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# **Retention of and Access to Effective Teachers in DC Public Schools**

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**Presentation to the Association for Public Policy Analysis and Management Fall Research Conference**

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**MATHEMATICA**  
**Policy Research**

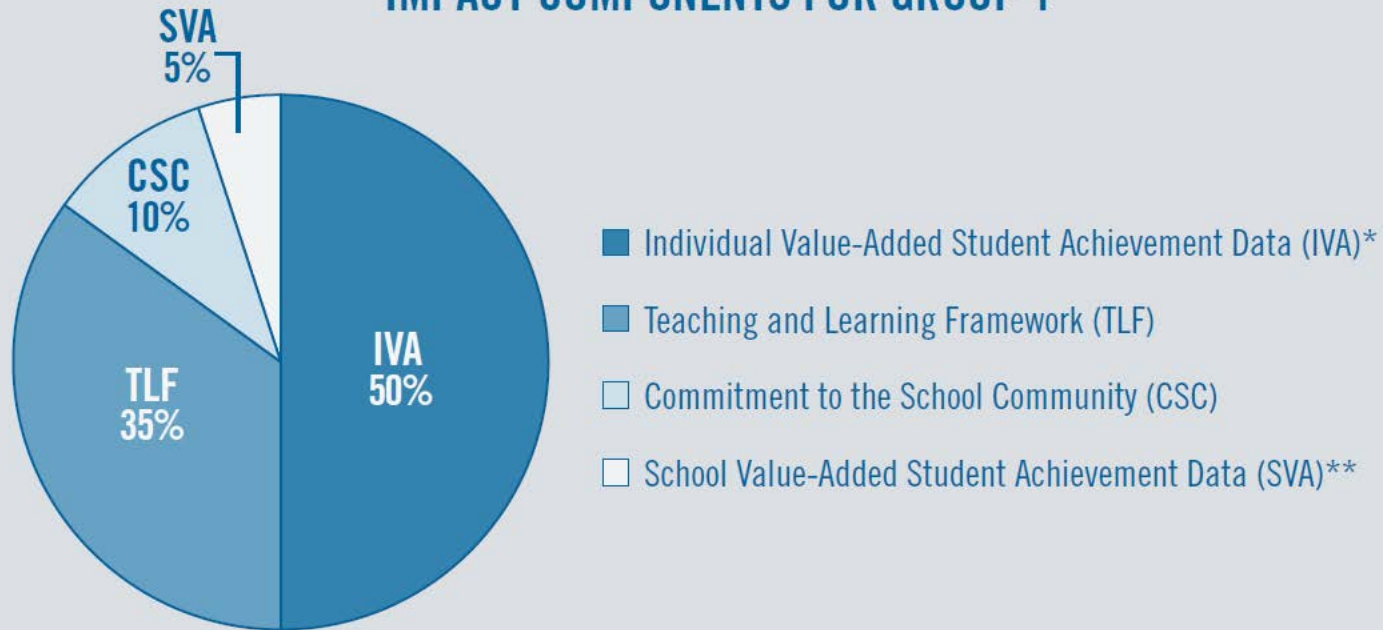
# Measuring Teacher Effectiveness

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- **New state and district evaluation systems encouraged by Race to the Top (RTT)**
- **DCPS IMPACT teacher evaluation system preceded RTT**
- **Features shared by RTT evaluation systems**
  - **Multiple measures of effectiveness**
  - **Consequences for teachers**
- **Opportunity to learn from DC implementation**

