



1 **Equity Statement for SR22-9, Recommendations Related to Strengthening Teacher**  
 2 **Retention and Workforce Data**

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 4 Since 2018, the D.C. State Board of Education has sought to understanding the effects that low  
 5 retention rates have had on District students, schools, and communities. To understand the extent  
 6 of teacher attrition rates in D.C. schools, the State Board contracted with local education researcher  
 7 and data analyst Mary Levy to produce its first report on teacher and principal retention in the  
 8 District of Columbia.

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 10 The report, published in October 2018, used personnel data compiled from annual performance  
 11 reports, staff databases, and other sources, including the Council of District of Columbia’s  
 12 performance oversight reports and Freedom of Information Act requests. The State Board  
 13 contracted two more reports from Ms. Levy in 2019 and 2021, and each time, Ms. Levy had to  
 14 undergo the same process of manually extracting data to compile these reports.

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 16 It has been clear that teacher retention is an issue of importance to many, and the lack of such data  
 17 makes it difficult to understand the extent and impacts of teacher attrition, its disproportionate  
 18 effects on students designated at-risk, or how best to address this District-wide problem.

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 20 Recognizing this, the State Board submitted legislation, the Statewide Data Warehouse  
 21 Amendment Act, in 2019 and 2021, to the Council of D.C. for consideration. The purpose of the  
 22 bill is to ensure that the data relevant to understanding the nature of teacher attrition and retention  
 23 across the District’s public schools is available annually and publicly.

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 25 While the Office of the State Superintendent of Education (OSSE) has made progress in increasing  
 26 the amount and quality of its teacher workforce data collection, there are still improvements that  
 27 can be made. In July 2022, the State Board’s Teacher Practice and School Support Committee  
 28 asked Ms. Levy what further educator workforce data should be made available to the public. Ms.  
 29 Levy sent her recommendations and met with the Committee to discuss her thoughts. Through this  
 30 resolution, the State Board puts forth Ms. Levy’s recommendations for strengthening data on  
 31 teacher retention and the overall teaching workforce.

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 33 The State Board believes these recommendations will increase equity because a stronger collection  
 34 and reporting of teacher data will help pinpoint where attrition is highest, connect teacher supply  
 35 data with teacher demand data, and ultimately, enable school leaders and policymakers to develop  
 36 solutions that address system-wide issues and individual school needs.

