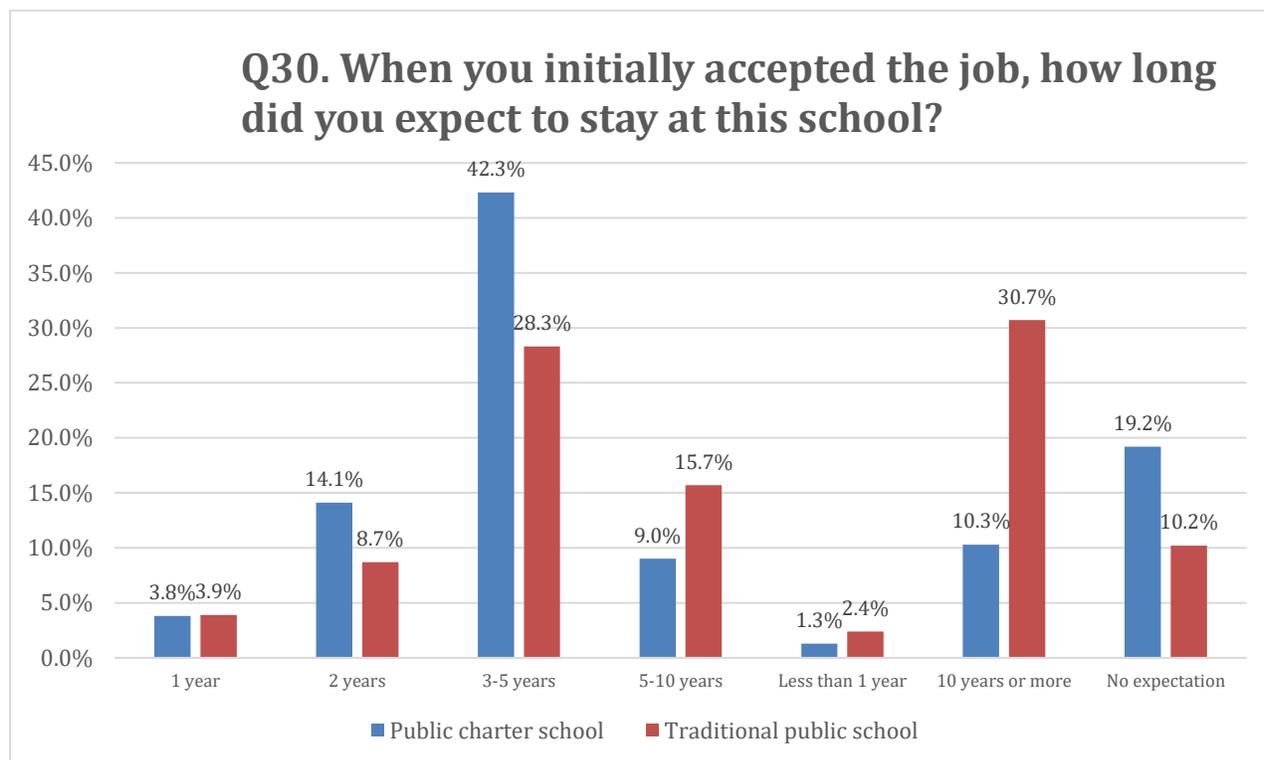
The respondents from public charter schools had shorter stays than their traditional public school counterparts. Over 75% of respondents from public charter schools were in their previous position three years or less. In comparison, 53.5% of those respondents who taught at a traditional public school left in three year or less. Furthermore, 31.9% of the respondents from traditional public schools worked at least 5 years in their previous position prior to their departure compared to 16.3% of public charter school teachers.



How many school years were you in the position before you left?	Public charter school	Traditional public school
Less than 1 school year	14.1%	3.5%
1	26.1%	11.8%
2	20.7%	28.5%
3	14.1%	9.7%
4	8.7%	14.6%
5	4.3%	6.3%
6-10 years	9.8%	15.3%
11-15 years	1.1%	4.9%
16-20 years	0.0%	1.4%
More than 20 school years	1.1%	4.2%

Intended Length of Service

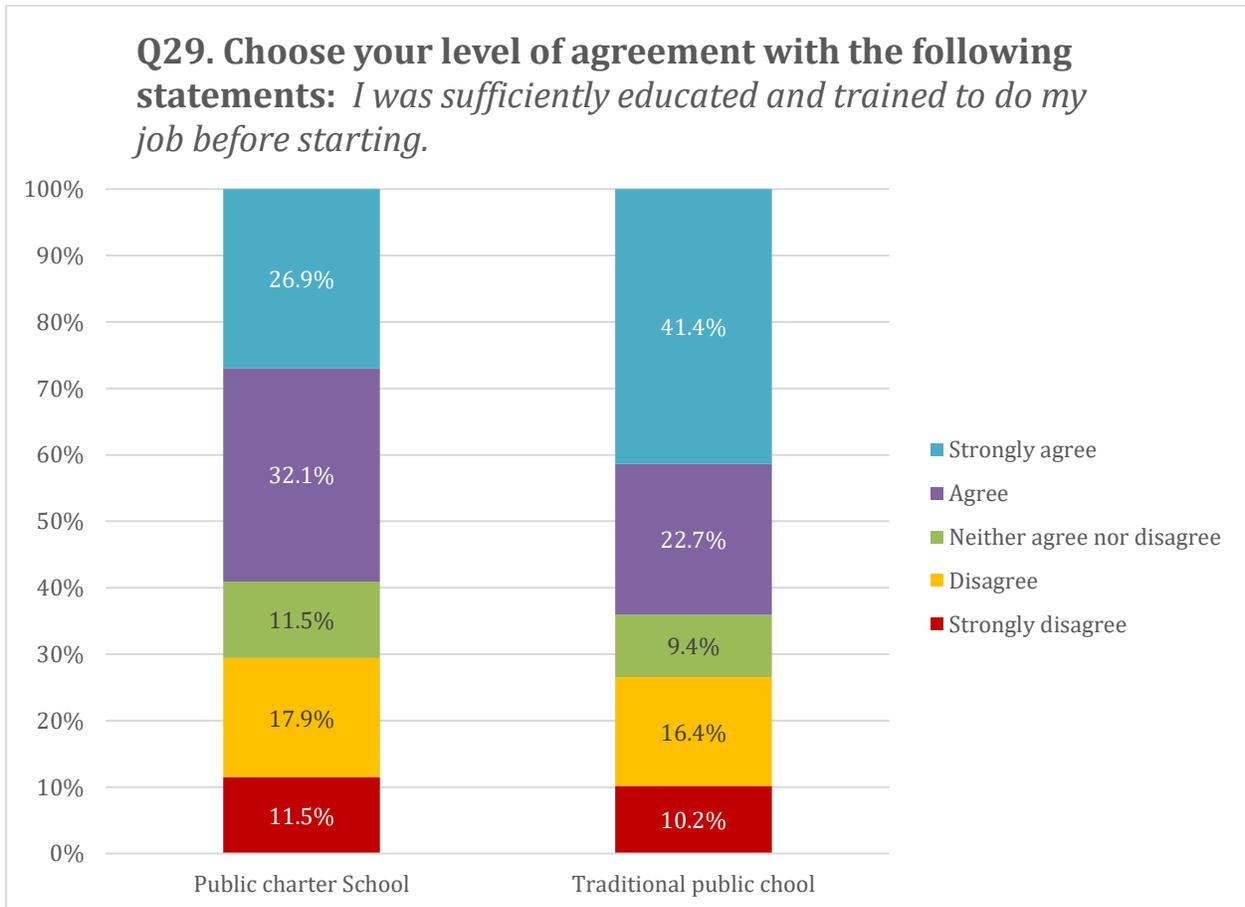
For both public charter and traditional public schools, teachers tended to have shorter tenures at the school than they had initially expected when they accepted the job. Over 60% of public charter school teachers and 70% of traditional public school teachers intended to stay at least 3 years or more.



When you initially accepted the job, how long did you expect to stay at this school?	Public charter school		Traditional public school	
	Count	%	Count	%
1 year	3	3.8%	5	3.9%
2 years	11	14.1%	11	8.7%
3-5 years	33	42.3%	36	28.3%
5-10 years	7	9.0%	20	15.7%
Less than 1 year	1	1.3%	3	2.4%
10 years or more	8	10.3%	39	30.7%
No expectation	15	19.2%	13	10.2%
Grand Total	78		127	

Job Preparation

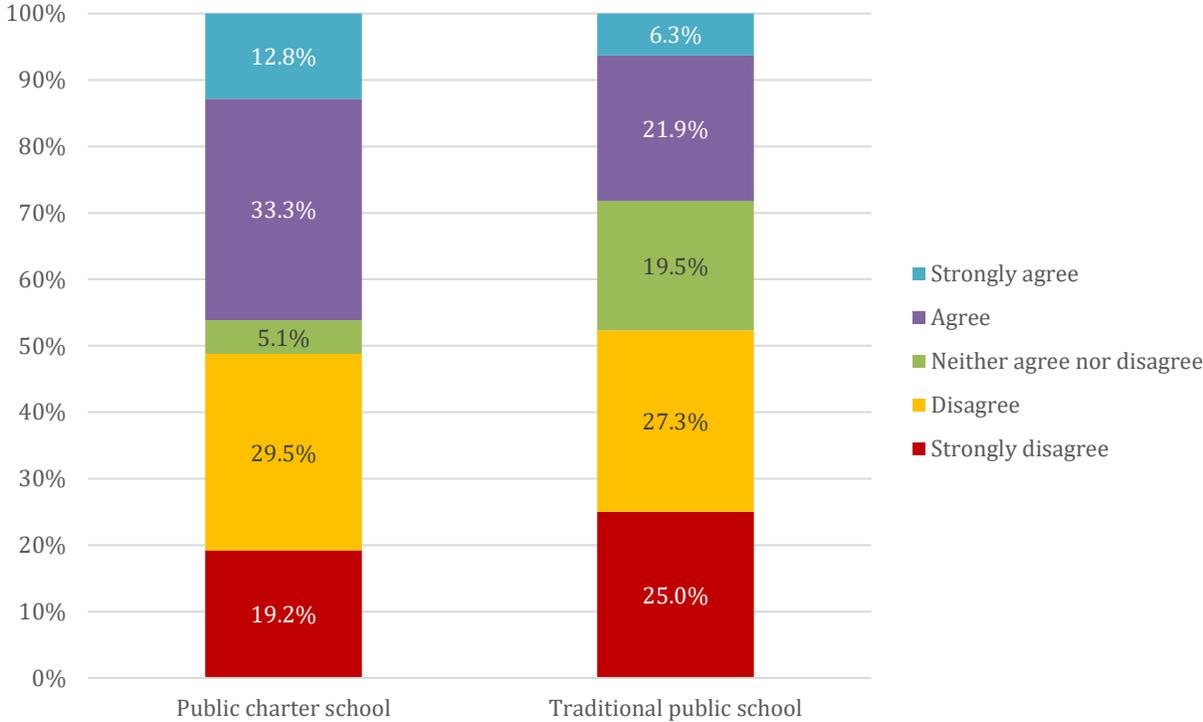
The majority of teachers at both traditional public schools and public charter schools felt they had adequate training and education for their previous job prior to starting those roles.



Perception of Resources

Public charter schools had a higher satisfaction rate amongst respondents when it came to resources and support from the school. Over 46% of respondents from public charter schools felt that they had sufficient resources and support from their school to do their job compared to 28% of respondents from traditional public schools.

Q29. Choose your level of agreement with the following statements: *I had sufficient resources and support from the school to do my job.*



Activities after Departure

Respondents from traditional public schools were more likely to remain in the classroom and the education sector overall after departure than their public charter school counterparts. Approximately 55% of traditional public school teachers are teaching or looking to return to the classroom compared 38% of public charter school teachers.

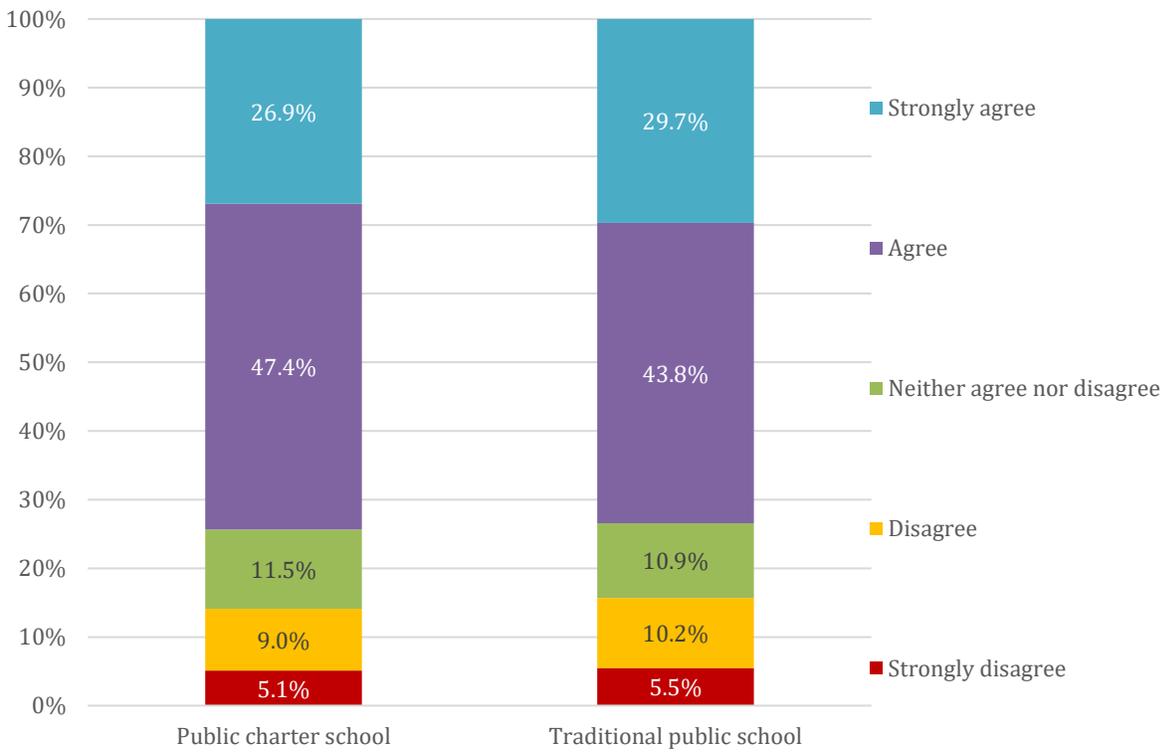
Q34. Select the option that best describes your current job status or future plans



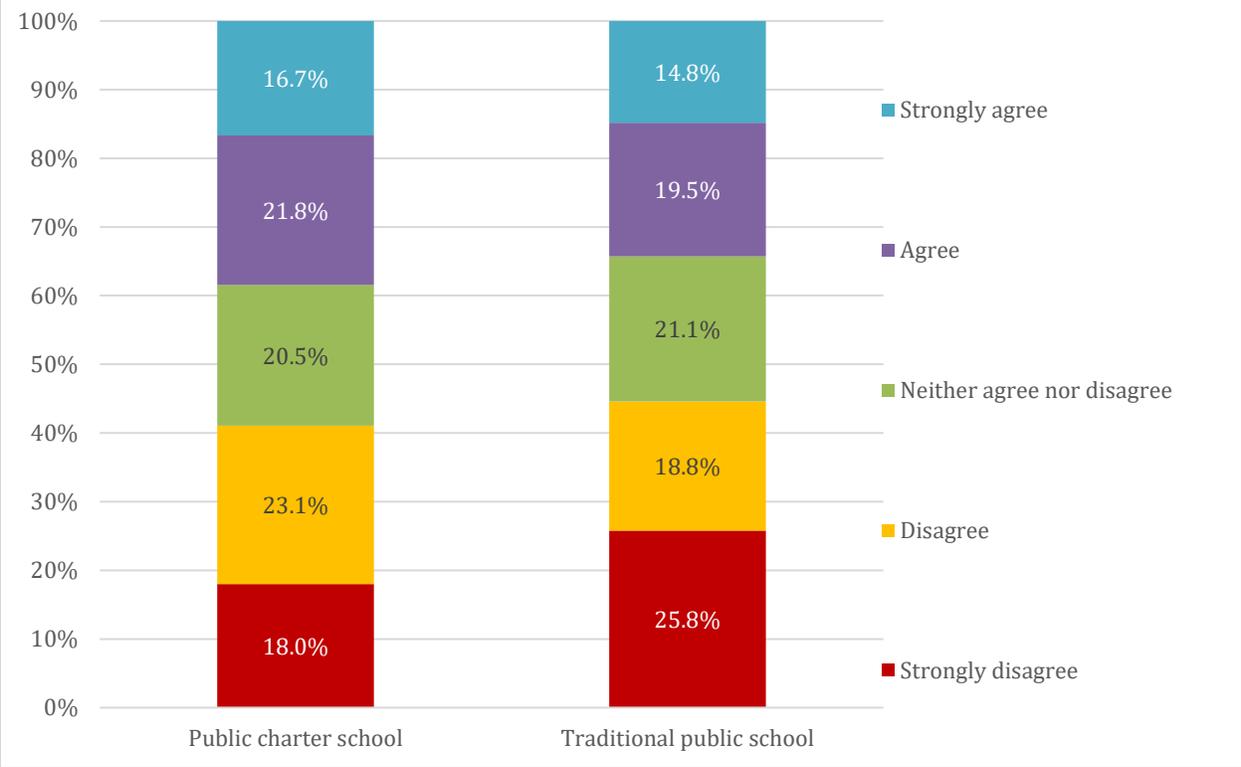
Job Satisfaction

Respondents from public charter schools were slightly more satisfied with their previous jobs than their peers from traditional public schools and more likely to recommend their previous jobs to their friends.

Q29. Choose your level of agreement with the following statements: *I liked the job*



Q29. Choose your level of agreement with the following statements: *I would recommend the job to a friend*

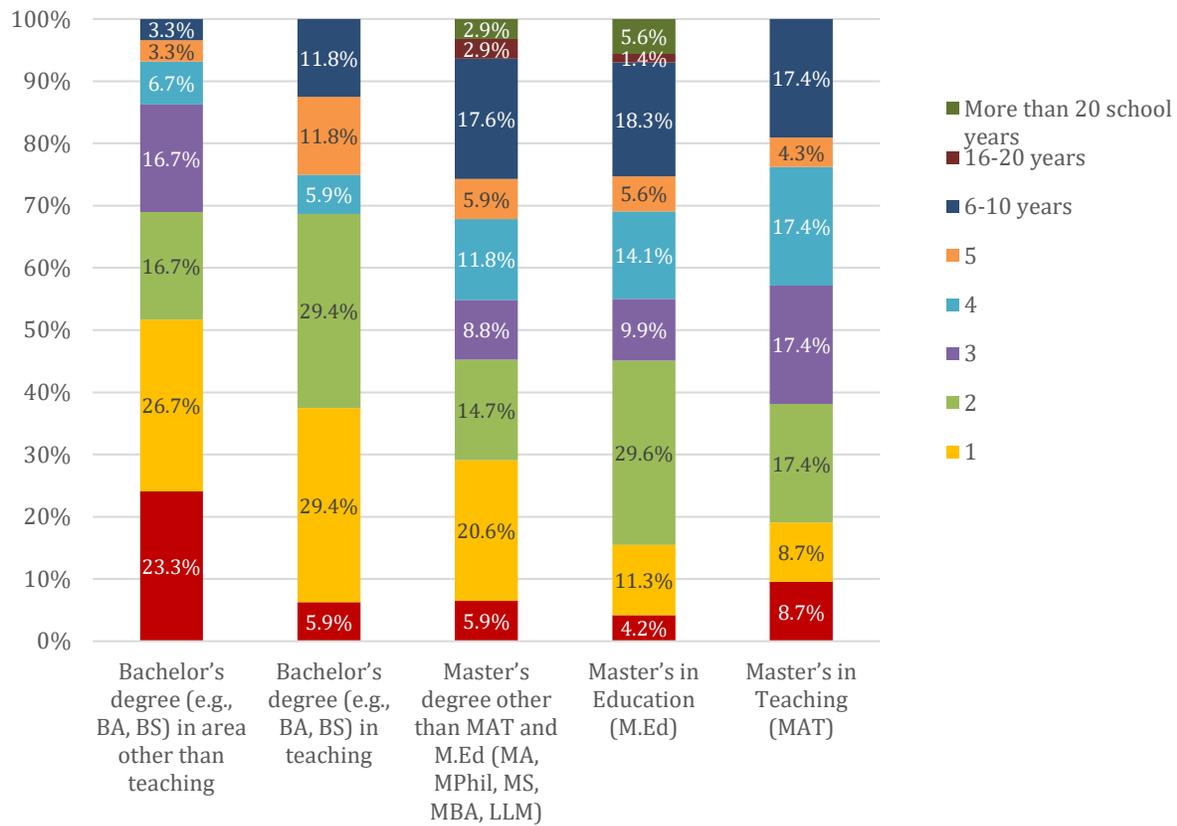


Education Levels Comparison

Time in Last Position by Education Level

A higher percentage of respondents with advanced degrees stayed in their last position at least 4 years or more. Respondents with Master’s in Education in particular had longer tenures with 45% of them staying at least four years in their position prior to their exit.