# Computing IMPACT Scores

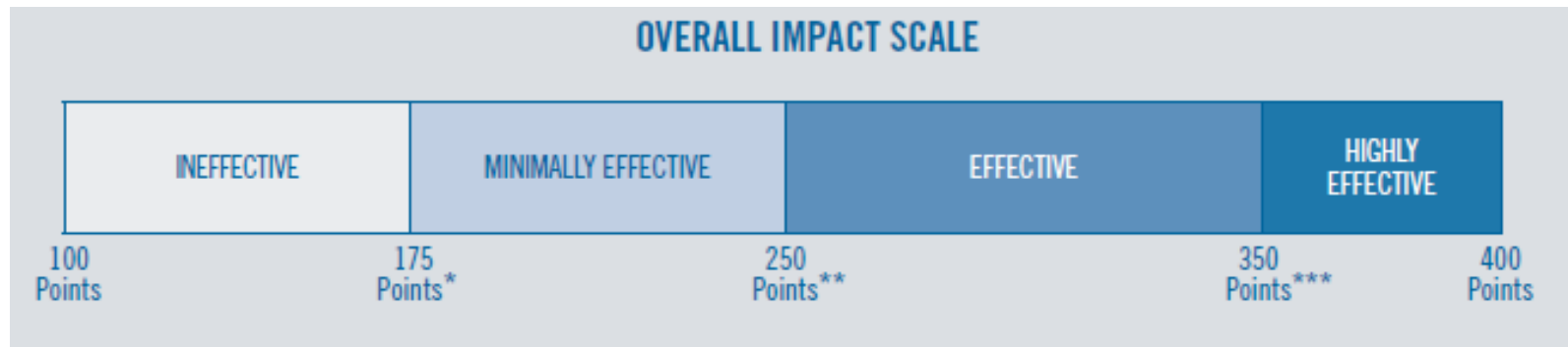
## IMPACT COMPONENTS FOR GROUP 1



*\*In the event that Individual Value-Added Student Achievement Data (IVA) cannot be generated for your class, you will be moved to Group 2.*

*\*\*In the event that School Value-Added Student Achievement Data (SVA) cannot be generated for your school, the Commitment to the School Community (CSC) component will expand to replace the SVA portion of the pie.*

# Four Performance Categories



- **Ineffective: Subject to separation**
- **Minimally Effective: Subject to separation (in category for two consecutive years)**
- **Effective: No change**
- **Highly Effective: Eligible for performance pay**

# Evaluation of DC School Reform

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- **Conducted by the DC Education Consortium on Research and Evaluation (DC-EdCORE)**
- **School reform legislation required evaluation**
  - Human resources operations and human capital strategies
  - Business practices and strategies
  - Academic plans
  - Student achievement
- **Annual snapshots**
  - 2010–2011 and 2011–2012 completed
  - Other years in progress
- **Analysis of trends (in progress)**

