



IMPACT Data Trends – DCPS Teacher Retention

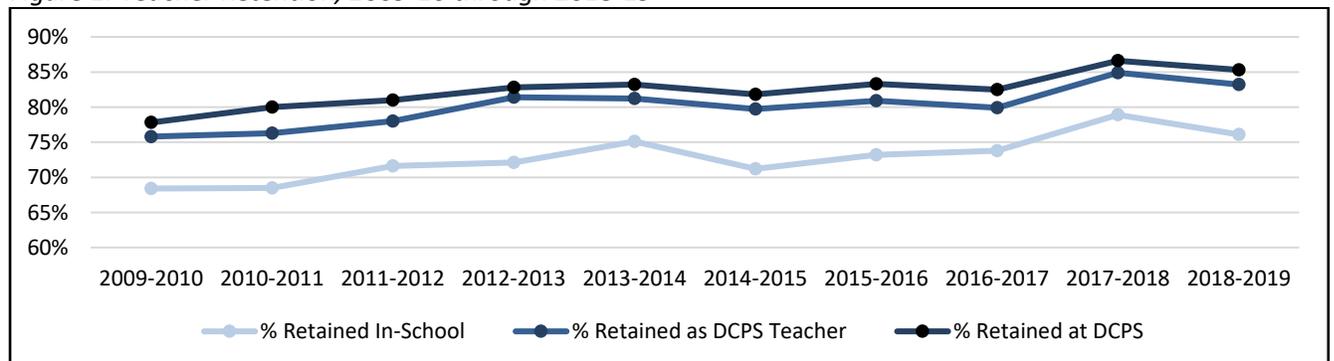
Key Findings:

- DCPS has improved retention since the start of IMPACT; overall district teacher retention is up 7.5% from 77.8% in 2009-10 to 85.3% in 2018-19 (*Figure 1*)
- In recent years, 96% of Highly Effective teachers return each year to DCPS, a significantly higher percentage than below Effective teachers (67%) (*Figure 2*)
- When Highly Effective teachers do leave, they infrequently indicate that IMPACT is the main reason for doing so. Exiting teachers who are not Highly Effective cite IMPACT at higher rates (*James and Wyckoff, 2019 – Figure 13 and 14*). Insight data suggests that, overall, DCPS teachers cite evaluation as the reason they leave more often than teachers in other districts. Low-performing DCPS teachers cite the evaluation system at 3-5 times the rate of high-performing DCPS teachers. (*Figure 11*)
- In 2017-18 and 2018-19, Black and Hispanic/Latino teachers were retained at higher rates than white teachers (*Figure 3*)
- Title I and Non-Title I schools have seen similar rates of within-school retention of their Highly Effective teachers. Overall, teachers leave Title I schools at higher rates than at non-Title I schools (*Figure 5*)
- In recent years, 7-8% of teachers have transferred between schools each year. Evidence suggests this may be higher than in other districts (*Figure 12*)
- New teachers hired by DCPS outperform separated and non-retained teachers on their final IMPACT score (*Figures 8 and 9*). Given DCPS strategic retention, on average, when a teacher leaves DCPS, the student achievement in their grade at their school goes up the next year. (*Adnot, Dee, Katz, and Wyckoff, 2017*)
- Teachers hired to replace low-performing teachers who left DCPS contributed an average of more than 4 additional months of student learning in a single year in math and reading (*Adnot et. al, 2017*)

How has DCPS retention varied since the start of IMPACT?

The table below tracks teacher retention from the start of IMPACT in 2009-10 to 2018-19. All teachers are included in these calculations, regardless of their IMPACT rating. Across that time, teacher retention has improved 7.5% from 77.8% in 2009-10 to 85.3% in 2018-19.