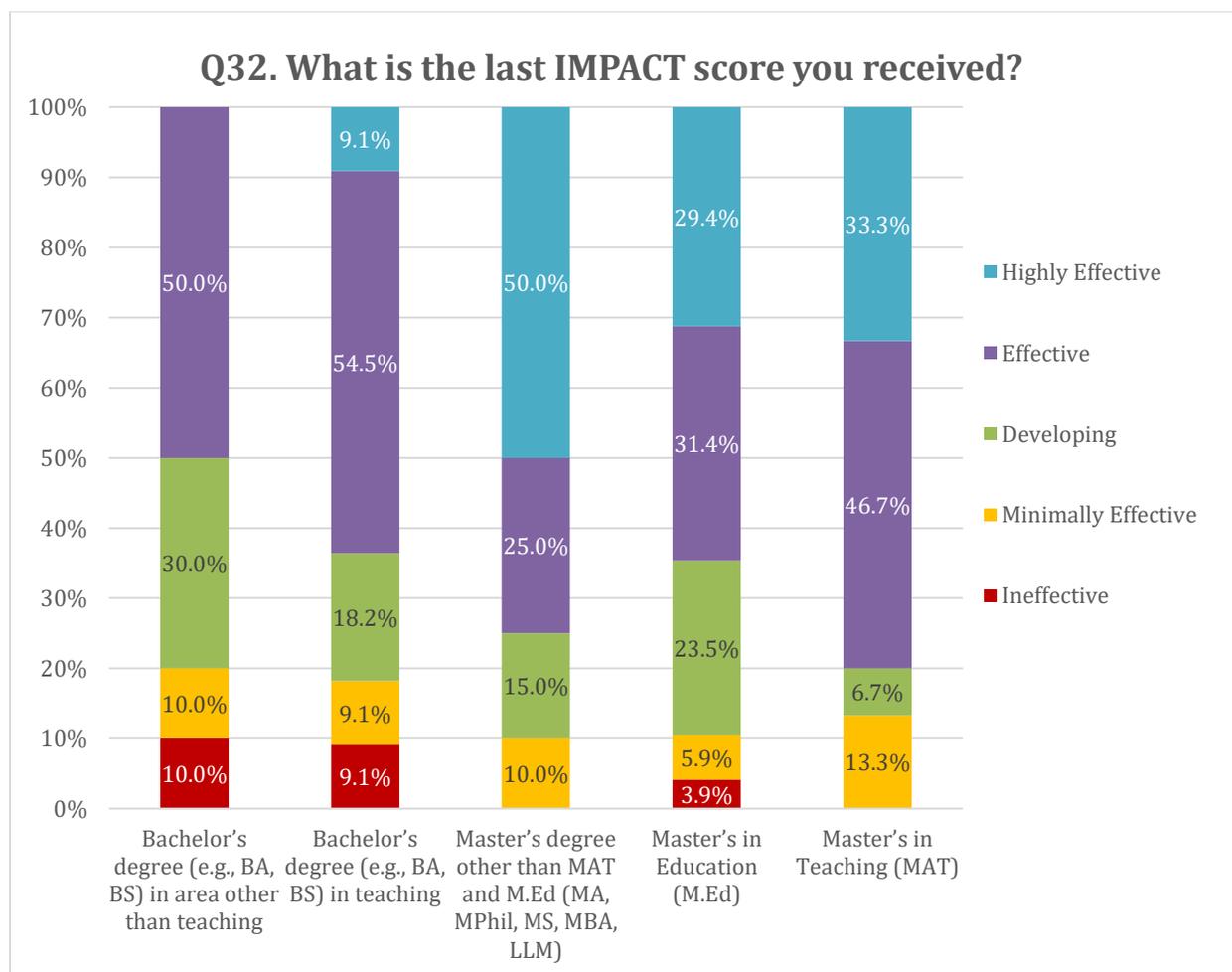
Q1. How many school years were you in the position before you left?



How many school years were you in the position before you left?	Bachelor's degree (e.g., BA, BS) in area other than teaching	Bachelor's degree (e.g., BA, BS) in teaching	Master's degree other than MAT and M.Ed (MA, MPhil, MS, MBA, LLM)	Master's in Education (M.Ed)	Master's in Teaching (MAT)
Less than 1 school year	23.3%	5.9%	5.9%	4.2%	8.7%
1	26.7%	29.4%	20.6%	11.3%	8.7%
2	16.7%	29.4%	14.7%	29.6%	17.4%
3	16.7%	0.0%	8.8%	9.9%	17.4%
4	6.7%	5.9%	11.8%	14.1%	17.4%
5	3.3%	11.8%	5.9%	5.6%	4.3%
6-10 years	3.3%	11.8%	17.6%	18.3%	17.4%
16-20 years	0.0%	0.0%	2.9%	1.4%	0.0%
More than 20 school years	0.0%	0.0%	2.9%	5.6%	0.0%

IMPACT Evaluation Results by Education Level

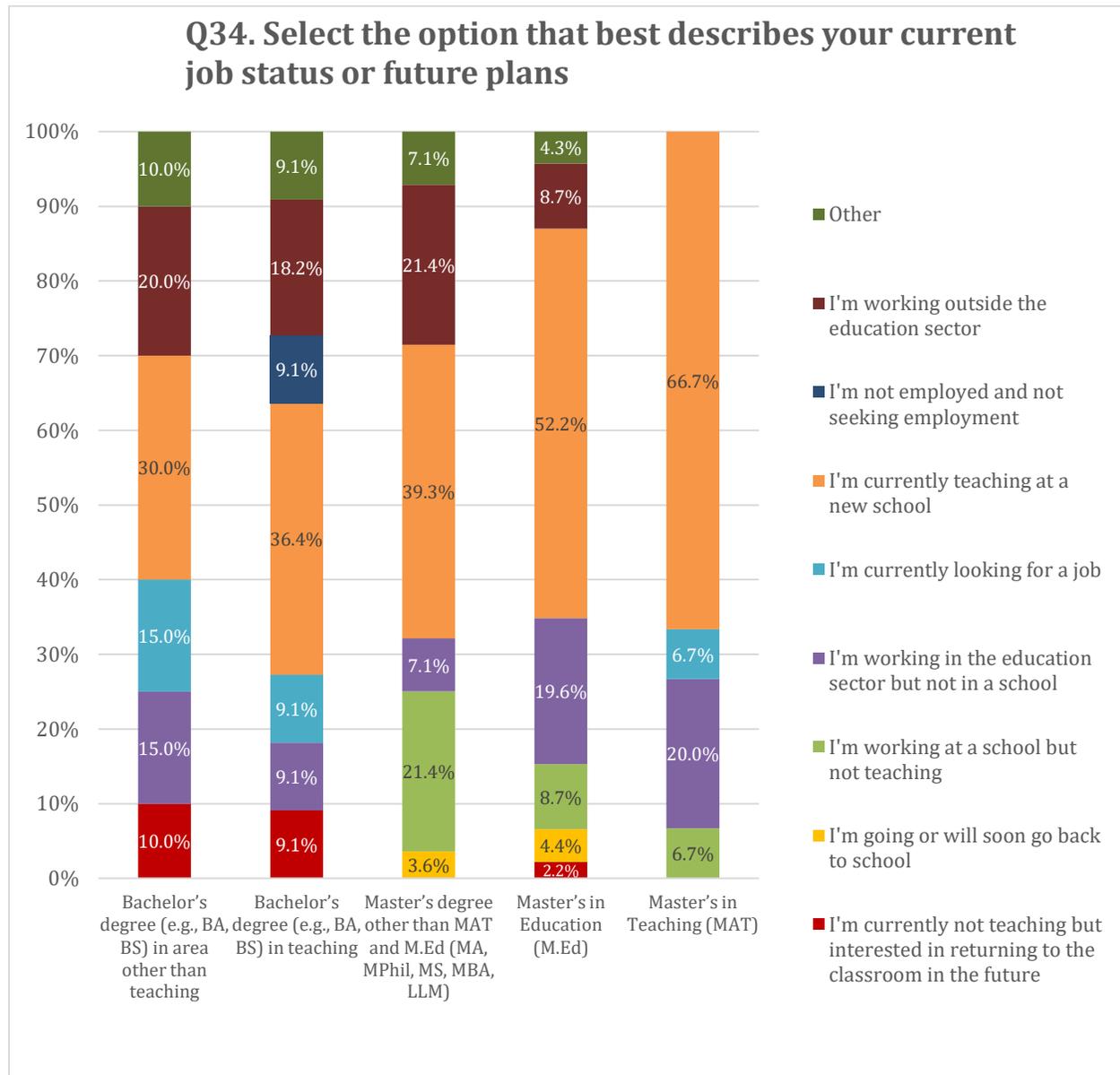
Respondents that indicated that they had advanced degrees were more likely to have received a *Highly Effective* IMPACT score than their counterparts with bachelor's degrees. However, respondents with a Bachelor's degree in teaching were more likely to score *Effective* or *Highly Effective* than respondents with a Master's in Education (M.Ed)



What is the last IMPACT score you received?	Bachelor's degree (e.g., BA, BS) in area other than teaching	Bachelor's degree (e.g., BA, BS) in teaching	Master's degree other than MAT and M.Ed (MA, MPhil, MS, MBA, LLM)	Master's in Education (M.Ed)	Master's in Teaching (MAT)
Ineffective	10.0%	9.1%	0.0%	3.9%	0.0%
Minimally Effective	10.0%	9.1%	10.0%	5.9%	13.3%
Developing	30.0%	18.2%	15.0%	23.5%	6.7%
Effective	50.0%	54.5%	25.0%	31.4%	46.7%
Highly Effective	0.0%	9.1%	50.0%	29.4%	33.3%

Post Departure Plans by Education Level

Participants with advanced degrees were more likely to continue working in a school-based role or the education sector overall. Approximately 93% of respondents with Master’s in Teaching (MAT) and 84% of respondents with a Master’s in Education (M.Ed) indicated that they were currently working in education or desired to return to the field.

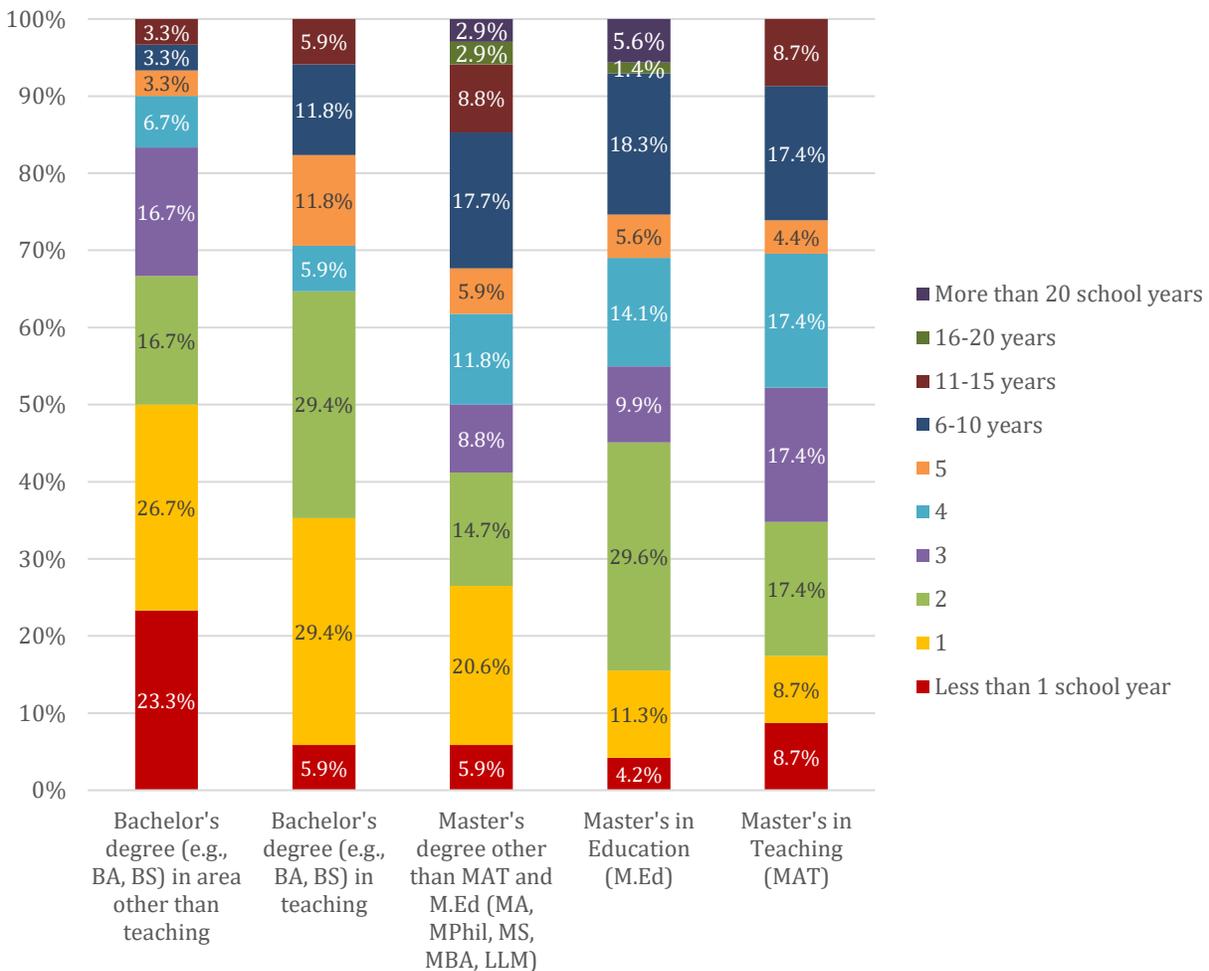


Select the option that best describes your current job status or future plans	Bachelor's degree (e.g., BA, BS) in area other than teaching	Bachelor's degree (e.g., BA, BS) in teaching	Master's degree other than MAT and M.Ed (MA, MPhil, MS, MBA, LLM)	Master's in Education (M.Ed)	Master's in Teaching (MAT)
---	--	--	---	------------------------------	----------------------------

I'm currently not teaching but interested in returning to the classroom in the future	10.0%	9.1%	0.0%	2.2%	0.0%
I'm going or will soon go back to school	0.0%	0.0%	3.6%	4.4%	0.0%
I'm working at a school but not teaching	0.0%	0.0%	21.4%	8.7%	6.7%
I'm working in the education sector but not in a school	15.0%	9.1%	7.1%	19.6%	20.0%
I'm currently looking for a job	15.0%	9.1%	0.0%	0.0%	6.7%
I'm currently teaching at a new school	30.0%	36.4%	39.3%	52.2%	66.7%
I'm not employed and not seeking employment	0.0%	9.1%	0.0%	0.0%	0.0%
I'm working outside the education sector	20.0%	18.2%	21.4%	8.7%	0.0%
Other	10.0%	9.1%	7.1%	4.3%	0.0%

Time of Service by Education Level

Q1. How many school years were you in the position before you left?

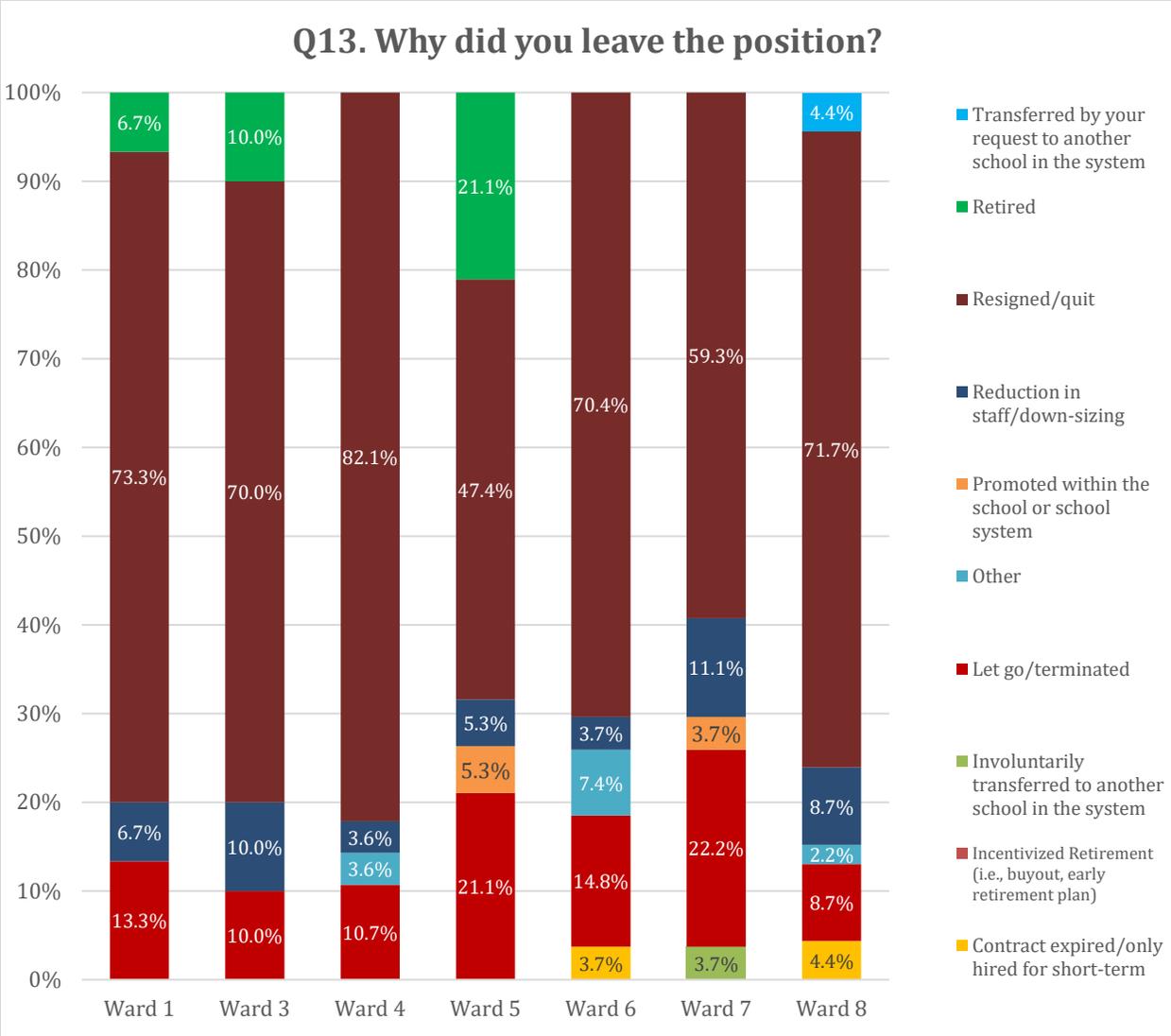


Comparison by Ward

**Ward 2 omitted because the sample size for that ward falls below the n=10 threshold*

Type of Departure

The two wards with the highest percentage of their teachers exiting via resignation were Ward 4 (82.1%) and Ward 1 (73.3%) respectively. The ward with the highest percentage of teachers leaving because of termination was Ward 7 (22.2%).



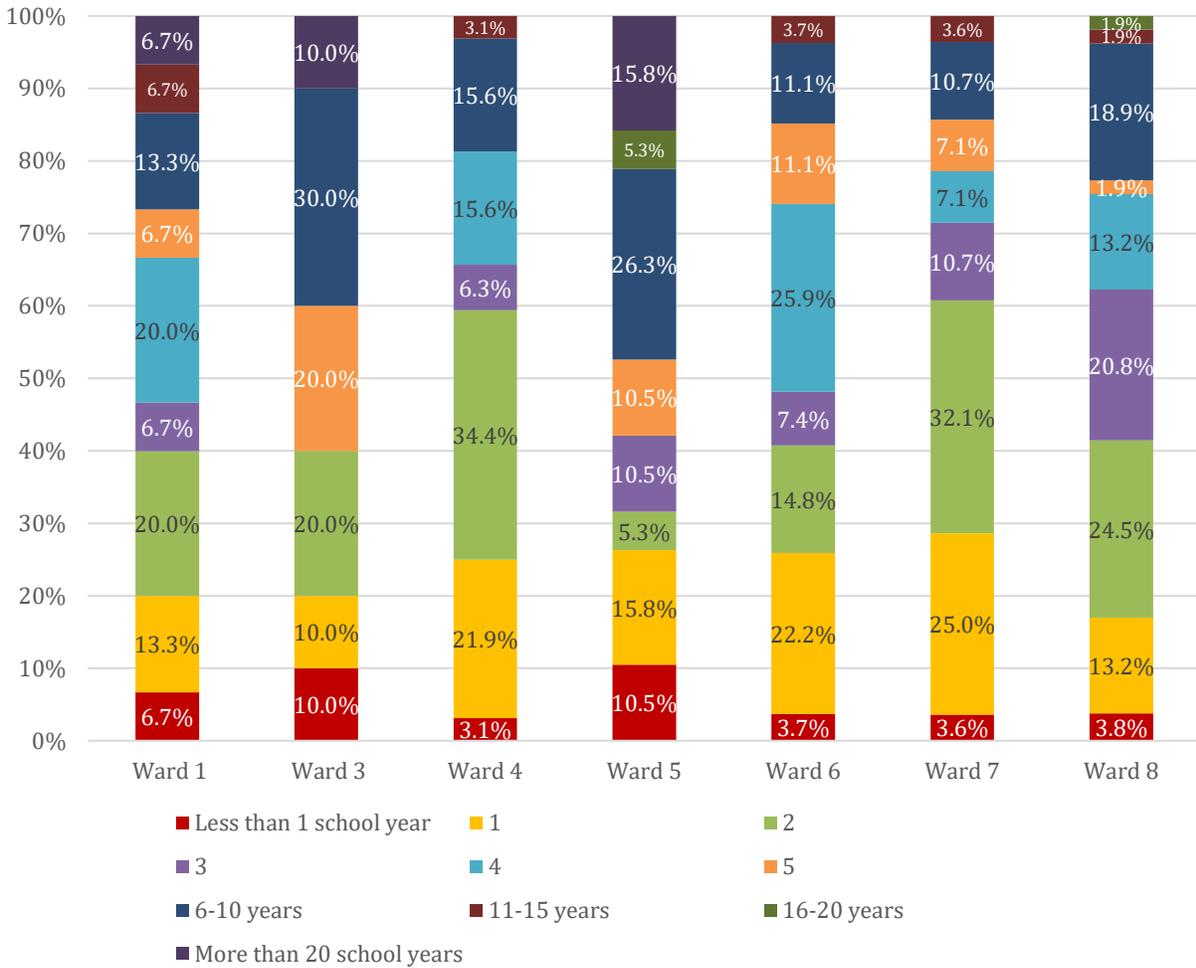
Why did you leave the position?	Ward of School						
	1	3	4	5	6	7	8
Contract expired/only hired for short-term	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%	4.4%
Incentivized Retirement (i.e., buyout, early retirement plan)	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%
Involuntarily transferred to another school in the system	0.0%	0.0%	0.0%	0.0%	0.0%	3.7%	0.0%
Let go/terminated	13.3%	10.0%	10.7%	21.1%	14.8%	22.2%	8.7%

Other	0.0%	0.0%	3.6%	0.0%	7.4%	0.0%	2.2%
Promoted within the school or school system	0.0%	0.0%	0.0%	5.3%	0.0%	3.7%	0.0%
Reduction in staff/down-sizing	6.7%	10.0%	3.6%	5.3%	3.7%	11.1%	8.7%
Resigned/quit	73.3%	70.0%	82.1%	47.4%	70.4%	59.3%	71.7%
Retired	6.7%	10.0%	0.0%	21.1%	0.0%	0.0%	0.0%
Transferred by your request to another school in the system	0.0%	0.0%	0.0%	0.0%	0.0%	0.0%	4.4%

Length of Service

The shortest tenures were seen in wards 7 and 4 respectively. Approximately 60% of teachers from Ward 7 schools indicated they had been in their previous position for less than 3 years prior to their departure, while 59.4% of the teachers from Ward 4 left their roles in less than 3 years.

Q1. How many school years were you in the position before you left?