# Research Questions

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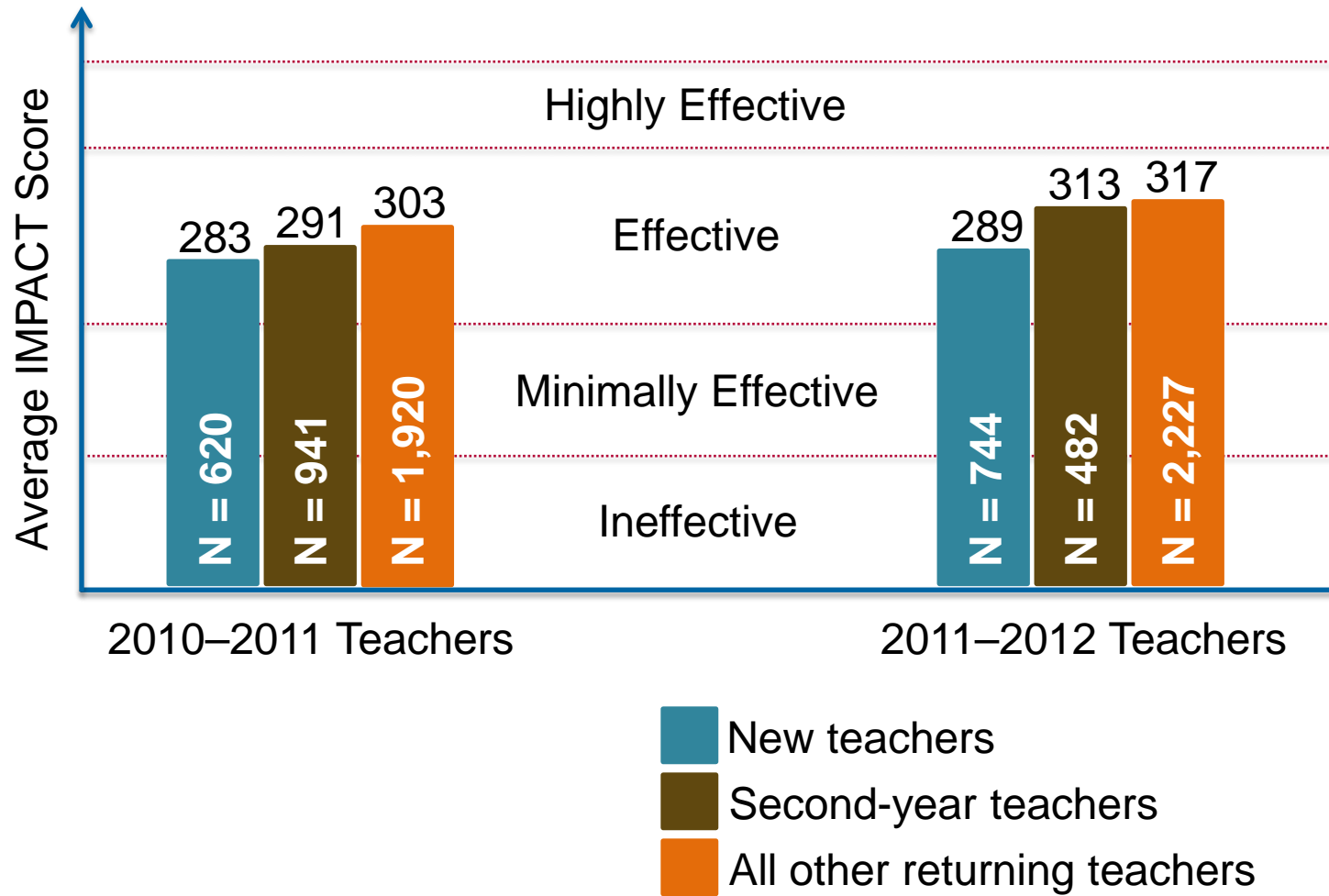
- **Retention and experience of effective teachers**
  - Did DCPS retain its most effective teachers?
  - How effective are teachers who are new to DCPS?
- **Distribution of effective teachers**
  - Are students in high-poverty schools more or less likely to be taught by effective teachers?
  - Is retention related to school poverty?

# Retention of Effective Teachers

IMPACT Rating	Number of Teachers 2009–2010	Retained	Number of Teachers 2010–2011	Retained
Highly Effective	543	89.1%	482	88.6%
Effective	2,360	84.5%	2,385	84.1%
Minimally Effective	459	69.9%	475	47.2%
Ineffective	62	0.0%	61	0.0%
All IMPACT ratings	3,424	81.8%	3,403	78.0%

