

IMPACT Data Trends – Essential Practices/Supporting Growth

Key Findings:

- Essential Practices (EP) scores have been rising since the rubric’s adoption in 2016-17; 84% of teachers scored between 3.00-4.00 in 2018-19 (*Figure 1*)
- EP 1.A Supportive Community has consistently been the highest-scoring EP element, while EP 4.B Higher-Level Understanding has been the lowest-scoring element (*Figure 2*)
- While scores have been increasing across all three cycles, on average, teachers see a drop in their EP score during Cycle 1 of the subsequent school year (*Figure 4*)
- More than half of Developing and Minimally Effective teachers who return to DCPS improve their rating the following year (*Figure 5*)
- On average, assessors at a Title I schools have fewer teachers to evaluate than teachers at non-Title I schools (*Figure 7*)
- Most teachers are only observed by one assessor each school year (*Figures 8 and 9*)

Figure 1: Distribution of Essential Practices (EP) Scores from 2016-17 to 2018-19

The figure below shows the distribution of overall Essential Practices scores for teachers from 2016-17 to 2018-19. Over the three years, teachers have gradually increased their scores with approximately 84% of teachers scoring between 3.00-4.00 in 2018-19.

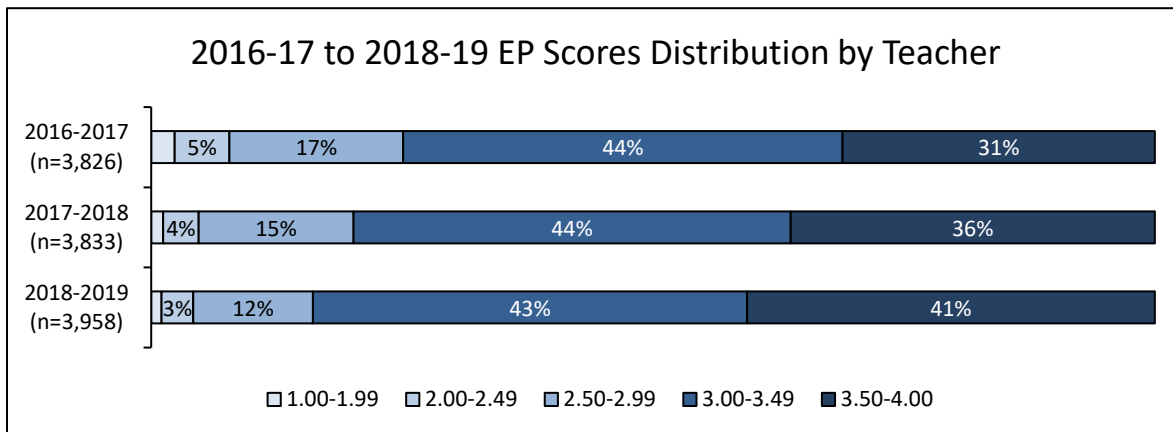


Figure 2: Average Essential Practices (EP) Scores from 2016-17 to 2018-19

The figure below shows the averages overall and for the nine elements of Essential Practices from 2016-17 to 2018-19, during which the average increased each year both overall and for each element. Teachers tend to score higher on EP 1.A *Supportive Community* and lower on EP 4.B *Higher-Level Understanding* compared to the other elements.¹

Year	Overall	EP 1: Cultivate a responsive learning community		EP 2: Challenge students with rigorous content	EP 3: Lead a well-planned, purposeful learning experience		EP 4: Maximize student ownership of learning		EP 5: Respond to evidence of student learning	
		1.A Supportive Community	1.B Student Engagement	2.A Rigorous Content	3.A Skillful Design	3.B Skillful Facilitation	4.A Cognitive Work	4.B Higher-Level Understanding	5.A Evidence of Learning	5.B Supports and Extensions
2016-2017	3.18	3.44	3.38	3.13	3.23	3.18	3.12	2.90	3.18	3.14
2017-2018	3.26	3.52	3.46	3.19	3.31	3.26	3.21	2.99	3.26	3.21
2018-2019	3.31	3.58	3.51	3.22	3.36	3.32	3.28	3.05	3.29	3.26

Figure 3: How have Teaching and Learning Framework (TLF) scores for teachers changed over the years?

The Teaching and Learning Framework (TLF) was the original observation rubric under IMPACT. This rubric was in place from 2009-10 through 2015-16. During this time, teachers’ TLF scores assessed by school administrators and by central-office based Master Educators increased by .10. However, scores remained relatively consistent between 2012-13 and 2015-16. On average, scores assessed by Master Educators were .18 lower than those assessed by school administrators.²

Average Teaching and Learning Framework (TLF) Scores Across Years for Teachers, by Assessment Type							
Assessment Type	2009-10	2010-11	2011-12	2012-13	2013-14	2014-15	2015-16
Administrator	3.15	3.06	3.18	3.24	3.24	3.24	3.25
	(n=3,501)	(n=3,464)	(n=3,357)	(n=3,304)	(n=3,391)	(n=3,581)	(n=3,901)
Master Educator	2.97	2.93	2.99	3.07	3.07	3.03	3.07
	(n=3,415)	(n=3,342)	(n=3,363)	(n=3,282)	(n=3,405)	(n=3,368)	(n=3,661)

Figure 4: How have EP scores changed for teachers between Cycles and into Cycle 1 of the following school year?

