



November 2024

Educator Exit Survey Report

Introduction

Pursuant to DC Code § 38–174(d)(1) DC Public Schools (DCPS) publishes an Educator Exit Survey Report that provides the results of exit surveys from the previous school year and:

1. Makes public a summary of the surveys used to gather the necessary information to publish this report;
2. Makes public the data used to furnish the report without any personal identifiable information;
3. Publishes the number and percentage of educators systemwide and by school who left the employ of their schools or the employ of DCPS, disaggregated by various factors;
4. Highlights schools retaining more of their educators than other schools with similar student demographics and the practices those schools implement to retain educators. reports on the use of funds to support flexible scheduling during Fiscal Year 2024.

Per DC Code § 38–170(2), an **educator** includes a principal, assistant principal, teacher, assistant teacher, paraprofessional, school psychologist or counselor, or any person who provides professional educational services or psychological services at a school. In prior reporting, DCPS has provided information about retention of teachers and staff in school leadership roles only. This report includes a more expansive view and includes data on educators more broadly.

Executive Summary

DCPS continues to retain a high proportion of educators at schools and within the system.

Furthermore, DCPS retains an even higher proportion of our most effective educators. Out of the 7,483 educators employed by DCPS as of October 1st, 2023, 88% (6,618) remained employed at DCPS and 81% (6,036) remained employed at their school as of October 1st, 2024. Of the 6,175 educators rated Highly Effective or Effective on our IMPACT evaluation and feedback system, 87% (5,362) were retained at their school and 94% (5,795) were retained within DCPS. Over the past decade we have seen our rates of educator retention rise and we are incredibly proud that so many DCPS educators chose to return to work at DCPS this school year.

Summary of the Information Used to Furnish Report

Retention Calculations

Each October, DCPS records who was employed by DCPS, their roles, and the school at which they were employed on October 1st. DCPS then uses this record to calculate retention rates from one year to the next. For this report, this information was used to calculate retention rates from School Year 2023 – 2024 to School Year 2024 – 2025. For each educator, this record demonstrates whether that educator was:

- (A) at the same school in the same role,
- (B) at the same school but in a different role,
- (C) at a different DCPS school (or elsewhere in DCPS) but in the same role,
- (D) at a different DCPS school (or elsewhere in DCPS) but in a different role, or
- (E) no longer employed by DCPS.

When calculating the number and percentage of educators who stayed at their school, categories (C), (D), or (E) are subtracted from the total number of educators. When calculating the number and percentage of educators who stayed at DCPS, category (E) is subtracted from the total number of educators.

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This annual record that was used as the “current year” snapshot in one year then becomes the “prior year” snapshot when calculating retention the following year.

DCPS tracks within-system retention because the ability of educators to transfer to new schools or to Central Services is a strength of the school system. Educators responding to DCPS’ transfer survey cited “Job opportunity at a different school” or “Opportunities for growth/leadership” as the reason for their transfer 36% of time. Educators may seek professional growth opportunities at a new school teaching a new subject or grade level. Educators may be hired as assistant principals, instructional coaches, or principals at new schools within the system. And, educators may choose to support their colleagues through a role at DCPS’s Central Services. These opportunities are all possible because of the diversity of roles and responsibilities within DCPS.

Exit and Transfer Surveys

To identify the reasons why educators leave DCPS this report uses information gathered through exit and transfer surveys. DCPS requests all DCPS employees complete an exit survey when they leave the system. Of the 853 educators who left DCPS between October 1st, 2023 and October 1st, 2024, 547 of them (64%) completed the exit survey. Since March 2024, DCPS requests employees who transfer schools complete an internal transfer survey. The transfer survey includes similar questions as the exit survey with slight adjustments to reflect the transfer status. Of the 576 educators who transferred schools, 155 (or 27%) completed the transfer survey.

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Disaggregated Data

Years of Service in DCPS

DCPS retains educators with more years of service in DCPS (8+) above the system average and at higher rates than teachers with fewer years of service.