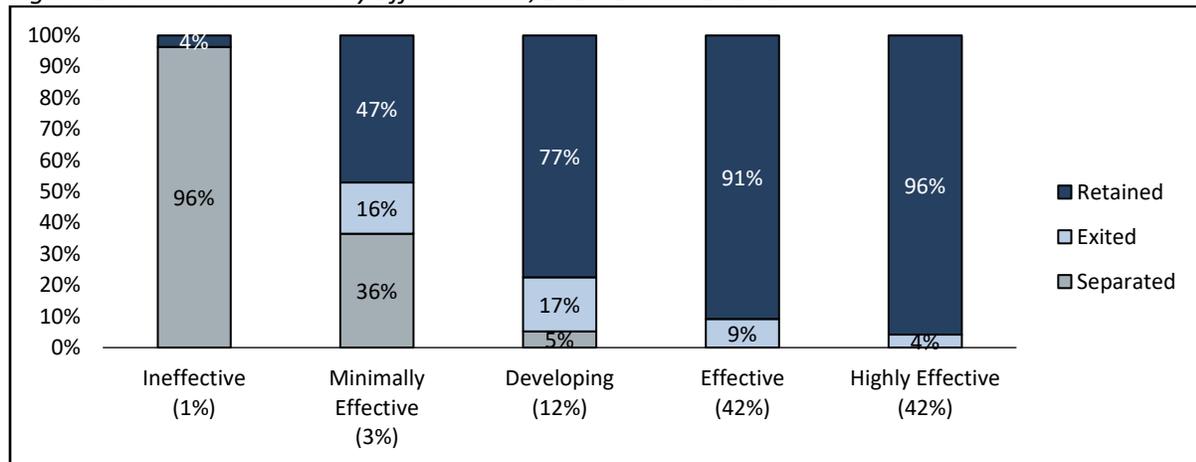
Figure 1: Teacher Retention, 2009-10 through 2018-19



How does teacher retention vary by effectiveness?

The figure below shows how teacher retention varies by IMPACT Final Rating. “Separated” teachers are those who were separated due to their IMPACT rating (once Ineffective, twice Minimally Effective, three times Developing, or a rating that declined from Developing to Minimally Effective); “Exited” teachers are those who leave DCPS on their own accord (either due to resignation or retirement); “Retained” teachers are those who return to DCPS in any role by October 1 the following year. Overall, 2.8% of teachers were separated, while 8.1% chose to leave DCPS on their own. In recent years, 96% of Highly Effective teachers return each year to DCPS, a significantly higher percentage than below Effective teachers (67%). The percentages below each rating indicate the average percentages of teachers in that rating category across SY 17-18 and SY 18-19.

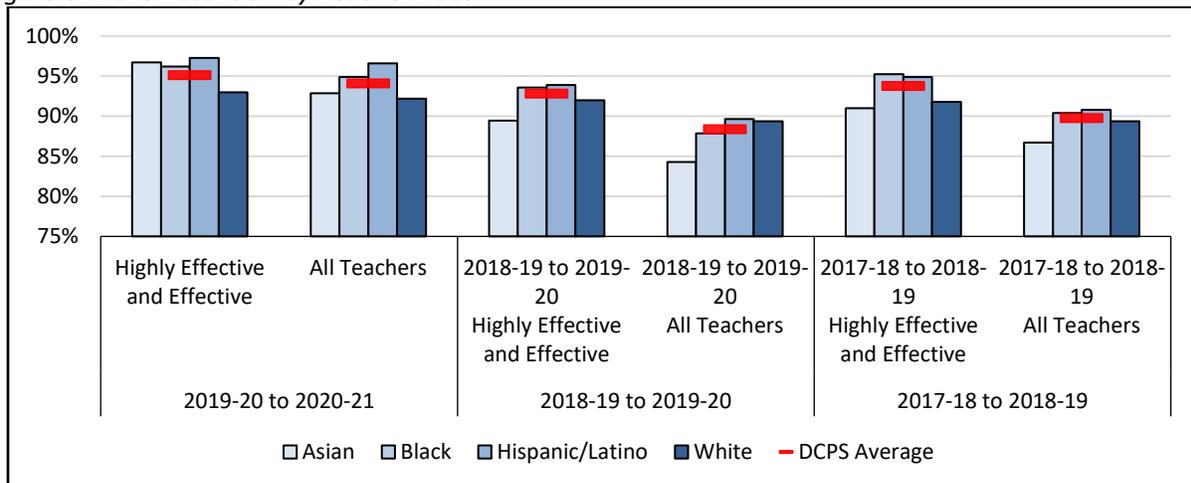
Figure 2: Teacher Retention by Effectiveness, 2017-18 and 2018-19



