



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

Office of School Improvement and Supports

Fall 2021 Insight Feedback

*IMPACT Review Custom
Questions*





Insight Fall 2021 Administration

Administered between November 30 and December 17

64% of teachers participated

New custom IMPACT questions were included on the survey

Fall 2021 Custom IMPACT Review questions for Insight survey

- My experiences with IMPACT support my professional growth. <Strongly Agree to Strongly Disagree>
- How many formal EP observations would you ideally like to receive?
- My school's specific CSC rubric is aligned to the needs of my school community. <Strongly Agree to Strongly Disagree>
- Teachers at my school have the opportunity to provide input on our school-specific CSC rubric. <Strongly Agree to Strongly Disagree>
- My preference is to draft TAS goals with.... <Strongly Agree to Strongly Disagree>
- I draft TAS goals with... <Strongly Agree to Strongly Disagree>
- My TAS goals support school wide goals. <Strongly Agree to Strongly Disagree>
- My TAS goals are aligned with the subjects I teach. <Strongly Agree to Strongly Disagree>
- When you have questions about IMPACT, where do you turn? < Ranking for reach item>

Fall 2021 Insight response proportions generally align with the DCPS teaching population across demographics and IMPACT rating history

Characteristic	% of Insight Responses	% of DCPS Teachers
High Poverty School	79%	74%
1 STAR School	14%	13%
Elementary	63%	64%
Black	48%	48%
Female	76%	74%
Expert/Distinguished LIFT Level	37%	33%
Highly Effective in 2020-21	46%	46%

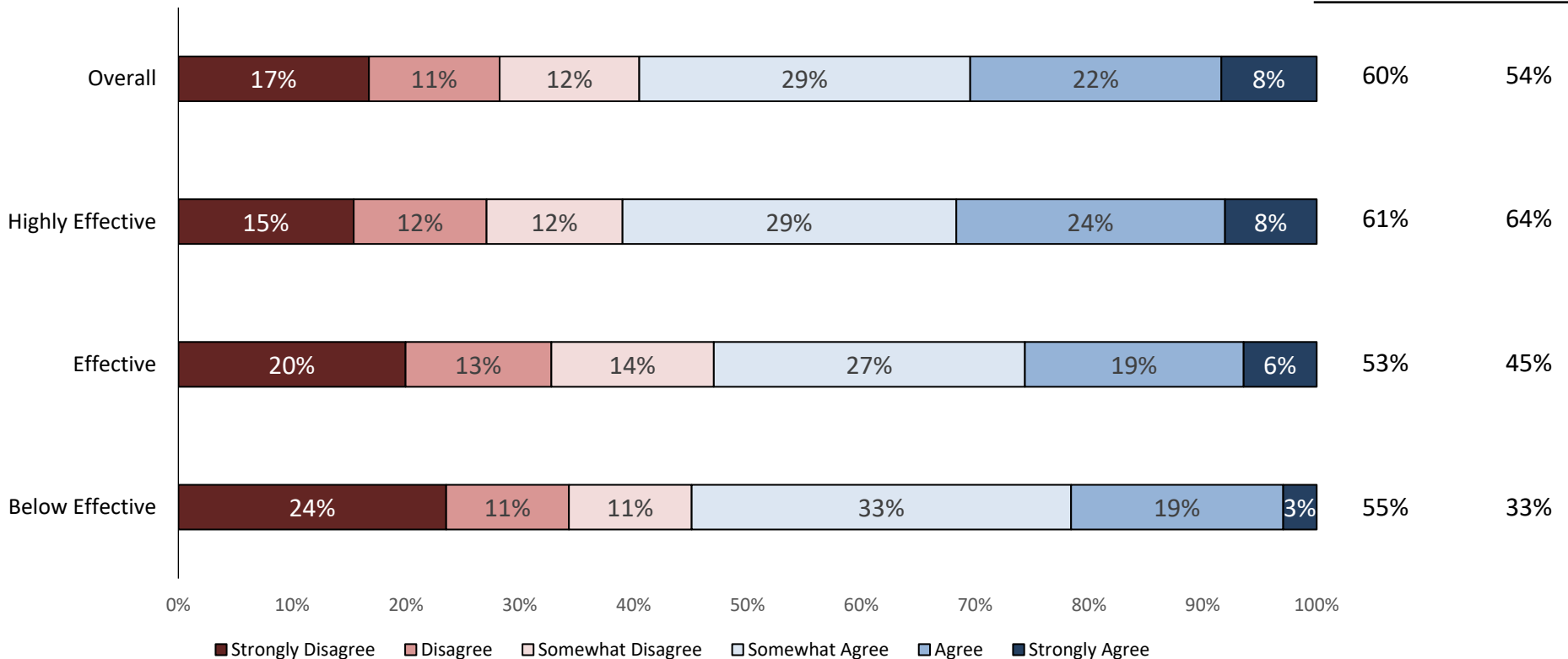
Teachers from High Poverty schools and those at the top of the LIFT Ladder slightly overrepresented

60% of teachers agree that IMPACT supports their professional growth, up from 54% in Fall 2019; the change was driven largely by improved perceptions by Effective and Below Effective teachers

My experiences with IMPACT support my professional growth.

Top 3
Fall 2021

Top 3
Fall 2019

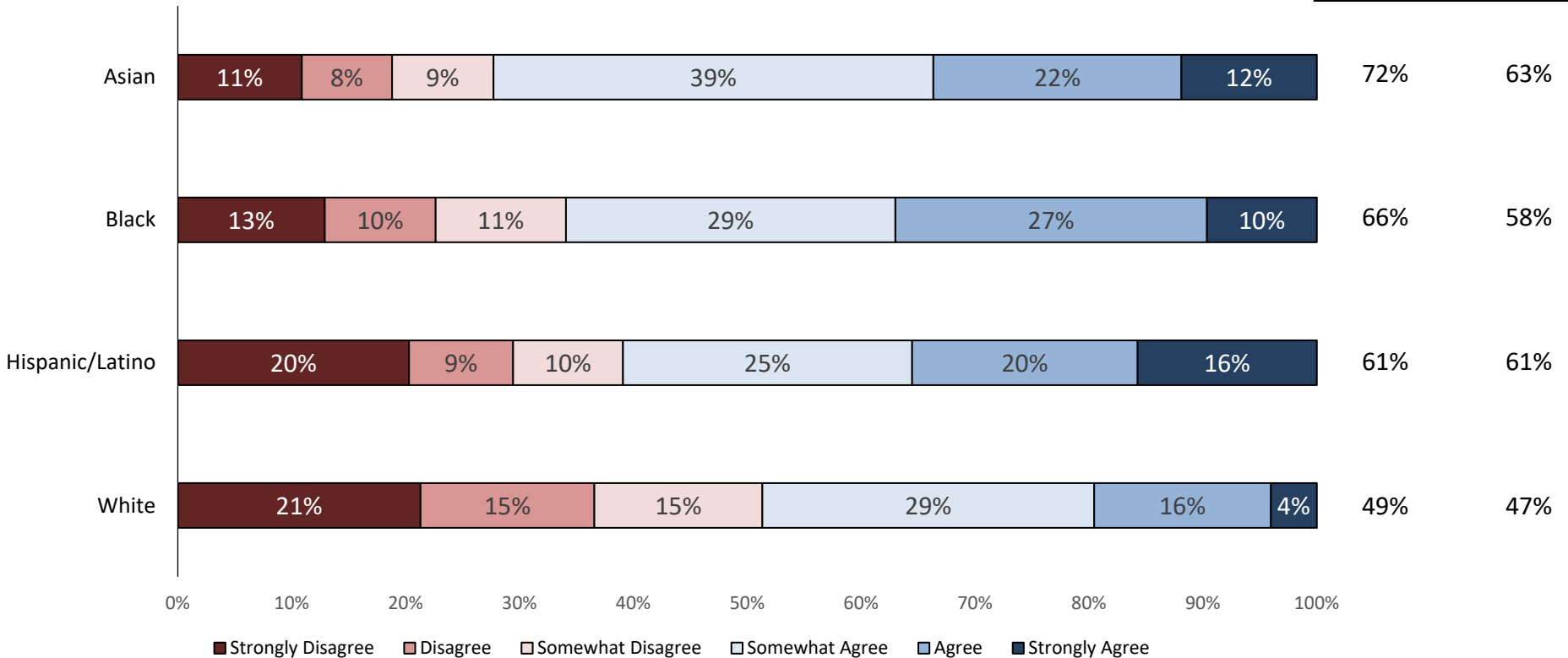


Black and Asian teachers are more likely to agree that IMPACT supports their professional growth, and their perceptions improved the most since 2019

My experiences with IMPACT support my professional growth.