Years of Service in DCPS	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
1-2 Years	1721	70% (1208)	78% (1349)
3-7 Years	2629	80% (2114)	89% (2345)
8-14 Years	2107	85% (1801)	93% (1970)
15+ Years	1026	89% (913)	93% (954)

Race

As a school district, DCPS retained educators identifying as Black or White at the average level for the District overall, and educators identifying as Hispanic/Latino at higher rates than the district average. DCPS retained teachers identifying as Asian at rates lower than the average for the District overall.

Race	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
American Indian or Alaska Native	18	83% (15)	83% (15)
Asian	268	76% (203)	85% (229)
Black	4149	80% (3306)	88% (3668)
Hispanic/Latino	726	84% (612)	90% (654)
Native Hawaiian or Other Pacific Islander	1	100% (1)	100% (1)
Not Reported	463	81% (375)	88% (409)
White	1747	82% (1431)	88% (1543)

Gender

DCPS retention rates show minimal variation by gender with similar rates at the school level and identical rates for teachers leaving the system overall.

Gender	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Female	5819	80% (4683)	88% (5145)
Male	1664	81% (1353)	89% (1473)

Job Title

DCPS retention rates vary by job title. Assistant Principals and Principals were retained at rates significantly higher than the average for the district. Educators categorized as Aide, Librarian, or Psychologist show the highest rates of leaving their school. Notably, significant numbers of educators in these roles who left their school remained employed at DCPS at another school and / or in another role.

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Educators classified as Teacher were retained in their school and within the system at higher levels than the average for educators overall.

Job Title	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Aide	1291	75% (963)	82% (1056)
Assistant Principal	211	87% (184)	94% (198)
Counselor	159	86% (136)	92% (146)
Instructional Coach	242	80% (193)	93% (224)
Librarian	119	76% (91)	86% (102)
Occupational Therapist	72	93% (67)	93% (67)
Other Educator	8	75% (6)	75% (6)
Other Therapist	20	95% (19)	95% (19)
Principal	113	95% (107)	97% (110)
Psychologist	126	73% (92)	87% (110)
Social Worker	221	80% (177)	91% (202)
Speech Language Pathologist	133	86% (115)	87% (116)
Teacher	4768	82% (3886)	89% (4262)

Ward of Location for the School

DCPS retention rates show some variation by Ward. Educators in Ward 3 were retained at the highest rates, both at their school and within DCPS. When disaggregating data by ward, the retention rate varied more at the school level than the District level.

Location of School	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Ward 1	819	83% (682)	89% (727)
Ward 2	396	83% (329)	89% (352)
Ward 3	835	84% (705)	91% (757)
Ward 4	1357	79% (1071)	87% (1181)
Ward 5	733	80% (588)	89% (649)
Ward 6	1067	79% (844)	87% (931)
Ward 7	881	80% (706)	89% (785)
Ward 8	1053	78% (817)	88% (929)

Educator Pipeline Program

DCPS partners with specific alternative and “grow-your-own” educator pipeline programs. There is substantial variation in retention when disaggregated by program. All educators who participated in OSSE’s Apprenticeship in Teaching and Georgetown University’s Residency programs were retained at their school. Please note that DCPS educators may have completed other educator preparation programs that are not reflected in DCPS’s data systems.

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Educator Preparation Program	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
City Teaching Alliance	194	70% (135)	86% (167)
Teach For America	87	77% (67)	85% (74)
Relay GSE Teacher Residency Program	68	85% (58)	91% (62)
OSSE Apprenticeship in Teaching Program	15	100% (15)	100% (15)
Georgetown University Residency Program	9	100% (9)	100% (9)
Howard University Teacher Residency Program	8	50% (4)	63% (5)

Rating on SY23-24 Evaluation

DCPS calculates IMPACT ratings each year and retains teachers scoring Highly Effective and Effective at significantly higher rates than teachers scoring lower on the evaluation. To see how IMPACT ratings are calculated, view the IMPACT Guidebooks at <https://dcps.dc.gov/publication/current-impact-guidebooks>.

The total number of educators in this table is less than the number of educators employed by DCPS because not all educators received an IMPACT rating in SY23-24.

