



## IMPACT Review – Preliminary Findings Frequently Asked Questions (FAQ)

August 2021

### 1. What is the purpose of the IMPACT Review?

The purpose of this multi-year review effort is to determine how to evolve the IMPACT evaluation system with the aim of further improving student academic and developmental outcomes. DCPS seeks to ensure our teachers have the support they need to succeed and continue to be held to consistent, high standards.

While this initial focus of the first phase of the Review will be focused on teacher IMPACT, we are also committed to further evolving IMPACT for all school staff in ways that best support growth.

### 2. How has teacher input been included in the IMPACT Review?

Teacher input is critical to the IMPACT Review. DCPS teachers have provided input throughout the IMPACT Review in the following ways:

- Teacher interviews through American University (46 teachers)
- Journey Map teacher interviews through DCPS (46 teachers)
- Custom IMPACT Review questions on the Insight Survey (~3,500 teachers)
- Chancellor Teacher Advisory Boards

You can access key findings and themes from teacher inputs on the DCPS IMPACT Review [webpage](#).

### 3. Is the IMPACT Review complete?

No, the IMPACT Review is a multi-year review and is still in progress. Further evolutions will be explored in SY 21-22 for potential implementation in SY 22-23 and beyond. Additional findings and evolutions to IMPACT will be shared with DCPS stakeholders in advance of SY22-23.

### 4. What are the evolutions to IMPACT being made through the IMPACT Review for SY 21-22?

The whole set of evolutions to IMPACT for the upcoming SY 21-22, including descriptions of the findings that led to those evolutions, can be viewed [here](#).

### 5. How were decisions made about what will change about IMPACT?

Decisions about IMPACT have been and will continue to be informed by DCPS stakeholder input (particularly teachers and school leaders), IMPACT data analysis, input from union leaders, national experts, and relevant research from the broader field.

### 6. What was American University's role in the IMPACT Review?

American University's School of Education conducted an independent and objective analysis of IMPACT as part of the IMPACT Review, which also included analysis and surveys conducted by DCPS. The primary focus of AU's analysis was qualitative interviews of DCPS teachers, supplemented with school leader surveys and focus groups, and IMPACT data analysis. To learn more about AU's role and related research, read

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their report, *Perspectives on DCPS IMPACT Teacher Evaluation System: Findings from Teachers and School Leaders*, which you can find [here](#).

**7. In July there was a communication about IMPACT adjustments for SY 21-22. How are these IMPACT Review evolutions different from those IMPACT adjustments?**

DCPS made [adjustments to IMPACT for SY 21-22](#) in continued response to COVID-19, and how the pandemic affects staff roles and the way we work together and with DCPS students. Any *adjustments* to IMPACT related to COVID-19 only take effect for SY21-22, and do not represent lasting changes to IMPACT. Any *evolutions* to IMPACT communicated as a result of the IMPACT Review do represent lasting changes to IMPACT.

**8. There were various findings about challenges with IMPACT. Why isn't DCPS getting rid of IMPACT?**

IMPACT has played a critical role in the growth and progress of the district over the past ten years, particularly when it comes to student outcomes. However, we recognize that there is room for continuous improvement. The Review aims to build on the successes of IMPACT, while making evolutions to IMPACT that are responsive to stakeholder feedback, data, and that ultimately will further improve student academic and developmental outcomes.

**9. Why is there stakeholder feedback on aspects of IMPACT for which there has been no evolution communicated?**

What has been announced to-date is just an initial set of evolutions to IMPACT. Stakeholder feedback—feedback that is captured in the various findings materials as well as feedback that DCPS may receive across the rest of the Review—will continue to inform any future evolutions to IMPACT.

**10. I see that there were findings regarding disparate outcomes by race. What is DCPS doing to address this?**

DCPS is committed to becoming an anti-racist organization. To do so, we must be intentional in examining and disrupting the ways that our education system perpetuates systemic racism. In keeping with that commitment, DCPS examined IMPACT data with an anti-racist lens. DCPS will implement anti-bias training for our evaluators who complete observations. This training will be focused on bringing to light the ways that evaluators may inadvertently bring bias into the classroom when observing instruction and focus on changes in practice that can be taken to mitigate those. DCPS also will examine the language and rubrics that make up IMPACT in an effort to ensure that those resources align to DCPS' anti-racist approach.

**11. Why are you keeping in place a system with racial gaps?**

We are not surprised to see racial gaps persist within IMPACT assessments as we know that systemic racism permeates virtually every institution and system in our society. To truly live up to our anti-racist commitment, we must acknowledge where our systems fall short. We believe that IMPACT has undoubtedly been a critical component of the progress DCPS has made over the past decade, but we need to do the work to close these gaps.

**12. I heard that IMPACT drives many teachers away from DCPS. What did the IMPACT Review find about that?**

Data from exit surveys and from Insight indicates that, while there are certainly teachers who say they are leaving due to IMPACT, the percentage of departing teachers who indicate that is low, and is disproportionately (but not solely) teachers with lower IMPACT ratings. Overall, DCPS' district retention of

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teachers has increased since the start of IMPACT from 77.8% in 2009-10 to 85.3% in 2018-19. In recent years, 96% of Highly Effective teachers have returned to DCPS from one year to the next. For further details about retention, see the [IMPACT Review Teacher Retention Data memo](#).

**13. I see that the EP-aligned micro-credentials are for teachers at RISE schools. Is there a way for teachers at non-RISE schools to access that content?**

Yes. The EP-aligned micro-credentials are available to all DCPS staff members to preview. If a teacher at a non-RISE school would like to fully engage with the content of any EP-micro-credential course, they will be able to reach out to the point of contact indicated on the landing page who can add them to the micro-credential Canvas course.

**14. When will the on-demand webinars for various IMPACT components be available?**

Each on-demand webinar will be made available through the initial communication to staff members related to the relevant component in order to ensure that it is released with up-to-date guidance and other supports. For the general overview of IMPACT, teachers will be able to access the NEO Intro to IMPACT webinar on Canvas.

**15. Will there be more opportunities for teachers to provide input to inform the Review?**

Yes, there will be more opportunities for teachers to provide input. We will continue to communicate to our community on the next phases of the Review.

**16. My question wasn't answered by this FAQ document. How can I have my question answered?**

You can email your question to the IMPACT inbox at [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov).