

IMPACT Overview and Progress from Four Years of Implementation in DC Public Schools

March 31, 2014



Background on Washington D.C. Public Schools (DCPS)

- 46,000 students
 - 77% high-poverty
 - 69% Black, 16% Latino, 11% White
- 113 schools, 4,000 teachers, 7,000 total school-based staff
- Historically one of the lowest-performing school districts in the United States
 - In 2007, only 12% of 8th graders were proficient at reading according to the National Assessment of Educational Progress
 - Around half of students graduate from high school
- Yet DCPS also spends more per student than most other districts
- In 2007, the school district was placed under direct control of the Mayor
- For the past six years, the district has been led by reform-oriented Chancellors Michelle Rhee and Kaya Henderson

Agenda

- Why we developed IMPACT
- How IMPACT works
- Our progress
- Next steps
- Discussion



Where we were in 2007

12% vs. 95%

8th Grade Reading
Proficiency (2007 NAEP)

Teachers Meeting or
Exceeding Expectations

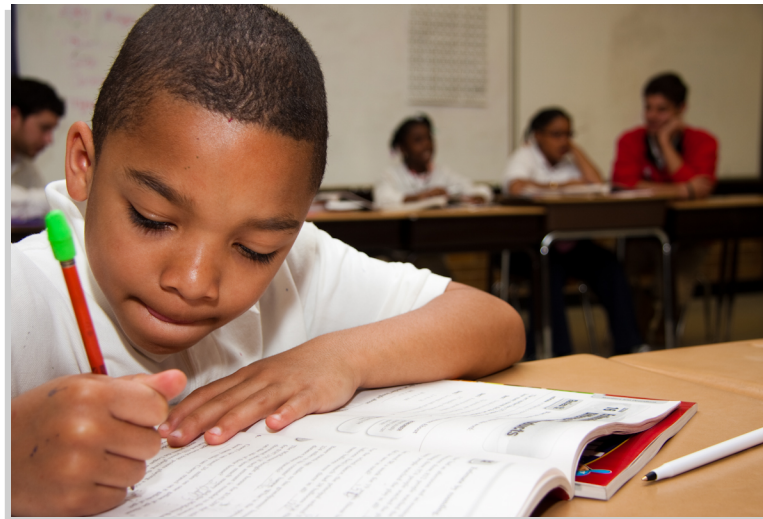
Teachers are the most important resource in our schools

Underperforming, low-income children who have great teachers for three years in a row will catch up to their higher-income peers. In short, great teachers can close the achievement gap.

-- Eric Hanushek in *Teacher Quality*, 2002

Implications for performance assessment

- We needed a performance assessment system that:
 - Provided clear expectations and differentiated, relevant feedback
 - Provided clear opportunities for growth and professional development
 - Provided a means of identifying our high performers
 - Provided a fair, efficient process for moving out low performers



Background on IMPACT

- What is IMPACT?
 - IMPACT is the teacher evaluation system for the District of Columbia Public Schools. It was launched in the fall of 2009.
- How are teachers evaluated under IMPACT?
 - Four factors: student progress, classroom practice, collaboration, and professionalism
- What kinds of support do teachers receive?
 - Written feedback along with a conference to discuss next steps for growth after each observation
 - Targeted support from school-based instructional coaches
 - Targeted support from content-based expert teachers called master educators

Sub-Goal 1: Clear Expectations and Targeted Support

- Set clear expectations; provide feedback and opportunities for growth
- Identify which teachers need help and provide them with support:
 - Multiple observations
 - 100 school-based instructional coaches
 - 45 master educators



Camia Hoard
Master Educator, Elementary



Janice Carter-Bowden
Coach, LaSalle-Backus EC

Sub-Goal 2: Recognition and Retention

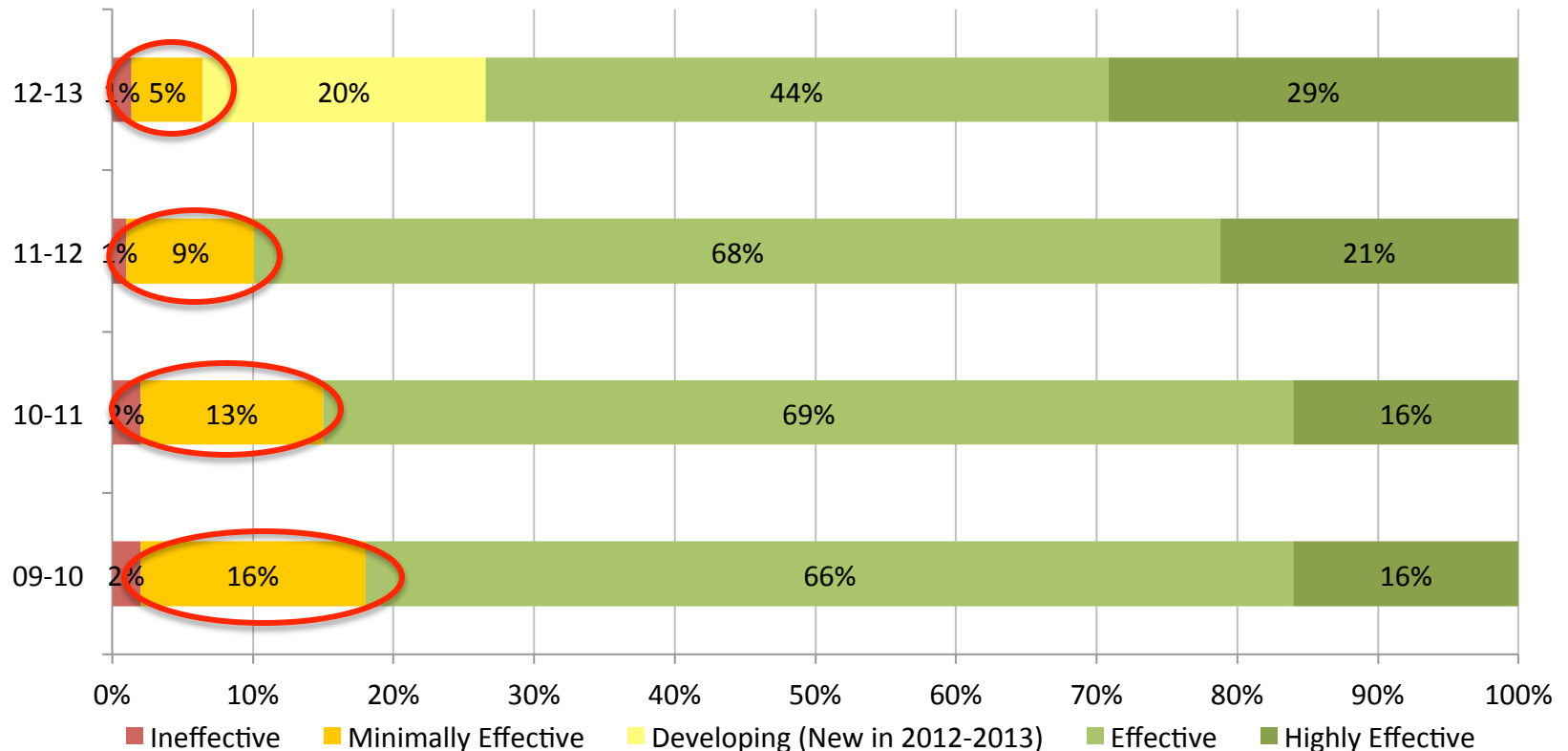
- Identify our best teachers and then do everything possible to keep them:
 - Shower them with praise
 - Pay them more
 - Give them new opportunities and responsibilities



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Teachers Central To Leadership (TCTL)

