



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

Initially Published August 2021; Updated July 2022

### 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
- Additional Teacher Interviews (18 teachers)

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

### 3. Is the IMPACT Review complete?

No. DCPS will continue to gather and analyze feedback and consider potential evolutions to IMPACT for teachers. At the same time, DCPS will begin exploring evolutions to School Leader IMPACT.

### 4. What are the evolutions to IMPACT for teachers made through the IMPACT Review?

The whole set of evolutions to IMPACT for the upcoming SY 22-23, including descriptions of the findings that led to those evolutions, can be viewed [here](#). A similar document for evolutions made going into SY21-22 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

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focus groups, and IMPACT data analysis. To learn more about AU's role and related research, read their report, *Perspectives on DCPS IMPACT Teacher Evaluation System: Findings from Teachers and School Leaders*, which you can find [here](#).

**7. 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.

**8. 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 has worked with National Training Institute on Race and Equity (NTIRE), a national expert in implicit bias, over the course of school year 2021-22 to offer a series of anti-bias trainings for DCPS school leaders and evaluators who complete observations. This training was focused on bringing to light the ways that evaluators may inadvertently bring bias into the classroom when observing instruction and focused on changes in practice that can be taken to mitigate those. DCPS' Equity team has reviewed school-specific CSC rubrics to flag language that may unintentionally promote biased evaluation. Those flags have been updated and added to the CSC guidance materials for school leaders. DCPS views these steps as part of an ongoing effort to reduce bias and disparate outcomes by race in IMPACT.

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

We are not surprised to see racial gaps exist 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.

**10. 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 teachers has increased since the start of IMPACT from 77.8% in 2009-10 to 85.3% in 2018-19, and an average annual district retention rate of 89.0% during the two recent pandemic years. In recent years, 94-96% 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](#).

**11. Will there be more opportunities for teachers to provide input to inform future evolutions to IMPACT?**

Yes, there will always be ongoing opportunities for teachers to provide input related to IMPACT, most notably, through the bi-annual Insight Survey.

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**12. 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).