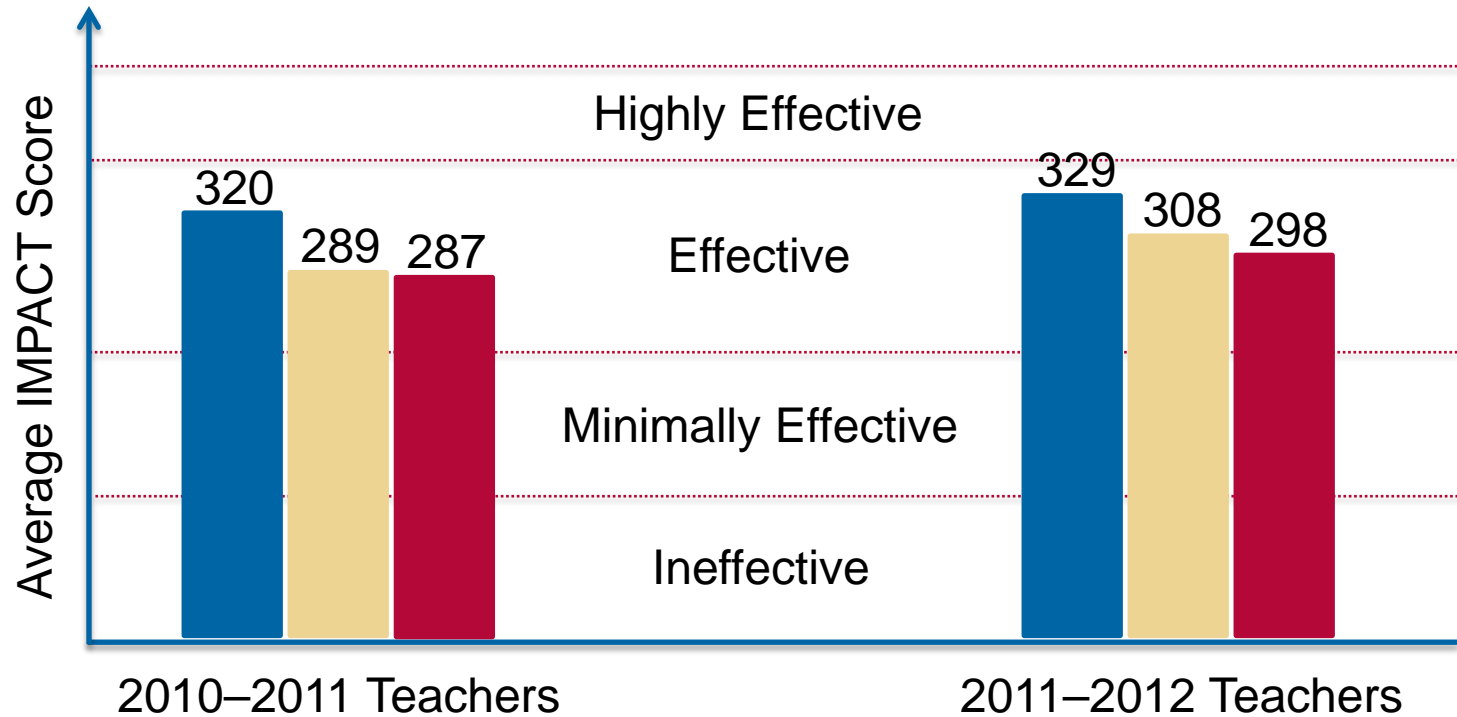
- DCPS retained most teachers classified as effective or highly effective
- DCPS retained fewer than half of 2010–2011 teachers rated minimally effective
- No ineffective teachers were retained
- 1.8% of 2009–2010 teachers dismissed
- 5.5% of 2010–2011 teachers dismissed