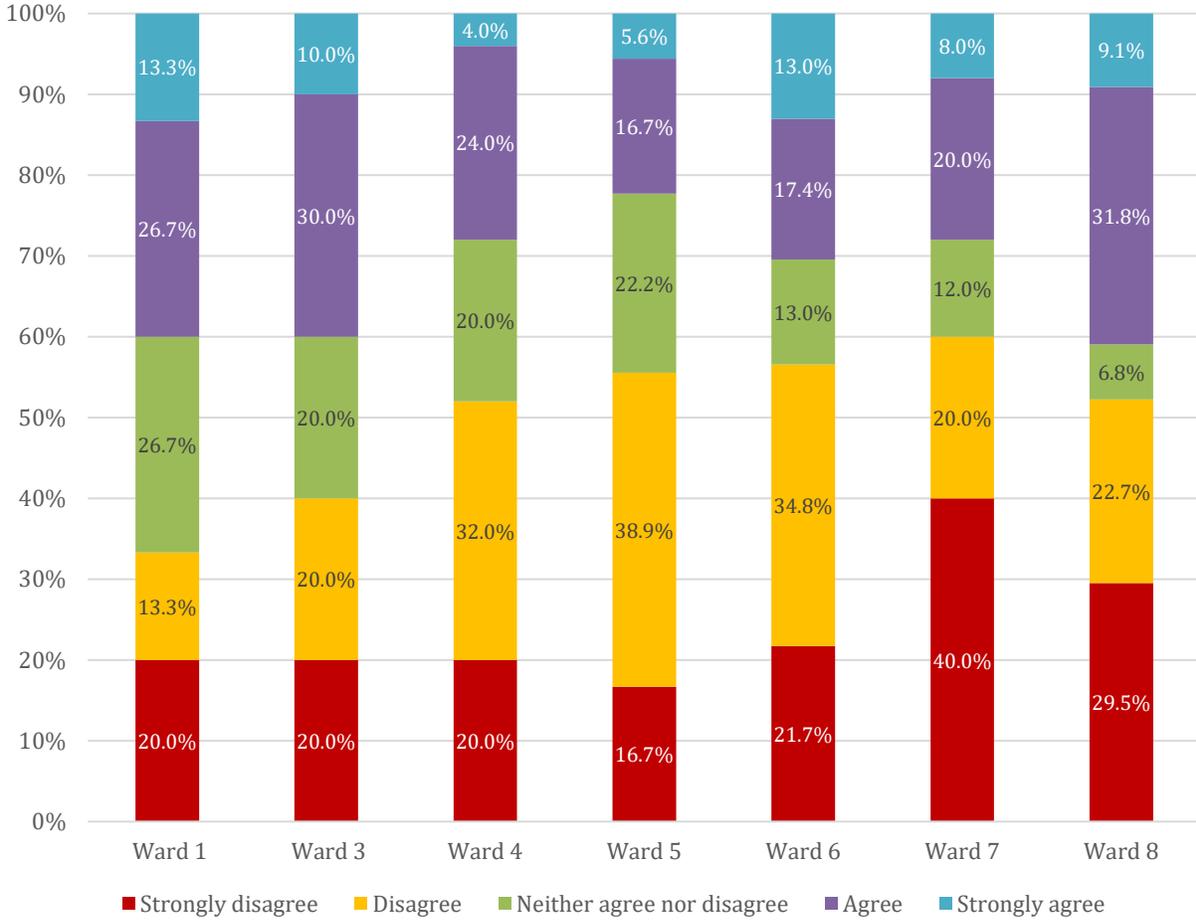
How many school years were you in the position before you left?	Ward of School						
	1	3	4	5	6	7	8
Less than 1 school year	6.7%	10.0%	3.1%	10.5%	3.7%	3.6%	3.8%
1	13.3%	10.0%	21.9%	15.8%	22.2%	25.0%	13.2%
2	20.0%	20.0%	34.4%	5.3%	14.8%	32.1%	24.5%

3	6.7%	0.0%	6.3%	10.5%	7.4%	10.7%	20.8%
4	20.0%	0.0%	15.6%	0.0%	25.9%	7.1%	13.2%
5	6.7%	20.0%	0.0%	10.5%	11.1%	7.1%	1.9%
6-10	13.3%	30.0%	15.6%	26.3%	11.1%	10.7%	18.9%
11-15	6.7%	0.0%	3.1%	0.0%	3.7%	3.6%	1.9%
16-20	0.0%	0.0%	0.0%	5.3%	0.0%	0.0%	1.9%
More than 20 school years	6.7%	10.0%	0.0%	15.8%	0.0%	0.0%	0.0%

Perception of Resources

Overall, respondents from schools located in Ward 1, 3, and 8 were the most likely to agree or strongly agree that they were provided with sufficient resources and support at about 40%, while respondents from schools in Ward 5 were the least likely to feel they had adequate support at 22.3%. Respondents from Ward 7 schools were the most likely to feel they did not have adequate support with 60% indicating they did not agree with this statement.

Q29. Choose your level of agreement with the following statements: *I had sufficient resources and support from the school to do my job.*



I had sufficient resources and support from the school to do my job.	Ward of School						
	1	3	4	5	6	7	8
Strongly disagree	20.0%	20.0%	20.0%	16.7%	21.7%	40.0%	29.5%
Disagree	13.3%	20.0%	32.0%	38.9%	34.8%	20.0%	22.7%
Neither agree nor disagree	26.7%	20.0%	20.0%	22.2%	13.0%	12.0%	6.8%
Agree	26.7%	30.0%	24.0%	16.7%	17.4%	20.0%	31.8%
Strongly agree	13.3%	10.0%	4.0%	5.6%	13.0%	8.0%	9.1%

Focus Groups

Executive Summary

Our goal in conducting the focus group discussions (FGD) was to investigate further the cognitive components the surveys alone cannot provide. We sought to assess the emotional responses, and to gather honest personal feedback based on lived and repetitive experiences. Additionally, these focus groups were intentionally crafted to make sure that we explored perspectives from all angles by gathering a diverse group of volunteers. When selecting focus group participants, we considered a multitude of factors including grade levels taught, gender, age, student population, and ethnicity. According to these participants, many educators became teachers because they were passionate about serving the community through education, making an impact in the life of a child, and contributing to social development. Most of the teachers understood the challenges ahead of them but did not account for the factors that ultimately pushed them out of the classroom. This study is focused on explaining the sentiments of a sample representative group of educators who left their previous position for a variety of reasons.

The focus group discussions tested the hypotheses in Appendix B and the responses are unified and as follows:

1. Most teachers are not leaving the classroom because D.C. is a transient community but rather due to the toxic work environment, challenges with administration, safety concerns, and harmful evaluation methods and applications.
2. Due to the nature of D.C. and the many opportunities here, teaching can serve as a springboard to other education related roles; however, many teachers have entered into the teaching field to remain teachers and move upwards within the school systems.
3. While bonuses and incentives are favored by teachers, the pressures of IMPACT are not favorable to healthy educational cultures.
4. IMPACT does disproportionately affect high at-risk populations and the teachers who teach these populations.
5. There are teachers who leave for personal reasons, but most teachers are either forced out or leave for the primary reasons expressed in this report.
6. The teachers who have left are not just “ineffective”; many participants were rated “highly effective”.
7. Teachers are not receiving the support they need to be productive in addressing their classroom needs. There is still much to be done to ensure that teachers receive the proper support and leadership so that they can stay in DCPS longer.

Objective

The FGD were also undertaken to assess the hypotheses in Appendix B and take a deeper dive into the survey responses. Three major themes were explored during these discussions and thus utilized to craft the 12 leading questions in Appendix A for the FGD.

The first discussion point explored the **theme of support**. The facilitator explored this theme from four (4) angles: support provided by administration and assistants to teachers; support provided to students; support between colleagues; and support provided to teachers by parents. These four (4) angles allowed participants to contribute, through their varied experiences, meaningful examples that highlight challenges around support, share their feelings as it relates to having/not having support and identify the opportunities where better support can be provided. This theme allowed for deeper understanding of what teachers are looking for in support from their school and/or LEA. The facilitator also sought out responses about the lack of support and how teachers felt that their school leaders and/or LEA are underperforming in this area. The facilitator explored support in combination with the **theme of adequate resources**. This overlapping theme was flagged by multiple respondents in the survey as an exit driver.

The second discussion point explored the **theme of accountability**. The facilitator led a discussion to define accountability and determine what it looks like for students, teachers, and school leaders. Accountability was a reoccurring theme in the survey responses and thus feedback or recommendations on how to improve and best utilize teacher evaluation systems were explored during discussions.

The third discussion point focused specifically on the **decision to exit and experiences post-exit**. For those who left voluntarily through early retirement or resignation, the facilitator probed deeper into the decision to leave. The facilitator sought out the emotions, thoughts, and concerns leading up to the resignation. In addition, the breaking point to exit and what could have made them change their minds were explored as questions. For those who continued teaching in other jurisdictions or changed schools within the District, a cross comparison of their new classroom experiences was explored. The discussion tackled what makes this new role, administration, and culture better and or proves challenging.

Methodology

Three (3) focus group discussions (FGD) were conducted over a period of 1 week (January 19-25, 2020); each FGD was about 2 hours in time. There were 6–9 participants per group, totaling 22 participants overall. Participants responded within the survey, stating availability and interest to take part in a focus group follow-up. Dates and times varied to ensure we could offer a mid-day, evening, and afternoon option for participants to take part. We provided coffee, water bottles, and light refreshments depending on time of the day. Information was captured through 2 transcribers and discussions were recorded utilizing a recorder. Upon signing in, each participant received a folder packet with a number which was utilized to identify and conceal their identity. Participants were made aware of the recorder

and transcribers and ensured that only numbers were referenced. The facilitator referred to each participant by number during the discussion and not names. At the closing of each focus group discussion, the facilitator asked a series of 8 questions that test all agency/entity teacher departure hypotheses in Appendix B.

Participant Backgrounds

Focus Group #1

Total Participants:7

# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
4	11-15	Traditional public school	6	Male	1982	Black or African American
1	16-20	Traditional public school	4	Male	1977	Black or African American
3	5	Traditional public school	5	Female	1993	White
3	6-10	Traditional public school	8	Female	1990	White
Less than 1 school year	4	Public charter school	Don't know	Female	1976	Black or African American
1	More than 20	Public charter school	8	Female	1965	Black or African American

# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
3	6-10	Traditional public school	Don't know	Female	1958	Black or African American

Focus Group #2

Total Participants:9

# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
1	6-10	Public charter school	5	Female	1987	Black or African American
1	1	Traditional public school	6	Female	1988	White, Black or African American
5	6-10	Traditional public school	6	Male	1975	White
5	6-10	Traditional public school	7	Female	1988	White
2	6-10	Traditional public school	3	Female	1981	Black or African American

# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
4	16-20	Traditional public school	6	Female	1978	White
Less than 1 school year	11-15	Traditional public school	Don't know	Female	1986	Black or African American
Less than 1 school year	6-10	Traditional public school	Don't know	Prefer not to answer	1990	Black or African American
6-10	11-15	Traditional public school	1	Female	1987	Black or African American

Focus Group #3

Total Participants:6

# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
16-20	16-20	Traditional public school	5	Female	1972	Black or African American
3	6-10	Public charter school	7	Female	1989	Black or African American
6-10	6-10	Public charter school	8	Female	1993	Black or African American
Less than 1 school year	2	Public charter school	Don't know	Female	1990	White

# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
2	6-10	Traditional public school	6	Female	1987	White
1	6-10	Traditional public school	Don't know	Female	1980	Black or African American

Key Findings

The main findings from data generated by the focus group discussions are summarized below. The discussions brought valuable information about the beliefs of teachers based on their experience with administration, attitudes towards student behaviors, and the breakpoints that led to exiting schools. Ultimately, these focus groups with educators from across the District were emotional and telling experiences that allowed them to express their greatest concerns and frustrations as teachers. It must be noted that during each focus group, teachers became emotional; some expressed deep anger or tears, and the majority a sense of unified defeat. Based on the feedback provided, there are three predominant driving factors that led teachers and educators to exit their previous school. Additional supporting reasons serve as pain points but supported in further eroding culture and safety.

Finding #1: IMPACT as a Punitive Measure with a Subjective Process

The collective responses regarding IMPACT were primarily driven by participants who were DCPS teachers and/or D.C. Charter school teachers who had previous experience with IMPACT or had close relationships with DCPS teachers who shared these sentiments regarding the evaluation process. IMPACT rates teachers primarily on classroom observations and student test scores, by linking teacher performance, pay, and job security. This has created a polarizing environment and has become one of the leading drivers in teachers exiting. This evaluation process has left teachers frustrated and scared. IMPACT states to have three purposes: 1) to outline clear performance expectations; 2) provide clear feedback; and 3) ensure that every teacher has a plan for getting better and receives guidance on how to do so. Based on the feedback from the focus group, IMPACT falls short in fulfilling purposes two and three.

When the topic of IMPACT was brought up, teachers expressed the greatest disappointment in how IMPACT is used by administration, its application in theory vs. the reality of the classroom, the biases and lack of qualified evaluators, and overall expressed that IMPACT has become a “game” that teachers either know how to pass/play or are ill equipped to move past. Many called IMPACT a “punitive” tool

utilized by administrators to drive teachers out. IMPACT and student testing were also utilized by students as a tool to punish teachers. Students understood how heavily test evaluations impacted positively or negatively a teacher's ability to retain their role and compensation, thus students would use it as a time to misbehave and purposely act out to punish their teachers. Teachers find that it is irresponsible and unrealistic to hold teachers responsible where curriculum and resources do not exist to support teachers in achieving outlined goals.

IMPACT Observations and Process:

The focus groups generally addressed IMPACT as a "flawed system" and called it "unfair and unjust."

Participants shared countless examples of evaluators utilizing IMPACT as a methodology to push teachers out by "impacting" them; a practice of unfairly marking against a teacher for items that were out of context or unrealistic. Teachers protested that 30 minutes is a small window through which to view their ability to convey content and connect with students. Participants were frustrated that many of the evaluators were individuals who lacked experience in the same course in which they were evaluating or were members of the administration who lacked context of the classroom dynamics. One teacher expressed frustration and confusion because a former math teacher was evaluating his reading class, thus he was marked for not providing an extra sheet of work to students. Participants provided examples of evaluators who were ill equipped to evaluate them and examples of evaluators who punished teachers for small incidents. Thus, a small incident such as a student "staring out of a window" or "standing up" or "speaking out of turn" were utilized to lower teacher scores without proper understanding of context and classroom challenges. Others agreed that many of the evaluators would "make stuff up," a common practice that was used to keep favorite teachers and punish teachers who were considered a challenge by the administration.

Additionally, the feedback provided to teachers as a result of IMPACT were not considered positive constructive feedback generally but instead presented in a condescending and negative manner. When teachers did not agree with the IMPACT score, challenging it proved to be ineffective as the process can be challenged but not the ultimate grade; an "unfair" practice according to participants and survey respondents. Yet, this rating weighs heavily in a teacher's ability to retain employment, resources, and move forward in the future within the system.

Teachers concluded that the IMPACT process has become a game to master in order to "survive" in the system. For new teachers, this is a stressful process as they are unfamiliar on how to navigate the process but more tenured teachers, while also stressed out, have found ways to navigate. This environment has also created a culture where teachers are pitted against each other for survival. Some teachers opt to befriend administration and feed into situations by "snitching" and "throwing people under the bus" to stay in the good graces of administrators. These behaviors create a space of mistrust and competition. The IMPACT rubric measures teachers' role outside of the classroom through participation at student events, student home visits, etc. which participants found to disproportionately

contribute to work-life balance. Finally, participants noted that teachers have opted to leave before their next IMPACT score because as many stated; IMPACT can hurt a teacher's future role.

Recommendations to better IMPACT:

- Evaluators should have experience and knowledge of the course work
- Evaluators should be external individuals who are not tied to the biases of the administration
- Classroom situations and student challenges should be understood prior and accounted for in the evaluation, so teachers are not punished for factors outside of their control

Finding #2: Safety and Security of Students and Teachers

According to more tenured teachers in the group, the safety of teachers has become a major issue within the last 5 years. Currently, many of the participants stated that security and safety protocols are either ineffective or virtually non-existent across much of the District. Students know that they can “fight and curse and would only get lunch detention” according to many participants who have experienced or witnessed physical altercations with students and teachers. Policies around student suspension, tie the hands of principals and teachers. Teachers stated that a driving factor behind the decision to not suspend students was due to schools being focused on keeping suspension rates low.

Participants highlighted examples of students physically attacking teachers regardless of age, gender, or health conditions. Often, these same students were sent home only to return to the same teacher's classroom. There is no accountability on the student or parents end for the actions against a teacher. There are also no resources or support services to help teachers who have suffered at the hands of students. One such example highlighted by a male teacher was of him witnessing a male coach being punched in the face and attacked by a student in the hallway. The coach was asked not to press charges by the principal and was not provided leave or time off after the occurrence. Another example shared is of a teacher who was pregnant and attacked by a student. She was taken to an emergency room on a stretcher and later diagnosed with post-traumatic stress disorder (PTSD). Upon her return to the classroom, the same student attacker was placed back into her classroom.

Not only are student behaviors violent but also reckless and disruptive. One teacher shared a case in which 3 students in her class orchestrated an attempt to falsify and change grades. When she took this to the administration, the students were simply reprimanded. Due to a lack of effective policies and protocol, the overall accountability to deal with student misbehavior, violence, and to create order ultimately falls on teachers. Teachers explained the tremendous stress, anxiety, and traumas that these environments have created for them personally and professionally; all while expected to pass students; ensure learning is taking place, and still pass evaluations to keep their jobs. At least 80% of those in the focus group discussions either experienced or witnessed violence and as a result have been greatly traumatized. In every group, teachers highlighted the anxieties they felt, the new diagnoses of PTSD, depression, or anxiety attacks that they now feel due to their experiences in the classrooms.

The issues of students are also beyond the control and resource capabilities of teachers. On the other hand, many teachers were highly concerned and stressed out due to the personal issues of students and their inability to support them effectively. Many of the students were dealing with major issues at home, from homelessness, to pregnancy, abuse, and other economic challenges. This environment created a major challenge for teachers, as they worried and tried to address student issues head-on without relevant resources and support systems. One teacher explained how a student in her classroom had a major asthma attack and she tried calling the parents, who were unresponsive, and there was no nurse on site. Another teacher explained a situation where she had a homeless, pregnant student in her class that she was trying to help but could not efficiently support her. These types of experiences are frustrating and deeply traumatizing to teachers who shared that they carry these burdens home to their families and cry. Teachers have extended their own financial resources and tried to mediate with administrators to identify resources for their students but ultimately, they are ill equipped to provide a safe and healthy environment where learning can take place.

Recommendations:

- Support services should be offered as outlets for student needs such as social workers, mental health services, etc.
- Parental accountability and intervention to address student violence and behavior needs to be encouraged and required
- Mental health services should be made available to educators and students
- Better policies and stronger protocols to protect students and teachers from violence

Finding #3: Toxic Administration and Ineffective Protocol and Policies

The greatest area of friction was with the administration, which led to teachers leaving the classrooms. Majority of participants felt unsupported and ill equipped to handle challenges in classrooms due to impeding protocol and policies managed by administration. Others acknowledge the level of unprofessionalism and abuse of power that takes place. The teacher-administrator relationship was described as a “slave-master relationship.” Participants were concerned that administrators had too much autonomy over the livelihood and safety of teachers without the accountability. Majority of teachers felt they were in hostile environments created and enforced by administrators. When asked to describe the general culture and environment of the schools, participants described it as “being in the trenches,” “surviving”, and “being at war.” Participants state that administrators use “psychological warfare” to get teachers to act as desired and use classroom visits and evaluations as intimidation tactics. They also describe some of the administrators as “insanely abusive” and are prone to “bullying.”

Many shared their experiences of being embarrassed by administrators in front of their students or other colleagues, such as getting pulled from class only to be yelled at and forced to return in tears and other examples of power manipulation to exert control and create fear. One teacher was constantly told by her principal that she should seek out another profession and discouraged constantly; enticing her to leave teaching. Eventually, this teacher quit and left the profession all together. Another teacher, who

was always rated highly effective, was moved by their principal from a 12th grade classroom where they were effective (and much needed) to a 9th grade classroom in the middle of the school year without notice. They stated it was a targeted effort to push them out. They eventually exited the system and moved to a neighboring school district, taking a \$20,000 reduction in salary but stating that they feel supported and appreciated by their current administration. Both teachers stated it was a targeted effort to push them out. The District's compensation is much higher than other counties; many participants described it as "hazardous pay" to keep teachers from leaving. Some compared it to a "dangling carrot" tactic.

Teachers felt that administrators were primarily concerned with budgets over children, hence a culture of transactional relationships where administration treat each "child like a paycheck" rather than focusing on the needs of the student body. The priority is placed on ensuring that students pass so that they are in compliance and able to meet budgetary needs. This component of the discussion brought out the greatest concerns in administrators pushing teachers to pass students for the sake of their budget. Every teacher has stated they are pushed to "pass" students or have witnessed instances of administrators behaving inappropriately to ensure high passing rates. One participant spoke of an administrator who falsified their grade for a student without her knowledge or participation. Teachers who were counterculture and resisted were targeted and replaced by Teach for America fellows. Teach for America (TFA) and other similar programs were referenced as the cheaper and easier replacement options. Members of various focus groups noted that teachers from TFA and other alternative certification program tended to leave education quicker but for similar reasons as traditional college/university tracks. Anyone who reported administrator misbehavior was retaliated against, blacklisted, "excessed out" or "IMPACT-ed out" through budget controls or evaluations. Many teachers initially sought support for complaints against evaluations and administrators to the Washington Teachers' Union (WTU). Focus group participants stated that they did not find WTU as supportive in addressing teacher complaints as it related to IMPACT results or other complaints as stated in this report. The FGD participants who sought legal and other support from WTU, expressed their dissatisfaction in how their cases were handled, length of time and the results gained. FGD participants felt that without strong support from WTU or administrators, DCPS teachers are left alone to address all the challenges. The only other support many stated exists is within their colleagues as they can understand and empathize with situations at school.

In terms of policies and protocols, participants state that the issues are systematic. Policy at the LEA and school-levels are not well written and thus strong protocols are not in place to support teachers especially at the LEA and School-levels. The policies are clear about "what not to do" but do not address the next steps which is "so what then..." or explain the "what to do." These policies tell teachers that students can't use phones in classrooms, shouldn't be fighting, walking unescorted, and lists various other violations but do not prepare teachers for what happens when fights breakout, or students leave campus without permission, or any other crisis. Mixed messages are sent to students as administrators do not typically follow established protocol with students consequently undermining teachers.