Score on Most Recent Evaluation	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Highly Effective	3714	90% (3344)	95% (3540)
Effective	2461	82% (2018)	92% (2255)
Developing	646	70% (449)	83% (535)
Minimally Effective	150	48% (72)	63% (94)
Ineffective	70	14% (10)	19% (13)

Grade Level

An educator's grade level here is determined by the school where an educator is employed. Schools that span multiple grade levels (i.e., education campuses) are coded to the grade level in which most of their grades fall. Retention rates at the school and system level vary somewhat by grade level taught. The total number of educators in this table is less than the number of educators employed by DCPS because some educators work across grade levels.

Grade Level	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Elementary (PreK-5)	4643	80% (3695)	88% (4082)
Middle (6-8)	786	78% (615)	90% (705)
High School (9-12)	1745	83% (1451)	89% (1551)

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Subject Taught

The table below shows the subject taught for educators classified as “teacher” who are employed by DCPS. Because so many teachers teach multiple subjects, DCPS groups teachers into subject area-groupings as follows.

Subject Taught	Number of Teachers	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Core (Math, ELA, Science, Social Studies)	2030	80% (1626)	89% (1797)
Early Childhood Education	648	87% (565)	93% (603)
English Language Learners	340	84% (285)	90% (307)
Inner Core (Specials – e.g., Art, Band, PE/Health)	613	81% (495)	88% (541)
Special Education	982	80% (781)	89% (875)

School

Educator retention rates vary by school. In addition to educators working at individual schools, this report includes data on the retention of the 338 educators who were employed by Central Services and working within schools. DCPS is not disaggregating retention rates at the individual school level (i.e., retention rate by evaluation rating at Amidon-Bowen ES) because the resulting numbers of individuals in each category would be too small. This would result in the risk of individuals at schools being identifiable.

School	Number of Educators	Percentage (#) Who Stayed at School	Percentage (#) Who Stayed at DCPS
Amidon-Bowen ES	53	70% (37)	79% (42)
Anacostia HS	52	77% (40)	94% (49)
Ballou HS	95	81% (77)	88% (84)
Ballou STAY HS	50	86% (43)	92% (46)
Bancroft ES	92	92% (85)	93% (86)
Bard HS Early College DC	41	85% (35)	85% (35)
Barnard ES	82	77% (63)	80% (66)
Beers ES	65	83% (54)	92% (60)
Benjamin Banneker HS	50	94% (47)	96% (48)
Brent ES	45	84% (38)	87% (39)
Brightwood ES	99	88% (87)	93% (92)
Brookland MS	50	80% (40)	86% (43)
Browne EC	75	79% (59)	89% (67)
Bruce-Monroe ES @ Park View	67	82% (55)	91% (61)
Bunker Hill ES	39	87% (34)	95% (37)
Burroughs ES	49	84% (41)	88% (43)
Burrville ES	37	81% (30)	92% (34)