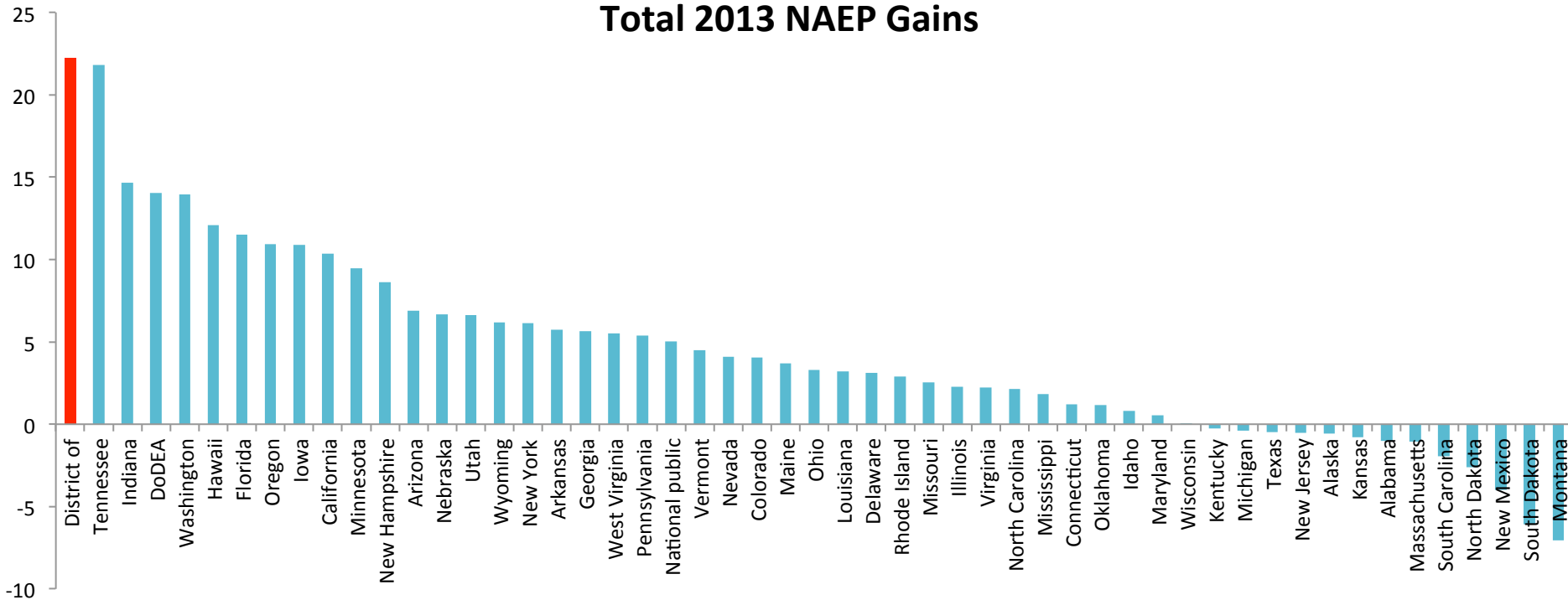
Sub-Goal 3: Transition Out Low Performers



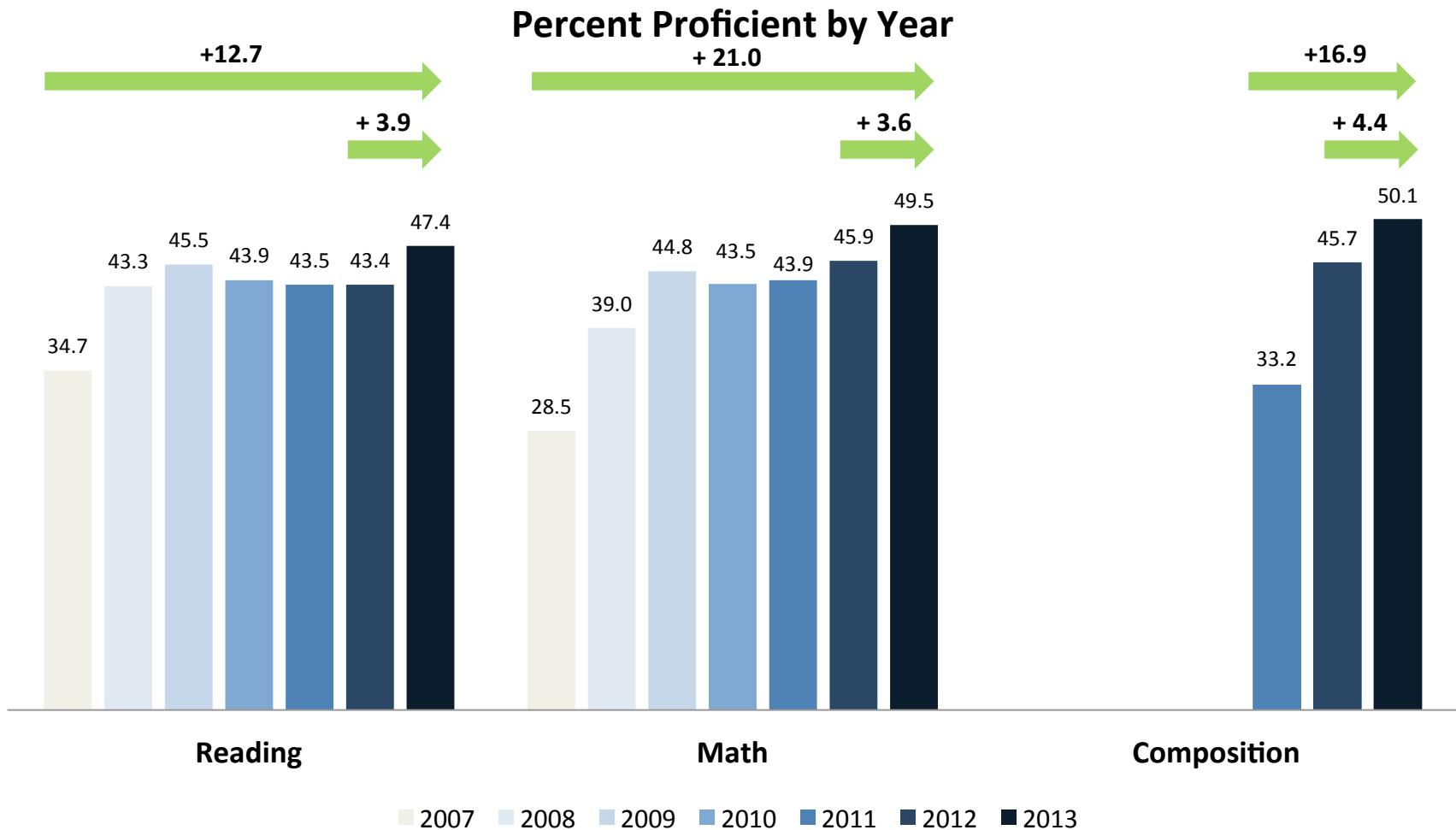
- Roughly 1% of the teaching force was rating “Ineffective” last year.
- Roughly 1/3 of teachers rated “Minimally Effective” (second lowest category) resign voluntarily from the school system.

The National Assessment of Educational Progress (NAEP), our gains were the best in the nation

Total 2013 NAEP Gains



Over the past six years, our schools have made dramatic gains;
2013 saw the highest proficiency rates ever



Agenda

- Why we developed IMPACT
- **How IMPACT works**
- Our progress
- Next steps
- Discussion



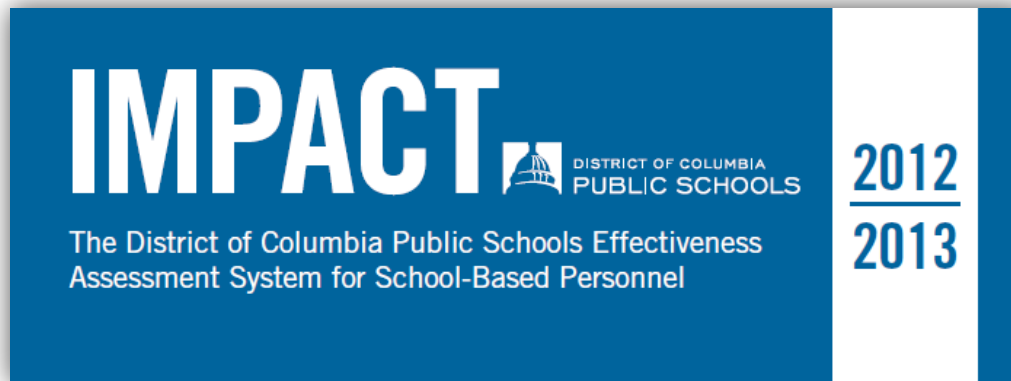
IMPACT Timeline

- June 12, 2007: Appointment of Chancellor Rhee
- August 2007 – August 2008: Research phase
- September 2008 – August 2009: Design phase
- September 2009: Launch of IMPACT 1.0
- August 2010: Launch of IMPACT 2.0
- June 2011: Appointment of Chancellor Henderson
- August 2011: Launch of IMPACT 2.1
- August 2012: Launch of IMPACT 3.0
- August 2013: Launch of IMPACT 3.1



Who Does IMPACT Cover?