How does retention vary by teacher race?¹

The chart below looks at retention within DCPS by teacher race. Teachers are counted as retained if they return to DCPS in any role by October 1 the following year. On average, Asian and white teachers have the lowest retention rates while Black and Hispanic/Latino have the highest rates of teacher retention.

Figure 3: DCPS Retention by Teacher Race



¹ Race/ethnicity data are self-reported to HR; some staff do not choose to report these data, or these data are missing. Some subgroups are not shown due to small n-sizes.

How does retention vary by teacher gender and race?²

The chart below looks at retention within DCPS by teacher gender and race. As above, teachers are counted as retained if they return to DCPS in any role by October 1 the following year.

Figure 4: DCPS Retention by Teacher Gender and Race

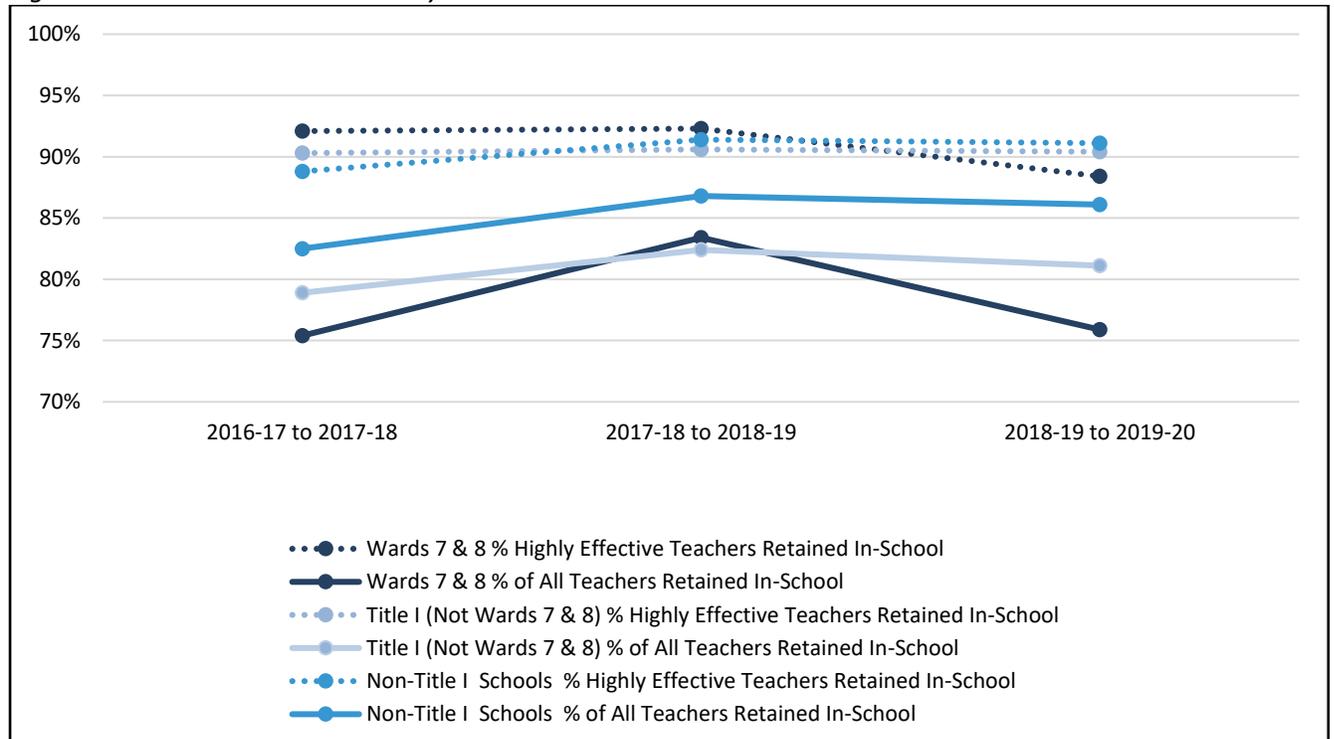
Gender and Race	2018-19 to 2019-20		2017-18 to 2018-19	
	Highly Effective and Effective	All Teachers	Highly Effective and Effective	All Teachers
Female	93%	89%	94%	91%
American Indian or Alaska Native	90%	82%		100%
Asian	89%	83%	89%	85%
Black	94%	89%	96%	92%
Hispanic/Latino	95%	91%	95%	91%
Not Reported	93%	90%	95%	88%
White	92%	89%	91%	90%
Male	92%	87%	94%	88%
Asian	92%	90%	100%	93%
Black	92%	85%	94%	87%
Hispanic/Latino	92%	87%	95%	90%
Not Reported	94%	86%	93%	88%
White	93%	90%	93%	88%

