

IMPACT scores ward-by-ward in D.C.

By [Michael Alison Chandler](#) February 24, 2015

D.C. Public Schools have released a more detailed picture this month showing significant differences across the city in where the most effective teachers are working.

Last school year, half of the teachers in Ward 3, which has the highest median income in the city, were rated “highly effective,” under the teacher evaluation system known as IMPACT. In Wards 7 and 8, where poverty rates are highest, 18 percent and 19 percent respectively were rated “highly effective.”

The scores were recently released along with [hundreds of pages of documents](#) in advance of the oversight hearing before the D.C. Council Education Committee on Tuesday.

The District’s evaluation system reflects classroom observations, measures of student achievement growth, and other indicators. Since its creation, it has led to the termination of more than 400 teachers deemed “least effective” and bonuses for many more who are considered “highly effective.”

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The formula, and the stakes attached to the ratings, have been controversial. Some teachers say it’s harder for those working with the most challenging students to receive the highest ratings.

D.C. Public Schools officials have worked to improve the quality of the teaching workforce in the most challenging and under-performing schools, with efforts including bonuses of up to \$20,000 for highly effective teachers in high-poverty schools, compared with \$2,000 in low-poverty schools, as well as differences in the pay scale.

Jason Kamras, Chief of Human Capital for D.C. Public Schools, told the D.C. Council that the school district is also looking at new incentives to offer high-performing teachers in high-performing schools to come work in lower

performing schools, and planning to roll out a more comprehensive system for training and supporting teachers in those schools.

The talent pipeline for teachers in poor and struggling schools is a concern nationally. District officials – along with state education leaders across the country – are developing a plan to bring more talented teachers to schools in poor neighborhoods to meet the requirements of the No Child Left Behind law.

D.C. Public schools also released a school-by-school look at the distribution of effective teachers for the 2013-2014 school year. You can see it here.

Michael Alison Chandler writes about schools and families in the Washington region.

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