- All school-based staff including principals and Assistant Principals
- Nearly 7,000 people
- Approximately 1/3 are not teachers



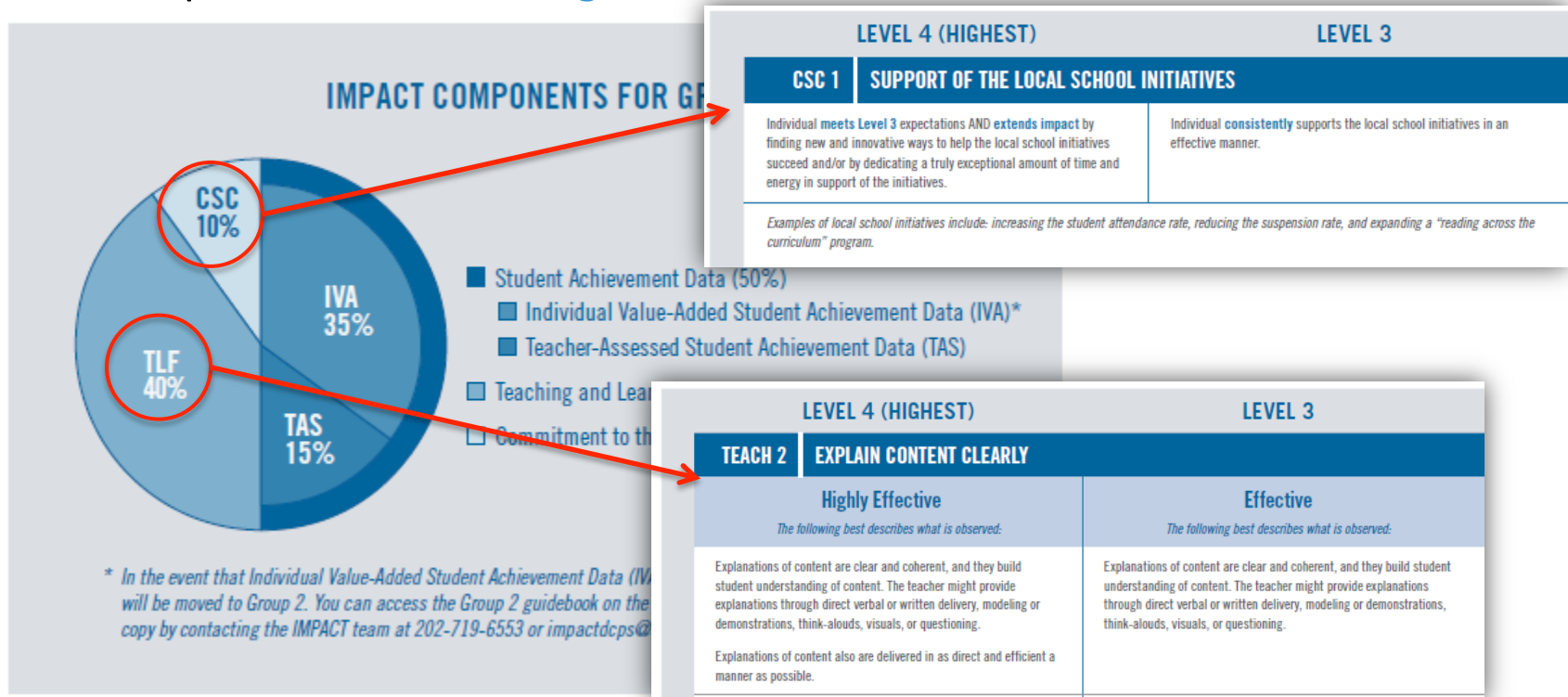
IMPACT Groups

- Group 1: Teachers with DC CAS Data
- Group 2: Teachers without DC CAS Data
- Group 2a: Early Childhood Education Teachers
- Group 3: Special Education Teachers
- Group 3a: Special Education Teachers – Autism
- Group 3b: Special Education Teachers – Early Childhood
- Group 4: Non-Itinerant ELL Teachers
- Group 5: Itinerant ELL Teachers
- Group 6: Shared Teachers
- Group 7: Visiting Instruction Service Teachers
- Group 8: Student Support Professionals
- Group 9: Librarians
- Group 10: Counselors
- Group 11: School-based Social Workers
- Group 11a: School-based Psychologists
- Group 12: Related Service Providers
- Group 13: Special Education Coordinators
- Group 14: Program Coordinators and Deans
- Group 15: Instructional Coaches
- Group 16: Mentor Teachers
- Group 17: Educational Aides
- Group 18: Office Staff
- Group 19: Custodial Staff
- Group 20: Other