² Race/ethnicity data are self-reported to HR; some staff do not choose to report these data, or these data are missing. Some subgroups are not shown due to small n-sizes; a blank cell signifies a group had 10 or fewer teachers for that year.

How does within-school teacher retention vary by school Title I status?

While within school retention has fluctuated over the past few years, Title I and Non-Title I schools have seen similar rates of within-school retention for Highly Effective teachers.

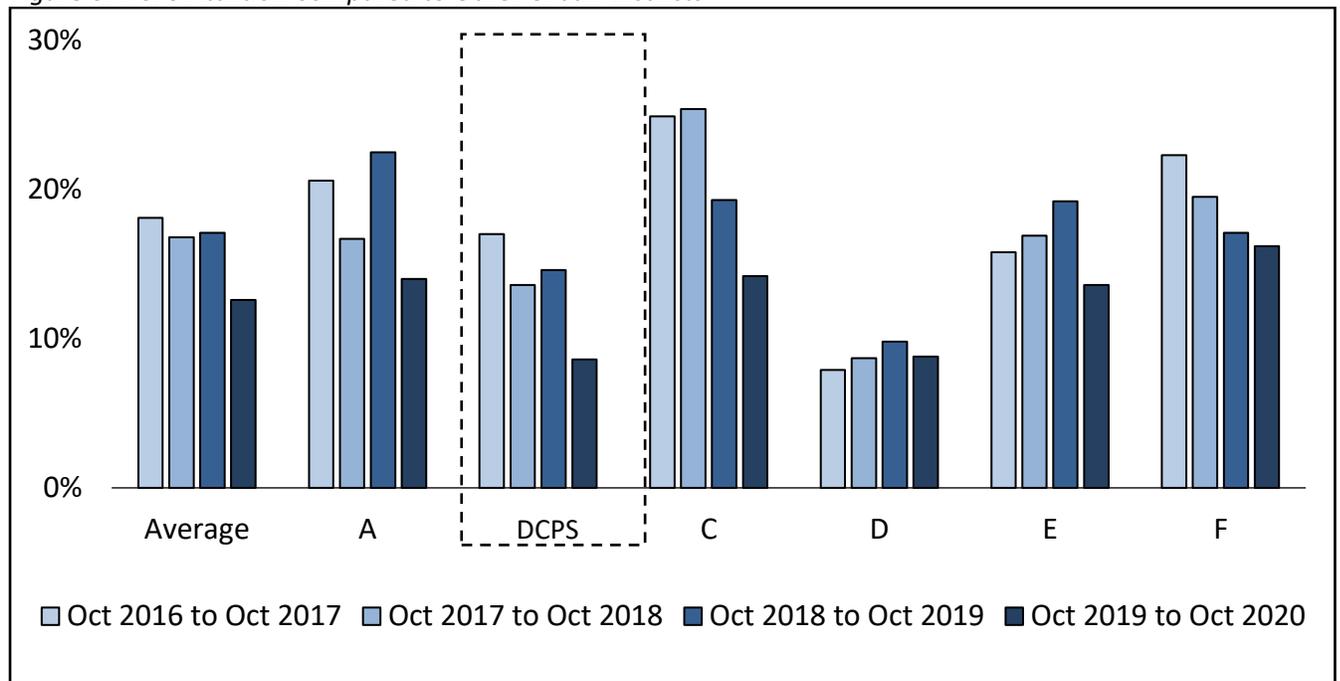
Figure 5: Within-School Retention by School Title I Status



How does DCPS attrition compare to other districts?