# Experience and Teacher Effectiveness



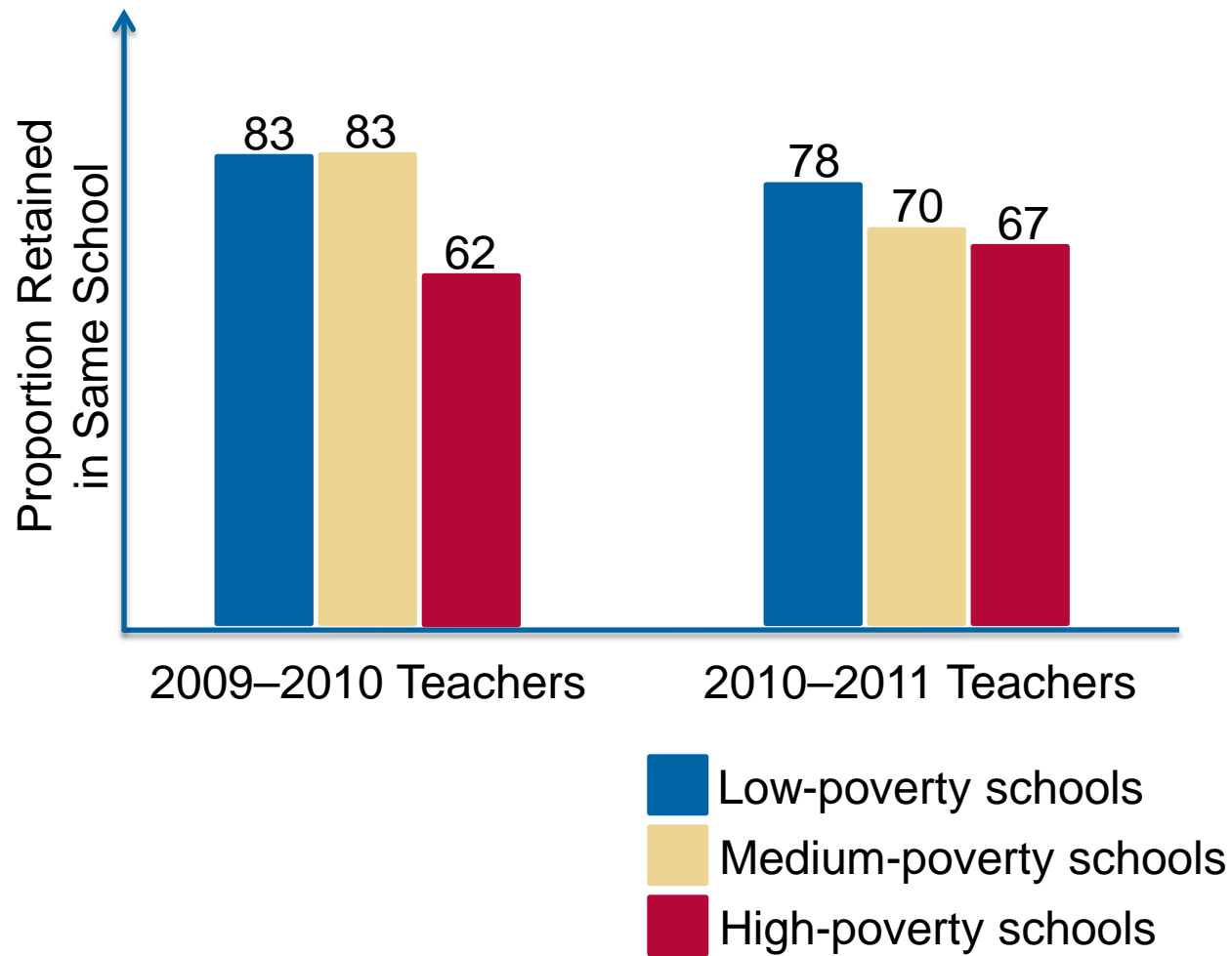


# Teacher Effectiveness by School Poverty

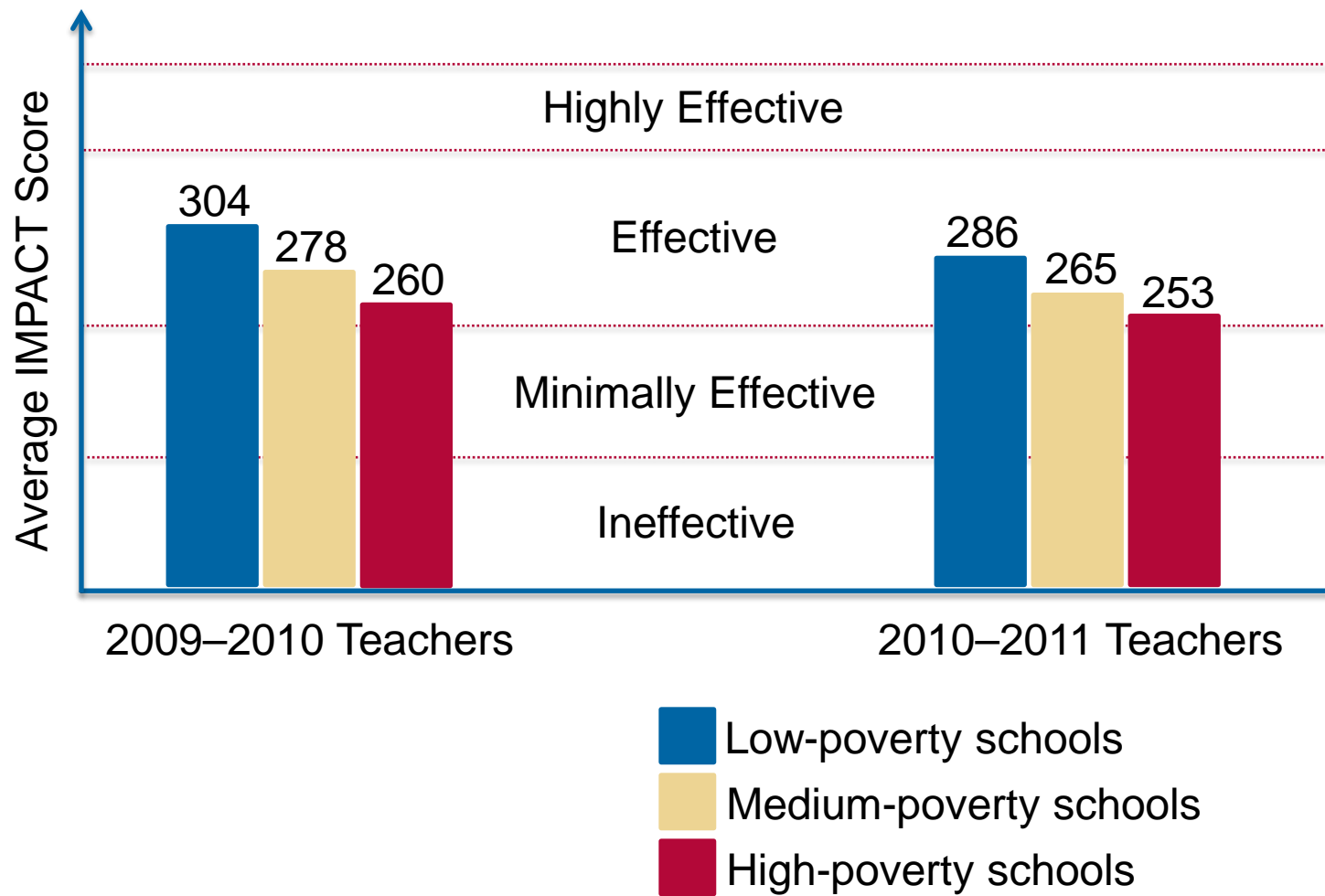


0-59% free and reduced price lunch   ■ Low-poverty schools  
60-80% free and reduced price lunch   ■ Medium-poverty schools  
81-100% free and reduced price lunch   ■ High-poverty schools