In one example, a teacher with a large class size of at-risk students had a student leave the room and campus without permission. The principal realized that she could not fire her as it would immediately implicate a lack of security measure within the school that allowed the student to leave campus unsupervised. The principal instead put the teacher on a suspension but upon the teachers return, the principal targeted the teacher and created a hostile work environment so that she would leave. Ultimately, the teacher who already had an extremely large class without any additional assistance quit one morning, after having an anxiety attack and breakdown.

Participants state that they feel unprepared to handle situations and “helpless” during these events because they lack proper training, resources, support, outlets, and direction. Even teacher exits lack proper application of expected protocol. For many participants, this FGD is the only form of feedback they have engaged in since they exited the school. Many participants state they did not get an exit interview while others did not know they were “excessed” or “IMPACT-ed out” but heard from other school sources like the school counselor in one case and in another, only after she arrived on the first day of school, did she find out she did not have a job. Additionally, there is no clear contingency teacher replacement plan. In one case, 6 teachers left and it took till the 3rd quarter to just replace one teacher.

Recommendations:

- Better security protocols and guidelines for teachers on how to handle various situations
- Additional accountability outlets to support teachers who have challenges with administrators

Secondary Findings:

The secondary contributing factors for teacher exits were **large workloads** and **work-life balance** which are a direct result of a lack of resources within the schools. This ultimately led to teacher burnouts. Teachers felt that they were extremely over-worked and did not have an adequate work-life balance. They worked long days and used weekends to prepare for the week leaving them very little time to refresh, recover, and rest. Many teachers were carrying their workload and work worries home, causing an imbalance in their personal lives. Additionally, due to an increase in student population, classroom sizes for many teachers were large and unmanageable without additional support. Teachers spent much of their time dealing with behavioral issues versus teaching while in these classrooms. Around 40% of the participants experienced a large class size and lacked the proper support to fully engage in teaching.

In addition, most of the schools lacked necessities such as toilet paper, wipes, soap, etc. therefore teachers were paying out of pocket for these items and other needs of their students. Many teachers financed student materials and did not have additional resources within the school to alleviate these issues. Students came to class unprepared and without materials. Participants estimate that at least 25% of the student population did not have access to resources due to financial hardships but the rest were simply not showing up prepared. There seems to be an assumption from families that teachers and schools should be providing these materials, which is burdensome for the teacher. Additionally, schools

lacked many learning services to fill in student knowledge gaps. Due to this prolonged process of simply “passing” students; students with a classroom can range from those who are extremely below the grade level, thus need additional services to support their learning.

Recommendations:

- Additional resources for social and emotional learning
- Leverage teacher voices to reach and build strong communities
- Budgets should be transparent and sustainable so that it is not the key driver of education
- Have organized and focused activities for students during exams
- Teachers’ aides should be properly trained and accountable
- Teachers should be properly certified and matched with classroom needs and gaps
- DCPS should help teachers with job transitions

Structured Interviews

Objective

Our goal in conducting the structured interviews was to further investigate the major themes that emerged during both the survey and focus group discussions. We also wanted to test the hypotheses that were identified in Appendix B. We wanted to see if teachers had similar outlooks and responses to questions when we spoke to them individually as they did in a group structure. The one-on-one format of the interviews significantly reduces the possibility of a participant’s thoughts being influenced by others during conversation. The follow-up interviews were conducted via Zoom web conferences. The surveys averaged about 20 minutes per session.

Once the final rosters for the focus groups were selected, we invited survey respondents who indicated that they were willing to participate in an interview and had not been selected for a focus group to sign-up.

The chart below provides background information on the interview participants.

Total Participants:13

Participant #	# years in last position	# years teaching	School Type	Ward of School	Gender	Year of Birth	Race
1	Less than 1 school year	6-10	Public charter school	Don't know	Female	1984	White
2	2	6-10	Traditional public school	Don't know	Male	1987	Black or African American
3	More than 20 school years	More than 20	Traditional public school	2	Female	1949	White
4	2	6-10	Traditional public school	4	Female	1989	White

5	6-10	6-10	Public charter school	8	Female	1986	White
6	3	11-15	Public charter school	8	Female	1981	White
7	Less than 1 school year	4	Public charter school	Don't know	Female	1976	Black or African American
8	3	5	Public charter school	7	Male	1989	Black or African American
9	2	6-10	Traditional public school	Don't know	Female	1988	White
10	11-15	16-20	Traditional public school	6	Female	1971	Black or African American
11	4	6-10	Traditional public school	7	Male	1987	Black or African American
12	Less than 1 school year	2	Public charter school	Don't know	Female	1991	Black or African American
13	3	6-10	Public charter school	8	Female	1983	Black or African American

The first discussion point asked the participants to talk more in depth about their experiences teaching in the District and the reasons that led to their departure. They were asked to expound on both the positives and the negatives of their previous position. For those who were terminated or left involuntary, we inquired about whether they felt the process by which they were released was done fairly.

Next, participants were asked about the culture at their previous schools and more specifically about the accountability culture. This question was based on themes that we found in both the survey data and from the focus group discussions. Participants were asked to reflect on accountability at all levels of their previous schools, from the administrators to the students. We specifically asked:

- Did they feel that administrators were being held accountable for the things that they committed to and their actions?
- Do they feel that other teachers at the school were being held accountable for their performance and/or actions?
- Do they feel that students were being held accountable for their performance and behavior?

Participants were then asked if they had any suggestions on what could be done to improve teacher retention in the District and if there was anything that could have kept them in their old position.

Finally, we asked participants to respond to each of the hypotheses in Appendix B. We asked if they agreed with the statements and gave them a chance to expound upon their answer if they chose to.

Key Findings

- School leadership tends to be a major driving factor for teachers' experience in their previous school and played a big role in the decision to stay or leave their school. Most participants directly pointed to their school administrators as either a major positive or negative for them.
- Multiple participants suggested that District schools need to revamp their professional development offerings. Multiple participants noted that they found the professional development offerings at their previous schools to be either underwhelming or irrelevant to the duties of their job. Participants that left and were now teaching outside the District all felt that their new districts provided more robust professional development offerings that helped them develop into more effective teachers.
- Participants expressed frustration with the lack of empowerment for teachers in the District. Multiple teachers stated that they did not feel that they had the authority to make the changes in their classrooms that they felt were needed for improvement. One participant noted that they were fired after being accused by a parent of grabbing their child without any type of investigation or questioning.

Interview Notes

- **Participant #1** taught at a public charter school but has not taught in the District since 2008. While they were unfamiliar with changes to the educational landscape in the District since their departure, they were able to provide a significant amount of insight about their teaching experience. They referred to it as the most difficult job of their career and felt that they did not receive adequate support during their time in the classroom.

- **Participant #2** taught full-time at two public charter schools and was a substitute teacher for three years in DCPS. Although they taught full-time for DCPS for three years, they were never promoted to being a full-time teacher nor received the subsequent salary. They noted that they found the charter school to be particularly non-accountable. They were concerned that the lack of oversight would eventually lead to a situation at the school where students were put at risk. They also felt that the current evaluation process needs to be overhauled and based on merit. They believe that personal relationships play a big role in teacher evaluations.
- **Participant #3** retired from DCPS after 30 years of teaching. Overall, they expressed positive feelings about their time in the classroom but found the exiting process to be problematic. They felt DCPS Human Resources was unresponsive to inquiries and noted that the estimated retirement payments were less than what they had been promised. They expressed concern over ageism in DCPS and felt that older teachers were being pushed out of the system prematurely by younger leaders. They also noted that they felt that there were a lot of unfulfilled promises made by school administrators in order to quiet teacher complaints that were not followed-up and acted upon.
- **Participant #4** left DCPS because their partner took a job out of state. Overall, they had reached a point of frustration and were planning to leave within the next year prior to their spouse receiving their job offer. They became emotionally detached from the job and felt it was time to go. They noted that they felt the school was always operating in crisis mode and that the school leadership created a culture of punishment. They felt that there was no effort to address the underlying issues with problematic student behavior and that it eventually led to a specific incident in which a student was arrested on campus. They suggested that DCPS invest in better professional development to really help teachers grow and make it a District in which teachers want to grow their careers instead of a place that poaches teachers because of high salaries and then disposes of them.
- **Participant #5** taught at a public charter school and decided to change career fields after 8 years in the classroom. Overall, they enjoyed their time in the classroom and felt that their former school was very supportive of their career and allowed them to teach part-time while exploring a new career. They found the culture at their school to be supportive of teachers and suggested that other schools explore allowing part-time teachers so that teachers with young families would be willing to stay in their careers.
- **Participant #6** taught at a public charter school. They did not feel that there was any accountability at their school and that the administration allowed staff to operate recklessly without any concern about potential consequences. They felt that at public charter schools, there is no support for teachers from an outside entity such as what they see in DCPS schools. They suggested that the DC Public Charter School Board take a stronger and more proactive role in oversight of public charter schools because their school would stage classrooms and activities for visits. They recommended that District schools should focus on establishing a culture of professionalism and taking a tougher stance on non-tolerance of harassment to decrease its teacher attrition rate.
- **Participant #7** taught 8 years at a public charter school before moving to a different state. Overall, they had a positive experience teaching in the District and only moved because their

spouse was relocated for work. While they felt the school did a good job of keeping everyone accountable, they did note a culture of laziness had set in amongst teachers and there was less desire amongst staff to experiment with new ideas and strategies. They suggested that District schools look at improving professional development offerings for teachers and holding administrators accountable as ways that the District can increase its teacher retention rates.

- **Participant #8** last taught at a public charter school but previously taught at a public school before losing their job because of a low IMPACT evaluation score. They did not agree with the performance evaluation and believe that the current evaluation process is too subjective. They felt like an outcast at their previous school because they were not personally close to the senior leaders at the school. They felt that there was a lack of accountability at their last school and a lot of unprofessional things being accepted. They noted that they observed teachers in romantic relationships with the parents of students and it impacted the teacher's ability to be impartial. They suggested that District schools focus on creating a strong curriculum for schools and do a better job of screening teachers at the beginning to reduce attrition in the District.
- **Participant #9** taught at a traditional public school and left because their spouse had to relocate for their job. They are currently working for a curriculum company. They disagreed with the statements about accountability that were raised during the focus groups. They believe that many teachers expect the job to be easy and get frustrated because it's not. They noted that teaching in an urban school district is hard and you have to be prepared for all of the external factors that come with it. They felt that the District does a good job of holding teachers accountable and that many teachers simply are not capable of handling the scrutiny that comes with accountability. They suggested that the District look at smaller class sizes in order to decrease teacher attrition. They also noted that they found it much easier to move from classroom to leadership by leaving DCPS and going to a charter school. They suggested that DCPS look at improving career ladders.
- **Participant #10** taught at a traditional public school and was terminated after a parent complaint. They felt that they were not given any chance to make a statement or explain the situation. They felt that there was no due process and that the current way the District processes complaints is not fair to teachers. They suggested that DCPS revisit their processes to ensure that teachers are not being pushed out without a fair and open process. They also recommended DCPS implement a mentoring program for new teachers to help their transition into the classroom.
- **Participant #11** taught at a traditional public school and left over concerns that they would receive a low IMPACT evaluation score. They noted that their first two years at the school went really well but they noticed a big change once a new leadership team took over the school. They believe that there was a big disconnect between the administrators and the needs of the students. They felt that it was hard for teachers to be creative and explore alternative ways to engage their students under the guidelines and demands that the administrators placed on teachers. They also felt that the curriculum used was not inclusive of the needs of minority teachers. They also noted that they witnessed a lack of tolerance for LGBTQ teachers & students. Students routinely used derogatory terms towards LGBTQ students and teachers and there were no repercussions or interventions from school leadership. Overall, they felt the lack

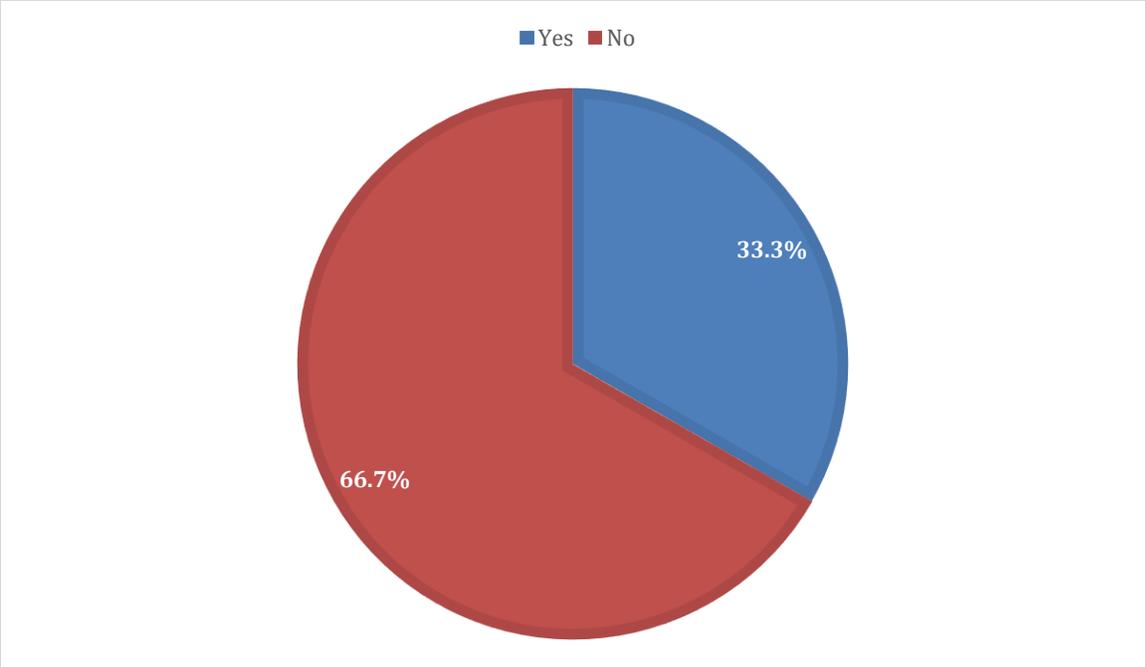
of support from the administration harmed the ability of teachers to control their classrooms as students knew there were no repercussions for their behavior. They suggested that schools allow potential teachers the opportunity to job shadow before taking the job to ensure that they will be comfortable in the environment they are going to enter.

- **Participant #12** taught at a public charter school. They had major concerns about the lack of consistency in the way administrators treated teachers and felt the school was disorganized. They noted that the school had four principles in a single school year and it led to a lot of disorganization. They also noted there was little to no accountability at the school and that many teachers embraced entrenched stereotypes about students. They also felt that teachers had low expectations for students and accepted lackluster performance and behavior. They suggested that District schools revisit their evaluation processes and address favoritism as keys to decreasing attrition.
- **Participant #13** taught for 6 years in the District. They switched over from the public charter school to DCPS because of merit pay, benefits, and opportunities for promotion. They are currently teaching in DCPS. They noted that they felt that the rules were not enforced evenly across the board at their last school. They suggested that DCPS could decrease teacher attrition by shortening the school day and allowing teachers to be involved in key decision-making processes. They believe that District schools need more transparent decision-making processes and that communication needs to be improved between school leaders and teachers.

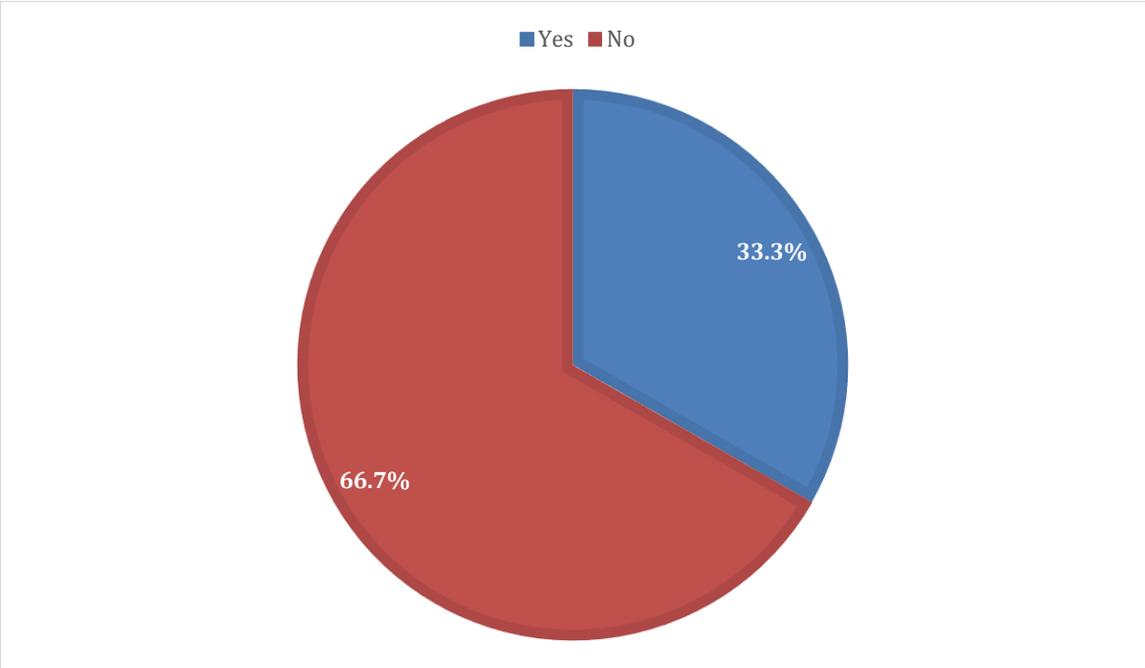
Hypotheses

At the end of each interview, we asked each participant if they agreed with the 7 hypothesis statements identified in Exhibit B. Participants were allowed to provide additional context behind their answer. Participants were asked to respond based on their own experiences and/or observations (i.e. public charter school teachers may not have direct experience with IMPACT in their last job but may have previously taught at DCPS or communicated with DCPS teachers about IMPACT). Below are the results of the questions.

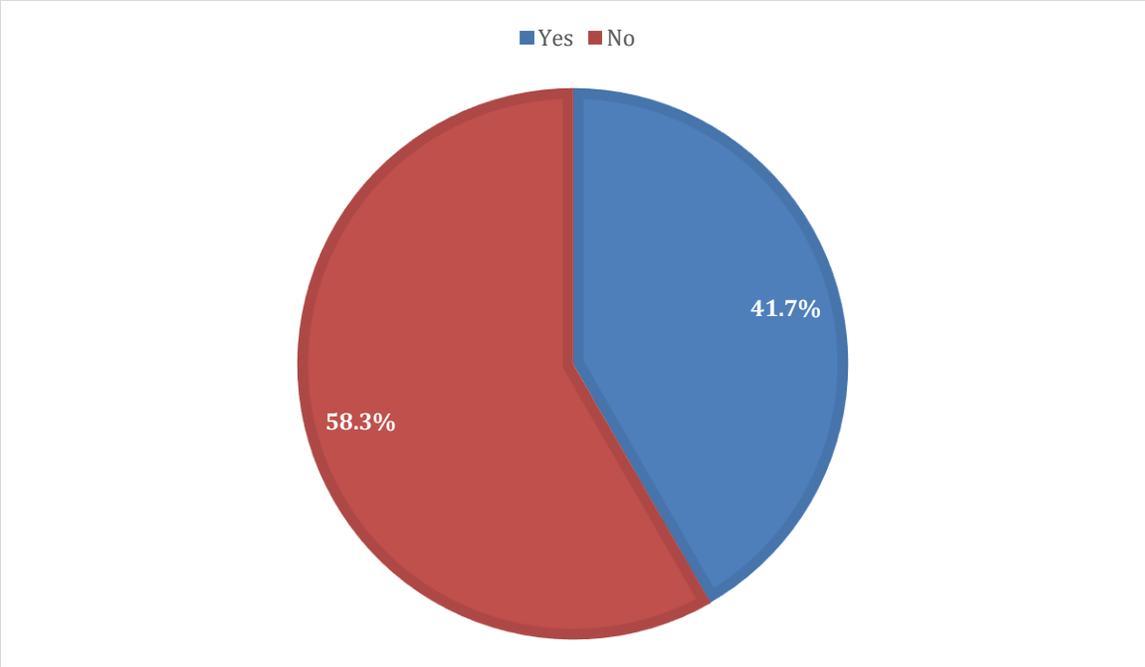
1. Teachers are exiting the classroom because the District is a more transient community— Millennials, especially, are choosing not to stay in one job for an extended period of time. (12 responses)



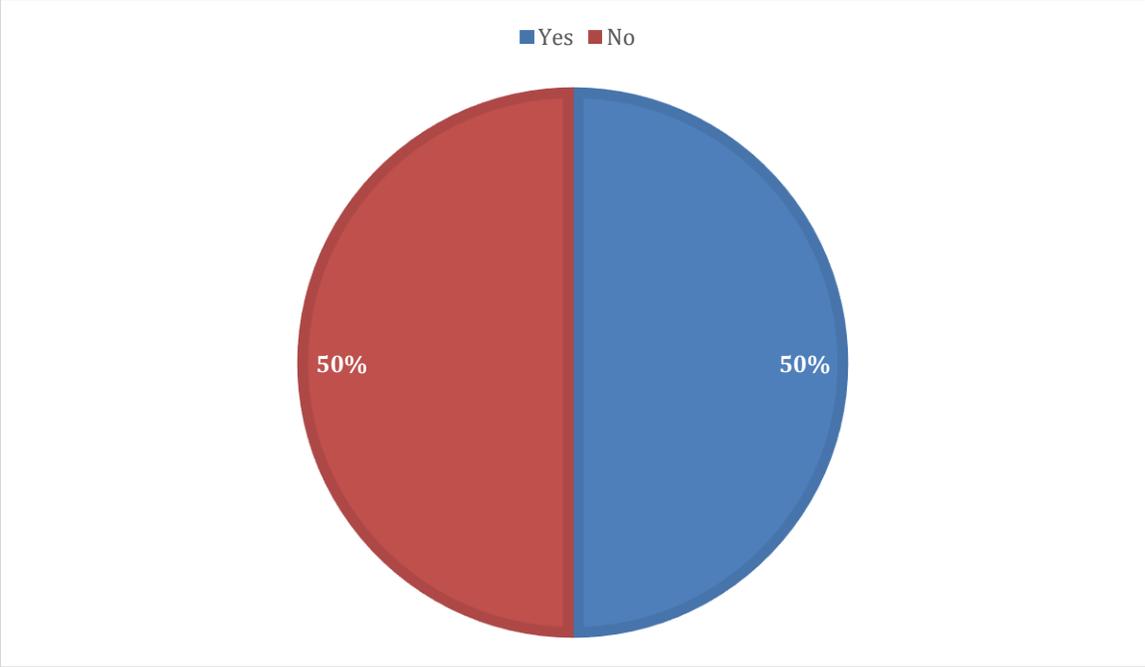
2. Folks are simply using teaching as a springboard into other education-related roles (policymaking, consultant-like work, non-school-based roles); some of these folks may springboard through short-term teaching programs like Teach For America. (12 responses)