Educational Resource Strategies, Inc. (ERS) included DCPS in a study of six urban districts looking at attrition trends from 2016-17 to 2019-20. They calculated attrition by looking at teachers present as of October 1 in a given year and determining the percentage of teachers who were still employed by DCPS on October 1 the following school year. DCPS had the second-lowest teacher attrition rate of the six districts, both before and during COVID (Educational Resource Strategies, Inc., 2021). According to ERS, Districts A and E are most similar to DCPS, and DCPS' attrition was lower than both of these districts across all four periods (Educational Resource Strategies, Inc., 2021).

Figure 6: DCPS Attrition Compared to Other Urban Districts



Details on the six urban districts included in the ERS study are included below. Districts A and E are most similar to DCPS (Educational Resource Strategies, Inc., 2021).

Figure 7: ERS Comparison Districts

	Enrollment	N Teachers	% Free and Reduced Lunch	Region
District A	50,000	3,000	75%	South
DCPS	50,000	4,200	75%	East
District C	25,000	1,600	65%	Mid-West
District D	20,000	800	90%	West
District E	86,000	6,200	80%	South
District F	36,000	2,200	80%	Mid-West

How do new teachers hired by DCPS perform compared to those who leave the district?

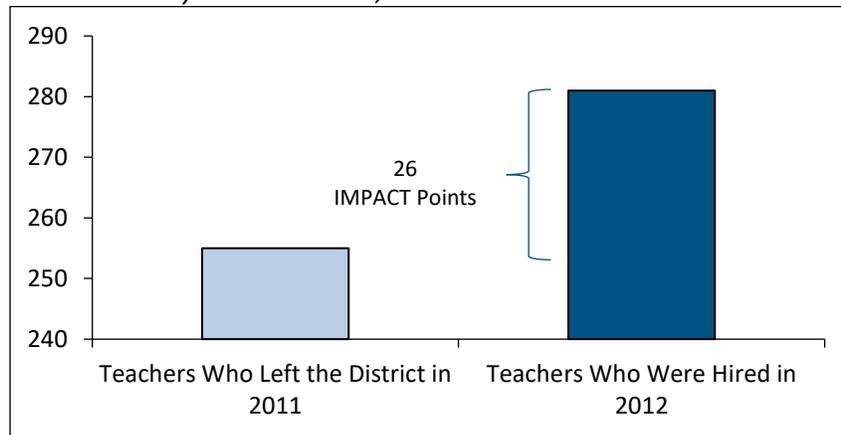
The chart below shows the final IMPACT score for teachers who left after the 2018-19 school year and those who were new in the 2019-20 school year. New teachers in 2019-20 are those who were never evaluated as a teacher under IMPACT before. New teachers, on average, outperformed teachers who were separated from DCPS in 2018-19 due to IMPACT by 90 points on their final IMPACT score.

Figure 8: Final IMPACT Scores by Teacher Status, 2018-19 and 2019-20



This finding was also present in the early years and was confirmed through the Stanford/UVA study. Their study found that teachers hired in the 2011-12 school year substantially outperformed those who left DCPS in 2010-11 (Adnot, Dee, Katz, and Wycoff, 2017).

Figure 9: Final IMPACT Scores by Teacher Status, 2011-12 and 2012-13



How does teacher retention affect student achievement?