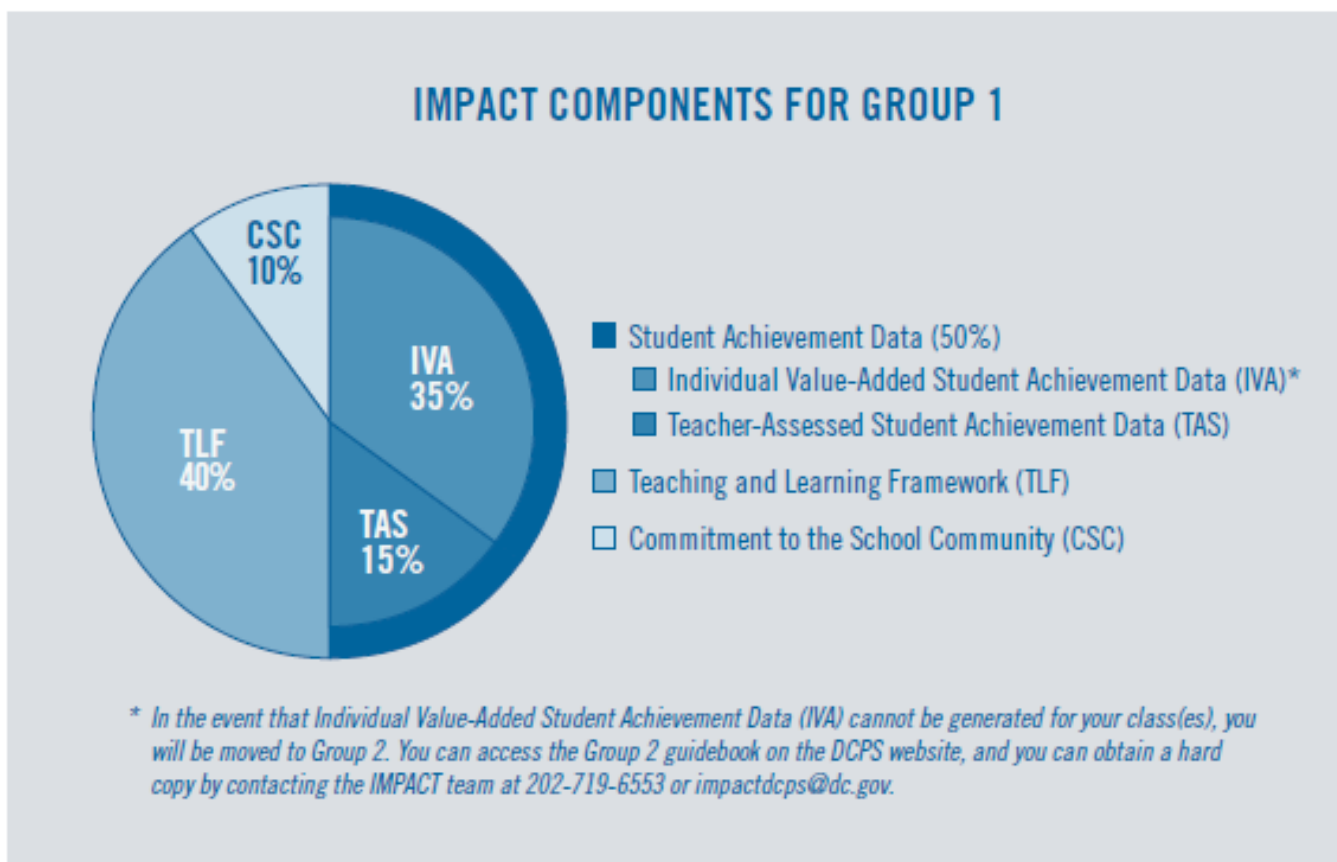


IMPACT Rubrics

- Different components are used to evaluate different groups
- Each component has a scoring rubric

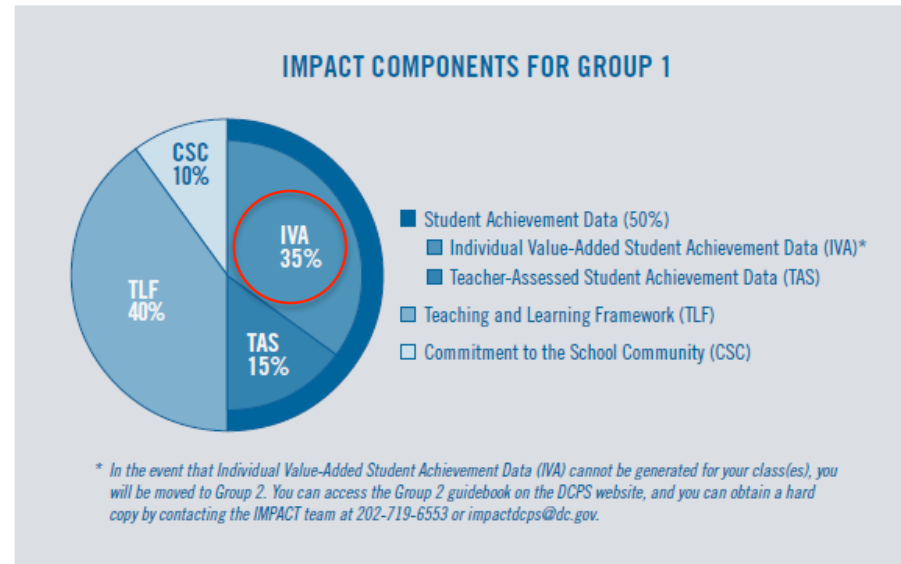


Group 1 - General Education Teachers with IVA Data



Component 1: Individual Value-Added (IVA)

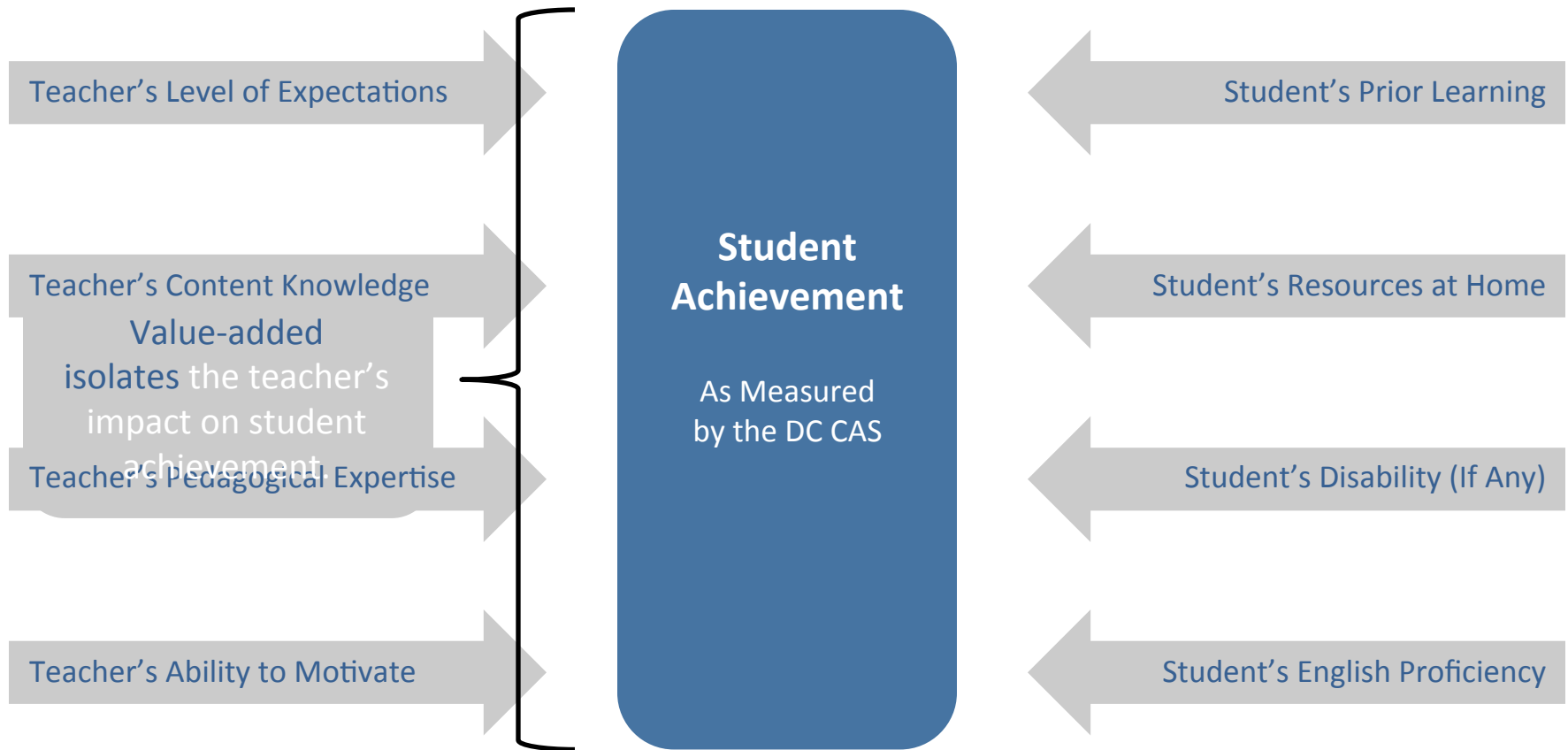
35%



Component 1: Individual Value-Added (IVA)

- A measure of a **teacher's impact** on student learning
- Measures how a teacher's students performed on the **DC CAS in comparison with** how similar children performed (that is, children with the same skill level at the beginning of year)
- **DOES** take into account different starting points of different children
- **DOES** take into account other factors that are outside the teacher's control: for example, poverty, special education status, etc.
- Does **NOT** require teachers to meet Adequate Yearly Progress (AYP)

Component 1: How Does Value-Added Work?