The figure below shows how EP scores change over each cycle. Teachers are only included in this table if they were assessed across all four cycles listed. Distinguished and Expert teachers have fewer than three observations each school year; as such they have been excluded from the averages below. Across this

¹ This figure includes all teachers who received an EP evaluation including teachers who were ultimately deemed “No Consequences” at the end of the school year. As such, these averages may vary slightly from other materials where teachers with “No Consequences” were excluded.

² N sizes shown refer to the number of teachers who were assessed by each assessor type. For TLF scores, most teachers were assessed by both school administrators and Master Educators.

period, teacher EP scores increased across the three Cycles and then dropped the subsequent school year close to the Cycle 2 average.

Change in Average Essential Practices Scores by Cycle: All Three Cycles and Cycle 1 of the Following Year							
Cohort 1: 2016-17 to 2017-18 (n=2,394)				Cohort 2: From 2017-18 to 2018-19 (n=2,435)			
2016-17	2016-17	2016-17	2017-18	2017-18	2017-18	2017-18	2018-19
Cycle 1	Cycle 2	Cycle 3	Cycle 1	Cycle 1	Cycle 2	Cycle 3	Cycle 1
3.11	3.20	3.28	3.20	3.14	3.27	3.32	3.25

Figure 5: Teacher Growth Between Years

The table below shows how teacher ratings have improved between years. More than half of Developing and Minimally Effective teachers who return to DCPS improve their rating the following year.

Prior Year Rating	Of Teachers who Returned, Percent who Improved Rating		
	2016-17	2017-18	2018-19
Effective	24%	30%	28%
Developing	53%	62%	59%
Minimally Effective	66%	70%	65%

Figure 6: How soon after an Essential Practices observation are school administrators conferencing with teachers?

Per IMPACT policy, school administrators are required to conference within 15 days of a teacher’s observation. No conference may occur if an administrator made at least two attempts to schedule within 15 calendar days following the observation and the staff member was unable to meet or was unresponsive. The figure below shows the average number of days between an Essential Practices observation and when a school administrator holds the follow-up conference with a teacher from 2016-17 through 2018-19. Seven days is the median time between the Essential Practices observation and the conference.

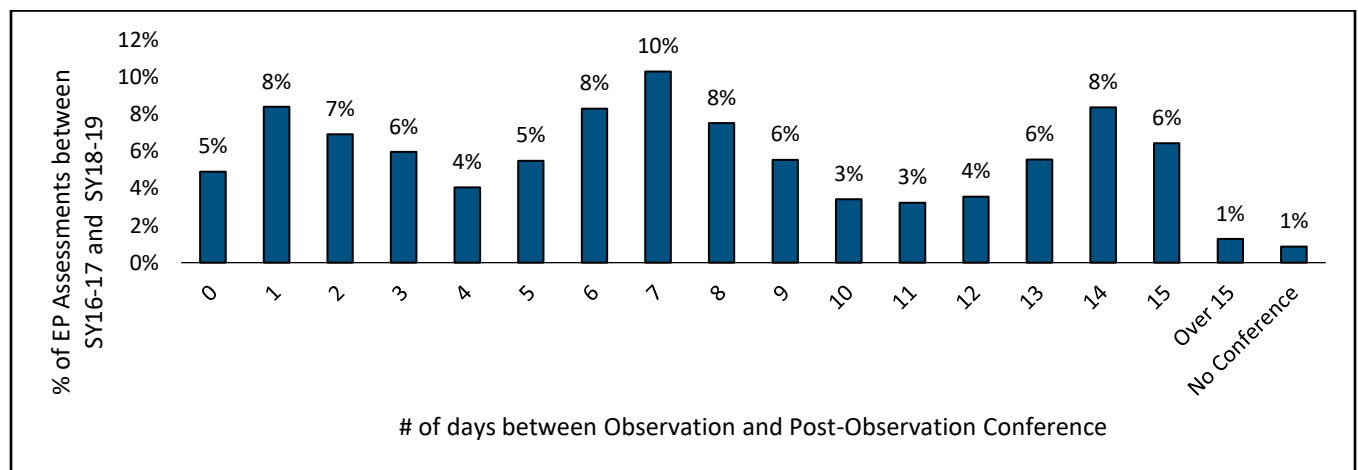


Figure 7: What is the ratio of teachers to assessors across DCPS?