In their study, Adnot et. al, found that IMPACT-induced teacher turnover leads to greater student achievement results, particularly in High Poverty schools (Adnot et al., 2017). Teachers hired to replace low-performing teachers who left DCPS contributed an average of 4.5 additional months of student learning in a single year in math (Adnot et al., 2017). Teachers hired to replace low-performing teachers who left DCPS contributed an average of 4.1 additional months of student learning in a single year in reading (Adnot et al., 2017).

Researchers at UVA have found that, when a teacher leaves DCPS, the student achievement in their grade at their school goes up the next year, on average (Adnot et al., 2017). “Teacher turnover in DCPS had an overall positive effect on student achievement in math (i.e., 0.08 standard deviations), and that the effect of turnover in reading is also positive (i.e., 0.046 standard deviations) but is only significant at the 10 percent level” (Adnot et. al, 2017). This suggests that any potential instability from turnover is outweighed by the gains achieved when low-performing teachers leave and are replaced by (on average) better-performing teachers.

What does planned retention look like at DCPS compared to other districts?

During the Spring 2019 Insight survey administration, teachers were asked how many additional years they planned to keep teaching at their school. The National District average is a comparison made up of other similar districts that also participate in TNTP’s Insight survey. Over a quarter of DCPS teachers responded that they were planning to leave their school this year or next—this was 4% more than the

National District average—although a lower percentage of DCPS teachers say they plan to leave this year compared to the National District average.

Figure 10: Teacher Planned Retention as of Spring 2019

	National District Average	DCPS Average
How many years do you plan to continue teaching at your school?		
This is my last year	12%	11%
1 more year	13%	17%
2 more years	11%	13%
3 more years	8%	8%
4 more years	4%	5%
5 more years	12%	15%
6 more years	2%	2%
7 more years	2%	2%
8 more years	2%	1%
9 more years	1%	1%
Ten or more years	34%	27%
Percent of teachers planning to leave their school this year or next	24%	28%

What factors are contributing to teachers' plans to leave DCPS?

Of teachers who responded that they planned to leave this year or next, over 50% responded that dissatisfaction with their school leadership/immediate supervisor, dissatisfaction with culture and learning environment at their school, and personal reasons as the primary factor for leaving. While on average, 6% of the National sample noted dissatisfaction with financial compensation, 0% of DCPS on average noted this as a cause for exiting the district. A higher percentage of DCPS teachers cite the evaluation system as the most important factor contributing to their plans to stop teaching at their school than in the National District Average, although that comparison cannot be broken out by teacher effectiveness. In DCPS, low-performing teachers cite the evaluation system at 3-5 times the rate of high-performing teachers.

Figure 11: Contributing Factors to Stop Teaching as of Spring 2019

Please select the most important factor contributing to your plans to stop teaching at your school.	National District Average	DCPS Average
Dissatisfaction with my school leadership/immediate supervisor	13%	22%
Dissatisfaction with culture and learning environment at my school	9%	17%
I am leaving for personal reasons that have nothing to do with my school (e.g., moving, family matters, retirement)	19%	14%
I am leaving for professional reasons that have nothing to do with my school (e.g., changing careers, graduate school)	11%	8%
Dissatisfaction with student conduct at my school	7%	7%
Dissatisfaction with the teacher performance evaluation system	2%	7%
I am leaving to take on a leadership role in a school or district	5%	4%
My workload is too great (e.g., school year, school day, class size, prep time)	6%	4%
Dissatisfaction with staff collegiality and collaboration at my school	2%	3%

Please select the most important factor contributing to your plans to stop teaching at your school.	National District Average	DCPS Average
Lack of recognition/respect	3%	3%
I am being laid-off, non-renewed or bumped from my position for reasons that are not my decision	4%	2%
Insufficient opportunities to earn a promotion	2%	2%
My commute is too long	5%	2%
Poor quality of professional development	0%	2%
Inability to have an adequate positive impact on student outcomes at my current school	2%	1%
Lack of job security	2%	1%
Not enough discretion to make decisions about my classroom and curriculum	2%	1%
Dissatisfaction with financial compensation (including salary and benefits)	6%	0%

What do DCPS teachers plan to do after leaving their current school?