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C.W. Harris ES	49	82% (40)	88% (43)
Capitol Hill Montessori @ Logan	56	71% (40)	77% (43)
Cardozo EC	119	76% (91)	85% (101)
Cleveland ES	46	80% (37)	85% (39)
Columbia Heights EC	189	86% (162)	88% (166)
Coolidge HS	116	85% (99)	88% (102)
Deal MS	128	83% (106)	93% (119)
Dorothy I. Height ES	77	86% (66)	90% (69)
Drew ES	39	79% (31)	82% (32)
Duke Ellington School of the Arts	24	88% (21)	92% (22)
Dunbar HS	107	76% (81)	88% (94)
Eastern HS	116	88% (102)	91% (106)
Eaton ES	48	81% (39)	92% (44)
Eliot-Hine MS	42	90% (38)	93% (39)
Excel Academy	61	62% (38)	79% (48)
Garfield ES	47	64% (30)	83% (39)
Garnet-Patterson STAY	72	76% (55)	89% (64)
Garrison ES	64	88% (56)	91% (58)
H.D. Cooke ES	71	79% (56)	86% (61)
H.D. Woodson HS	82	87% (71)	93% (76)
Hardy MS	58	69% (40)	83% (48)
Hart MS	50	88% (44)	96% (48)
Hearst ES	52	75% (39)	88% (46)
Hendley ES	51	75% (38)	88% (45)
Houston ES	60	70% (42)	78% (47)
Hyde-Addison ES	46	93% (43)	96% (44)
Ida B. Wells MS	72	81% (58)	89% (64)
J.O. Wilson ES	70	91% (64)	93% (65)
Jackson Reed HS	191	82% (156)	86% (165)
Janney ES	72	94% (68)	96% (69)
Jefferson MS Academy	46	50% (23)	96% (44)
John Francis Education Campus	77	84% (65)	91% (70)
John Lewis ES	67	72% (48)	87% (58)
Johnson MS	49	84% (41)	90% (44)
Kelly Miller MS	47	70% (33)	87% (41)
Ketcham ES	39	72% (28)	90% (35)
Key ES	41	83% (34)	95% (39)
Kimball ES	60	65% (39)	85% (51)
King ES	43	74% (32)	81% (35)
Kramer MS	39	74% (29)	92% (36)
Lafayette ES	92	75% (69)	87% (80)

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Langdon ES	58	76% (44)	91% (53)
Langley ES	53	77% (41)	85% (45)
LaSalle-Backus ES	56	88% (49)	93% (52)
Lawrence E. Boone ES	62	73% (45)	85% (53)
Leckie ES	63	81% (51)	89% (56)
Ludlow-Taylor ES	59	81% (48)	86% (51)
Luke C. Moore HS	35	86% (30)	91% (32)
MacArthur High School	28	79% (22)	79% (22)
MacFarland MS	72	78% (56)	85% (61)
Malcolm X ES @ Green	46	91% (42)	98% (45)
Mann ES	45	82% (37)	91% (41)
Marie Reed ES	68	82% (56)	91% (62)
Maury ES	53	89% (47)	94% (50)
McKinley MS	38	79% (30)	82% (31)
McKinley Technology HS	71	93% (66)	96% (68)
Military Road ELC	24	75% (18)	92% (22)
Miner ES	63	46% (29)	75% (47)
Moten ES	43	88% (38)	100% (43)
Murch ES	72	89% (64)	93% (67)
Nalle ES	52	94% (49)	98% (51)
Noyes ES	44	73% (32)	89% (39)
Office of Elementary Schools	36	83% (30)	94% (34)
Office of School Improvement and Supports	29	83% (24)	93% (27)
Office of Social Emotional and Academic Development	1	0% (0)	100% (1)
Office of Teaching and Learning	276	87% (240)	89% (245)
Oyster-Adams Bilingual School	105	88% (92)	90% (95)
Patterson ES	53	75% (40)	87% (46)
Payne ES	48	83% (40)	85% (41)
Peabody ES	33	76% (25)	79% (26)
Phelps Architecture, Construction, and Engineering HS	46	83% (38)	83% (38)
Plummer ES	43	84% (36)	88% (38)
Powell ES	66	89% (59)	94% (62)
Randle Highlands ES	46	91% (42)	98% (45)
Raymond ES	71	73% (52)	80% (57)
River Terrace EC	50	66% (33)	80% (40)
Ron Brown College Preparatory HS	41	85% (35)	95% (39)
Roosevelt HS	120	83% (100)	89% (107)
Ross ES	28	68% (19)	75% (21)
Savoy ES	40	75% (30)	75% (30)
School Without Walls HS	48	92% (44)	94% (45)
School-Within-School @ Goding	53	89% (47)	89% (47)