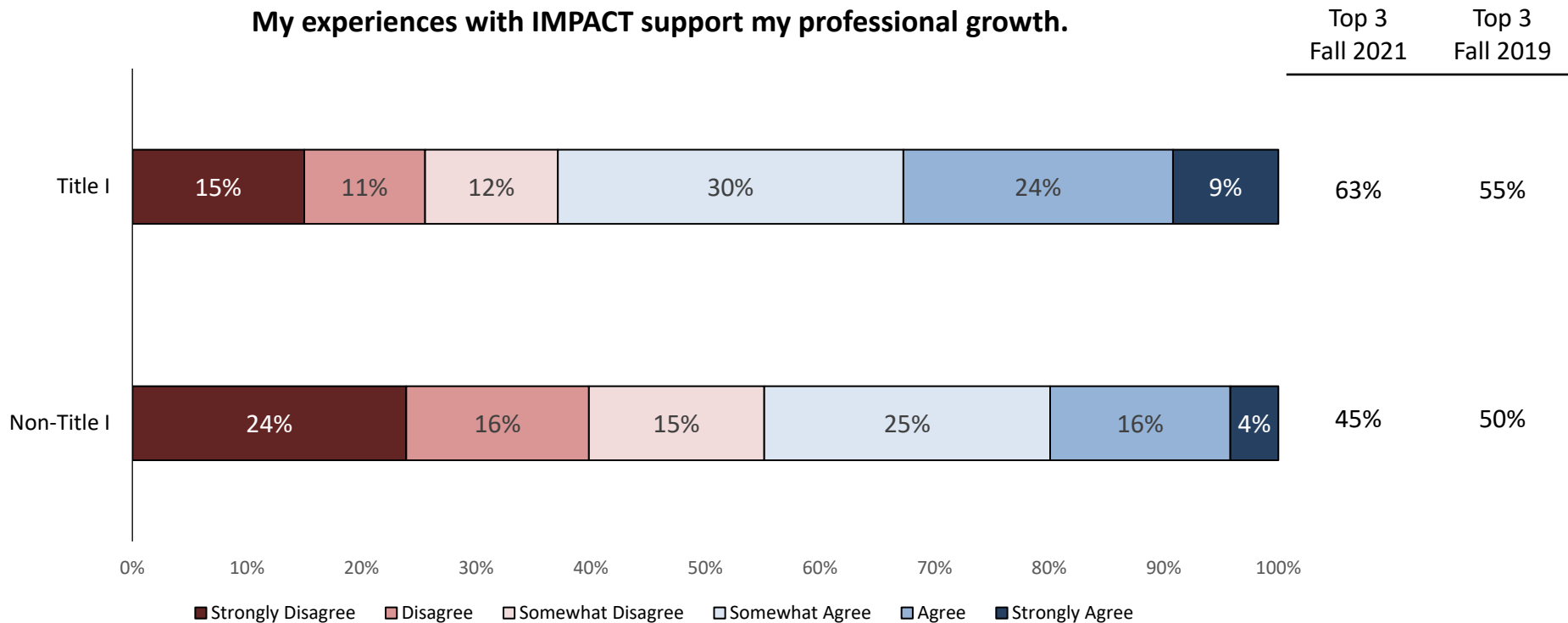
Top 3
Fall 2021

Top 3
Fall 2019



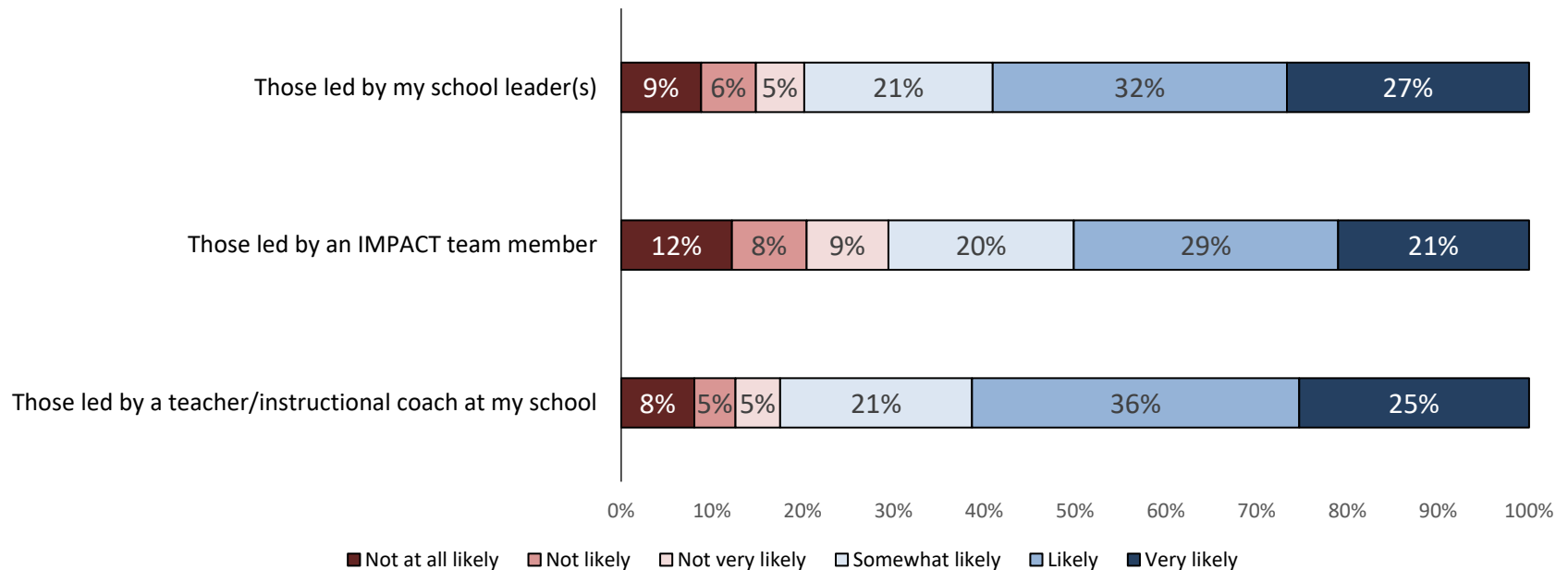
Teachers in Title I schools are more likely to agree that IMPACT supports their professional growth, and their perceptions improved since 2019

My experiences with IMPACT support my professional growth.