Of teachers who responded that they planned to leave this year or next, 41% of DCPS teachers said they planned to transfer within the district and continue teaching. This was 11% higher than the National District average and was similar to findings by ERS that DCPS had higher teacher transfer rates among High Poverty Schools.

Figure 12: Teacher Plans after Leaving Role as of Spring 2019

Which of the following best describes your plans after you stop teaching at your current school? I plan to...	National District Average	DCPS Average
Continue teaching in a different school in my current district/network.	30%	41%
Continue teaching in a different school outside of the local area	15%	13%
Continue teaching in different school in the local area outside of my current district/network	13%	12%
Work for a nonprofit or other organization in the education field.	7%	7%
Assume a leadership role with current district/network	10%	6%
Retire	5%	6%
Leave the PreK-12 education field.	6%	4%
Go to school full-time (graduate school/professional degree)	4%	3%
Take time off from work for personal reasons (e.g., start a family, medical, personal)	6%	3%
Assume a leadership role in the local area outside of my current district/network	3%	2%
Assume a leadership role outside the local area	2%	2%

When teachers actually leave DCPS, what reasons do they cite?

While the Insight Surveys look at *planned retention*, James and Wyckoff have analyzed exiting teachers' Declaration of Intent to Not Return (DINR) survey responses of teachers who actually leave DCPS. Some Highly Effective teachers cite IMPACT as a reason they leave, but the percentage is low and has been getting lower. On average since 2013, 4% of exiting Highly Effective teachers listed IMPACT as their top reason for leaving, and 13% listed it among their top 3 reasons (James and Wyckoff, 2019). In 2017 (the most recent year of data analyzed by UVA), only 1% listed IMPACT as their top reason, and 3% among their top 3 (James and Wyckoff, 2019). Exiting Effective teachers named IMPACT as one of their top 3 reasons for leaving at twice the rate of Highly Effective teachers – 23% on average from 2013 through

2017 (James and Wyckoff, 2019). Relocation, workload, school leadership and retirement were identified much more frequently as reasons for leaving DCPS.

Figure 13: Top Factor in Leaving DCPS for Effective and Highly Effective Teachers, Teacher DINR Survey Responses 2013-2017 (James and Wyckoff, 2019)

