Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

IMPACT

The District of Columbia Public Schools Effectiveness Assessment System for School-Based Personnel

2010–2011

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap.

GROUP 11
School-Based Social Workers and Psychologists

Michael DeAngelis

Simona Monnatti

On the cover of the IMPACT guidebook are the six core beliefs of DCPS. They are:

- All children, regardless of background or circumstance, can achieve at the highest levels.
- Achievement is a function of effort, not innate ability.
- We have the power and responsibility to close the achievement gap.
- Our schools must be caring and supportive environments.
- It is critical to engage our students' families and communities as valued partners.
- Our decisions at all levels must be guided by robust data.

These core beliefs are the foundation of our work as a school system. They speak to the incredibly powerful idea that, despite the challenges that many of our students face, we have the ability to make a dramatic, positive *impact* on their lives. Our hope is that this effectiveness assessment system will help us increase that impact and, in doing so, broaden the life opportunities of the children of the District of Columbia.

© 2010. All rights reserved.

TABLE OF CONTENTS

3 Letter from the Chancellor

4 Putting Growth First

6 Overview

8 IMPACT Components

26 Putting It All Together

30 Concluding Message

Bel Perez Gabilondo

Dear DCPS Community,

Over the past three years, our district has made unprecedented gains in student achievement. As we learned earlier this year, on the National Assessment of Educational Progress (NAEP), our fourth graders *led the nation* in reading growth and outperformed *all other urban school systems* in math growth. This extraordinary news is a direct result of your tireless efforts on behalf of our students.

I know that it is incredibly challenging to be an effective educator in DCPS and that you continue to face obstacles every day. But I also know that you are determined to overcome these difficulties, and I admire you tremendously for refusing to lower your standards.

Thank you.

As we reflect upon our achievements, we must also recognize that we still have far to go. None of us is satisfied when so many of our students are still below grade level in both reading and math. We introduced the Teaching and Learning Framework and IMPACT last year as a central part of our strategy to change this unacceptable reality. Our goal was to provide a common language for instruction, a clear set of performance expectations, and the beginnings of a comprehensive system for guidance and support.

I recognize that many of you found these changes to be challenging at first and that neither the framework nor IMPACT was perfect. This is why we embarked upon an extraordinary effort to gather feedback from as many members of the DCPS community as possible. In more than 100 feedback sessions, our IMPACT team engaged in individual and small group conversations with over 1,000 teachers, administrators, and other school-based staff members in every part of the district. I want to thank all of you who took the time to participate in this effort.

We heard you.

In response to your feedback, we made a number of substantive changes. We made the Teaching and Learning Framework more flexible to better honor the art and complexity of teaching. We revised the non-teaching rubrics to be more specific and more aligned to your actual job responsibilities. We added a new standard to the Commitment to School Community rubric to honor your efforts to build partnerships with families. And we clarified how student achievement would be measured in non-DC CAS grades and subjects. These are just a few of the many modifications we made based on your feedback.

Because of your input, I know that the Teaching and Learning Framework and IMPACT are stronger, clearer, and more aligned to our goal of ensuring an excellent education for every child in the nation's capital. This is one of the many reasons I am so excited about our potential for even greater student achievement gains this school year.

Thank you again for your commitment to excellence in all eight wards of this city. I am inspired by your passion and deeply grateful for the difference you make in our children's lives.

Sincerely,

Michelle Rhee
Chancellor, District of Columbia Public Schools

PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. Over the past year, we have worked to ensure that the performance metrics and supporting rubrics are clearer and more aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at http://impactdcps.dc.gov.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

What are the school system's plans for professional development?

Professional development is vital to our collective success and to our belief in continuous improvement. The best schools are focused on the learning of children *and* adults. This is why we are working aggressively to provide you with outstanding support.

To start, over the past three years, we have dramatically increased spending on professional development. We have also fully implemented the instructional coach program for teachers and have provided a significant amount of differentiated training for other school-based employees.