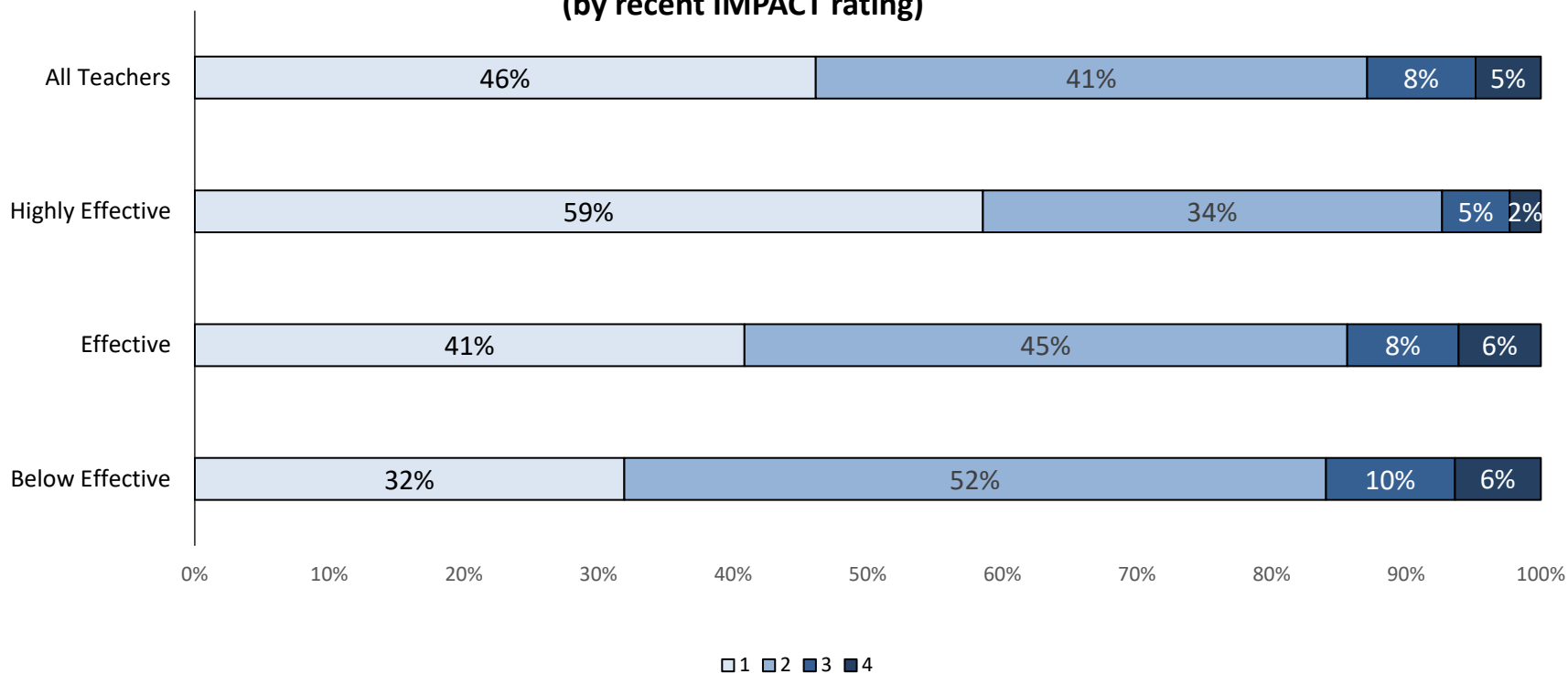
Teachers expressed more interest in attending PD sessions led by those at their school

How likely would you be to attend the following IMPACT professional development sessions?



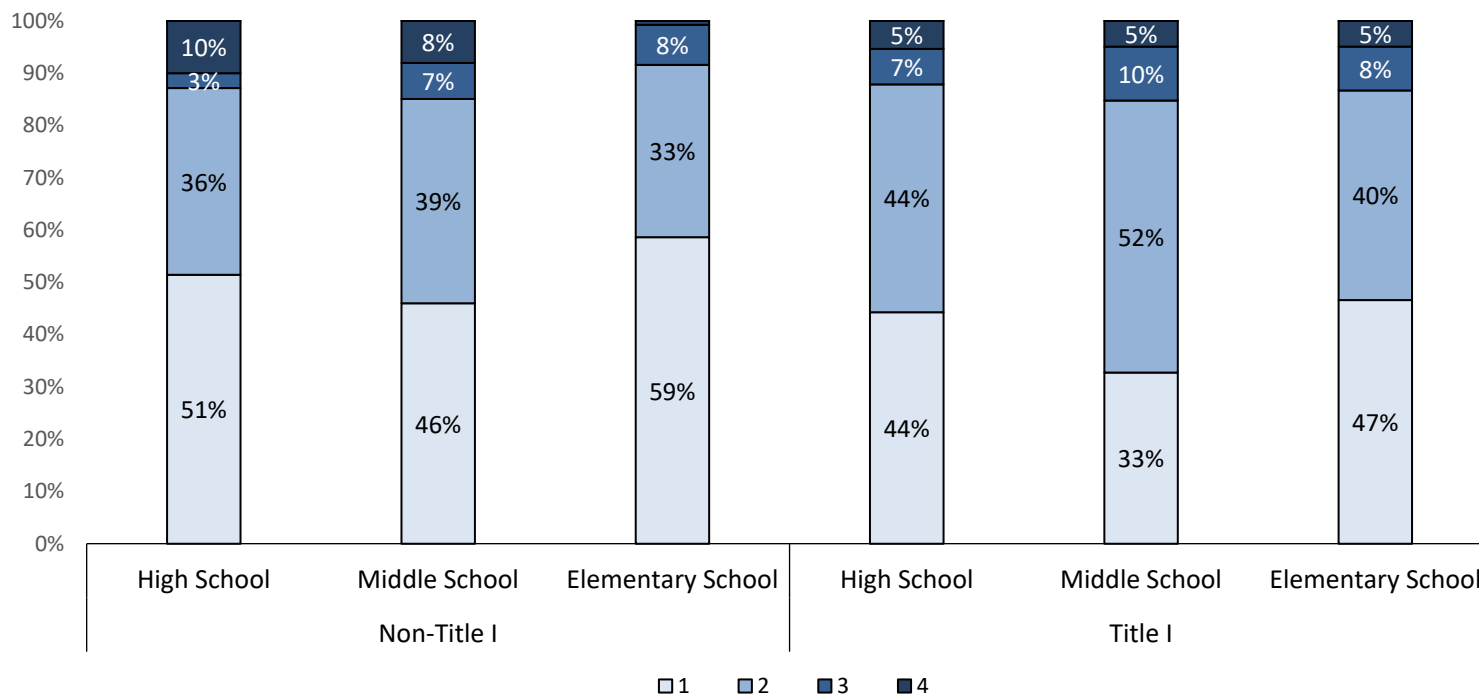
A majority of DCPS teachers want 2 or fewer EP observations, regardless of recent IMPACT rating

How many formal EP observations would you ideally like to receive?
(by recent IMPACT rating)