The 2019-20 distribution of the ratio of teachers to assessors (Principal and Assistant Principal) as experienced by teachers is shown in the figure below. Title I schools have a lower ratio of teachers to assessors (14.8 on average) than Non-Title 1 schools (17.3 on average).

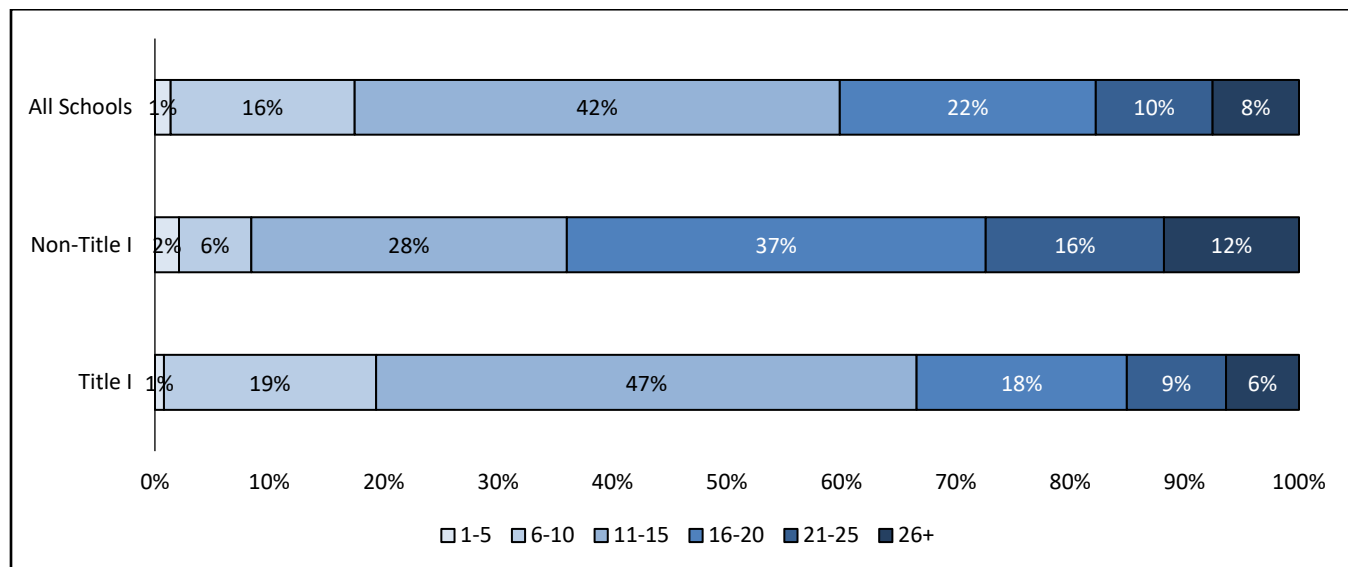


Figure 8: How many unique assessors do teachers have?

In 2018-19, 53% of teachers who received three observations were observed by one unique assessor; 35% were assessed by two unique assessors and 12% were observed by three unique assessors. Due to the varying staffing needs across DCPS, it is not possible at all schools for teachers to have a different assessor each cycle.³

Distribution and Number of Unique Assessors per Teacher, Compared with Number of Essential Practices Observations per Teacher				
Number of Essential Practices Observations per Teacher	2018-19			
	Distribution and Number of Unique Assessors per Teacher			
	1	2	3	All Teachers
1	100% (n=533)	0% (n=0)	0% (n=0)	100% (n=533)
2	64% (n=408)	36% (n=232)	0% (n=0)	100% (n=640)
3	53% (n=1,481)	35% (n=993)	12% (n=338)	100% (n=2,812)
All Teachers	61% (n=2,422)	31% (n=1,225)	8% (n=338)	100% (n=3,985)

³ Non-school-based teachers (including itinerant teachers) were excluded from this figure.

Figure 9: How many unique assessors do teachers have, and how does this compare by the number of observations received, when schools with only one evaluator are excluded?

When schools with only one evaluator are excluded, 49% of teachers who received three observations were observed by one unique assessor; 33% were assessed by two unique assessors and 9% were observed by three unique assessors.⁴

Distribution and Number of Unique Assessors per Teacher, Compared with Number of Essential Practices Observations per Teacher (When Schools with Only One Evaluator are Excluded)				
Number of Essential Practices Observations per Teacher	2018-19			
	Distribution and Number of Unique Assessors per Teacher			
	1	2	3	All Teachers
1	100% (n=492)	0% (n=0)	0% (n=0)	100% (n=492)
2	62% (n=374)	38% (n=230)	0% (n=0)	100% (n=604)
3	49% (n=1,303)	38% (n=992)	13% (n=338)	100% (n=2,633)
All Teachers	58% (n=2,169)	33% (n=1,222)	9% (n=338)	100% (n=3,729)

⁴ Data shown are for teachers with one school only. In addition, as with Figure 7 non-school-based teachers (including itinerant teachers) were excluded.