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Seaton ES	65	91% (59)	92% (60)
Shepherd ES	49	80% (39)	90% (44)
Shirley Chisholm Elementary School	73	85% (62)	90% (66)
Simon ES	48	67% (32)	73% (35)
Smothers ES	45	76% (34)	87% (39)
Sousa MS	42	79% (33)	93% (39)
Stanton ES	57	79% (45)	93% (53)
Stevens ELC	25	80% (20)	88% (22)
Stoddert ES	53	91% (48)	94% (50)
Stuart-Hobson MS	47	87% (41)	91% (43)
Takoma ES	82	61% (50)	79% (65)
Thomas ES	48	83% (40)	94% (45)
Thomson ES	50	84% (42)	88% (44)
Truesdell ES	73	60% (44)	75% (55)
Tubman ES	93	77% (72)	87% (81)
Turner ES	65	83% (54)	91% (59)
Van Ness ES	44	86% (38)	91% (40)
Walker-Jones EC	58	66% (38)	83% (48)
Watkins ES	43	65% (28)	79% (34)
Wheatley EC	68	76% (52)	87% (59)
Whitlock ES	34	85% (29)	88% (30)
Whittier ES	67	88% (59)	91% (61)

Reason for Leaving

The top reason educators left DCPS was because of relocation outside of the DC area. This report uses information gathered through exit and transfer surveys to identify the reasons why educators leave DCPS. DCPS requests all DCPS employees complete an exit survey. Of the 853 educators who left DCPS between October 1st, 2023 and October 1st, 2024, 547 of them (64%) completed the exit survey. Since March 2024, DCPS requests employees who transfer schools complete an internal transfer survey. The transfer survey includes similar questions as the exit survey with slight adjustments to reflect the transfer status. Of the 576 educators who transferred schools, 155 (or 27%) completed the transfer survey. Educators can select up to three reasons for leaving or transferring. The tables below identify the primary reason selected by educators.

Educators who Left DCPS and Responded to Exit Survey		
Primary Reason for Leaving	# of Educators	% of Educator Respondents
Relocation outside of DC area	123	22.5%
Work/life balance	75	13.7%
School leadership	58	10.6%
Career change	53	9.7%
Retiring	48	8.8%
Attractive job opportunity	45	8.2%
IMPACT	23	4.2%

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Behavior management	19	3.5%
Opportunities for growth/leadership	19	3.5%
Lack of opportunity for growth	16	2.9%
Dissatisfaction with colleagues	11	2.0%
Colleagues	9	1.6%
Inadequate resources	8	1.5%
Compensation/benefits	6	1.1%
Support from Central Services	6	1.1%
Professional development	6	1.1%
Assigned content area or grade level	6	1.1%
Curriculum and/or textbooks	5	0.9%
School safety	5	0.9%
Support from principal	3	0.5%
Parent and community engagement	2	0.4%
Inadequate supervision	1	0.2%

Educators who Transferred Schools and Responded to Transfer Survey		
Primary Reason for Leaving	# of Educators	% of Educator Respondents
Support from principal	38	24.5%
Job opportunity at a different school	31	20.0%
Opportunities for growth/leadership	25	16.1%
General dissatisfaction with the role	15	9.7%
Assigned content or grade level	13	8.4%
Career change	10	6.5%
Work/life balance	9	5.8%
IMPACT	7	4.5%
IMPACT <i>plus</i> opportunity	3	1.9%
School culture	2	1.3%
Support from Central Services	2	1.3%

Highlighting of School Practices that Promote Educator Retention

Through informational interviews with eight DCPS schools (identified below) with strong retention data over recent years, common themes and patterns of strategies that lead to high rates of retention were identified. The participating schools emphasize the importance of continuous professional development, empowering teachers to lead their own learning while providing tailored growth opportunities. Supportive leadership fosters open communication and accessibility, encouraging staff to express their needs and concerns. A strong sense of community is cultivated through social events and team-building activities, complemented by regular recognition systems that celebrate teacher achievements. Collaborative decision-making involves teachers in key processes, enhancing their sense of ownership within the school. Additionally, structured onboarding and mentorship programs support new teachers, while intentional hiring practices ensure alignment with the school's values. Finally, the schools prioritize work-life balance and staff wellness through dedicated initiatives that promote wellness and stress reduction.