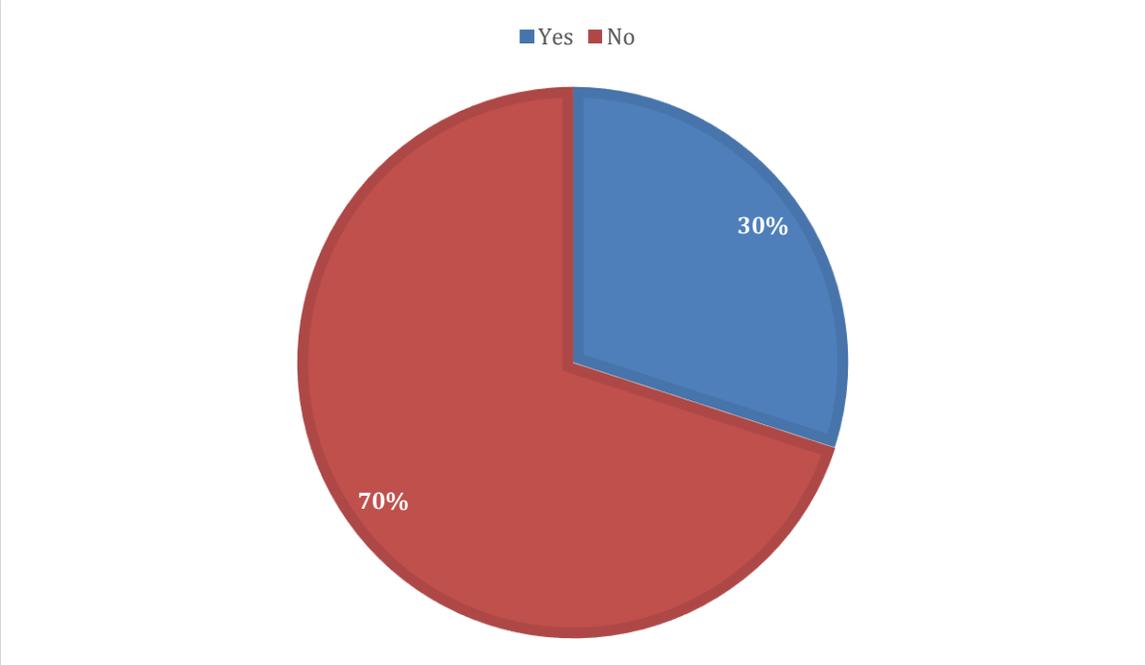
3. Teachers like IMPACT and the current teacher evaluation system; they appreciate the opportunity to earn additional money through DCPS' incentive bases structure. (12 responses)



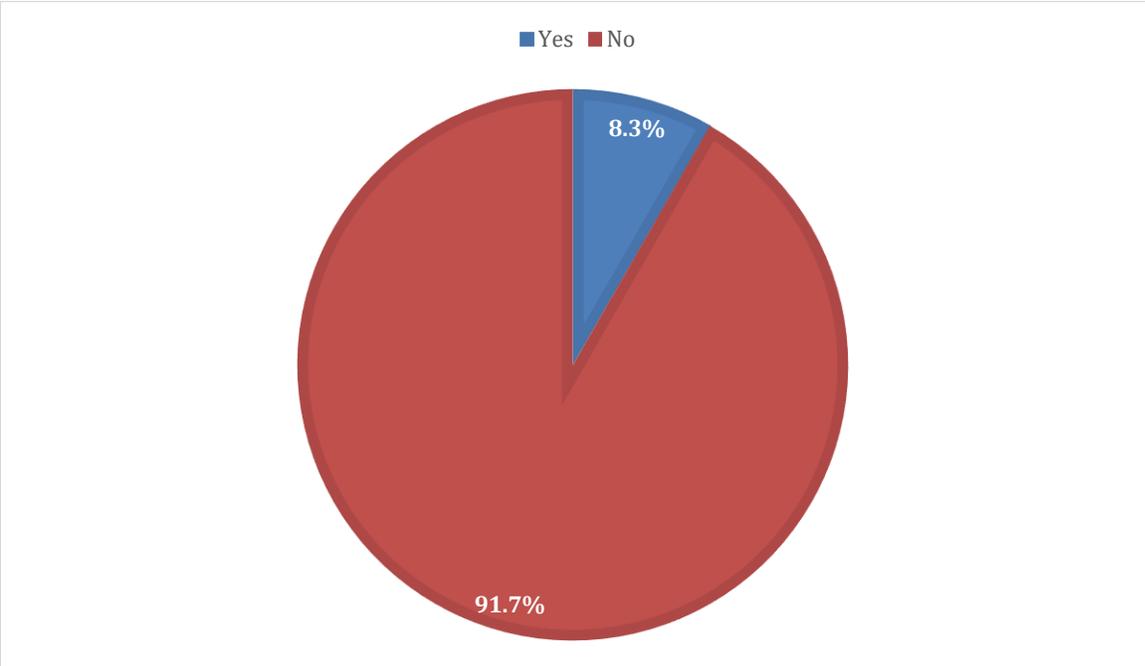
4. Teachers enjoyed teaching at their DCPS school, but felt that IMPACT disproportionately disfavors teachers who teach at schools like theirs (higher at-risk populations, etc.), so they have to transfer to another school. (12 responses)



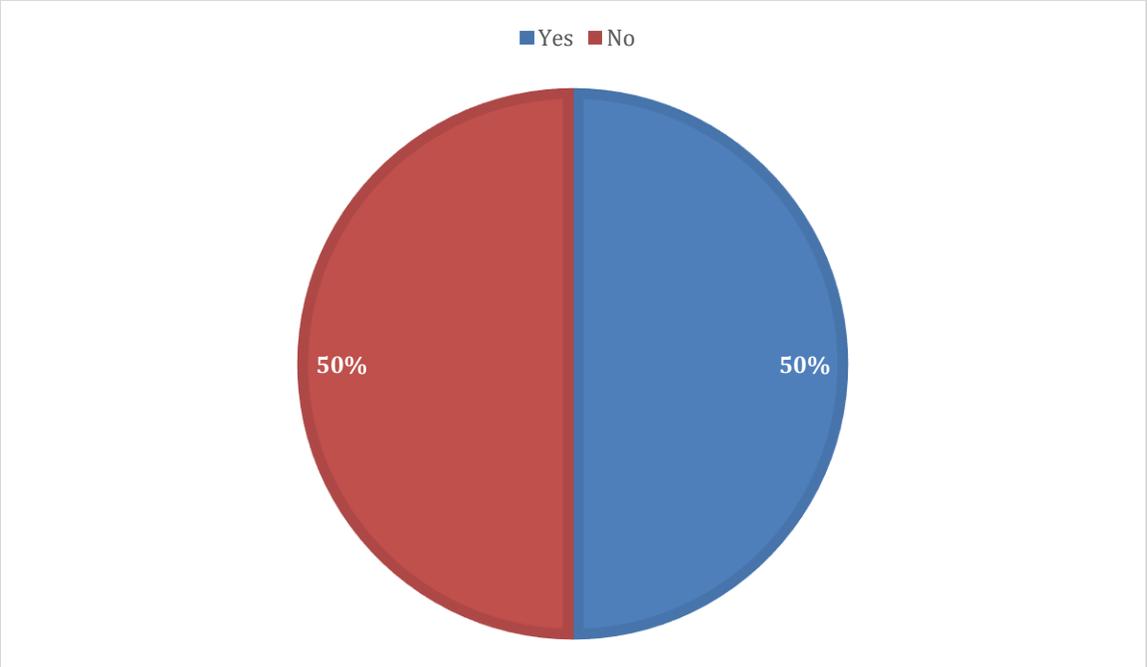
5. Most teachers are departing for personal reasons like retirement, a job change for their spouse, growing their family, high housing costs, etc. (10 responses)



6. The District is retaining its Highly Effective and Effective teachers; the teachers who are leaving are not as effective. (12 responses)



7. Teachers are exiting because they are unprepared and overwhelmed; they simply give-up teaching anywhere. They are not receiving the support they need to be a better teacher. (10 responses)



Hypothesis Testing

Prior to the launch of the Teacher Attrition Survey and subsequent focus groups and interviews, the State Board shared seven hypotheses. The research team sought to test these hypotheses through three methods as part of this study. Each of the hypothesis statements were reformatted as simple questions (listed in Exhibit B) for the focus groups and participants were asked to respond yes or no. The full statements were read to interview participants and they were asked if they thought the statements were true or false. The team reviewed the survey data for relevant statistics to help answer the question.

Research Hypothesis:

- 1. Teachers are exiting the classroom because the District is a more transient community— Millennials, especially, are choosing not to stay in one job for an extended period of time.**

Survey Data: Sixty-six percent (66.4%) of the respondents who left via resignation identified as Millennials compared to 54.5% of the total survey sample that identified themselves as Millennials. Furthermore 38.3% of Millennials who resigned indicated that they were either currently working in or looking for a non-classroom-based job compared to 19.4% of the total survey sample. When tested for correlation, the team did not find a significant relationship between a respondent being a Millennial and their departure reason being “resigned/quit.”

Focus Groups: The consensus in all three focus groups was that this is not a major driver of teacher attrition in the District.

Interviews: Four (4) participants agreed with this statement, while eight (8) did not. Only 33.3% of respondents agreed with this statement

Conclusion: The research team rejects this hypothesis based on responses from the focus groups and interviews. While the team notes that a greater percentage of Millennials resigned compared to other age groups, there was not a statistically significant relationship between a respondent having resigned and identifying as a Millennial.

- 2. Folks are simply using teaching as a springboard into other education-related roles (policymaking, consultant-like work, non-school-based roles); some of these folks may springboard through short-term teaching programs like Teach For America.**

Survey Data: Twenty-three percent (23.2%) of respondents (14% of all survey respondents) noted that they were currently working in the education sector in a non-classroom based role. Out of the 89 respondents who noted they received their teaching certification through an

alternative pathway, 13 are now working in the education sector in a non-classroom-based role (14.6%).

Focus Group: There was no consensus amongst the focus groups about this topic. Each group was divided on this topic with a small majority leaning no.

Interviews: Four (4) participants agreed with this statement, while eight (8) did not. Only 33.3% of respondents agreed with this statement.

Conclusion: The research team rejects this hypothesis based on responses from the focus groups and interviews and analysis of the survey responses.

3. Teachers like IMPACT and the current teacher evaluation system; they appreciate the opportunity to earn additional money through DCPS' incentive-based structure.

Survey Data: Of the 144 respondents that taught at public schools, 37 listed IMPACT as a major driver for their decision to leave (25.7%). Out of all of the factors considered, IMPACT was the most selected major driver.

Focus Groups: While some participants acknowledged that the bonuses were beneficial, the consensus was that IMPACT overall contributes negatively to the culture of the classroom and is used as a punitive measure.

Interviews: Five (5) out of the twelve (12) respondents agreed with this statement (41.7%).

Conclusion: The research team fails to reject the hypothesis. While the focus group discussions around IMPACT were overwhelming negative, the majority of respondents from public schools did not select IMPACT as a major driver and multiple interview participants agreed that the bonus pay is a good incentive for teachers who are the most effective.

However, the research team notes that why we do have sufficient information to reject this hypothesis, we are ultimately unable to prove this hypothesis to be true. The research team believes that further research should be conducted on this topic.

4. Teachers enjoyed teaching at their DCPS school but felt that IMPACT disproportionately disfavors teachers who teach at schools like theirs (higher at-risk populations, etc.), so they have to transfer to another school.

Survey Data: Out of the 194 respondents who selected that most or all of their students were considered at-risk and/or low income, only 3 noted they requested to transfer to a new school (1.5%). Eighty-nine (89) of these respondents left via resignation (45.9%) and another 23 were

terminated (11.9%). Out of the 46 respondents that stated that half or less of their students were considered at-risk and/or low income, 20 resigned (43.4%) and 5 were terminated (10.8%). Fifty-One (51) of respondents who selected that most or all of their students were considered at-risk and/or low income noted that they were teaching at a new school (26.2%). Forty-two percent (42%) of respondents who identified as former public school teachers and who selected that most or all of their students were considered at-risk and/or low income listed IMPACT as a major driver in their decision to leave.

Focus Groups: The consensus was that IMPACT put teachers at schools with high at-risk student populations at a disadvantage compared to their counterparts at schools with less at-risk populations.

Interviews: Fifty percent (50%) of the respondents agreed with this thesis and fifty percent (50%) disagreed. Many participants felt that this hypothesis combined two independent statements that weren't necessarily related. Most participants agreed that IMPACT adversely impacted teachers at schools with high at-risk populations but disagreed that teachers were transferring to different schools. Other respondents felt that IMPACT provided more opportunity for teachers teaching at schools with high at-risk populations.

Conclusion: The research team rejects this hypothesis as stated. While the feedback received during the focus groups and some of the interviews indicate that some teachers do believe that IMPACT is more burdensome on teachers from schools with high at-risk populations, there were also multiple participants who noted that IMPACT provided better incentives for teachers at schools with high at-risk populations. Furthermore, the data shows that teachers from schools with high at-risk populations are more than likely to leave the classroom all together instead of transferring to another school.

5. Most teachers are departing for personal reasons like retirement, a job change for their spouse, growing their family, high housing costs, etc.

Survey Data: Thirty-five percent (35.4%) of respondents selected external/personal factors as a major factor in their decision to leave.

Focus Groups: The consensus in all three focus groups was that the majority of teachers were not leaving for personal reasons.

Interviews: Three (3) participants agreed with this statement, while seven (7) participants disagreed.

Conclusion: The research team rejects this hypothesis based on survey responses and feedback received during the focus groups and interviews.

6. The District is retaining its Highly Effective and Effective teachers; the teachers who are leaving are not as effective.

Survey Data: Sixty-three percent (63.3%) of respondents stated that their last IMPACT score was Effective or Highly Effective. In comparison, DCPS reported that 83% of teachers in SY2017-2018 were rated as effective or highly effective⁸.

Focus Groups: The consensus in the three focus groups was that the District is losing its effective teachers as well.

Interviews: One (1) participant agreed with this statement, while eleven (11) participants disagreed with this hypothesis.

Conclusion: The research team fails to reject this hypothesis. While we acknowledge that allowing respondents to self-report their IMPACT score leaves a strong possibility of inflationary scores, there was still a 20 point difference between the percentage of respondents who indicated that they had an IMPACT score of Effective or Highly Effective and the overall percentage of teachers rated Effective or Highly Effective reported by DCPS for the 2017–18 school year. There is a strong likelihood that this gap would be larger if we were to include official scores in lieu of self-reported scores.

However, this hypothesis was widely rejected in each of the focus groups and the majority of interviews. Most participants did not accept the idea of IMPACT being the ultimate determinant of which teachers are considered effective or not.

Furthermore, the research team was not able to find any type of uniform evaluation standard/process used across the public charter school sector in the District. The fact that we are unable to measure or estimate the effectiveness of teachers exiting public charter schools leaves the research team unable to conclusively state that the majority of teachers exiting ALL DC schools are less effective than the teachers who are being retained.

7. Teachers are exiting because they are unprepared and overwhelmed; they simply give-up teaching anywhere. They are not receiving the supports they need to be a better teacher.

Survey Data: Thirty-five percent (35.5%) noted that roles and responsibilities was a major factor in their decision to leave. Forty-five percent (45.2%) of respondents are now either working in a non-teaching job or looking for a non-teaching job.

⁸ Ferebee , L. D. (n.d.). *Responses to Fiscal Year 2018 Performance Oversight Questions.*-
https://www.dccouncil.us/wp-content/uploads/2019/02/dcps19_Part1.pdf

Focus Groups: The consensus of the three focus groups was that this statement is true.

Interviews: Fifty percent (50%) of the respondents agreed with this thesis and fifty percent (50%) disagreed. Many participants felt that this hypothesis combined two independent statements that weren't necessarily related. Many felt that teachers may be prepared for teaching in the District but become overwhelmed because of factors they cannot control such as leadership or policy changes.

Conclusion: The research team fails to reject this hypothesis. Out of major drivers, Roles and Responsibilities was the third most selected choice behind Climate/Culture Factors and External Factors. Furthermore, the majority of participants in the focus groups and interviews agreed with this statement.

However, the research team notes that we are unable to prove this hypothesis to be true through our current research. The research team believes that further research should be conducted on this topic.

Further Research Needed

This study is limited to the participants that we received contact information for and those whom the individual Charter LEA's were willing to invite to participate in the survey. While we believe that this survey iteration and report can serve as a strong base upon which future efforts are expanded, it should be noted that being limited to only seven public charter school LEAs and one additional partner for the exit teacher contact information leaves future efforts at risk of being impacted by selection bias.

While DCPS has incorporated the use of a standard exit survey for teacher departures, there is not a universal equivalent for public charter LEAs in the District that would allow for a robust but equal comparison between the two sectors. In order to effectively explore the issue of teacher attrition, we recommend that the District find a way to administer a universal exit survey to all teachers who exit the classroom in the District. Also, by collecting profile data about a participant from their system profiles, the State Board would be able to reduce potential response bias.

Appendix A: Focus Group Questions

Based upon review of the survey feedback, the following were guiding questions utilized by the facilitator to explore experiences that drove teachers to either be terminated or exit the schools.

Focus Group Questions

Engagement Questions: Let's discuss your motivation, passions, and positive experiences in your last position and the feelings surrounding your exit.

1. What did you enjoy most about your former job?
 - a. What were you most passionate about?
 - b. Why would you recommend or not recommend this job to your friends or other educators?
 - c. What were the positive experiences of this job?

2. What is the prime reason you exited your teaching job?
 - a. If you were terminated, how do you feel about the termination and the process utilized during termination?
 - b. If you voluntarily quit, what were the major reasons you felt it was necessary to leave?
 - i. What could have changed your mind?
 - c. What were your emotions and thoughts leading up to the resignation and/or termination?
 - d. Now that you have left your former job, how are you doing?

Exploration Questions: Support, Accountability, and Resources will be explored during this exploration part.

3. Did you feel equipped in your role and responsibilities based on existing curriculum and culture?
 - a. At what point did you feel overwhelmed or under resourced?

4. How did you seek help to resolve your issues?
 - a. What help or resources were provided to you by leadership?
 - b. What was the final straw to push you to exit?

5. What resources and support were lacking to empower you in doing your job well?
 - a. Do you have any recommendations on additional resources that can be offered to teachers to better address their needs?

6. How much of a factor did the student and parent relationship dynamic contribute to your displeasure in your role as teacher?

- a. What were some major issues with students or parents you were faced with that became serious challenges in executing your job?
7. What were the relationship dynamics most concerning between teacher and LEA/Administrators/Leaders?
 - a. In what ways were these harmful to the student and teacher experience?
 - b. What resources and support mechanisms are available to teachers to settle disputes or address challenges with leadership?
8. How do you define accountability?
 - a. What did accountability look like for students, teachers and school leaders during your tenure at your last job?
9. How do you feel about IMPACT as a measure of your role and judge of your capabilities?
 - a. What additional resource or support is needed to ensure it is fair and accurate?
 - b. How can they improve and best utilize teacher evaluation systems to ensure it's less punitive?

Exit Questions: Let's explore recommendations on how to better support teachers in the classroom through better access to resources, leadership, and relationship development.

10. What additional incentives can be provided for teachers to ensure longer tenures?
11. For those who are teaching in other jurisdictions, how does your new classroom experience, administrators, and access to resources compare to the experience with the last DC School you exited from?
12. Is there anything else you would like to say about your experience or provide additional recommendations to be considered for teachers and educators?

Appendix B: Hypothesis Test

Hypothesis Statement: Teachers are exiting the classroom because the District is a more transient community—Millennials, especially, are choosing not to stay in one job for an extended period of time.

Focus Group Question: Are Teachers exiting the classroom because D.C. is a transient community?

Hypothesis Statement: Folks are simply using teaching as a springboard into other education-related roles (policymaking, consultant-like work, non-school-based roles); some of these folks may springboard through short-term teaching programs like Teach for America.

Focus Group Question: Are teachers using teaching as a springboard into other education related roles such as consultant work, policymaking, etc?

Hypothesis Statement: Teachers like IMPACT and the current teacher evaluation system; they appreciate the opportunity to earn additional money through DCPS' incentive based structure.

Focus Group Question: Is the opportunity to earn additional money through the IMPACT evaluation system a good incentive for teachers?

Hypothesis Statement: Teachers enjoyed teaching at their DCPS school but felt that IMPACT disproportionately disfavors teachers who teach at schools like theirs (higher at-risk populations, etc.), so they have to transfer to another school.

Focus Group Question: Does IMPACT affect you disproportionately due to your high-risk populations?

Hypothesis Statement: Most teachers are departing for personal reasons like retirement, a job change for their spouse, growing their family, high housing costs, etc.

Revised Question: Are most teachers leaving due to personal reasons i.e. retirement, growing families, etc?

Hypothesis Statement: The District is retaining its Highly Effective and Effective teachers; the teachers who are leaving are not as effective.

Focus Group Question: Are the majority of teachers leaving considered “not effective?”

Hypothesis Statement: Teachers are exiting because they are unprepared and overwhelmed; they simply give-up teaching anywhere. They are not receiving the supports they need to be a better teacher.

Focus Group Question: Are teachers leaving because they are not receiving support and unprepared?

Appendix C: Explanatory Responses

Note: Some responses have been partially redacted in order to protect the privacy rights of individuals and schools, the anonymity of the respondents or to remove vulgar or offensive language. These instances are noted as *(redacted)*.

Q. 25: Other Reasons Not listed

The middle school needs to be located in the main *(redacted)* school. The younger grades should occupy the middle school until proper facilities for the older students are ready. Many of the behavior issues were a direct result of not having proper social and physical areas for the students.

Administration was awful and inept.

After many years of successful teaching I had a baby and started on a downward spiral with my evaluations which gave me crippling anxiety & stress around evaluations. My principal gave me what I felt were unjustified low evaluations but did not meet with me to discuss my views & evidence. I'm in PG now & much happier.