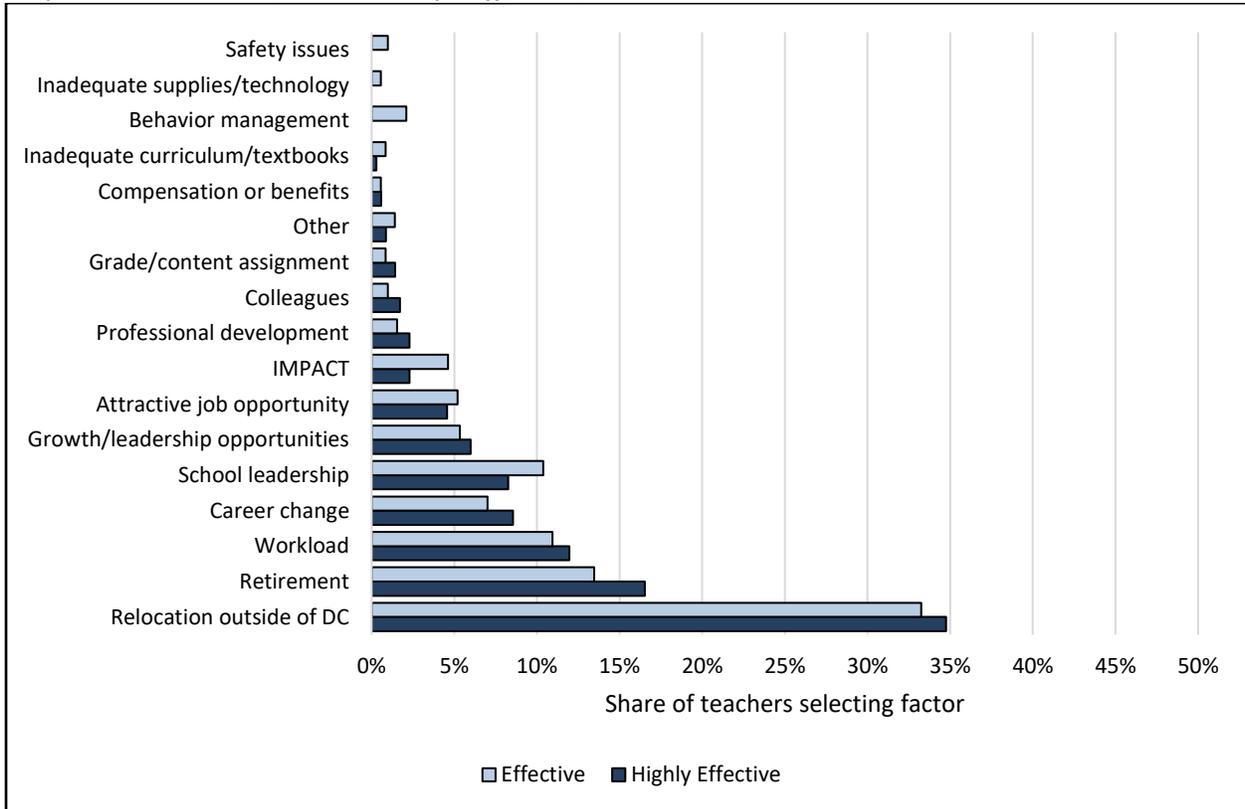
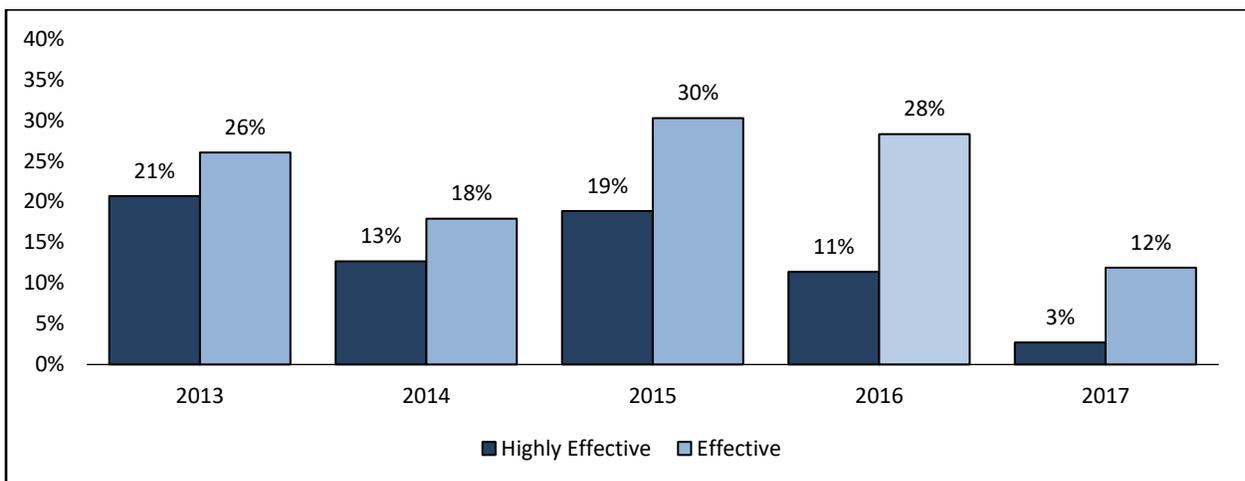


Figure 14: Share of Departing Effective and Highly Effective Teachers Defining IMPACT as One of the Top Three Factors in Decision to Leave Teaching in DCPS (James and Wyckoff, 2019)



References

Adnot, Melissa, Thomas Dee, Veronica Katz, and James Wyckoff. "Teacher Turnover, Teacher Quality, and Student Achievement in DCPS." National Bureau of Economic Research, March 1, 2017.

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James, Jessalynn, and Jim Wyckoff. "Teacher Evaluation and Teacher Retention in DCPS." University of Virginia, January 2, 2019.