



State Board of Education Resolution
Recommendations Related to Strengthening Teacher Retention and Workforce Data
SR22-9

WHEREAS, since 2018, the D.C. State Board of Education (State Board) has prioritized the issue of teacher retention through several reports, surveys, legislation, and advocacy;

WHEREAS, one focus of the State Board’s advocacy on teacher retention has been to push for better and more accessible teacher data, as there is still no publicly-accessible statewide data system that tracks information on all teachers in District schools;

WHEREAS, such data would allow school leaders and policymakers to identify teacher retention and attrition patterns, and to develop solutions that address both system-wide issues and individual school needs;

WHEREAS, in 2019 and 2021, the State Board submitted the Statewide Educational Data Warehouse Amendment Act (B23-0515 and B24-0355, respectively) to the Council of D.C. for consideration^{1 2};

WHEREAS, this bill would require the Office of the State Superintendent of Education (OSSE) to publicly and annually report data relevant to understanding teacher retention and attrition in the District;

WHEREAS, over the past several years, OSSE has improved its data collection and public sharing of teacher data, especially with its 2022 Educator Workforce Report, which shared data on all educators across each of D.C.’s 70 local education agencies (LEA) in the 2021–22 school year, as well as school leader and paraprofessional data, and insights into D.C.’s educator preparation provider (EPP) pipeline³;

WHEREAS, OSSE’s 2022 Educator Workforce Report is a step in the right direction, and OSSE has shared an overview of its plan for future teacher data releases with the State Board;

WHEREAS, while there has been progress in the quality and amount of data shared by OSSE, there are major differences between OSSE’s current and planned data releases and the State Board’s proposed legislation;

WHEREAS, to further analyze these differences, the State Board’s Teacher Practice and School Support Committee invited Mary Levy, an education finance lawyer and from whom the State

¹ <https://lms.dccouncil.gov/Legislation/B23-0515>

² <https://lms.dccouncil.gov/Legislation/B24-0355>

³ <https://osse.dc.gov/page/dc-educator-workforce-data>





Board commissioned its reports on teacher turnover in 2018, 2019, and 2021, to make recommendations on how to strengthen OSSE’s teacher data collection and reporting⁴;

WHEREAS, Ms. Levy made the following recommendations for the types of data that OSSE should plan to collect and share:

- Data elements in the proposed Statewide Educational Data Warehouse Amendment Act that are not currently included in OSSE’s metrics, such as type of educator credential, educator state of residence, the number of teachers who left their employment to teach in other states, and more⁵
- Mid-year educator departure rates;

WHEREAS, Ms. Levy recommended that the existing educator dataset should add ward, enrollment, enrollment by English language learner (ELL), special education, students designated at-risk, and grades served;

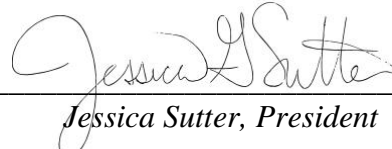
WHEREAS, Ms. Levy also made recommendations for further disaggregation of OSSE’s collected data, most notably that the data available should be able to be disaggregated by ward, sector, LEA, and individual school for the following topics:

- Educator experience, certification, and in-field teaching
- Unfilled positions with associated descriptors
- School leader data to distinguish school principals from other school leadership roles; and

WHEREAS, Ms. Levy recommended that in general, data collection should not place undue burden on teachers and principals, and that data collection of all kinds needs to be better integrated, with consistent definitions and formats to eliminate duplicate requests from multiple entities.

NOW, THEREFORE BE IT RESOLVED, that the D.C. State Board of Education calls on the Council of the District of Columbia to adopt the “Statewide Educational Data Warehouse Amendment Act of 2021” (B24-0355) to ensure that data relevant to understanding the nature of teacher retention across the District’s public schools are available annually and publicly; and

BE IT FURTHER RESOLVED, that the State Board recommends that OSSE consider the aforementioned recommendations submitted by Ms. Mary Levy.

Date Adopted: 10/19/2022 Signed: 
Jessica Sutter, President

⁴ Levy, M. (2022, July 12) *Teacher Practice and School Support Committee Meeting*, Virtual <https://www.dropbox.com/sh/wg8dj44je9ajdk5/AADfBoiCau4AiSoRCzNrZ9lna/2022/2022-07-12-Committee%20Meeting-Teacher%20Practice%20and%20School%20Support?dl=0>

⁵See a full list of data elements proposed by the State Board but not included in OSSE’s 2022 Educator Workforce Report and accompanying flat file in the appendix.





Appendix

Data Element	Disaggregation	Collected or shared by OSSE (Currently or in future data releases)	Location (Report or Flat file)	Notes
Teachers, listed by school, using their unique identifier, including substitute teachers that are utilized within a single school building more than 30 days per quarter;	By school	No	N/A	
Demographics of teachers in a school building (Age, Race/Ethnicity, Gender, State of Residence)	By school and individual teacher level	Partial	Flat file	Missing age and state of residence
Total years of experience for each teacher in whole numbers	Individual teacher level	No*	Report	Not shared at the individual teacher level, but shared at the city level
Type of educator credential	Individual teacher level	No	N/A	
The name and type of teacher preparation program completed by each teacher	Individual teacher level	Yes*	N/A	It appears that this data is collected but not publicly shared. The report includes the percentage of novice teachers supplied by a DC EPP for SY 2020-21.
The number of teachers who left the profession without remaining in the field of education and the reasons for teachers leaving the profession;	By school, LEA, and citywide	No*	Flat file*	The flat file includes "number of teachers who left the public education workforce." This would not include teachers who went to teach in the private sector.
The number of teachers who left their employment to teach in other states	By school, LEA, and citywide	No		
The number and destination of teachers who left their employment to work in another school in the District of Columbia, including nonpublic schools	By school, LEA, and citywide	Partial	Flat file	Missing destination (i.e. it does not share whether a teacher changed sectors such as from traditional public to public charter, public charter to traditional public, public charter to private).
The number of teachers who left a classroom position for another type of educational position	By school, LEA, and citywide	Yes		
The average percentage of teachers who left in each category above over a five-year period.	By school, LEA, and citywide	No		
The number of teacher vacancies	By school and LEA	Yes		