After my first year at *(redacted)* I was classified as a “developing” teacher. That summer I was treated to phone calls, emails, letters and certified mail that warned me I would be “separated from (my) employment” if I did not improve. Having 15 years of successful teaching behind me and having worked harder than ever to do the best for my students that year this was surprising and very painful. I came to find out that my major crime was that I had not cheated on the MCLASS tests (the reading tests that determine the teacher’s score, and are part of the administration’s scores and the overall school score.) I’m sure it could be said there was more to it than that but it was truly never ever made clear to me WHAT I was doing wrong and needed to change. That first year I had a class of students with a lot of extreme academic deficits and I was determined to avoid learning any of the multiple ways teachers in DCPS cheat on these tests, with the mistaken idea that administration wanted to discourage cheating. For the three years at *(redacted)* after I was labeled “Developing” I was kept very close to the danger zone (i.e. 2.9, 3.0 for observations) which kept me terrified. I lost all sense of job security. Over the years I went from confident to hopeful to living in a state of constant fear for the next observation. Even though I was deemed “effective” for the 3 years after, I remained acutely aware that administration remained unhappy with me but they were still unwilling or unable to clarify WHAT my problem was. Nevertheless, I was determined to regain a sense of security and prove to myself and others that I was worthy of continuing to be an educator and I had completely dedicated myself to learning and understanding the IMPACT system. Family, friends and coworkers all knew that was my priority above all else. By that point I wanted to do whatever it would take to feel secure again. I went to workshops, I observed highly effective teachers at my school, I had highly effective teachers observe me, counsel me and develop lesson plans with me and I read many of the books cited as sources for the development of IMPACT. But my scores remained uncomfortably close to “developing.”

As a teacher, we were unable to truly assess the students' ability honestly. We were asked to give a student who refused to take or makeup an exam a 50% for a grade as opposed to a zero which they earned. We were asked to accept students' behaviors that were disrespectful like cursing at teachers when angry without consequences for the student; we were asked to allow students to walk out of our classrooms when desired regardless of when the class time ended; the head of school was on a personal first name relationship with several troubled students who were then not disciplined properly because they could appeal to the principal and be exonerated even when wrong; IEP information was poorly disseminated and not kept classified as it should be; IEPs were poorly supported by the special education department; faculty meetings were randomly called with attendance taken and often at 4:30 pm which was a problem given that our teacher day ended at 4 pm; and so much more...

Cell phone policy was on the burden of the teacher. Minimal consequences were given for student disruptive behaviors. Low student/parental buy-in for students taking ownership of their learning and therefore the majority of the ownership is on the teacher for academic and behavioral outcomes which determines the Teacher's Impact score.

Class sizes greatly over the legal limit with no additional support or compensation

Couldn't adequately meet student hours, no time for collaboration with teachers.

Evaluation is for the betterment of the students as well as the teacher. Most lessons are not taught in one period. The IMPACT evaluation does not represent the true teaching ability of a teacher.

Evaluation system is not truly about the teaching but more so if you are liked by the administrator.

Husband and I both retired.

I did a lot of translation services that I was never compensated for.

I had never thought of myself as a bad teacher (teaching was literally my whole life, my passion and my calling from a young age) and unfortunately the constant anxiety, judgment, insecurity and fear that came with each observation led to me quitting the profession. I couldn't help but internalize the constant negative feedback.

I was sexually harassed by a student to the point I was uncomfortable returning to work and the administration was completely unsupportive and declined to investigate or discipline the staff and students involved.

I was treated like an outcast as I was not born and raised in the urban community. Most if not all of my colleagues were born in the Urban community and refused to accept, respect and treated me with contempt.

I witnessed the unfair treatment and wrongful firing of many co-workers. They were harassed and beat down like dogs. The current principal was hired to fire everyone who worked under former principal (*redacted*) and admitted that he purposely gave the custodians the lowest possible scores to impact them out. He was put up to it. After he did the dirty work, he was let go. I saw too many lives destroyed. Then being one of three left from the former administration I was next. They started in on me in such an unprofessional way. I left because I felt like I was being tortured every day. I took a huge pay cut, and I drive far from home, but I have peace and I am teaching

very well as before the current administration. There is simply not enough space to write all that happened there, but I am writing a book about how money doesn't buy happiness in DC public schools.
I wrote several more paragraphs elaborating in the problems but it will not fit here.
Impact
In addition, to teach you must have discipline in the classroom. If there are no consequences for students how can learning take place? Unless there are new policies dealing with negative student behaviors you will continue to lose your effective teachers.
In meetings so much that there wasn't any time to plan. That plus the commute meant all planning done at home after almost 11-hour days.
incompetent administration
Lack of consideration for teachers in regards to safety.
Lack of shared focus and collaboration among administrators and fellow teachers. The school climate quickly became dysfunctional for staff and children.
Left to start my own business to take care of teachers so my amazing friends and colleagues can stop quitting the profession they love and are good at because of external forces causing them to be miserable and unable to continue work in the current DC education landscape
Loss of paternal grandmother motivated me to transition into full entrepreneurship.
My principal (<i>redacted</i>) was vindictive to her teachers. She used IMPACT to punish those she didn't like.
None
Not valued by administration
Overall poor climate at the school that started from the top.
Principal rules the school as a tyrant using fear to control.
Salary increases were the same for all employees and there was no flexibility despite high performance. Also, the daily hours were long as well as the number of weeks worked.
Specific targeting for 'older' teachers and the fact that after decades of teaching, I and others began getting low IMPACT scores.
Staff, last minute absences and no qualified sub coverage. My student population required a consistent structured schedule to maintain academic, communication and stoical emotional growth.
The issue was not the lack of a clear chain of command. The issue is that the people above me on the chain of command were unqualified to professionally develop me and unaware of what my job entailed. They were also unqualified to support me in my role.
The school social worker lied and behind my back, which led to an investigation about my interactions with students.
While the principal was supportive, a lot came down from the overall charter office that was negative and confusing for staff. It was clear the charter office did not appreciate our particular principal.

Q.27: What, if anything, could have been done differently so that you did not leave your last position?

Teachers kept same preps each year, morning planning time not taken away for meetings, more support for (less tolerance of) disruptive classroom behavior, IMPACT evaluation wasn't linked to pay.
The setting was harmful for students and staff alike. Teachers would come to work 2 hours later, leave their classes empty and there were no consequences for their behavior. Such a teacher was later rewarded. Students who call teachers awful names to their faces are brought to the office and given donuts as they sit there. Special Education students are often not given the accommodations they need to receive, as required by law and many more issues.
A complete cultural shift within DCPS. The atmosphere created by IMPACT and testing is punitive especially working in a school where students are experiencing a lot of trauma. Although the district says its focus is SEL, teachers are measured by students' scores and there is no incentive to prioritize student mental health in an environment that is all about moving kids from point A to point B. I learned some very bad habits in the district. We need more social workers. We need two teachers in each classroom.
A reduced class size would have helped greatly. I had 29 kindergarten students this past year. The workload was overwhelming!
A smaller class size, and more support for students with behavior issues.
Admin needs to be more involved and team players.
Administration could have been more involved and tried to understand what is going on in the school building and try to fix it. As well, making sure that every staff member was treated the same and weren't privy to information that they did not need to know.
Administration needed to address unprofessionalism.
Allow for a sabbatical of one year for part time et-15.
Also, a better evaluation process other than IMPACT.
As a new teacher to a public charter school it was important for me to have adequate resources for my densely populated classroom. I had over 36 students in one class and not even enough desks/chairs/textbooks. This is completely unacceptable for a room with students with special needs. The school must meet students where they are but minimally provide them with resources to learn. The collegiate section of the school had resources yet the students with special needs had not even minimal.
Been respected by principal, talent nurtured by principal, a principal with knowledge of developmentally appropriate practice for 3-4 year olds.
Better administration. More opportunity for growth.
Better leadership that was not biased.
Better organization in the school and administrators.
By increasing the number of years for your teaching certificate. Currently, DCPS is the only school system where your teacher's license expires after 4 years while other school systems last for 5 years. In addition to the 4year certification, too much stress involved in the job with no support by DCPS.
Clear chain of demand with respectful and nurturing demeanors.

Clear guidelines in teaching practices and school procedures.
Competitive salary and more planning time.
Create a position in schools solely dedicated for staff, student, and leadership care.
Get rid of the IMPACT system and use a more well-rounded evaluation system that is not solely based on the administration in your building. Also, do more to protect teachers when students display violent behavior, getting rid of suspension and forms of discipline in DCPS is ridiculous and needs to be re-thought or better supported, so that teachers and other students are not put in danger from students that have issues making them unable to function in a traditional school environment.
Given a TA told upfront what my position would be and the behaviors I would be dealing with.
Higher compensation.
Hold students accountable and not punish the schools for removing students that repeatedly disrupt and don't want to learn. The District needs to give the Principal and Dean the authority to remove these students when they impact the ability of others to learn.
I could have been fairly compensated, objectively evaluated, and above all, provided adequate resources to teach my high-need population of students. It is a shame we do not provide for our most vulnerable populations.
I could have been offered opportunities to teach courses that stimulated me.
I could have been treated like a human being and treated with respect. Cliques and favoritism is a huge part of management. Many family members are in control of hiring firing and promotion so an outsider does not have a chance.
I had not intended to leave the year that I did, though I was eligible for retirement. My school was unable to get the support it needed. Top leadership was ineffective to address this. I'm not sure if it was lack of vision or DCPS simply not willing to provide students with needed support. It was frustrating and stressful. There did not seem to be anyone in leadership that was going to or could make important change. It was not a great plan for me financially, but it was so stressful.
I know many people will read what I wrote and come away feeling that I am just a bitter, jealous person. It's such an effective way to silence voices of dissent today, effectively silencing any teacher who speaks out with the accusation that they are simply bitter, old, and just not suited to the job. For that reason I am sharing that I was named Teacher of The Year of my school in <i>(redacted)</i> and before <i>(redacted)</i> I had consistently high evaluations and excellent relationships with administration.
I love teaching and moved to DC with the intention of having a career in public education, however the level of dysfunction I witnessed in the last year forced me to seek other opportunities. I hope that in the future I will find a school that has the capacity to be collaborative and center students at all times. I honestly loved the work I did with students inside my classroom, and I worked alongside many powerful teachers; however our school as a whole failed to offer professional learning opportunities or true respect to teachers, parents, and students.
I loved my students and colleagues and was sad to leave. But the fear of being IMPACTED out was overwhelming.

I was moved to schools halfway through the year and not given any support. My first principal was unsupportive and sometimes downright mean. My second principal was well meaning but lacked Pre-K experience or child development knowledge. I was told the curriculum was developmentally inappropriate but that's what "we had to do for black kids" by a special education manager. It was all an over tested, under supported mess.
I was overlooked for a promotion and the position was given to someone who had little to no experience with what the job entailed. I'm ok with not being promoted but at least do me the courtesy of finding a qualified and knowledgeable successor.
I was put into positions without warnings. I would have liked to be informed the class I was teaching before the summer ended.
I wish I had not been told not to let kindergartners play. When I brought up research showing the importance of playing with blocks, dramatic play, free play at recess, I was consistently shut down by admin.
I don't know. Too many factors. Too many things admin did not have control over.
If DCPS' evaluation system didn't discourage teachers from working together cooperatively in the best interest of the students' short and long term well-being. School-renowned Highly Effective teachers (I see no distinction between the poor teachers who are rated Highly Effective year after year and tenured teachers who should but can't be fired) are the dominant and respected voices, no matter how worthy (or unworthy) they are of that status.
If IMPACT had been used fairly in evaluating teachers. If I had not heard the former assistant principal talk about how they had to play with the numbers. I was ever told that they could only give so many highly effective scores. It didn't matter if they deserved it or not. Also, if I had been treated as a human being. My health depended on my leaving. If the principal had not been hired to "clean house" maybe she would have been a little nicer, I might have stayed.
If my administrators had been able to give me any feeling of security or that any of my hard work was of value. OR, if they had given me any guidance or clues on how to raise my scores.
If our Leap coach did not adopt the seeming philosophy of DCPS, that teachers can only be motivated by (mostly) sticks and carrots and aren't motivated intrinsically by a desire to do right by the kids.
If the incoming assistant principal (<i>redacted</i>) did not have such a penchant for cruel gossip.
IMPACT could have been revised so that content teachers teaching ESL students weren't scored for IVA like regular teachers. It is unfair that ESL kids are tested in English when they have only been in the country for a year, and teachers are expected to have them do well.
In both schools, the principals should have been more visible and available to staff for support. They also should have raised the expectations for students, and had consistent consequences for inappropriate and outrageous behavior.
Increase student responsibility to take ownership of their learning through incentives and consequences.
Leadership could have acted maturely and with respect or given more autonomy to teachers.
Listen to teachers more and make decisions as an entire staff, less micromanaging and trying to "catch" staff in the wrong, more meaningful work with less menial tasks.

Make Ward 8 schools a real priority and send more resources.
Many, many, many things.
More administrative support; our principal was condescending and demeaning, blamed low test scores on teachers. Not enough support for behavioral issues or emphasis on social emotional learning.
More behavioral, mental health support for students.
More care for teachers and all their efforts.
More flexibility regarding expectations for meeting after school/staying late into the evening. In addition, decisions for weather related school delays and school closings were also a factor because I was commuting from (redacted).
More hours and less demands on a daily basis, in addition to more team support
More money and paying for my PhD.
More pay!
More support and functioning systems to support with discipline.
More support from administration.
More teacher support in dealing with aggressive students.
More than once I had Highly Effective teachers criticize me when I wondered out loud what I was doing wrong. I'll never forget their words, spoken with pride and righteousness: "If they told me to teach 1+1=3, then guess what? Hey kids, 1+1 is 3!"
My annual increase could have reflected my high performance in ensuring all of my students met the end of the year goals. Also, the daily schedule could have been shorter. I could have also been provided with additional support when needed.
My Instructional Coach role was eliminated, and I was to become a TLI.
N/A
N/A
New administration
Nothing
Nothing
Nothing
Nothing
Nothing work related.
Nothing, left to pursue another career
Nothing.
Nothing. Except the possibility that I could have worked part time.
Nothing. I relocated to be close to family.
Paraprofessional didn't get payed holidays like the teachers
Part time teaching option
Pay
Position was closed
Put a spotlight on admin.
Remove the sole responsibility of the teacher to be held accountable for students' lack of learning due to a lack of intrinsic motivation.

Respect for teaching, respect for content, respect for students, parental respect and the demand by admin for parental respect for teachers, smaller class sizes and a higher expectation placed on truly educating students as opposed to placating them and falsely elevating their grades and true structure/discipline.
Support for teachers behavior-wise. A school building culture not based on being well-liked by an incompetent principal.
SUPPORT FROM ADMINISTRATION for new teachers and school staff. Stop overloading teachers with meetings and students that are high behaviors like (<i>redacted</i>). Help relating the curriculum into workable lessons. Stop the awful culture at the school. Protect teachers from abusive/disrespectful parents. Mentors like at other districts. This job gave me high blood pressure and I started to cry on my commute to school everyday
Support students. I'm all for restorative models but they actually have to be implemented. Instead, students just learned it was ok to act out with no consequences. Police were at our school all the time. It wasn't acceptable and didn't make us feel safe.
The answer given in number 16.
The leadership at (<i>redacted</i>) completely disregarded high performing staff that asked too many questions or provided thoughtful criticism. Additionally, I've never worked in an environment where adult staff members act so unprofessionally- dress, discussions of sexual behavior and discussions of drinking
The seasoned teachers should be celebrated not pressured to leave. If DCPS wants to create a legal age cut off point they should do so.
The teacher evaluation system makes teachers absolutely nuts. The amount of pressure on the teachers is not manageable, especially when you have no consequences for students.
There has never been a great science curriculum and my recent administrators do not understand this fact. I was frequently deducted on observations for not following the "district curriculum"
They could have disciplined the students and staff that sexually harassed me.
Transfer to another school
We are the only school district that has a 4-year renewal for teacher certification. All other school districts have a 5-year renewal process.
What, if anything, could have been done differently so that you did not leave your last position?
When recruiting perspective administrators, part of the training should focus on relating to the teaching staff as human beings versus cogs in a wheel. Prospective administrators should be required to have a minimum of five years of actual classroom teaching experience. More supervision of Administrators is necessary to ensure that they are not abusing their authority or using threats, or bullying tactics against their staff, withholding promotion based on favoritism and or cronyism when they have sorority affiliates or personal friends on staff. More evaluative emphasis should be put on teachers best practice, classroom and execution of curriculum vs student test scores when engaging with students who have self-regulation difficulties, ACE, who are far below grade level.
Why is it okay that poor kids continue to be taught by these kinds of teachers?

Q. 57: Is there anything else you'd like to tell us about why you left your position and/or the topic of retaining teachers at DC schools?

Respect teacher's time -- often left with no time to lesson plan during planning period because staff meetings were organized during that period + Show appreciation to teachers -- often admin would side with parents and students before even hearing the story from a teacher
Admin experience and oversight is needed. (One of my impact observations has someone else's name.) IMPACT observations should be recorded and/or scheduled. The system should be more about training teachers versus getting rid of them.
Asking teachers and leaders what they need as individual schools is a game changer for creating a healthy work environment. Shifting professional development funding to create this space in schools where students AND staff who are under constant toxic stress can feel safe and loved would DRASTICALLY reduce turnover
Behaviors and administration
Being that I relocated to the area the school, the onboarding process could've been more clear with the steps of transferring my credentials. I have a lifetime license in another state and reached out several times about what I needed to do to transfer my license and did not get any information in a timely manner. If there was a new teacher mentor/buddy for teachers new to the district to help them get better acquainted with the procedures and policies (Impact, CSC, OSSE) would be extremely helpful
Central office should listen to the teachers. Not the other way around.
<i>(redacted)</i>
DCPS Central Office could be a mess and headache at times, but I loved my school and students.
DCPS has a sexual harassment policy but when it actually happened to me no one knew how to proceed. I filed a grievance and it still has not been resolved. I've given up and have spent the last 6 months working through depression and anxiety related to the incident. I am disappointed <i>(redacted)</i> admin and DCPS did not do more to protect me.
DCPS Impact is highly subjective and was used primarily in punitive ways.
DCPS is a really hard school district. There are so many problems that are outside of teachers and schools control so it gets difficult to teach. A big reason I left my DCPS school is because I had 3 preps every year and I didn't feel there was anything being done to fix the root issue of dc education. Then, when I was offered a position at another DCPS school in the beginning of August I really wanted to take it. Unfortunately I wasn't allowed to by my principal and then all leadership at my school knew I had asked to transfer. I didn't feel that it would have been a good environment for me professionally after that.

DCPS should actually listen to teachers and hold principals even mildly accountable. You have awful teacher retention, because DCPS is an awful place to work. The kids are amazing, even the really tough ones, but the IMPACT system and DCPS more generally pits administrators and teachers against each other, causing a hostile work environment for all. Teachers support each other, because no one at the district or administrative school level supports them. When anyone from district office comes to visit, it's always in a punitive or "this is what's wrong" manner. I don't see them teaching and or maintaining classrooms with major behavior problems. Teachers are talented in a variety of ways, it would be great if everyone were great at everything, but that's just not really the reality of it. We get cursed out, assaulted, break up fights, etc and then we have administrators that always seem to be playing a game of "got you." It's unhealthy for adults and not great for students frankly. Start truly listening to your teachers and let them live without fear of retribution. If a principal has over 30 grievances filed against them, listen to that. Teaching in DCPS is hard and the pay is good and I feel as though that makes district office feel like we should deal with whatever we're given, but again, that is not how you retain professionals.

Evaluations were bias and created a negative energy throughout the building all year. People were always on edge and not supported to feel comfortable.

False accusations were made by parents and valid investigations were not made by leadership. Instead the administration chose to follow through with disciplinary actions against me without proof of those allegations even with multiple co-workers speaking against the validity of the allegations. It seems that the primary focus is to hush problems and satisfy parents rather than support teachers who are seeking help.

Get rid of IMPACT. Allow the voices of teachers to be heard when they speak about school leadership

Great pay Horrible working environments. Inefficient, aggressive leadership.

I worked at (redacted) and I wasn't willing to join a clique or get in to the right circle. I just wanted to do my job with fidelity. My ideas weren't valued, too many egos. (redacted) came to our school, had a personal grudge against me and used my evaluation as a weapon. Before this my career was stunning.

I absolutely loved being a school based OT, but my caseload was consistently around 45 students with IEPs and 3-6 students with 504 plans. I could not balance work and home demands.

I am a Librarian, thus the questions are not designed to address the professional aspects of Librarianship. I am Highly Educated and Trained having worked in Public, School and Academic Libraries. My experience is varied, diverse and rich. I hold 2 master's degrees AND a Professional Diploma beyond the Bachelor's degree. (redacted). There is NO QUESTION that I demonstrated the ability and skills to do my job well. DCPS is not concerned with expertise and professionalism. DCPS thrives on mediocrity, and dismisses highly educated professionals. I WAS NOT SUPPORTED by DCPS Administration, instead I was targeted. During the majority of the 2018/2019 school year my Administrator DID NOT EVEN ANSWER MY EMAILS. Where is the Professionalism in such a practice! IMPACT is an unfair, highly questionable and subjective "evaluative" system. Points are earned relative to politics, cronyism, loyalty and personal impressions. A Librarian in DCPS is never truly evaluated and/or observed, and when this does occur the so-called Evaluator is not qualified to do the job. In each of my three years in DCPS I was "evaluated" by persons who were not Librarians, were not as highly educated as I, and in one year, my evaluation was completed by a person who did not hold a Master's Degree, yet operated under the title of (redacted)

I am sad and disappointed. I was a highly effective teacher for 6 years straight. I received all 5's for everything than one score of 2.1 and was then 'dismissed' from my job which I LOVED. I was put in a position while subbing for a pregnant coworker and was IMPACTED on HER class. and received a low score from subbing for that class (redacted).

I believe more teachers would stay with DCPS if schools truly committed themselves to valuing the future of our children. Once it's clear to me that leadership does not value the education of the students and families we serve, I can no longer commit myself to such a thing. A slew of former great DCPS teachers would agree with me.

I did apply to 12 different schools before decided to get a buyout. No one call me back for an interview.

I did not leave because I wanted. I was forced to leave because of the IMPACT. It was a surprise .My supervisor did not know anything about what I do nor the students I worked with. She expected my students to be on the same accord or level of the regular education students. The IMPACT was very unfair and unjust. The IMPACT is most often used to get rid of those that the administration does not like.

I felt pushed out and wrung out. As if the leadership made assumptions of my intentions as a teacher (assumed the worst, assumed I was just a bad teacher that didn't try) and refused to look at any evidence to change it. They also tried desperately to get me to quit. Specifically, telling me they didn't think (redacted) was a teacher, meaning that it was the entirety wrong career for me.

I felt very stressed and kind of disrespected when I was going through physical concerns to my health. So made the decision that I came first. I understand policy but I can't work for a system that believes in pouring into young people when, I can't build into myself without being made to feel bad and stressed. Which is impacting my health.