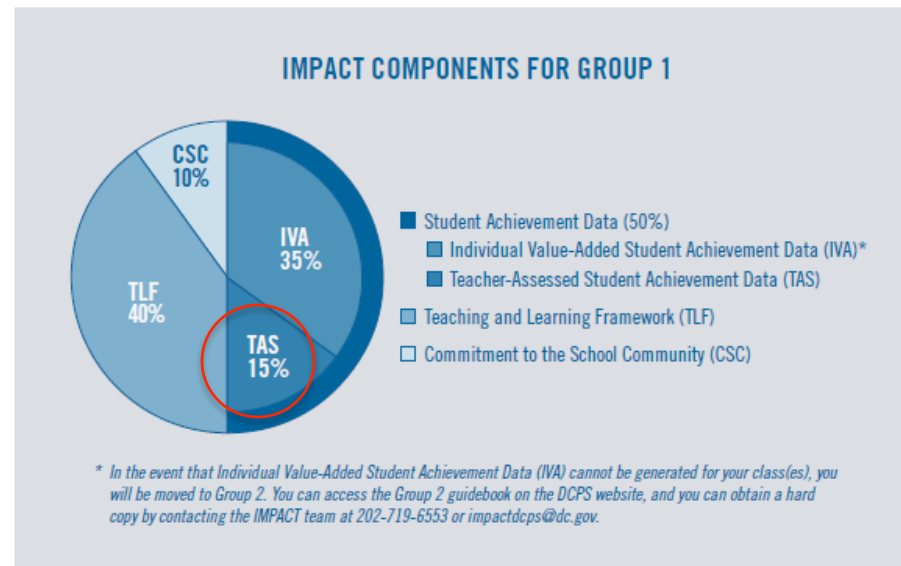
Component 1: Who Has Individual Value-Added (IVA)?

- Group 1 teachers
 - 4th – 8th grade, reading and math
 - 9th - 10th grade, ELA only
- About 15% of teaching force



Component 2: Teacher-Assessed Student Achievement Data (TAS)

15%

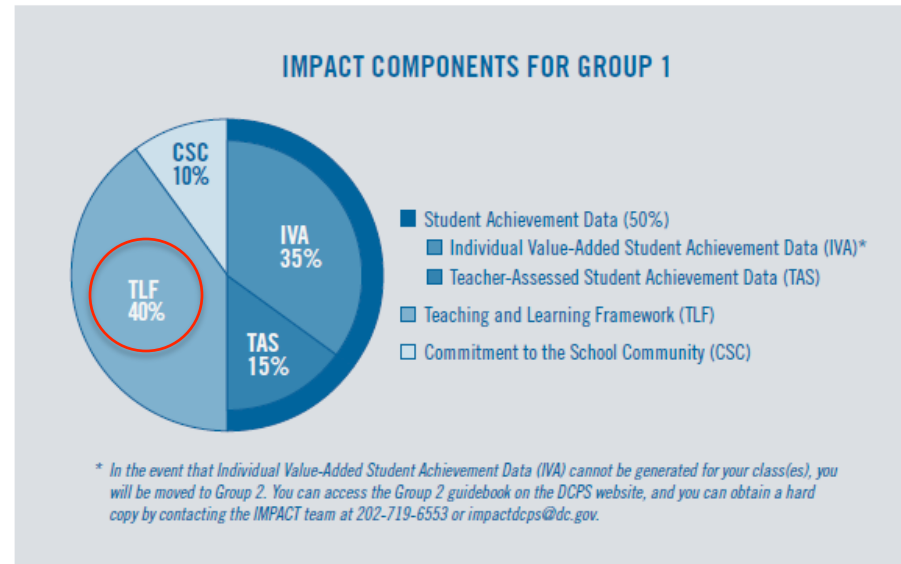


Component 2: Teacher-Assessed Student Achievement Data (TAS)

- A measure of a **teacher's impact** on student learning
- Based on a grade and subject area **appropriate assessment**
- Goals are unique and developed based on **baseline data**
- School leaders and teachers determine the most appropriate assessment and goals during a beginning of the year **TAS conference**
- Teachers **collect data** over the course of the year and meet with their principal again at the end of the year to discuss and assign a **final TAS score**

Component 3: Teaching and Learning Framework (TLF)

40%



Component 3: Teaching and Learning Framework (TLF)

- The Framework defines the actions that effective teachers take to deliver high-quality instruction within a safe, engaging, and productive classroom.
- Recognizing the significance of teachers in increasing student achievement, the framework:
 - Empowers teachers to drive instructional design and delivery.
 - Provides a common language to discuss instructional practices.
 - Drives robust, coherent professional development opportunities.
- The Framework provides a *process* for approaching instructional design and delivery; it is not a packaged product or program.



Component 3: Teaching and Learning Framework (TLF)

- Evaluators use the TLF rubric to conduct both **formal** and **informal** observations
- Most teachers receive 4 formal and 1 informal observation throughout the year

	Formal Observations	Informal Observations
Length	30 minutes	At least 15 minutes
Scores	Scores for all standards	No scores
Comments	Full written report, 5 comments across 9 standards	Brief comments on strengths and areas for growth
Conference	Yes	No

Component 3: Teaching and Learning Framework (TLF)

- **Teach 1:** Lead **well-organized, objective-driven** lessons
- **Teach 2:** Explain **content clearly**
- **Teach 3:** Engage students at all learning levels in **accessible and challenging work**
- **Teach 4:** Provide students **multiple ways to move toward mastery**
- **Teach 5:** **Check** for understanding
- **Teach 6:** **Respond** to student understanding
- **Teach 7:** Develop **higher-level understanding** through effective questioning
- **Teach 8:** **Maximize** instructional time
- **Teach 9:** Build a supportive, **learning-focused classroom** community

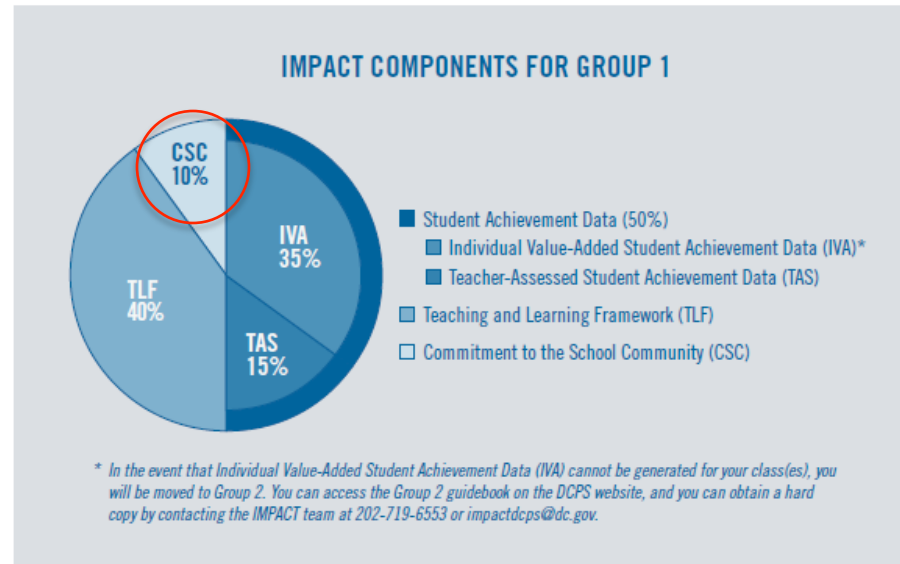
Component 3: Teaching and Learning Framework (TLF)

■ Master Educators:

- Total of 45 (approximately 1,500 applications from DCPS and around the country)
- Go through an extensive 4-part application process
- Receive 6 weeks of initial training, more throughout the year
- Are subject-specific (not school-based)
- Are full-time (Salary: \$92,000-\$102,000)
- Conduct about 200 observations per year
- Provide targeted professional development through post-observation conferences, subject area “inquiry groups,” new teacher visits, and other venues