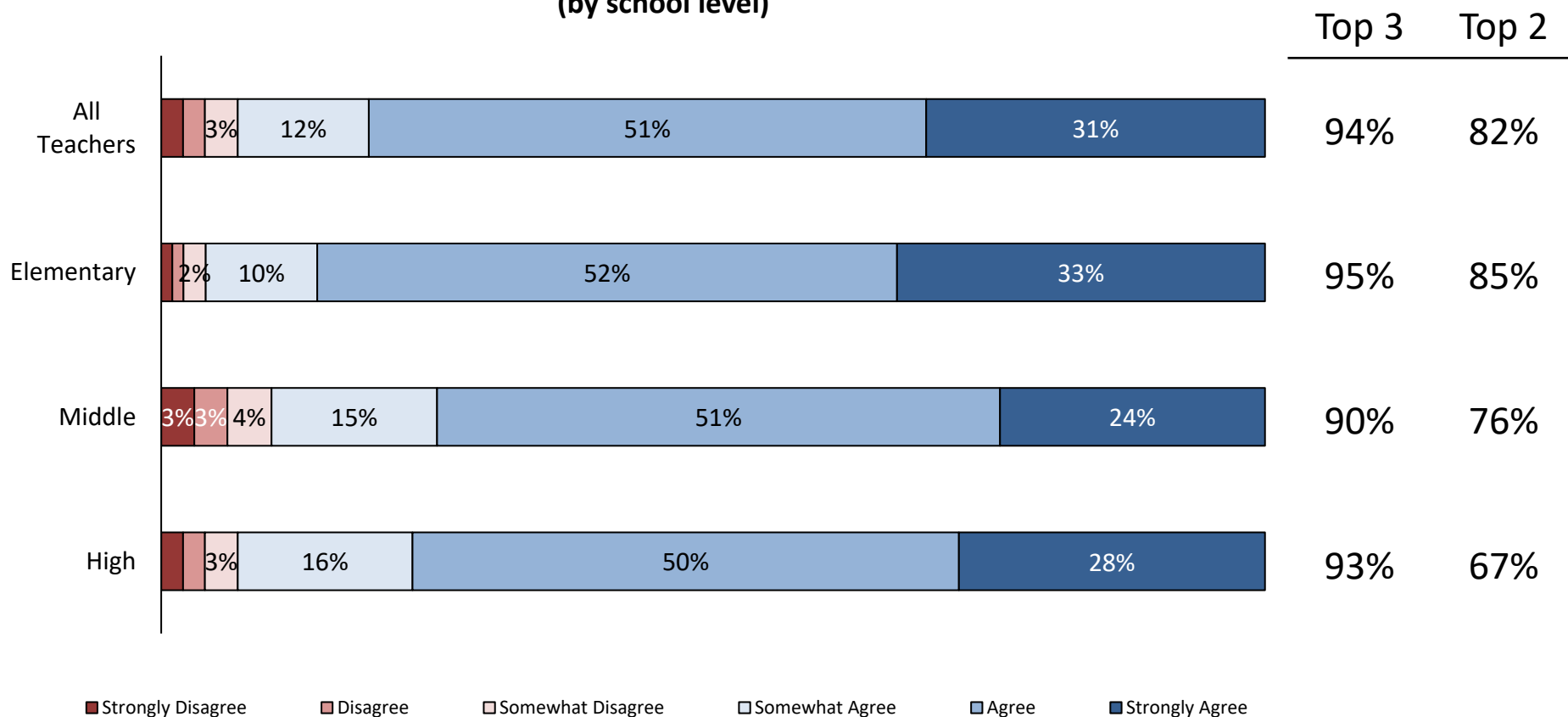
Teachers consistently indicate that they want two or fewer EP observations, regardless of school level or Title I status

How many formal EP observations would you ideally like to receive?

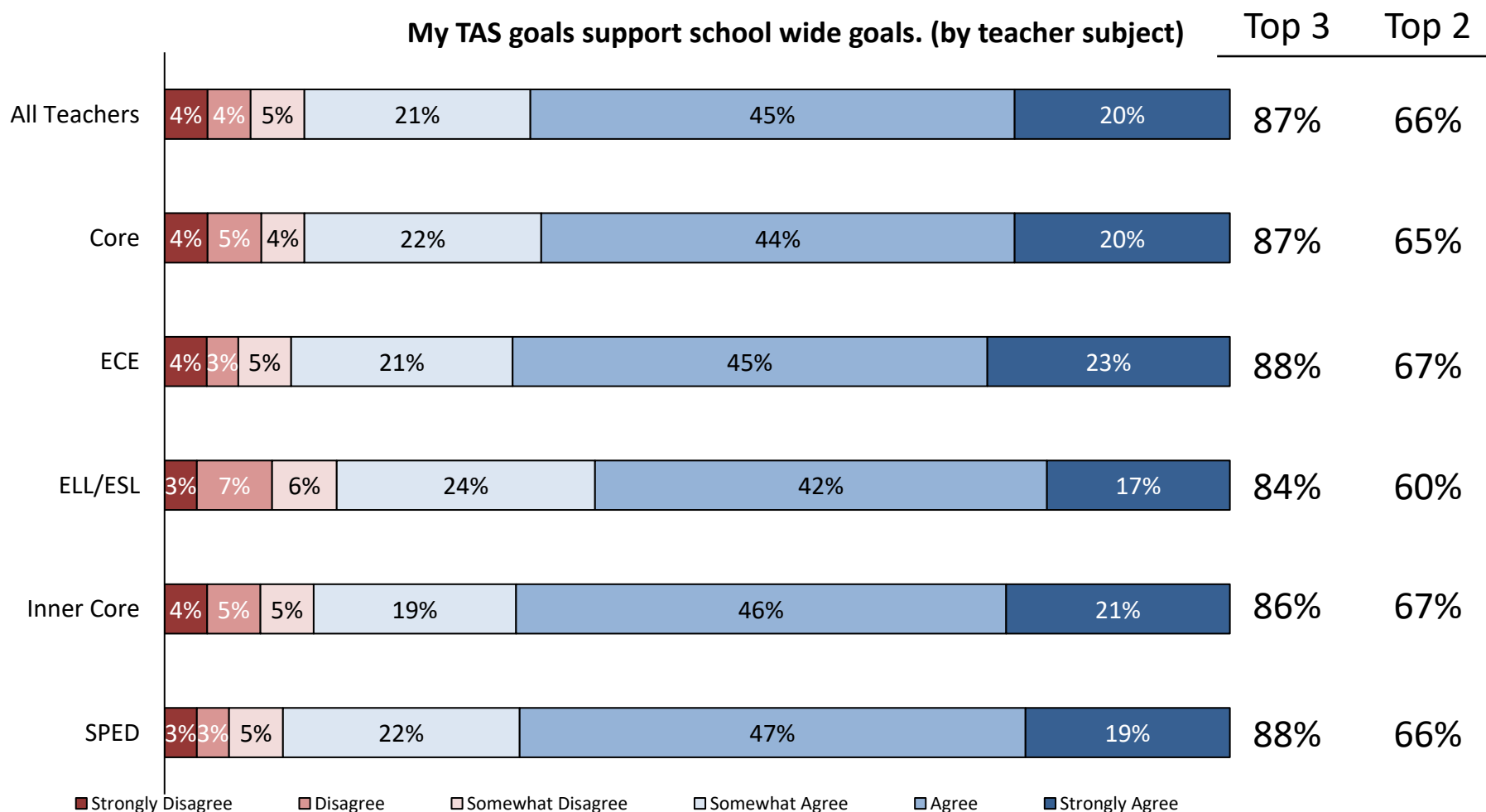


A majority of DCPS teachers feel their TAS goals are aligned with the subject they teach.