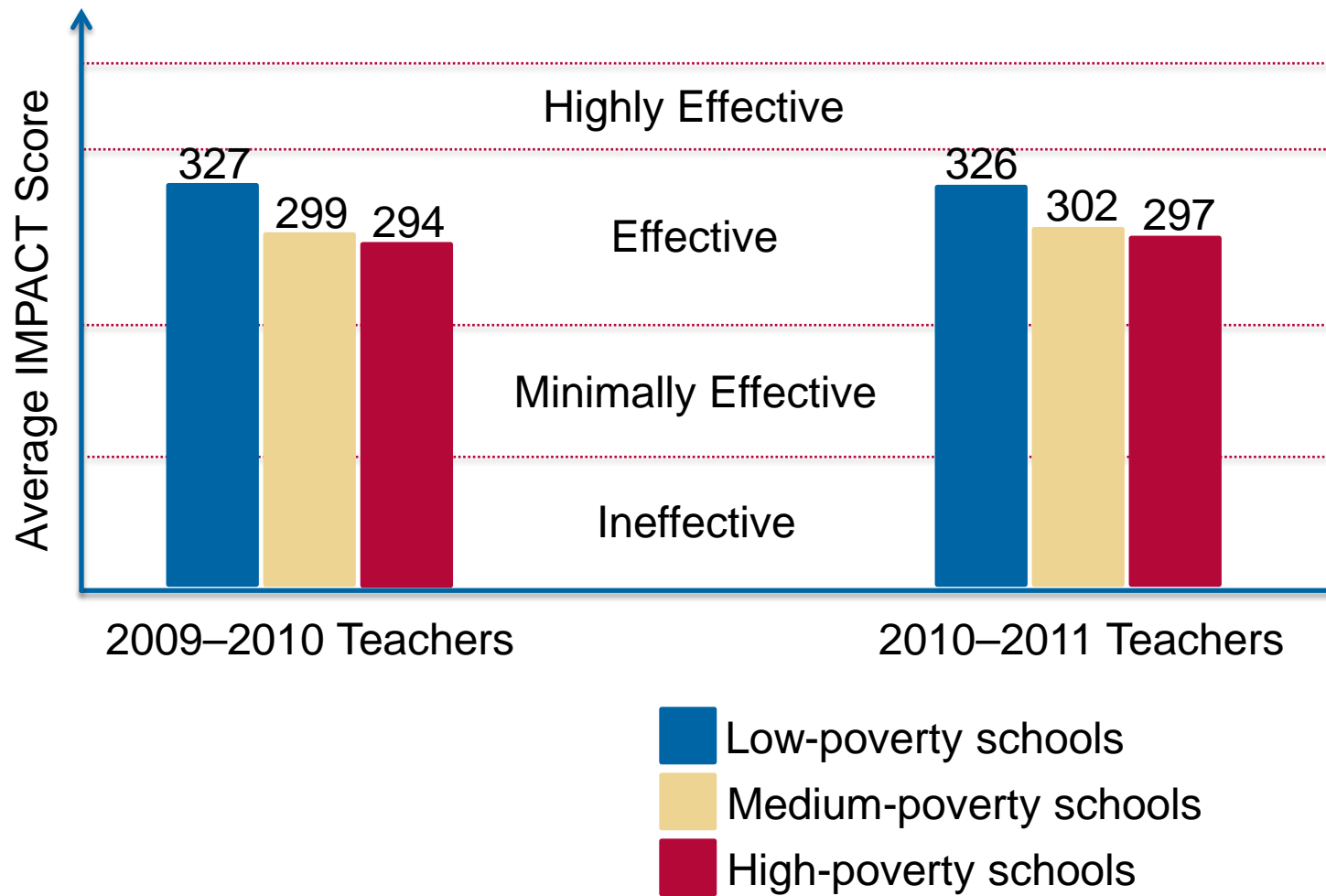
# Retention by School Poverty



# Effectiveness of “Leavers”



# Effectiveness of “Stayers”



# Summary

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- **DCPS retained most teachers classified as effective or highly effective**
- **More experienced DCPS teachers received higher IMPACT scores**
- **Teachers in high-poverty schools:**
  - **Received lower IMPACT scores**
  - **Were less likely to remain in DCPS**
- **Teachers who stayed in their schools were more effective than those who left**

# For More Information

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- **Please contact:**
  - **Elias Walsh**
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- **Full DC-EdCORE reports**
  - **Available from the Office of the DC Auditor**
    - <http://dcauditor.org/reports/2013>