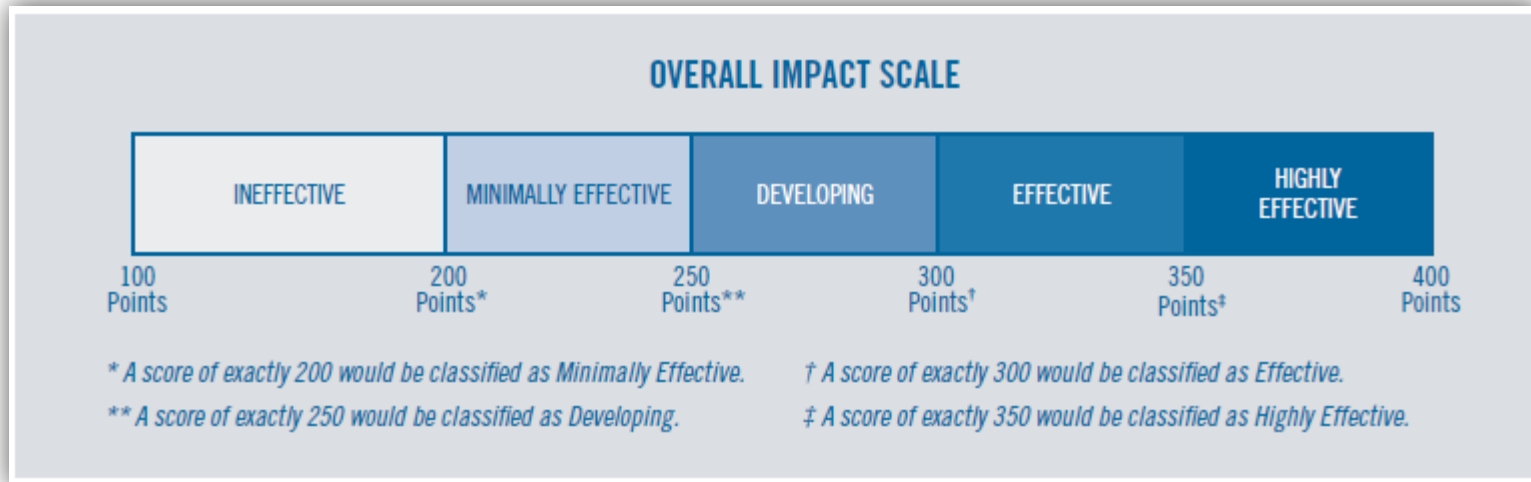
Component 4: Commitment to School Community (CSC)

10%



Overall IMPACT Scale

- Overall IMPACT Scale
 - 100 Points – 400 Points
 - Five Ratings: Ineffective, Minimally Effective, Developing, Effective, and Highly Effective.



The Ratings

INEFFECTIVE	MINIMALLY EFFECTIVE	DEVELOPING	EFFECTIVE	HIGHLY EFFECTIVE	
100 Points	200 Points*	250 Points**	300 Points†	350 Points‡	400 Points



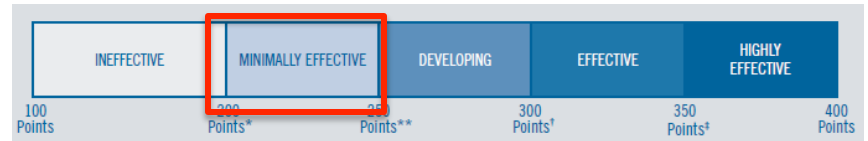
The Ratings



- Ineffective (100-199)
 - Unacceptable performance
 - 1 year = separation



The Ratings



- Ineffective (100-199)
 - Unacceptable performance
 - 1 year = separation
- Minimally Effective (200-249)
 - Performance that is below expectations
 - Salary “hold”
 - 2 consecutive years = separation



The Ratings



- **Ineffective (100-199)**
 - Unacceptable performance
 - 1 year = separation
- **Minimally Effective (200-249)**
 - Performance that is below expectations
 - Salary “hold”
 - 2 consecutive years = separation
- **Developing (250-299)**
 - Performance is below expectations; prioritized professional development
 - Salary “hold”
 - 3 consecutive years = separation



The Ratings



- Effective (300-349)
 - Solid performance
 - Normal salary advancement



The Ratings



- Effective (300-349)
 - Solid performance
 - Normal salary advancement
- Highly Effective (350-400)
 - Outstanding performance
 - Additional compensation



Sub-Goal 2: Recognition and Retention

- Identify our best teachers and then do everything possible to keep them:
 - Shower them with praise
 - Pay them more
 - Give them new opportunities and responsibilities



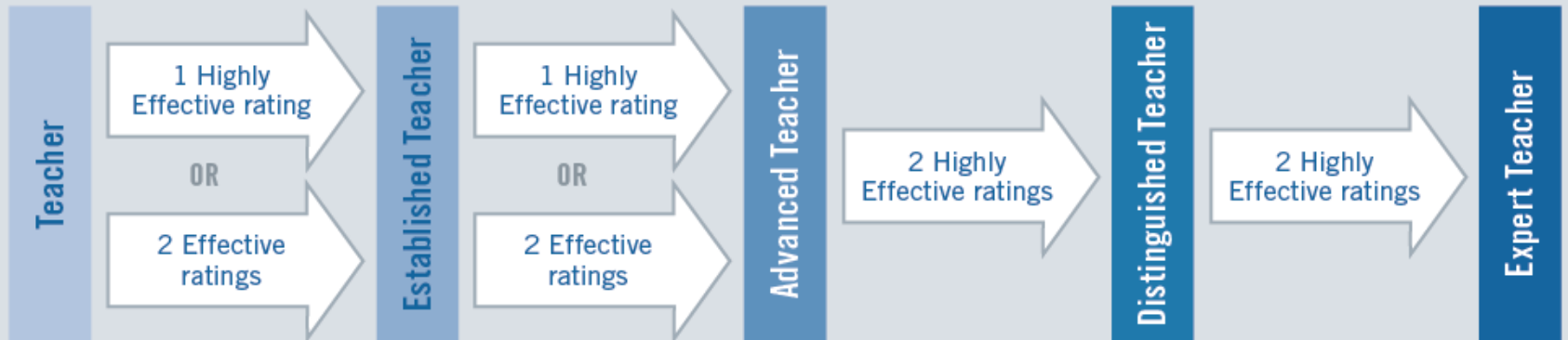
DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Teachers Central To Leadership (TCTL)

Recognition and Retention: LIFT Career Ladder

Movement between the stages is based on annual performance on IMPACT

ADVANCING UP THE LIFT CAREER LADDER



Recognition and Retention: Base salary increases

A teacher in her sixth year teaching who moves from the Advanced to the Distinguished stage will see a significant increase in compensation

FY 2012 Salary Scale

	STEP 5	STEP 8	STEP 11	
BACHELORS	\$56,655	\$63,517	\$70,891	
BACHELORS + 15	\$59,087	\$65,957	\$73,325	
BACHELORS + 30/MASTERS	\$63,611	\$72,171	\$81,335	Salary in sixth year of teaching
MASTERS + 30	\$66,078	\$74,640	\$83,774	
MASTERS + 60/PHD	\$68,537	\$77,101	\$86,236	

Recognition and Retention: 2012-2013 IMPACT*plus* Bonus Structure

- Our **best teachers** in our **highest need schools** are eligible for up to a **\$25,000 annual bonus**.

Your Position	Your IMPACT Rating	Your School's FRM Rate	Your Bonus	Group 1 Add-On	Target 40 Add-On	Your Total Possible Annual Bonus
Teacher	Highly Effective	60% or higher	\$10,000	\$5,000	\$10,000	\$25,000
		59% or lower	\$2,000	\$1,000	n/a	\$3,000
Instructional Coach	Highly Effective	60% or higher	\$10,000	n/a	\$10,000	\$20,000
		59% or lower	\$2,000	n/a	n/a	\$2,000
Other WTU Member	Highly Effective	60% or higher	\$2,000	n/a	n/a	\$2,000
		59% or lower	\$1,000	n/a	n/a	\$1,000

Recognition and Retention: Reducing Anxiety and Providing Support

Introduced differentiated IMPACT observations, and provided teachers with access to additional TLF and instructional resources.