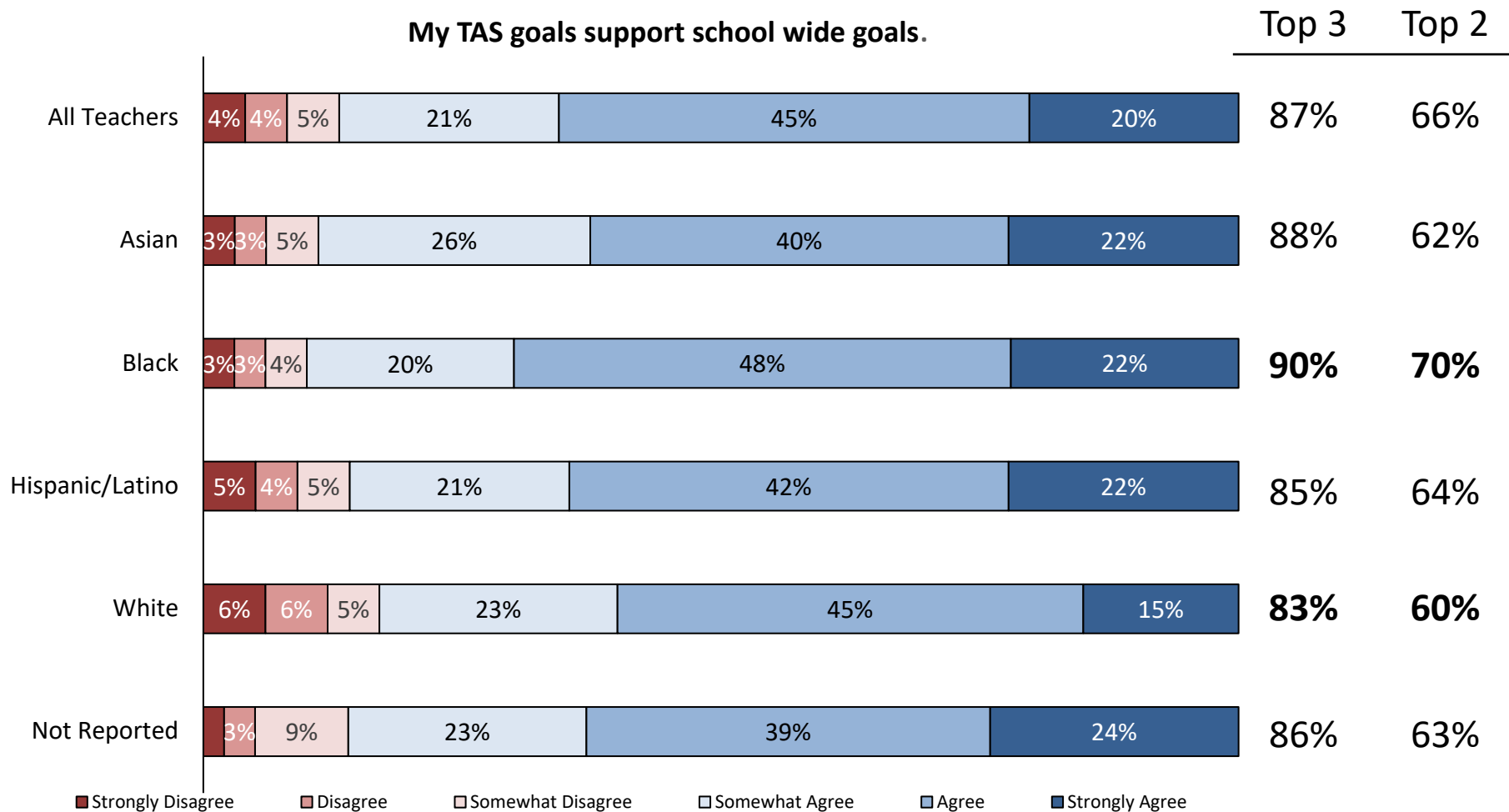
**My TAS goals are aligned with the subjects that I teach.
(by school level)**



A majority of DCPS teachers feel their TAS goals support school wide goals

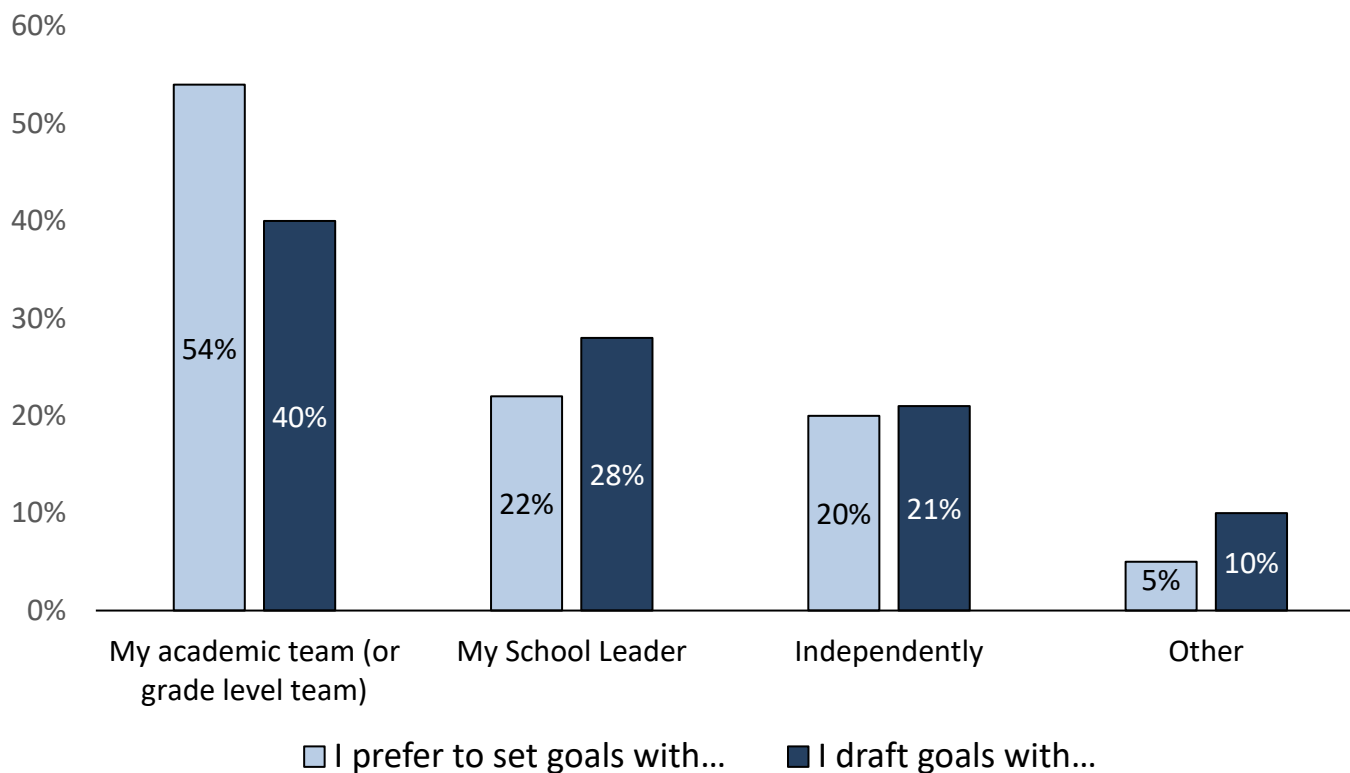


Black teachers are more positive than white teachers in feeling that their TAS goals support school wide goals



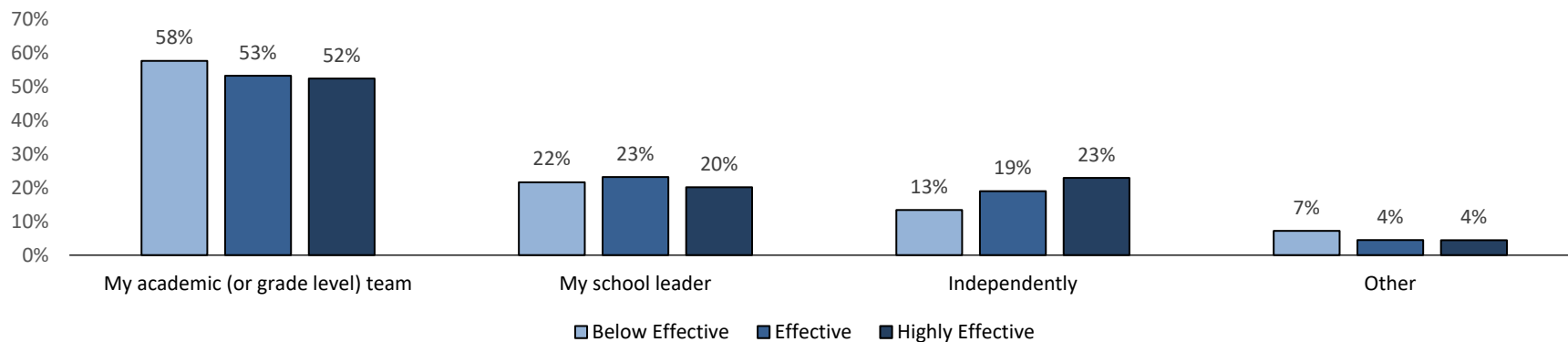
A majority of DCPS teachers prefer to set TAS goals as an academic team

“My preference is to draft goals with...” AND “I draft goals with...” (all teachers)