We are even more excited, though, about our plans for the future. This year, in collaboration with the Washington Teachers' Union, we will be piloting new professional development centers and an expanded mentoring program. We will also be planning a first-of-its-kind online professional development platform, which will offer a wealth of resources to help you improve. For example, teachers will eventually have access to video clips of exemplary practice as well as lesson plans and assessment tools. In addition, educators will be able to connect with one another to develop virtual professional learning communities.

All of these efforts will be guided by the performance data we receive from IMPACT, ensuring that our professional development is targeted to *your* unique needs.

Bel Perez Gabilondo

GROUP 11: OVERVIEW

Who is in Group 11?

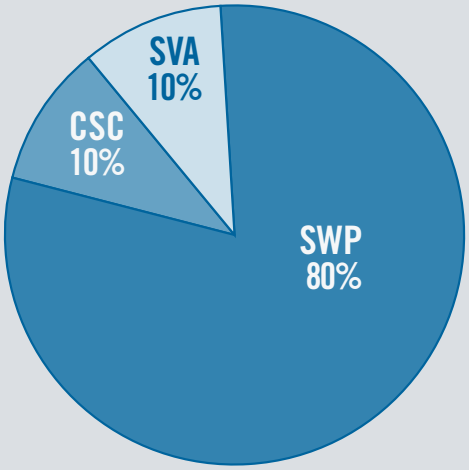
Group 11 consists of all school-based social workers and psychologists.

What are the IMPACT components for members of Group 11?

There are four IMPACT components for members of Group 11. Each is explained in greater detail in the following sections of this guidebook.

- **School-Based Social Worker and Psychologist Standards (SWP)** — These standards define excellence for school-based social workers and psychologists in DCPS. They make up 80% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **School Value-Added Student Achievement Data (SVA)** — This is a measure of the impact your school has on student learning over the course of the school year, as evidenced by the DC CAS. This component makes up 10% of your IMPACT score.
- **Core Professionalism (CP)** — This is a measure of four basic professional requirements for all school-based personnel. This component is scored differently from the others, which is why it is not represented in the pie chart. For more information, please see the Core Professionalism section of this guidebook.

IMPACT COMPONENTS FOR GROUP 11



- School-Based Social Worker and Psychologist Standards (SWP)
- Commitment to the School Community (CSC)
- School Value-Added Student Achievement Data (SVA)*

**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.*

SCHOOL-BASED SOCIAL WORKER AND PSYCHOLOGIST STANDARDS (SWP)

What are the School-Based Social Worker and Psychologist Standards?

These standards define excellence for school-based social workers and psychologists in DCPS. They include:

- Standard 1: Needs Assessment and Service Planning
- Standard 2: School Mental Health Program
- Standard 3: Individual and Group Counseling
- Standard 4: Family Partnerships
- Standard 5: Service Coordination
- Standard 6: Collaboration

Who developed the School-Based Social Worker and Psychologist Standards?

The standards were developed in collaboration with DCPS school-based social workers and psychologists, central office staff, and administrators. Per their guidance, the standards are based to a large extent on those established by the School Social Work Association of America (SSWA) and the National Association of School Psychologists (NASP).

How will my proficiency in the School-Based Social Worker and Psychologist Standards be assessed?

Your administrator will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the School-Based Social Worker and Psychologist Standards rubric and discuss next steps for professional growth.

How will my proficiency in the School-Based Social Worker and Psychologist Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle. At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart to the right.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about the School-Based Social Worker and Psychologist Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART

SCHOOL-BASED SOCIAL WORKER AND PSYCHOLOGIST STANDARDS (SWP)

SCHOOL-BASED SOCIAL WORKER AND PSYCHOLOGIST STANDARDS (SWP)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE *(Average of Cycles)*
SWP SCORE *(Average of SWP 1 to SWP 6)*	3.5	3.7	3.6
SWP 1: Needs Assessment and Service Planning	3.0	4.0	
SWP 2: School Mental Health Program	4.0	3.0	
SWP 3: Individual and Group Counseling	4.0	3.0	
SWP 4: Family Partnerships	3.0	4.0	
SWP 5: Service Coordination	4.0	4.0	
SWP 6: Collaboration	3.0	4.0	