I had a lot of trouble getting resources for my students. My smart board was broken 8 months out of the even when the tech came in multiple times to fix it. My paraprofessional was extremely difficult to work with and put her hands-on students more than once, and the school leadership knew about it. <i>(redacted)</i>
I had family matters that required me to move back to <i>(redacted)</i> . Otherwise, I would not have left my position at <i>(redacted)</i> .
I hated that I sacrificed for years to be a teacher and DCPS chewed me up and spit me out like I didn't matter.
I left because I wanted to be a better, more educated teacher. I found during my time in my job that I loved teaching but did not feel qualified for what I was doing. I wanted to make sure that I was the best teacher I could be, even if that meant taking a year to return to school before teaching again.
I left because I was no longer happy teaching. I was burnt out and felt that I did not get the support during the earlier years of my teaching career to make me want to continue being a teacher. I still want to be involved in education, but I have decided that I will be better doing so outside of the classroom.
I left because my position came to an end, however I tried to continue teaching in DCPS but was unable to get hired!! I would love to teach again in DCPS.
I left DCPS due to unprofessional behavior exhibited by <i>(redacted)</i> , principal of <i>(redacted)</i> . That is the ONLY reason I left.
I left due to certification issues. After being terminated I completed all necessary Praxis exams and was rehired by my same school and happy to be back.
I left my position because I had the desire to be placed in a new school. This did not happen; so I decided on retirement.
I left to pursue an Assistant Principal job at a different DC Charter School. <i>(redacted)</i> did a great job of looking out for my career growth and I spent 8 happy years there. Being a stand-alone charter means that there are a limited number of leadership positions. I understood why I did not get those positions at the school and left with no hard feelings.
I love working with the children in DC, I felt at home with them. They made me want to go to work everyday. I believe in their ability to reach their highest potential with the appropriate supports across everyone in their academic and social path. I hope that the people who are responsible for improving this will do better at looking out for all our students. We get one chance to do this right. I believe this is our responsibility when we decide to impact the lives of all
I loved being a DCPS teacher. It did become increasingly difficult though to continue to work for DCPS and live in the DC area after my husband and I started our family. The work can be very intense and DC is a very expensive area to raise a child. That's why when my husband received a good offer in the <i>(redacted)</i> area we decided to take it. If my circumstances changed again though I would consider working for DCPS again.
I loved my job and school and salary! much better than where I currently work
I loved my school and only left because I moved. On the whole, teachers need more support if they are going to be retained. It is a nationwide issue.

I loved the job but found it very demanding. I think training IAs and paying them would be good. There was a lot of pressure on teachers and admin in my opinion. Making more whole child and school culture decisions would be nice.
I never had an exit interview. When I resigned I had been applying for teaching positions in the same community but teaching elementary school. I had an interview but was not selected. Had I been selected I would have remained a teacher. The lack of resources was detrimental to my students and their educational experience. The contract that I signed did not provide a true display of the classroom environment. I am passionate about teaching but when I am not supported by administration, it is disheartening.
I think IMPACT needs to be revised to actually keep rather than push out good quality teachers. Also, I think there needs to be more oversight of principals when they decide to eliminate a position and then create a new one on the fly with no real job description available.
I thoroughly enjoyed my years teaching in DCPS and hope to return at some point.
I was a <i>(redacted)</i> Award winning, Nationally Board Certified educator and coach for DCPS. Won my school a <i>(redacted)</i> grant to further an <i>(redacted)</i> . If you are unaware of the uprising that happened at <i>(redacted)</i> which was covered by the news and the <i>(redacted)</i> last year in which parents and students pleaded to have him removed. The principal HARASSED AND YELLED at me while I was pregnant causing me unthinkable stress and anxiety, so much so I had to be placed on bed rest. He, as a white male, targeted black women in the building. 7 black women had to be out on work related sick leave due to his nonstop harassment. <i>(redacted)</i> I love DCPS and as a young black female educator I gave my all to my students. This man created an artificial position to write me out of the budget while I was on FMLA. <i>(redacted)</i>
I was disappointed that I was let go because of teacher certification after receiving highly effective on my impact score.
I was employed for the summer to help teach the summer program
I was excessed, but could not find a school to teach at. I interviewed at many schools, but when they called the last principal who was fired himself, he kept his promise that I would not work at another DC school as long as he was there.
I was illegally fired and will eventually win my case <i>(redacted)</i>
I was relieved because of a video that I was told to pull down from YouTube. I pulled the video down but was still relieved. It was more attention given to the video (which wasn't inappropriate) then the relationships that were developed between the teacher and student. I'd love to explain what I mean but in a nutshell. I came midyear, the students were used to a disorderly environment and I gave it order. My love of music established an access point for me to establish a connection aligned with my students' interest which allowed us to develop a healthy relationship whereas I could challenge the kids. It was unfortunate because I was replaced with a sub who was not capable of giving curriculum based instruction
I was taken out of the budget

I was uninterested in returning to DCPS due to the lack of discipline given to the students for outlandish behavior. Though Restorative Justice can be effective for lower tier behaviors, students are aware that there is no real disciplinary action for their behaviors and subsequently do not respect the teachers or administrators.
I was wrongly terminated. My principal excesses me under science when I was never in that department. I was a (<i>redacted</i>) teacher. I have nowhere to reach out to. Every time I call they give me a random email that never answers. This is not how you treat people who actually care about more than a paycheck.
I would be in the classroom today if I wasn't so jaded by my own experience and the experiences of friends and colleagues.
I would have had a more difficult time leaving had the continuing education opportunities been better.
If DCPS could do one thing with its money to impact schools, it would be to double the amount of teachers and reduce all other positions.
If you look at my records, I was making major strides at my position. Things started to change once I went on paternity leave. Principal (<i>redacted</i>) at (<i>redacted</i>) then began to make changes to my position and others who recently had children. He then began to take over my IMPACT scores, and purposely tanked my scores. Because I resigned, I was told that I could not submit a formal complaint. If you look at other teachers, for example (<i>redacted</i>), you will see similar tactics were used against her, which led to her resignation.
IMPACT is not an objective observation tool. It is used for admin to weed out teachers they dislike and retaliate against teachers that fight for their rights stated in our union contract. I would not want to teach in DCPS as long as IMPACT is being used.
It took me a few months to settle in. The students did not respond well to me until about January. My Principal and colleagues appreciated me even though I had a hard time managing student behavior.
I've been in the education field for (<i>redacted</i>) years, and this was the worst experience ever. Students fought, talked back, and there were never any real consequences. I experienced a horrible confrontation from the leadership team. It's very difficult to get a decent evaluation because you are expected to teach and be an employee of a detention center. The students can care less about an education. Many of the girls did nothing but argue, fight, talk back, do hair, dance, and lie to the social worker about how I was treating them. I had the nerve to have expectations, and they didn't like it. The teachers are treated as if they are disposable.
Lack of leadership and leadership responsibilities.
Lack of Professionalism can be a barrier to effective teachers.

Like I mentioned in my previous comment I really loved teaching. Teaching is joyful, collaborative, challenging work and requires a supportive professional learning community to help teachings continue to thrive at their work. Such a community is built with simple acts - thanking teachers, noticing staff's positive actions, creating space for authentic input, opportunities to extend knowledge and lead (many of the same things you would look for in a strong classroom environment). However, none of these markers of a healthy functioning professional learning community were present on a school scale - despite this our community was resilient and most students, families, and teachers continued to do amazing work. Ultimately, I decided to leave teaching to pursue work that would do justice to the students I taught and unsurprisingly no one in a formal leadership role really noticed or asked me why. Despite being rated a "highly effective" and "effective" teacher over the years no one seemed to notice me leaving. I was very surprised and excited to see this survey in my email this morning because up until now DCPS had never really acknowledged me leaving and I do feel like I can offer relatively easy to change things that could be done to ensure future teachers are retained.

My catchword for 2020 is *(redacted)* since so many amazing and current DCPS teachers have told me that they have found it necessary to drug themselves with anti-anxiety medication in order to continue helping students in DC to succeed. And that is a real shame. I know I stopped taking anti-depressants once I left DCPS. I love teaching - I work as a teacher still. Less than 3 months after I left DCPS with a developing rating, I was rated highly effective, beloved by students and respected by staff. And I can do this because of the resources and training I gained from DCPS - which I'm sure were quite expensive to provide. And while I'm grateful, it's a shame that I packed it up and took it with me as I exited. And each year I worked in my school, I saw experienced teachers bullied, targeted and exited - and the years of skills and resources exited right along with them. Why do you invest in teachers with one hand, and force them out with the other? I now work in a school where the level of support helps me to sustain my commitment to students, but it also shows me that the *(redacted)* years of poisonous torture at DCPS was totally unnecessary. I question why it was ever necessary? If you want me to join a focus group discussion, be prepared to hear me roar.

(redacted)

My husband's job moved us to *(redacted)*
 My position was eliminated because I was told because of the budget and they wanted to replace the position with someone certified. Prior to accepting the position, I clearly informed them that I was not certified but hired me anyway. I felt blindsided by the termination.

N/A

N/A

No

No

No

No

<p>No one seems to care that teachers of color, of various ethnic backgrounds are not supported, overworked, and feel isolated within DCPS as they commit beyond 10 years. The evaluation system, IMPACT is highly flawed. How can one teach highly effectively for 9 plus years and suddenly shift to developing? Unclear factors, or student assessments coupled with new/inexperienced administration allowed to alter variables force us to look elsewhere. We are professionals and valued by our students but not by those who assume we are overpaid & ineffective when the inequity is clearly in education funding, social emotional support and the grossly inaccurate IMPACT measures.</p>
<p>No thank you.</p>
<p>No. Me leaving had nothing to do with the school, personal family issue.</p>
<p>Nothing is done about irate behaviors in many schools a lot of children falls thru the cracks all schools care about is their report card and reenrollment.</p>
<p>Offer more incentives and better training</p>
<p>One teacher can't develop class lesson plans, teach, assess, perform RTI, develop individual lesson plans for students whose needs are not being met, attend faculty meetings, hold parent-teacher conferences, etc. I was working 12 hours a day, had no personal life and my health was suffering.</p>
<p>Placing social workers, family therapists and focusing on Social Emotional Learning may really help with the challenges of the modern day inner city school. One of the admins changed an F to a D for one of my graduating seniors whose F was so low that there was no way to give the student a D but it was done so that the school could ensure a 100% graduation rate. Credit recovery using packets of information in order to give points so that a senior could pass a class even when they refused or chose not to do the work when it was originally given is a farce. Truly teaching students is what we should do not simply pass them on to have the school system's numbers look good...who cares about graduation rates if the students are neither English nor math fluent.</p>
<p>Please reach out and I'd be happy to discuss further.</p>
<p>Professional Respect the focus is not on the development of individual potential but the business of education And the facade excellence Teachers are over worked and under payed There is NO student or parent accountability in the educational process</p>
<p>Put the spotlight on administration. Too many are poorly qualified.</p>
<p>Reinstate suspensions. The school was a physically unsafe environment for students and staff. There was, quite literally, a large group fight between half of the 7th grade class, teachers, and the BES kids with zero consequences. Kids ran around in the halls all the time. Kids were not allowed to be sent out of class. Kids were back in class the next day post fight. I was physically assaulted twice. I would have left DCPS no matter what. Keep your kids and teachers safe.</p>
<p>Schedule was hard to commit to with two children with special needs</p>
<p>School was poorly managed and teachers were not supported. I'm a current administrator at another charter school and have continued to work in dc schools. Unable to grow and thrive in that work environment. Poor administration.</p>

Several teachers went to the principal with complaints about the Leap coach, a young teacher who seemed to revel in her new power. The Leap leader for k-2 literacy pushed her Reading Recovery (a whole language approach to teaching reading) ideas and expressed hostility towards science-based approaches to teaching reading- which I had learned more about from participating in the DC Reading Clinic. She even reprimanded me for suggesting that a student might have *(redacted)*, telling me *(redacted)* is a myth! She prided herself on being tough. Perhaps she felt like she was just being hard on us for a good cause but her tactics devolved into bullying and intimidation. She worked to turn us against each other. This is what bothers me about the culture of DCPS- they assume teachers are not intrinsically motivated to do what's best for their students; that they need sticks and carrots to do right by the kids. Another example of her behavior was in meetings she would constantly accuse us of cheating on the Mclass tests. I found this deeply insulting (after all, I was still dealing with the negative fallout from NOT cheating) and also ironic because she was notorious for having her *(redacted)* teacher cheat on her tests in her previous years as a first grade teacher. They had a very sneaky system worked out but it seemed like an open secret. *(redacted)*. I have had no previous difficulties with anxiety in the preceding 41 years. I think if DCPS fostered a different climate, people wouldn't feel so empowered to bully.

Some questions imply that I quit. I didn't quit. They cut teachers after leveling. The other 2 third grade teachers were 1. Had been in the school 3+ years, the other was TFA and thus the school paid her half what I was paid, so myself, an art teacher and a kindergarten teacher were all let go at once. My position with *(redacted)* was by far the most stressful job I've ever had. When I came for an interview at the end of the previous school year, I was hired to teach 6th and 7th grade social studies, which was my area of expertise. I don't remember the exact timeline, but very close to the beginning of the school year, once I had already turned down other offers and begin the process of relocating from *(redacted)*, they switch my position to third grade, asking me to take the elementary test in order to become certified. I had zero interest nor experience teaching Elementary level, and should have taken this as a red flag and left, but I felt that I didn't have a choice. The school was horribly mismanaged, there was clearly a lot of favoritism going on, and when I let go I was honestly incredibly relieved

Special education rooms need better educated, highly qualified and higher paid aides. The paraprofessionals I encountered as a temporary teacher and now as a substitute were egregiously unprofessional. They are the reason I left teaching.

Stricter disciplinary actions are required. Students are not held responsible for their actions.

Support students in struggling schools to the level necessary for them all to be successful. Get rid of IMPACT. It does not recognize that teaching students in need of more support makes it difficult to check the boxes., it benefits people who know how to use the system

Support teachers.

<p>The IMPACT evaluation is subjective rather than objective. That's a principal's way of manipulating their staff. Now there is a norm that you are to receive low scores early in your evaluation. This was the principals can look like they are the ones who improved you. Or if they don't like you, it's used as your exit ticket. Too many good teachers are impacted out for no good reason. It's hurtful and disrespectful to people who put their all in everything they do. i.e. Myself.</p>
<p>The Impact system is unfair and abused by administration to get rid of teachers</p>
<p>The job caused me to become depressed and I considered leaving the profession.</p>
<p>The paraprofessionals were not treated fairly the union that is supposed to represent the paraprofessionals to me is not good at all they don't stand behind the paraprofessionals in the jobs that they do on a day-to-day basis in the DC public school sector</p>
<p>The reason so many teachers leave is because they have bad administrators in place. It's not because a teacher can't teach it's because the principals use the Impact System to personally get rid of teachers they don't care for. A teacher really doesn't have a real chance to help herself, the union takes too long because they are so backed up with helping others. By the time a teacher gets the help she needs, he/she has already been fired by DCPS without questions. The procedure takes too long to explain your personal situation.</p>
<p>The school changed administration and most of the new hired teachers were laid off. It was stressful and done with poor taste. While the pay is much higher than MD counties, the union is weak, the pressures of the new evaluation system are ridiculous and the support for teachers and difficult students is laughable.</p>
<p>The school I was working at put a lot of pressure on teachers and asked teachers who were performing well to take on more tasks and reach portions of less effective teachers rather than help the less effective teachers</p>
<p>The school was too far from my home. I left the school because of funding. When I accepted the job I didn't expect the hours to be so long.</p>
<p>There needs to be school leaders that are passionate about helping teachers grow. Schools are quick to reprimand teachers in areas of growth instead of implementing a plan as they would for students.</p>
<p>There should be an investigation to learn all of the wrongdoing, breaking laws that happen in some DCPS schools; including the one I left.</p>
<p>There was no student accountability for behavior. Teachers were expected to accept being abused verbally and physically.</p>
<p>There was no support for retaining highly effective teachers and or teachers that had been in the district for years. The only support was a few emails saying come to the job fair.</p>
<p>To clarify question #15, "Was I sufficiently educated and trained before I started working?". I felt well qualified to teach Special education. I was finishing my internship when I started teaching with DCPS. However, I felt lacking in that DCPS does not have a new teacher Orientation, no mentoring or support program, many procedures or expectations are word of mouth and change from person to person aka no sufficient resources especially when compared to other districts. I many times was met with sarcasm when I approached a designated responsible party for assistance. Much, not all, of my training was trial and error. It is such a missed opportunity to have great teachers who want to remain with the District.</p>

<i>(redacted)</i>
Unethical practices and reporting such should be taken seriously. There should not be any retaliation.
Unjust termination due to parents' political connection with the DCPS workers
<i>(redacted)</i>
With the IMPACT rating system as currently used, dedicated teachers such as myself, with decades of experience, are willing to commit financial suicide rather than work under the threats of tyranny. Until proper training of school administrators is implemented, high teacher turnover will continue to be the norm. The District as a whole will have to address the issue of social promotion and the log jam created at certain gated grades when students fail to achieve curriculum goals. As well, a multi-generational approach needs to be taken when addressing students with mental health diagnoses or effected by ACE. Schools cannot simply drop these students into a classroom with a weekly SEL lesson and expect the teacher to fulfill the needs of 30 students and teach content that it 2-3 levels beyond the child's comprehension.
You all have to do better in supporting teachers, which doesn't mean overloading with meetings.
You are losing teachers. There is a teacher shortage in STEM TO GET qualified Stem teachers, DCPS needs to recruit with higher salaries from private industry. Since DCPS offers only non-covered pensions, the new employees need to understand that their earned social security from private employment will be penalized by WEP when they start their DCPS pension at retirement. DCPS NEEDS TO JOIN THE OTHR 38 states that offer covered pensions to its teachers. DCPS needs these alternative teachers who have STEM expertise that Ed schools do not provide.

Appendix D: Notes on Data and Methodology

The data for this study was collected via a survey distributed to former teachers via SMS messaging and email. In order to collect contact information from public charter LEAs and one additional partner, Bayne drafted and signed MOU's with the authorized parties. All entities were asked to provide Bayne with contact information for teachers who exited their schools or LEAs in the 2018–19 or 2019–20 school years.

We were dependent upon the organizations to provide accurate lists and had no means of external validation. For respondents that responded via their unique email link, we were able to pre-populate their LEA and email address answers via a hidden field feature. However, the majority of respondents responded via the SMS invitation which did not provide the same synchronization.

Two additional charter LEAs agreed to distribute the survey to their former teachers via email directly. While we prepared an email for these organizations to share, we are unable to verify how many participants they sent invitations to or the frequency of these invitations and reminders.

In order to protect the anonymity of survey participants, we withheld any column from the crosstabulation charts that produced a column total of less than 10 respondents.

Appendix E: Tables

1. How many school years were you in the position before you left?			
	Response Percent	Response Count	
Less than 1 school year	7.4%	18	
1	17.4%	42	
2	24.8%	60	
3	12.0%	29	
4	12.4%	30	
5	5.4%	13	
6-10	13.6%	33	
11-15	3.3%	8	
16-20	0.8%	2	
More than 20 school years	2.9%	7	

2. How many total years of teaching experience do you have, in DC and elsewhere?			
	Response Percent	Response Count	
Less than 1 year	2.1%	5	
1	1.6%	4	
2	5.4%	13	
3	6.6%	16	
4	5.8%	14	
5	12.4%	30	
6-10	36.0%	87	
11-15	13.2%	32	
16-20	8.7%	21	
More than 20	8.3%	20	

3. How did you obtain certification to teach?			
	Response Percent	Response Count	

Traditional teaching program (2-year college)	4.6%	11
Traditional teaching program (4-year college or higher)	35.1%	85
Alternative certification pathway: Capital Teacher Residency (CTR)	2.9%	7
Alternative certification pathway: Center for Inspired Teaching	1.6%	4
Alternative certification pathway: TNTF Teaching Fellowship	9.1%	22
Alternative certification pathway: Teach for America	7.4%	18
Alternative certification pathway: Urban Teachers	5.0%	12
Alternative certification pathway: Other	10.7%	26
No certification	11.2%	27
Other (Please specify)	12.4%	30

4. What type of school is/was the school you taught at in the 2018-2019 school year?		
	Response Percent	Response Count
Traditional public school (i.e., DCPS school)	59.5%	144
Public charter school	38.0%	92
Don't know	2.5%	6

5. What ward is/was the school in?		
	Response Percent	Response Count
1	6.2%	15
2	1.2%	3
3	4.1%	10
4	13.2%	32
5	7.9%	19
6	11.2%	27
7	11.6%	28
8	21.9%	53
Don't know	22.7%	55

6. What is/was the school's Local Education Agency (LEA)?		
155 Responses		

7. What was your annual salary during the last year of your position?		
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	Response Percent	Response Count
Less than \$25,000	3.3%	8
\$25,001-\$50,000	10.7%	26
\$50,001-\$75,000	44.6%	108
\$75,001-\$100,000	30.2%	73
\$100,001-\$125,000	9.1%	22
\$125,001-\$150,000	0.0%	0
\$150,001-\$175,000	0.4%	1
\$175,001-\$200,000	0.4%	1
Greater than \$200,000	0.0%	0
Prefer not to answer	1.2%	3

8. Which grade level(s) did you teach? Select all that apply.		
	Response Percent	Response Count
Pre-K	28.1%	68
K	16.9%	41
1	21.9%	53
2	20.7%	50
3	17.8%	43
4	17.8%	43
5	19.4%	47
6	18.6%	45
7	20.3%	49
8	18.6%	45
9	17.8%	43
10	19.8%	48
11	21.5%	52
12	21.1%	51
Other/do not use K-12 grade system: please explain	6.2%	15

9. Which subject(s) did you teach (select all that apply)?		
	Response Percent	Response Count
Elementary	33.1%	80
General class teacher/all subjects	21.5%	52

Math	19.4%	47
Special Education	19.0%	46
Reading/English	18.2%	44
Science	15.7%	38
Social Studies, History, or Civics/Government	13.6%	33
English as a Second Language (ESL)	5.4%	13
Arts (e.g., theater, music, dance)	5.0%	12
World Language	4.1%	10
Engineering/Technology	2.9%	7
Health/Physical Education	2.5%	6
Vocational Class	1.6%	4
JROTC	0.4%	1

10. Did you hold any additional positions? (select all that apply)		
	Response Percent	Response Count
I did not hold any additional roles	78.2%	172
Social worker, Psychologist, or Counselor	3.2%	7
Speech Pathologist	0.0%	0
Other (Please specify)	18.6%	41

11. How would you best describe the diversity of your students? This could refer to race/ethnicity, cultural background, and/or socio-economic background.		
	Response Percent	Response Count
Not at all diverse	27.2%	65
A little diverse	28.0%	67
Somewhat diverse	22.6%	54
Very diverse	23.4%	56

12. To the best of your knowledge, approximately how many of your students were considered:													
	None		A few		About half		Most		All		Don't know		
	Response Percent	Response Count											