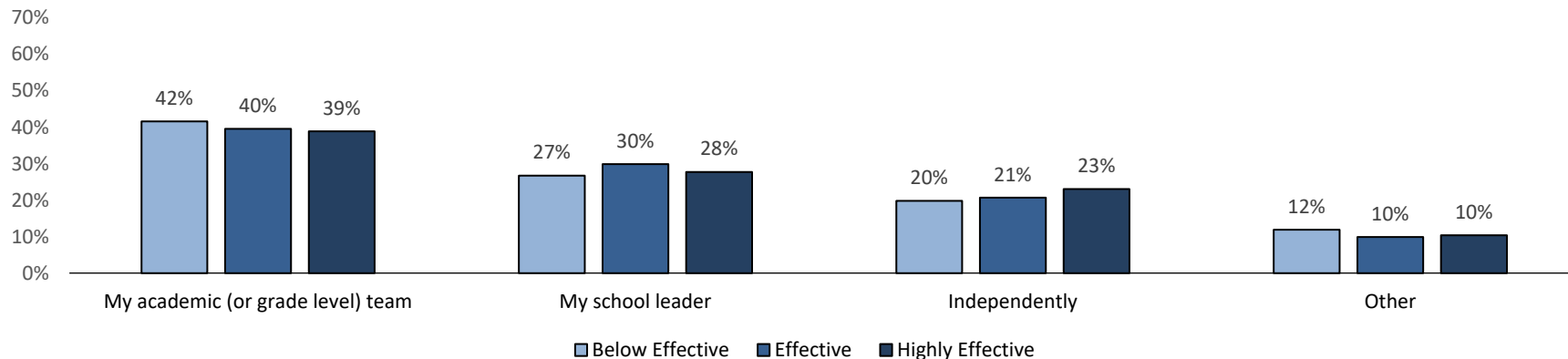


TAS goal preferences and actual practice trends play out similarly across effectiveness rating

My preference is to draft TAS goals...

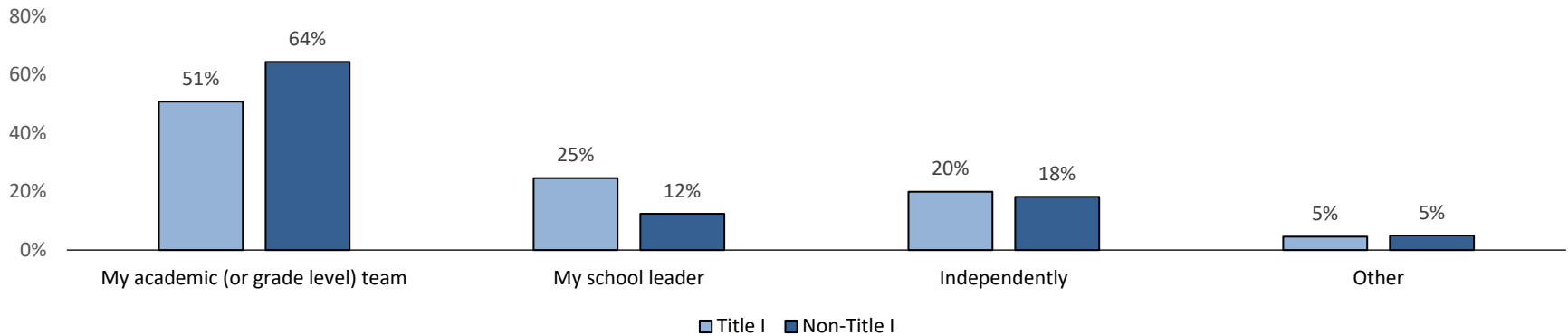


I draft goals...

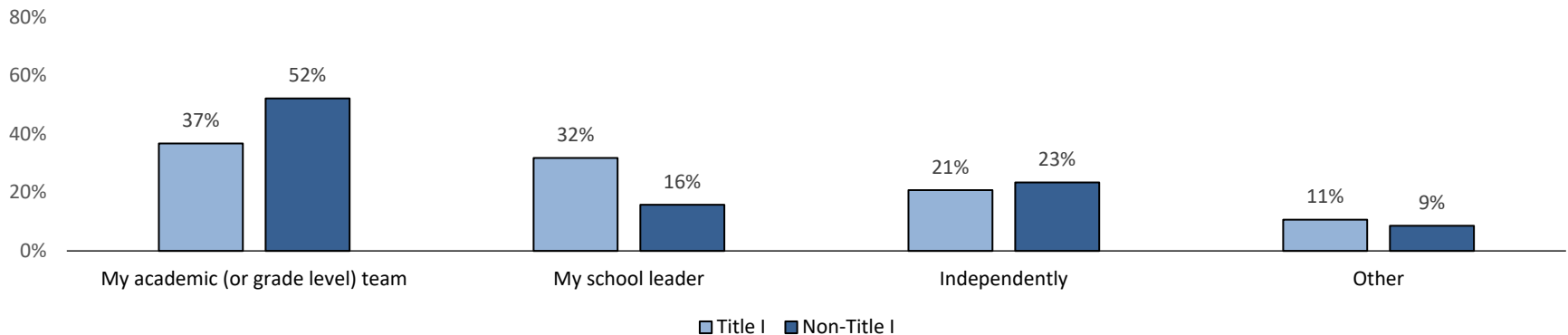


More teachers at Title I schools prefer setting goals with their school leader than those at Non-Title I schools

My preference is to draft TAS goals...

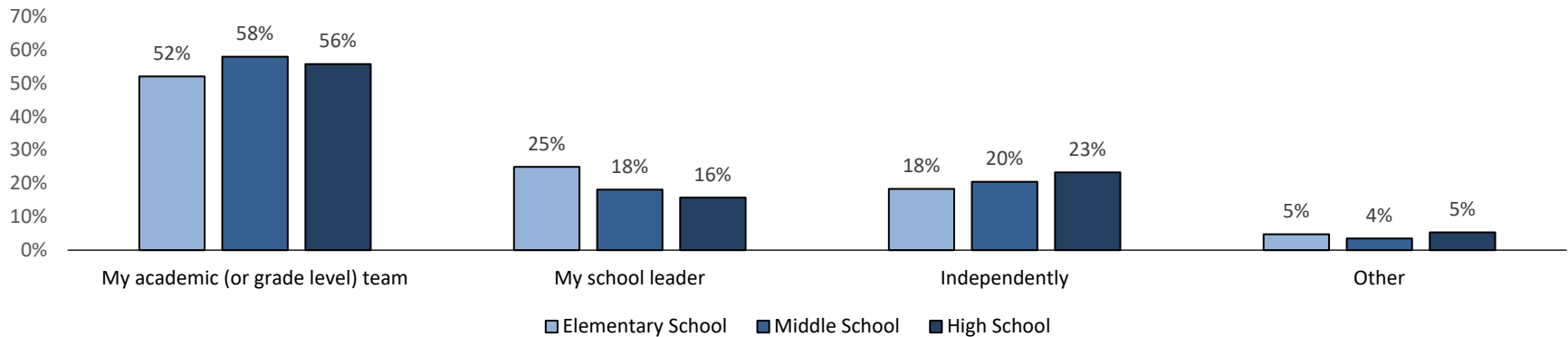


I draft goals...