Recognition and Retention: Differentiated observations

- The number, type, and date of **observations** is determined by your stage in our **teacher career ladder, LIFT**

LIFT STAGE	# OF FORMAL OBSERVATIONS	# OF REQUIRED INFORMAL [†] OBSERVATIONS	TOTAL # OF OBSERVATIONS
Teacher	4	1	5
Established Teacher	4	1	5
Advanced Teacher	3–4	1	4–5
Distinguished Teacher	2–4	<i>Not required</i>	2–4
Expert Teacher	1–3	<i>Not required</i>	1–3

Recognition and Retention: Additional Support and Resources for Educators

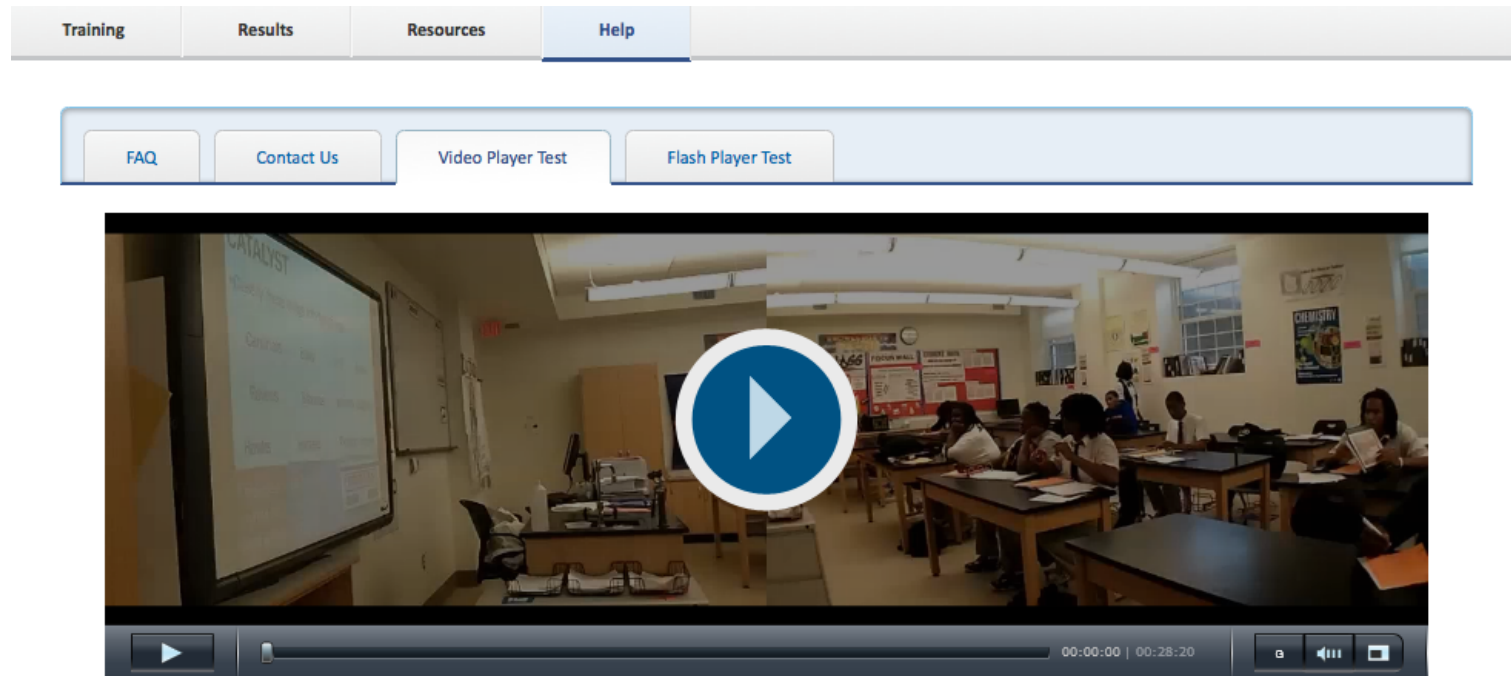
■ Resources

- Resource sets for each Teach standard on the Educator Portal
- TAS assessment resources on the Educator Portal
- Student survey materials

■ Job-embedded professional development

- Informal administrator observations
- Instructional coach learning cycles
- Intensive support from master educators at the 40 targeted schools

We also have a rich online library of videos for initial training, ongoing practice and calibration, and professional development



1. If you are not able to see the video above:

- Please ensure that you have the latest version of Microsoft Silverlight and the latest version of Firefox or Internet Explorer.
- If your computer requires the installation of Microsoft Silverlight or the appropriate browser, please contact your system administrator.

Agenda

- Why we developed IMPACT
- How IMPACT works
- Our progress
- Next steps
- Discussion



Stanford/UVA Study on IMPACT: Background

■ Co-Authors

- Professor Thomas S. Dee, Stanford Graduate School of Education
- Professor James Wyckoff, University of Virginia Curry School of Education

■ Focus of Study

- Since December 2011, Professors Dee and Wyckoff have been exploring the effect that DCPS's teacher evaluation and performance-based compensation systems, IMPACT and IMPACT*plus*, have had on teacher performance and teacher retention.

The Study's Key Findings

1

IMPACT causes teachers to improve.

2

DCPS is retaining its best teachers at very high rates.

3

IMPACT causes many low-performing teachers to leave on their own; those hired to replace them perform better.

Finding #1: IMPACT causes teachers to improve.

"We find strong evidence that this system causes meaningful increases in teacher performance."

- Professor James Wyckoff, Study Co-Author



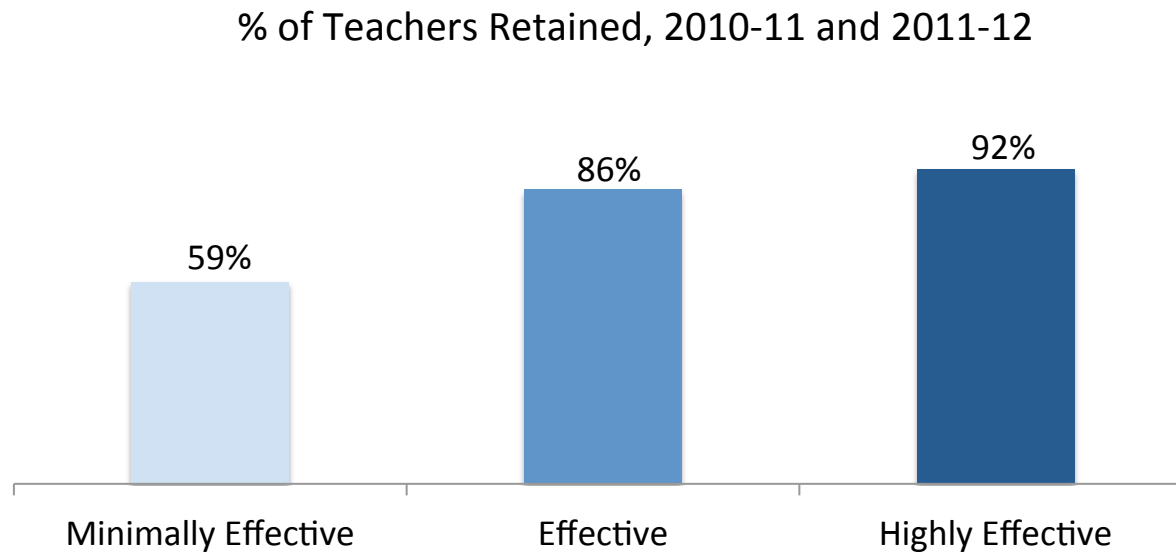
Minimally Effective teachers who scored below the Effective threshold **improved their performance** substantially – **12.6 IMPACT points** more than teachers who scored at or above the Effective threshold.



Highly Effective teachers who were eligible for a permanent pay increase if they maintained their rating for a second consecutive year **improved their performance** by **10.9 IMPACT points**.