At-risk and/or low income?	0.0%	0	9.1%	22	9.9%	24	52.48%	127	27.69%	67	0.83%	2
English Language Learners (ELL)?	26.0%	63	46.7%	113	11.6%	28	11.57%	28	2.07%	5	2.07%	5

13. Why did you leave the position?			
	Response Percent	Response Count	
Resigned/quit	48.0%	109	
Let go/terminated	11.9%	27	
Retired	4.0%	9	
Incentivized Retirement (i.e., buyout, early retirement plan)	0.4%	1	
Contract expired/only hired for short-term	4.4%	10	
Reduction in staff/down-sizing	6.2%	14	
Promoted within the school or school system	0.9%	2	
Transferred by your request to another school in the system	1.3%	3	
Involuntarily transferred to another school in the system	0.4%	1	
Other (Please specify)	22.5%	51	

14. What reason was given for letting you go or transferring you?			
	Response Percent	Response Count	
Teacher evaluation system (e.g., IMPACT)	50.0%	13	
Did not pass probation period	0.0%	0	
Did not maintain license/certification	7.7%	2	
Budget cut/excessed	7.7%	2	
Better fit for another school, grade, or subject	0.0%	0	
Behavior deemed inappropriate, illicit, or illegal	11.5%	3	
Other (Please specify)	23.1%	6	

15. Did you retire earlier than you had to, or earlier than you planned on retiring?			
	Response Percent	Response Count	

Yes	50.0%	5
No	50.0%	5

16. Which of the following were "Major Factors" in your decision to leave?		
	Response Percent	Response Count
Climate/Culture Factors (ex: I did not get along with my colleagues)	36.3%	41
External/Personal Factors (ex: I moved because my partner took a job in a different city)	35.4%	40
Role Responsibilities (ex: I felt overworked)	34.5%	39
Teacher Evaluation Systems (e.g., IMPACT in DCPS)	33.6%	38
Curriculum (ex: There was too much focus on testing)	25.7%	29
Students and Parents (ex: I had difficulty dealing with student behavior)	23.9%	27
Compensation/Benefits/Development Opportunity (ex: I found the schedule too inflexible)	22.1%	25
Facilities/Environment (ex: The school was in an unsafe neighborhood)	10.6%	12

17. Teacher Evaluation Systems (e.g., IMPACT in DCPS)						
	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Dislike reliance on these systems	80.0%	28	17.1%	6	2.9%	1
Leadership at the school, e.g., Principal, Vice Principal, Executive Director, CEO	74.3%	26	25.7%	9	0.0%	0
Leadership	68.6%	24	31.4%	11	0.0%	0
Concerned about future negative score	60.0%	21	37.1%	13	2.9%	1
Don't agree with evaluation I received	54.3%	19	45.7%	16	0.0%	0

Evaluation relies too much on student's academic performance	42.9%	15	48.6%	17	8.6%	3
Frequent changes in leadership staff at school	40.0%	14	42.9%	15	17.1%	6
City-level leadership, e.g., DC State Board of Education (SBOE), Deputy Mayor for Education (DME), Office of the State Superintendent of Education (OSSE), DC Council, Chancellor, DC Public Charter School Board (PCSB), other policy-makers	37.1%	13	54.3%	19	8.6%	3
Lower-level management (Direct supervisor, Department chair, Senior teacher)	34.3%	12	51.4%	18	14.3%	5
Local Education Agency (LEA), e.g., DCPS for traditional public schools, and entities such as KIPP DC and Friendship for public charter schools	31.4%	11	48.6%	17	20.0%	7

18. Curriculum						
	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Over-emphasis on student testing	75.0%	21	25.0%	7	0.0%	0
Unclear/disorganized curriculum	35.7%	10	60.7%	17	3.6%	1
Curriculum changes too much	35.7%	10	53.6%	15	10.7%	3
Little or no curriculum for some subjects	42.9%	12	50.0%	14	7.1%	2
Overall quality of curriculum	55.6%	15	44.4%	12	0.0%	0
Lack of support executing curriculum	60.7%	17	39.3%	11	0.0%	0
Lack of autonomy in choosing what to teach	50.0%	14	42.9%	12	7.1%	2

19. Compensation/Benefits/Development Opportunity						
	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Salary	78.3%	18	21.7%	5	0.0%	0
Paid Leave (i.e., annual, sick, parental)	43.5%	10	56.5%	13	0.0%	0
Benefits (e.g., medical insurance, retirement, housing subsidies)	27.3%	6	72.7%	16	0.0%	0
Lack of flexibility in work schedule	34.8%	8	60.9%	14	4.3%	1
Lack of career advancement	56.5%	13	43.5%	10	0.0%	0
Lack of opportunity for formal training/continuing education	52.2%	12	43.5%	10	4.3%	1
Lack of informal training from mentorship, conferences, etc.	65.2%	15	26.1%	6	8.7%	2

20. Students and Parents						
	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Classroom size/student load	58.3%	14	41.7%	10	0.0%	0
Too many students below grade level	58.3%	14	41.7%	10	0.0%	0
Student behavioral health/mental health/special needs	91.7%	22	8.3%	2	0.0%	0
Difficulty relating to students	16.7%	4	83.3%	20	0.0%	0
Cultural/language barriers	8.3%	2	75.0%	18	16.7%	4
Inadequate support for students from school system	95.8%	23	4.2%	1	0.0%	0
Parents too difficult	29.2%	7	70.8%	17	0.0%	0
Other factor related to students and/or parents (comment below)	30.4%	7	39.1%	9	30.4%	7

21. Facilities/Environment

	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
School in undesirable neighborhood (e.g., unsafe, noisy, not clean, not developed)	63.6%	7	36.4%	4	0.0%	0
School building run down, unsafe, or too much construction	54.5%	6	36.4%	4	9.1%	1
Classroom space	63.6%	7	27.3%	3	9.1%	1
Supplies/technology/textbooks	54.5%	6	36.4%	4	9.1%	1
Personal safety	81.8%	9	18.2%	2	0.0%	0

22. Role/Responsibilities

	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Too much time spent on administration/meetings	62.2%	23	35.1%	13	2.7%	1
Expected to play multiple roles	62.2%	23	32.4%	12	5.4%	2
Too much time required for lesson plans/content	43.2%	16	46.0%	17	10.8%	4
Not enough resources for discipline/behavioral issues with students	73.0%	27	18.9%	7	8.1%	3
General workload too great/overburdened	86.5%	32	13.5%	5	0.0%	0

23. Climate and Culture Factors

	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Lack of professional support from peers to address challenges	43.2%	16	48.7%	18	8.1%	3
Lack of professional support from administration to address challenges	91.9%	34	8.1%	3	0.0%	0
Lack of respect and/or collaboration from peers	51.3%	19	40.5%	15	8.1%	3
Lack of respect from school and/or LEA administration	86.5%	32	13.5%	5	0.0%	0

Unappreciated/successes unrecognized	73.0%	27	27.0%	10	0.0%	0
Lack of diversity among staff	10.8%	4	81.1%	30	8.1%	3
Interpersonal strife (e.g., tension from cliques or in-groups; not getting along with one or more staff members)	59.5%	22	35.1%	13	5.4%	2
Lack of clear chain of command	59.5%	22	35.1%	13	5.4%	2
Lack of control/autonomy regarding approach/practices	59.5%	22	37.8%	14	2.7%	1
Lack of teacher voice in school decisions	67.6%	25	29.7%	11	2.7%	1

24. External/Personal Factors						
	Major factor		Not a major factor		Not applicable	
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count
Personal health	13.5%	5	27.0%	10	59.5%	22
Became full-time parent	8.1%	3	21.6%	8	70.3%	26
Became caregiver for family member	5.4%	2	24.3%	9	70.3%	26
Relocation for partner's career	40.5%	15	8.1%	3	51.3%	19
Relocation for other personal reasons	40.5%	15	21.6%	8	37.8%	14
Major career transition (i.e., change field, go back to school)	40.5%	15	16.2%	6	43.2%	16
Commute too burdensome	16.2%	6	27.0%	10	56.8%	21
High cost of living	21.6%	8	32.4%	12	46.0%	17

25. Other reason not listed		
31 Responses		

26. What, if anything, could have been done differently so that you did not leave your last position?		
80 Responses		

27. How long were you seriously considering leaving before you gave formal notice?			

	Response Percent	Response Count
Less than 2 months	17.6%	18
Between 2-6 months	28.4%	29
Between 6 months-1 year	36.3%	37
Between 1-2 years	13.7%	14
More than 2 years	3.9%	4

28. Choose your level of agreement with the following statements:											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	
Before I left, I sought help or support related to the PRIMARY reason(s) for my exit.	10.8%	21	7.2%	14	26.2%	51	29.2%	57	26.7%	52	
School leadership communicated that they wanted me to stay BEFORE they knew I might leave.	28.7%	56	12.3%	24	18.0%	35	21.5%	42	19.5%	38	
School leadership encouraged me to stay AFTER I voiced my desire to leave, either with an incentive such as a raise, fewer responsibilities, with verbal encouragement, etc.	34.9%	68	16.9%	33	23.6%	46	14.9%	29	9.7%	19	

29. Choose your level of agreement with the following statements:											
	Strongly disagree		Disagree		Neither agree nor disagree		Agree		Strongly agree		
	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	Response Percent	Response Count	
I was sufficiently educated and trained to do my job before starting.	10.4%	22	17.0%	36	10.4%	22	26.9%	57	35.4%	75	

I had sufficient resources and support from the school to do my job.	22.6%	48	27.8%	59	14.6%	31	25.9%	55	9.0%	19
I had sufficient resources and support from the school system to do my job.	20.7%	44	25.9%	55	20.3%	43	21.7%	46	11.3%	24
I liked the job.	5.7%	12	9.4%	20	11.8%	25	44.8%	95	28.3%	60
I would recommend the job to a friend.	23.1%	49	19.8%	42	21.2%	45	20.3%	43	15.6%	33
I am passionate about teaching.	1.4%	3	0.9%	2	9.4%	20	25.5%	54	62.7%	133
The job responsibilities were about what I expected them to be when I accepted the job.	13.7%	29	25.0%	53	12.7%	27	31.6%	67	17.0%	36

30. When you initially accepted the job, how long did you expect to stay at this school?			
	Response Percent	Response Count	
Less than 1 year	1.9%	4	
1 year	3.8%	8	
2 years	11.9%	25	
3-5 years	34.1%	72	
5-10 years	12.8%	27	
10 years or more	22.3%	47	
No expectation	13.3%	28	

31. When you started your first teaching job, how long did you expect to be a teacher, at any school?			
	Response Percent	Response Count	
Less than 1 year	1.4%	3	
1 year	0.0%	0	
2 years	7.1%	15	
3-5 years	15.6%	33	
5-10 years	16.1%	34	
10 years or more	47.9%	101	

No expectation	11.9%	25
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32. What is the last IMPACT score you received?		
	Response Percent	Response Count
Ineffective	3.9%	5
Minimally Effective	8.6%	11
Developing	19.5%	25
Effective	35.9%	46
Highly Effective	27.3%	35
Don't know	4.7%	6

33. What IMPACT score should you have received, in your opinion?		
	Response Percent	Response Count
Ineffective	0.0%	0
Minimally Effective	0.0%	0
Developing	0.0%	0
Effective	44.5%	57
Highly Effective	51.6%	66
Don't know	3.9%	5

34. Select the option that best describes your current job status or future plans.		
	Response Percent	Response Count
I'm currently teaching at a new school	45.2%	66
I'm working in the education sector but not in a school	13.7%	20
I'm working outside the education sector	12.3%	18
I'm working at a school but not teaching	9.6%	14
I'm currently looking for a job (Select this option if you're working an interim job while you search for a more permanent and/or desirable job.)	6.2%	9
Other (Please specify)	6.2%	9
I'm currently not teaching but interested in returning to the classroom in the future	3.4%	5

I'm going or will soon go back to school	2.7%	4
I'm not employed and not seeking employment	0.7%	1
I am or will soon be a stay-at-home parent	0.0%	0

35. What type of school are you currently teaching in?		
	Response Percent	Response Count
Traditional public school (i.e., DCPS school)	54.7%	35
Public charter school	23.4%	15
Private school	10.9%	7
Alternative/special education/vocational school	1.6%	1
Other (Please specify)	9.4%	6

36. Where is the school that you are currently teaching in?		
	Response Percent	Response Count
In DC	37.9%	25
Outside DC, but in the DC metro area	33.3%	22
Outside the DC metro area	28.8%	19

37. What is your current annual salary?		
	Response Percent	Response Count
Less than \$25,000	0.0%	0
\$25,001-\$50,000	12.1%	8
\$50,001-\$75,000	50.0%	33
\$75,001-\$100,000	25.8%	17
\$100,001-\$125,000	6.1%	4
\$125,001-\$150,000	0.0%	0
\$150,001-\$175,000	0.0%	0
\$175,001-\$200,000	1.5%	1
Greater than \$200,000	0.0%	0
Prefer not to answer	4.6%	3

38. What type of job would you ideally like to obtain?		
	Response Percent	Response Count

	Response Percent	Response Count
Teaching	55.6%	5
Job outside education sector	11.1%	1
No preference	0.0%	0
Job in education sector other than teaching. Please specify	33.3%	3

39. Where would you ideally teach in your next position? Select all that apply

	Response Percent	Response Count
Washington, DC	60.0%	3
DC metro area, but outside the District	20.0%	1
Outside the DC metro area	20.0%	1
No preference	20.0%	1

40. What type of school would you ideally teach in? Select all that apply.

	Response Percent	Response Count
DC Public Schools (DCPS)	60.0%	3
DC public charter school	60.0%	3
Traditional public school	60.0%	3
Public charter school	20.0%	1
Private school	40.0%	2
Alternative school	40.0%	2
No preference	0.0%	0
Other (Please specify)	20.0%	1

41. What is your gender identity?

	Response Percent	Response Count
Male	21.5%	45
Female	77.0%	161
Other	0.5%	1
Prefer not to answer	1.0%	2

42. In what year were you born?

209 Responses		
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43. What is your race? One or more categories may be selected.			
	Response Percent	Response Count	
White	38.8%	81	
Black or African American	54.1%	113	
American Indian or Alaskan Native	1.0%	2	
Asian	2.4%	5	
Native Hawaiian or Other Pacific Islander	2.4%	5	
Prefer not to answer	4.3%	9	
Other(s)lease specify)	3.4%	7	

44. Are you of Hispanic, Latino/a, or Spanish origin?			
	Response Percent	Response Count	
Yes	7.2%	15	
No	89.5%	187	
Prefer not to answer	3.4%	7	

45. Which languages do you speak fluently? Select all that apply.			
	Response Percent	Response Count	
English	98.1%	205	
Amharic	0.5%	1	
Arabic	0.0%	0	
Chinese	0.0%	0	
French	4.3%	9	
Korean	0.5%	1	
Spanish	15.3%	32	
Vietnamese	0.0%	0	
Other(s)	5.3%	11	

46. What is the highest level of education you completed?			
	Response Percent	Response Count	
Less than a high school diploma	0.0%	0	
High school degree or equivalent (e.g., GED)	0.5%	1	

Some college but no degree	2.4%	5
Associate degree (AA, AS)	1.9%	4
Bachelor's degree (e.g., BA, BS) in teaching	8.3%	17
Bachelor's degree (e.g., BA, BS) in area other than teaching	14.6%	30
Master's in Teaching (MAT)	11.2%	23
Master's in Education (MEd)	34.5%	71
Master's degree other than MAT and MEd (MA, MPhil, MS, MBA, LLM)	16.5%	34
Doctor of Education (EdD)	1.9%	4
Doctor of Philosophy (PhD)	2.4%	5
Other (Please specify)	5.8%	12

47. What is your marital status?			
	Response Percent	Response Count	
Married or in a domestic partnership	43.2%	89	
Divorced	7.3%	15	
Separated	1.9%	4	
Widowed	1.0%	2	
Single	46.6%	96	

48. How many child(ren) under the age of 18 years live in your household?			
	Response Percent	Response Count	
None	61.7%	127	
1	18.0%	37	
2	15.5%	32	
3	4.4%	9	
4	0.5%	1	
5	0.0%	0	
6+	0.0%	0	

49. What is your annual household income?			
	Response Percent	Response Count	
Less than \$30,000	7.3%	15	
\$30,001-\$40,000	5.4%	11	

50. What was your home zip code when you were in the position?	
	20706
	20708
	20712
	20715
	20720
	20720
	20724
	20735
	20737
	20737
	20743
	20743
	20743
	20743
	20743
	20744
	20745
	20745
	20746
	20746
	20746
	20747
	20747
	20747
	20747
	20747
	20770
	20770
	20772
	20772
	20774
	20774
	20774
	20774
	20775
	20782
	20782
	20782
	20783

50. What was your home zip code when you were in the position?	
	20784
	20785
	20785
	20810
	20816
	20817
	20852
	20871
	20901
	20901
	20902
	20903
	20904
	20905
	20906
	20906
	20907
	20910
	20910
	20910
	20910
	20912
	20919
	21076
	21113
	21217
	21244
	22015
	22046
	22153
	22201
	22202
	22202
	22203
	22209
	22304
	22310
	22311

50. What was your home zip code when you were in the position?	
	22312
	22312
	22312
	22546
	23141
	27592
	28713

51. What ward of the District did you live in?			
	Response Percent	Response Count	
1	9.8%	9	
2	2.2%	2	
3	5.4%	5	
4	14.1%	13	
5	14.1%	13	
6	22.8%	21	
7	12.0%	11	
8	3.3%	3	
Don't know	16.3%	15	

52. Did you grow up in the Washington, DC metro area?			
	Response Percent	Response Count	
Yes	29.9%	61	
No	70.1%	143	

53. Did the position require you to relocate to the DC area?			
	Response Percent	Response Count	
Yes	29.8%	61	
No	70.2%	144	

54. Is there anything else you'd like to tell us about why you left your position and/or the topic of retaining teachers at DC schools?		
111 Responses		



Washington Teachers' Union

Amplifying the Voice of DC Teachers

Elizabeth A. Davis, President

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March 13, 2020

Ruth Wattenberg, President
District of Columbia State Board of Education
441 4th Street, NW Suite 530S
Washington, DC 20001

President Wattenberg –

The Washington Teachers' Union (WTU) would like to thank the State Board of Education for its continuing work on Teacher Retention & Attrition in the District of Columbia. Specifically, we'd like to thank you and the Board for issuing the *DC Teacher Attrition Survey* on March 2.

The findings of the *DC Teacher Attrition Survey* mirror the results of previous surveys of WTU members, which have identified DC Public Schools' IMPACT evaluation system as the primary reason that teachers choose to leave the classroom. The Board's finding that teachers who leave a DCPS school are more likely to work at another school than their peers who leave a public charter school indicates that this DCPS policy is forcing qualified teachers out of our public schools.

Research has shown that the current DCPS system of evaluation, IMPACT, does not effectively measure progress being made by students from diverse backgrounds. It gives undue weight to test scores as the main measurement of success. As a result, every year, DCPS loses some of DC's best educators to other school districts. This has created an unstable learning environment for thousands of DC students who are prevented from developing the long-term relationships with educators that lead to improved learning and performance.

The longer IMPACT remains, the longer the District's tragically high rate of teacher, school leader, and other school employee turnover will continue. The high level of teacher turnover has created an unstable learning environment for thousands of DC students who are prevented from developing the long-term relationships with educators that lead to improved learning and performance.

That's why we are asking the Board to collaborate with the WTU to urge DC City Council to amend DC 1-617.18 to allow for a collaborative approach to designing a teacher, school leader, and school employee evaluation system that works.

Again, we thank you for work on this critical subject and look forward to working with you to ensure all schools in the District work to reduce teacher turnover.

Sincerely,

Elizabeth Davis, President
Washington Teachers' Union

March 23, 2020

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

Dear State Board of Education members and staff,

DC Public Schools (DCPS) appreciates the opportunity to review and respond to the State Board of Education (SBOE)'s report on teacher attrition. We have set a high bar for retaining quality educators and recognize your attention to this topic.

At the heart of our work is our commitment to providing every student a high-quality teacher. Over the past decade, we have seen our teacher retention rate rise by nearly eight percentage points due to our work to ensure that teachers have the opportunity to advance on their career paths and receive regular recognition for their work. To accomplish this, DCPS recognizes and celebrates the contributions of educators and their work through several recruitment, growth, and retention strategies, which include:

- Compensating our teachers for their outstanding contributions to our community with an average teacher salary of \$86,815, which has consistently increased in recent years and is more than \$25,000 higher than the national average;
- Implementing the Leadership Initiative for Teacher (LIFT), which provides high-performing teachers opportunities for advancement inside the classroom, along with additional responsibility, recognition, and compensation;
- Partnering with educators in the instructional design and development process for our ongoing areas of focus including technology integration and social-emotional learning; and
- Celebrating high-quality teacher and school leaders through annual recognition events, such as Standing Ovation and Rising Talent.

We know that high-quality teachers are the foundation of a strong school community and are proud that DCPS continues to retain more than 90 percent of our effective and highly effective teachers. Our teachers play an essential role in setting high expectations for our students and creating classroom environments where all students feel loved, challenged, and prepared.

While we appreciate the focus that SBOE brings to the important subject of teacher retention, recognition, and quality, we would like to share concerns with the report's research methodology. First, we have concerns about the sample size (n=242) and response rate (max of 11.8%). The level of nonresponse can create possible bias from a difference in the response from teachers that self-selected to participate. With the low response rate, we cannot be sure that this study accurately represents educators that choose to leave. As an example, our Insight survey (with a 78% response rate) shows that only 6 percent of teachers who plan to leave DCPS identify the IMPACT evaluation system as the reason they are planning to leave.

We are also disappointed that this report concludes, based on limited data and input, that our existing evaluation system, IMPACT, is the "primary reason that teachers from traditional public schools choose to leave the classroom." DCPS' IMPACT teacher evaluation system has served as a national model, and

research shows that it leads to improved teacher quality and more student learning. Many teachers have shared that they want to be fairly evaluated, supported, and celebrated for their contributions to our district, and we are committed to continuing to celebrate and reward DCPS educators.

This year marks the 10-year anniversary of the implementation of IMPACT and as we take a look back on its progress and evolution, we are looking forward to taking a fresh look at how we can update our performance evaluation system to ensure we are supporting all educators. We are currently conducting research to evaluate IMPACT. With American University's expertise and third-party perspective, we are confident that we will enhance our performance evaluation system in a way that best meets the needs of our educators, students, and schools. We are fully committed to implementing a fair and equitable evaluation program for our educators that also serves our students across the district every day.

Thank you for the opportunity to respond to your work and share our concerns. We do appreciate the State Board's role as an advocate and welcome your partnership on further advancing and recognizing DCPS teachers.

Sincerely,

A handwritten signature in cursive script that reads "Lewis D. Ferebee".

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