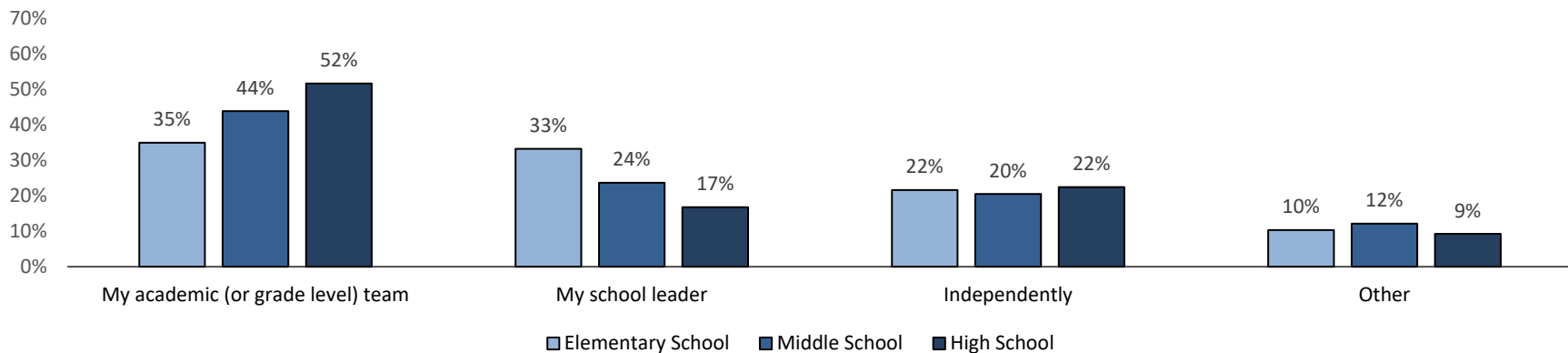


High Schools are most likely to set goals with academic or grade level teams

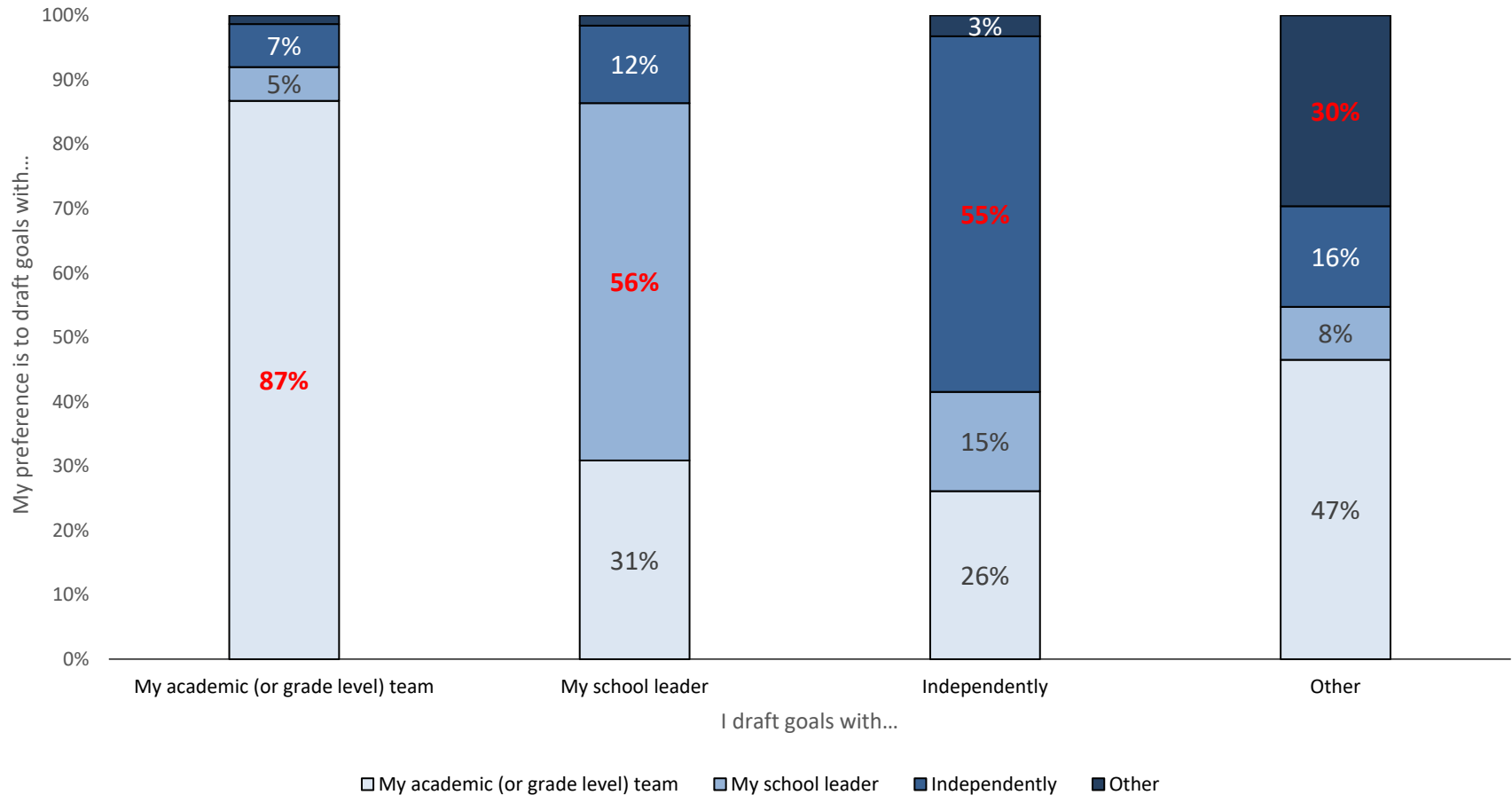
My preference is to draft TAS goals...



I draft goals...



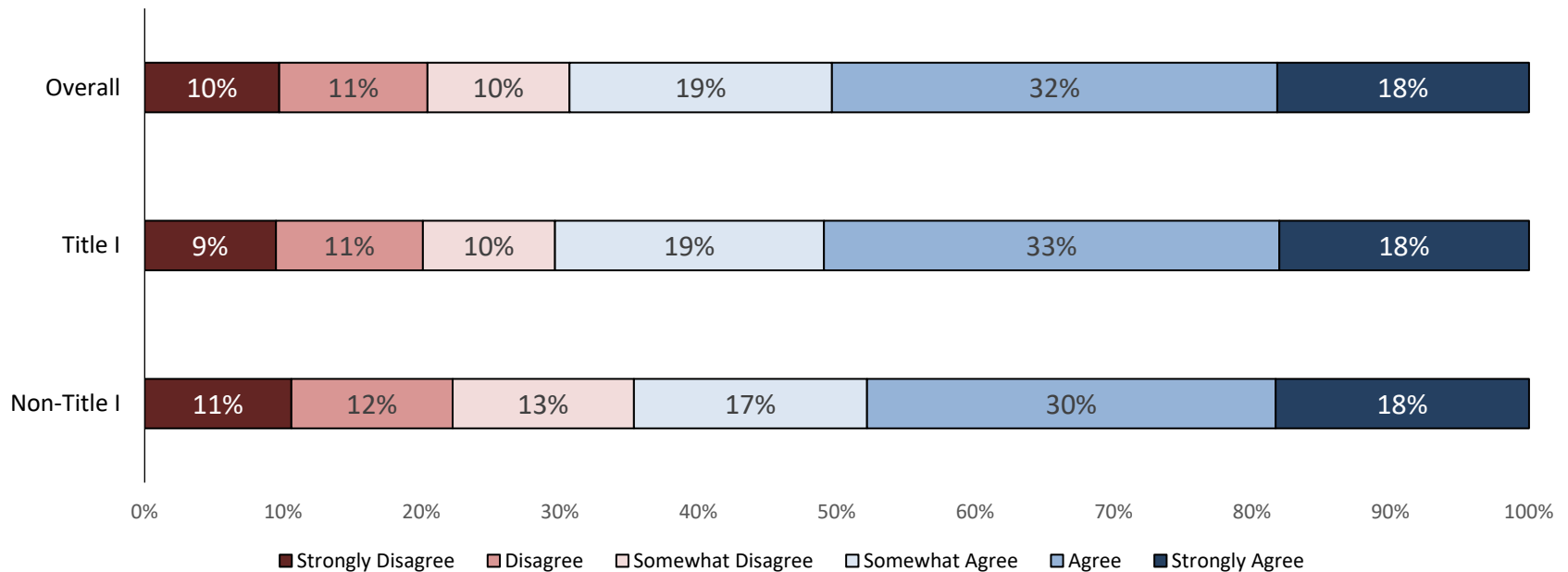
62% of teachers match their preferences for goal setting