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The following are key themes gathered from schools with a strong recent track record of retention results relative to similar schools:

Empathetic and Supportive Leadership

- Leaders practice open communication and vulnerability. They maintain open-door policies which encourage teachers to express their needs and concerns freely without the need for appointments, promoting a welcoming environment.
- School leaders and staff encourage high-performing teachers to stay while also respecting their decisions to leave, promoting a culture of support.
- Each school implements structured onboarding processes for new teachers, providing mentorship and orientation to help them acclimate to the school culture and expectations.
- **Randle Highlands ES:** *"I lead the way I want to be led. Listening to my staff is key, and my door is always open. We are a community of love and growth."*
- **Deal MS:** *"You cannot replicate the leadership here. Principal Neal is what keeps me coming back -- she cares about me not just as a professional but also as a person. She is very understanding and considerate of the human behind the work."*

Focus on Professional Development

- Schools emphasize the importance of continuous professional development. They encourage teachers to take ownership of their learning and share successful practices with colleagues.
- They offer tailored professional development sessions and prioritize planning time for teachers to collaborate and refine their practice.
- They empower teachers to lead their own learning and support peer development, fostering a culture of continuous improvement.
- Leaders are clear about their vision for the school and the expectations of their staff members (e.g., what their non-negotiables are).
- **LaSalle Backus ES:** *"Principal Gray is a constant participant in DCPS-wide professional development, and she has also ensured there is internal PD that is curriculum-based."*

Recognition and Appreciation

- Each school has systems in place for recognizing and celebrating teacher achievements. This includes informal shout-outs and more structured rewards for high-performing teachers.
- Teachers are recognized regularly by both the school administration and their peers.
- Leaders go above and beyond to honor their staff publicly and host events/gatherings to celebrate their staff.
- **Banneker HS:** *"I make sure to shout out individual teachers for recognition and awards. We do crystal awards and certificates and acknowledge them in front of their peers."*
- **Bancroft ES:** *"We have 'roars' which staff or students can give to one another. These are little kudos or shout-outs. It makes a huge impact to not only get praise from leadership but from one another."*

Community, Sense of Belonging, and Shared Leadership

- Leaders focus on fostering a sense of community by building a welcoming, inclusive environment where teachers feel valued and supported.
- Schools organize social events and team-building activities to strengthen relationships outside of the classroom.

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- There is a regular practice of recruiting alumni as teachers, as they have a stronger commitment to and understanding of the school culture.
- Leaders highlight the importance of diverse staff demographics and a collegial atmosphere where all staff feel valued and engaged.
- Teachers are involved in decision-making processes, including hiring and curriculum development, promoting a sense of ownership.
- **Luke C. Moore HS:** *“I believe in servant leadership where there is equity among roles and a removing of hierarchy. Everyone understands their value and impact in the school.”*

Work-Life Balance/Wellness

- All schools prioritize work-life balance, with formal and informal policies in place that protect teachers’ personal time and encourage self-care. They recognize the need for teachers to manage their professional and personal lives effectively.
- Schools send out weekly newsletters to reduce emails and meetings with key information from the week.
- **Bancroft ES:** *“Teachers have planning sessions for 3 hours (once every three weeks) while an AP works with kids. This gives them the time they need to engage in deep planning and focused work time.”*

Additionally, in reviewing **Insight Survey** results for these schools we saw the two most common reasons reported as factors contributing to employees’ plans to stay include:

- Positive school culture and learning environment
- Ability to have a positive impact on student outcomes

Schools Highlighted Above		
School	Ward	School Details
Bancroft ES	4	Dual Language School
Banneker HS	1	
Deal MS	3	Middle School
LaSalle-Backus ES	4	Title I School, High EL population
Luke C. Moore HS	5	Title I School, Opportunity Academy
Murch ES	3	
Randle Highlands ES	7	Title I School
Thomson ES	2	Title I School

DCPS is committed to supporting the educator workforce and promoting practices that retain effective educators. DCPS will continue to improve practices in response to feedback and data and will continue to provide the public and policymakers with insights on this important topic via this report and as part of OSSE’s annual data collection for its reporting on the educator workforce. As noted above, DCPS has substantially increased the number of educators retained within schools and within the system over the past decade and now retains 88% of educators within DCPS and 81% within their school.