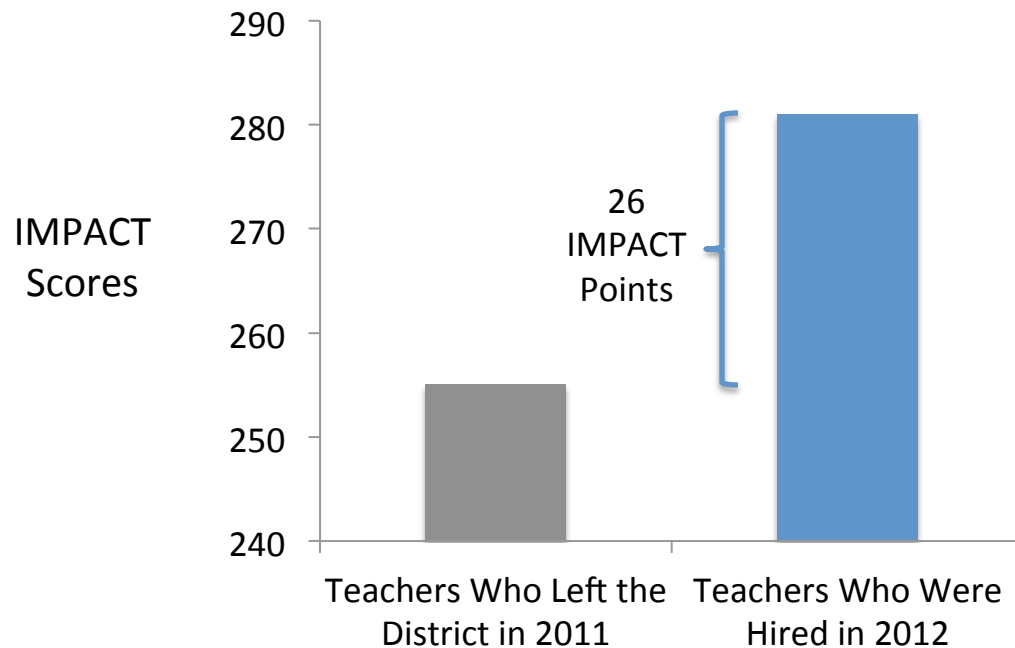
Finding #2: DCPS is retaining its best teachers at very high rates.

DCPS retained 92% of teachers who were rated Highly Effective. In contrast, only 59% of teachers rated Minimally Effective were retained.



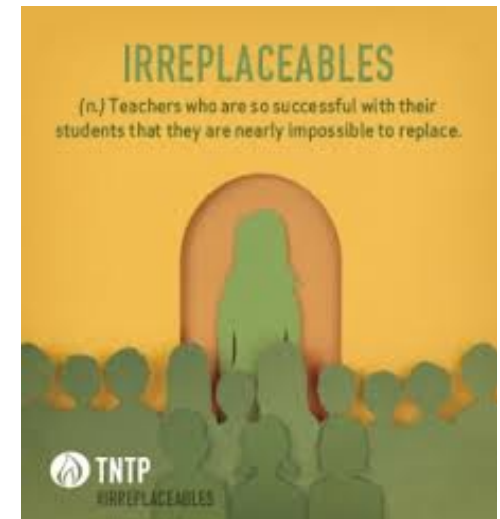
Finding #3: IMPACT causes many low-performing teachers to leave on their own; those hired to replace them perform better.

Teachers hired in the 2011-2012 school year substantially outperformed those who left DCPS in 2010-2011.



Key findings from TNTP's recent report "The Irreplaceables": Policy changes are having a positive effect on teacher retention in DCPS

1. DCPS retains a much higher percentage of its best teachers than its worst – mainly because it keeps far fewer low performers compared to other districts
2. Irreplaceables in DCPS are more likely than low performers to experience low-cost, high-impact retention strategies
3. Performance-based compensation is helping DCPS keep more Irreplaceables
4. When DCPS schools replace low-performing teachers, the replacements are higher performing – even when the replacements are brand new to the classroom



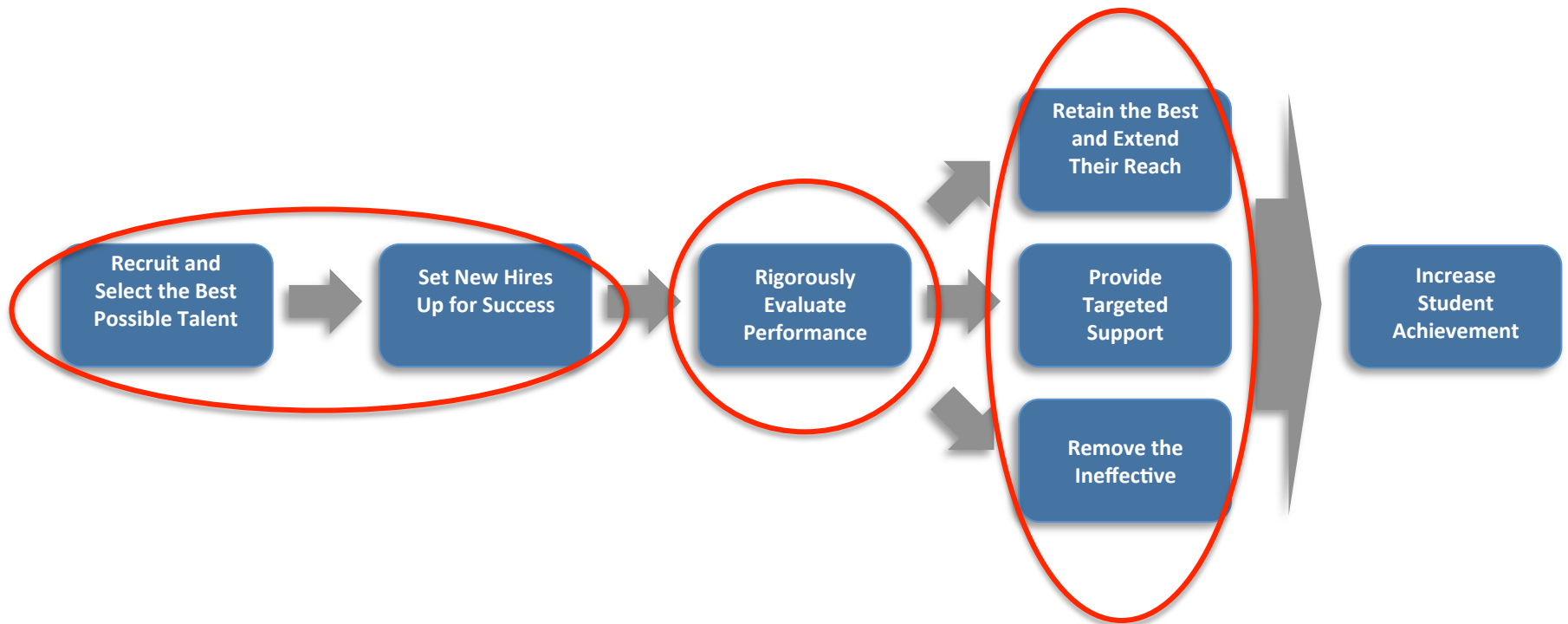
Agenda

- Why we developed IMPACT
- How IMPACT works
- Our progress
- **Next steps**
- Discussion



Evaluation is a foundation, but it needs to be part of a broader human capital strategy

DCPS Human Capital Theory of Action



Focus on our Theory of Action

1

Engaging in extensive teacher recruitment

2

More rigorous teacher selection process

3

Leadership development of teachers and school leaders

\$62 million Teacher Incentive Fund grant awarded in September 2012

- **Leadership development** for teachers and school leaders
 - Leadership training for teachers through external partners
 - Executive Master's in Leadership at Georgetown University for principals
 - The Mary Jane Patterson Fellowship, our internal aspiring leaders program

- **Leadership roles for teachers** in order to drive school turnaround
 - Teacher turnaround teams

- An expansion of **performance-based compensation**
 - Continuing IMPACT*plus* for teachers
 - Raises of up to \$5,000 for all high-performing principals
 - Raises of up to \$20,000 for principals and \$10,000 for assistant principals in the 40 lowest performing schools

Our ultimate goal that drives our work

Create a system in which all parents would be satisfied **randomly** assigning their children to **any** classroom in DCPS.

Questions?

Ijeoma Kush, Director, Master Educator Program, IMPACT

Ijeoma.kush@dc.gov

Maggie Thomas, Assistant Director, Master Educator Program, IMPACT

Maggie.thomas@dc.gov