*A red number indicates a teacher matches their preference

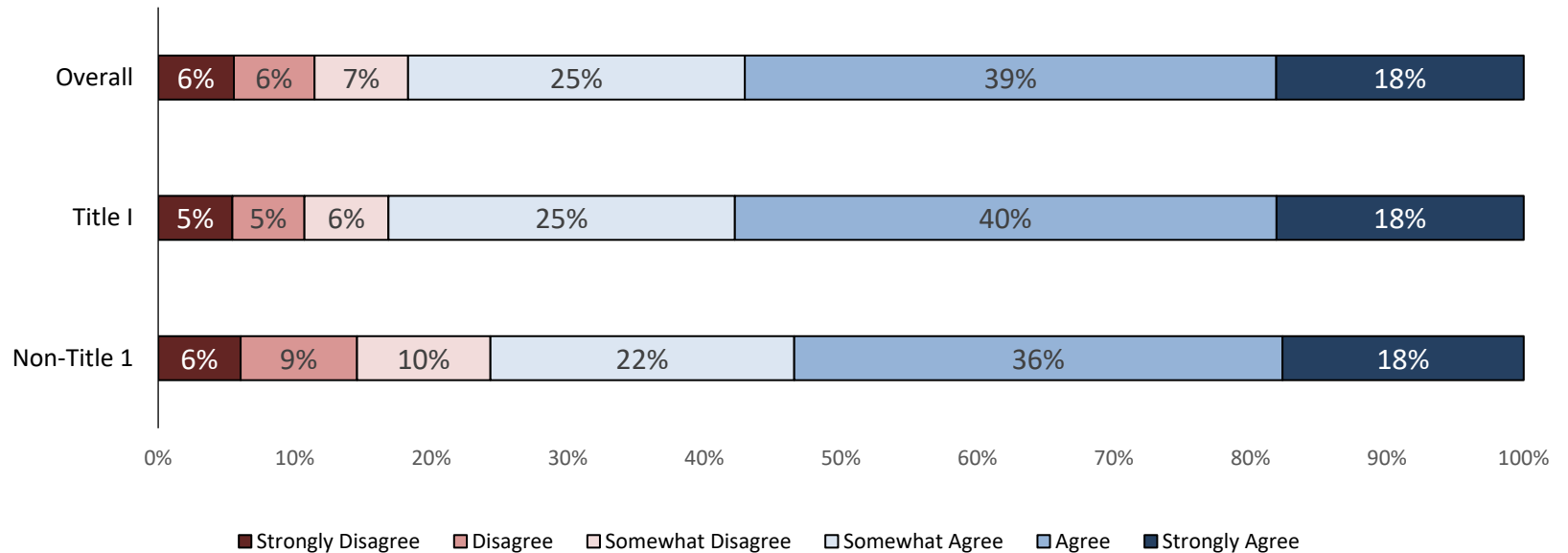
Nearly 70% of teachers agree that they have the opportunity to provide input on their schools' CSC rubric.

Teachers at my school have the opportunity to provide input on our school-specific Commitment to School Community (CSC) rubric.

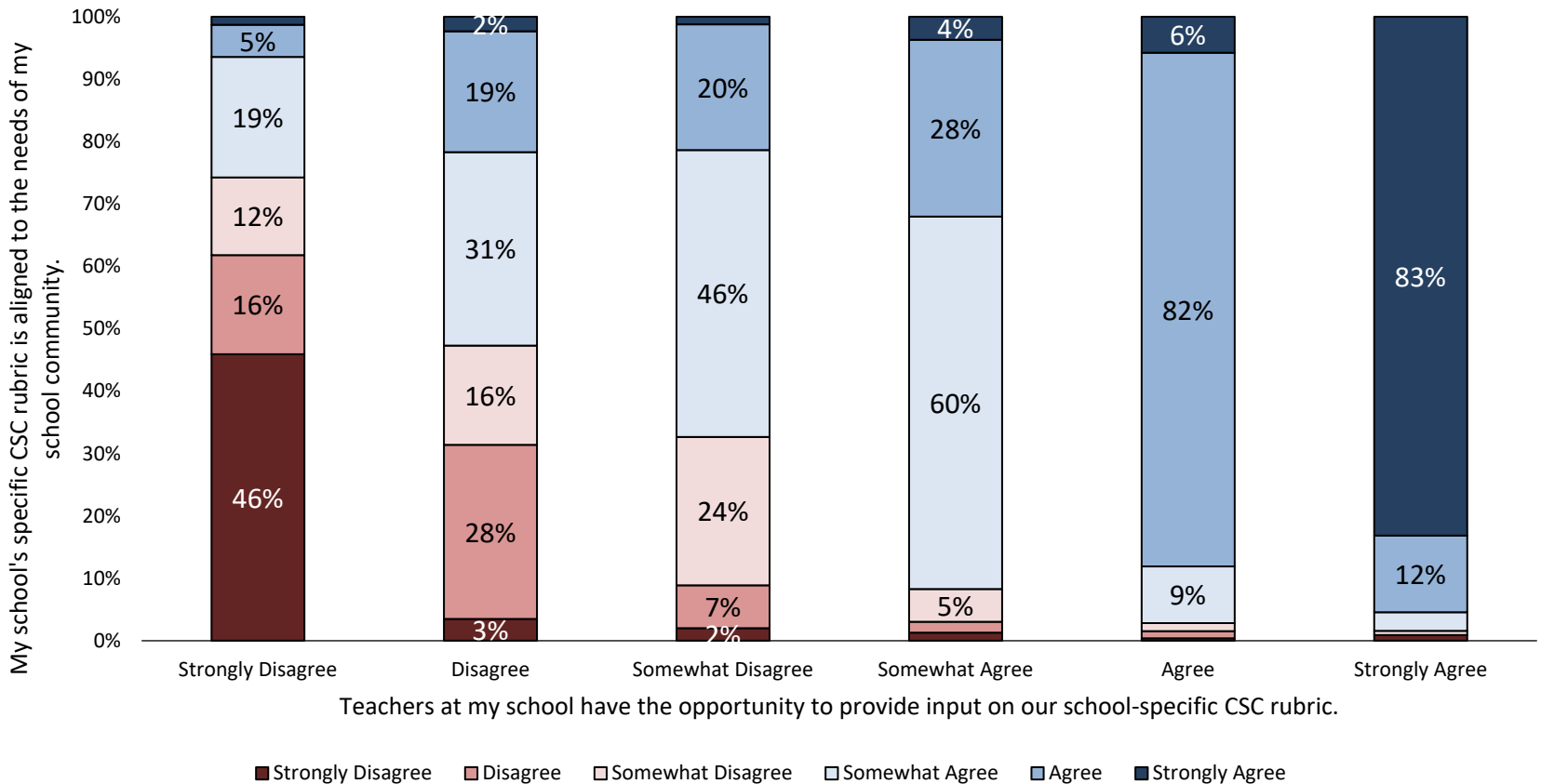


Over 80% of teachers agree that their schools' CSC is aligned to the needs of their school community

My school's specific CSC rubric is aligned to the needs of my school community.



Teachers who have an opportunity to provide input on their rubric are more likely to agree that it meets the needs of their school community



Teachers rely on other teachers and the Guidebook for most of their IMPACT questions

When you have questions about IMPACT, where do you turn? Rank the following options
1=Use most frequently, 6= Use the least

	1	2	3	4	5	6	Average
Other Teachers	751	681	421	229	52	9	2.1
Guidebook	819	498	452	313	55	6	2.2
School Leaders	322	519	522	364	347	69	3.0
Canvas	195	364	561	753	231	39	3.3
Helpline	20	58	132	441	1362	130	4.6