Meaghan Gay

SCHOOL-BASED SOCIAL WORKER AND PSYCHOLOGIST STANDARDS (SWP) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
SWP 1: NEEDS ASSESSMENT AND SERVICE PLANNING		
SWP 1	School-based social worker or psychologist **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, her/his intervention plans.	School-based social worker or psychologist **consistently** collects and uses accurate and up-to-date information on individual student and whole school needs to develop short-term and long-term intervention plans.
SWP 2: SCHOOL MENTAL HEALTH PROGRAM		
SWP 2	School-based social worker or psychologist **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, the mental health program.	School-based social worker or psychologist **consistently** works with administrators to develop and implement a comprehensive, high-quality mental health program that addresses school culture, students' social and emotional needs, and crisis intervention.
SWP 3: INDIVIDUAL AND GROUP COUNSELING		
SWP 3	School-based social worker or psychologist **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, individual and group counseling.	School-based social worker or psychologist **consistently** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; **always** maintains service records, referral logs, and documentation of interventions; and **always** maintains confidentiality in accordance with professional standards.

LEVEL 2	LEVEL 1 (LOWEST)
School-based social worker or psychologist **sometimes** collects and uses accurate and up-to-date information on individual student and whole school needs to develop short-term and long-term intervention plans.	School-based social worker or psychologist **rarely or never** collects and uses accurate and up-to-date information on individual student and whole school needs to develop short-term and long-term intervention plans.
School-based social worker or psychologist **sometimes** works with administrators to develop and implement a comprehensive, high-quality mental health program that addresses school culture, students' social and emotional needs, and crisis intervention.	School-based social worker or psychologist **rarely or never** works with administrators to develop and implement a comprehensive, high-quality mental health program that addresses school culture, students' social and emotional needs, and crisis intervention.
School-based social worker or psychologist **sometimes** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; **always** maintains service records, referral logs, and documentation of interventions; and **always** maintains confidentiality in accordance with professional standards.	School-based social worker or psychologist **rarely or never** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; **does not always** maintain service records, referral logs, and documentation of interventions; or **does not always** maintain confidentiality in accordance with professional standards.

SCHOOL-BASED SOCIAL WORKER AND PSYCHOLOGIST STANDARDS (SWP) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
SWP 4: FAMILY PARTNERSHIPS		
SWP 4	School-based social worker or psychologist **meets Level 3** expectations AND **extends impact** by helping teachers and other school staff effectively partner with families.	School-based social worker or psychologist **consistently** serves families in need, in an effective manner, through the school's Student Support Team, one-on-one consultations, home visits, and other means; **always** maintains appropriate records of family contact; and **always** maintains confidentiality in accordance with professional standards.
SWP 5: SERVICE COORDINATION		
SWP 5	School-based social worker or psychologist **meets Level 3** expectations AND **extends impact** by proactively providing information to school staff and families about DCPS and community services.	School-based social worker or psychologist **consistently** coordinates DCPS and community services, in an effective manner, on behalf of students in need (including maintaining collaborative relationships with community agencies and making appropriate referrals); **always** maintains appropriate records of service coordination; and **always** maintains confidentiality in accordance with professional standards.
SWP 6: COLLABORATION		
SWP 6	School-based social worker or psychologist **meets Level 3** expectations AND **extends impact** by providing high-quality, formal professional development to school staff on improving students' social and emotional well-being.	School-based social worker or psychologist **consistently** collaborates with school staff, in an effective manner, to facilitate students' educational, social, and emotional growth (including collaboration on plans of assistance for struggling students and consultation with teachers on classroom interventions).

LEVEL 2	LEVEL 1 (LOWEST)
School-based social worker or psychologist **sometimes** serves families in need, in an effective manner, through the school's Student Support Team, one-on-one consultations, home visits, and other means; **always** maintains appropriate records of family contact; and **always** maintains confidentiality in accordance with professional standards.	School-based social worker or psychologist **rarely or never** serves families in need, in an effective manner, through the school's Student Support Team, one-on-one consultations, home visits, and other means; **does not always** maintain appropriate records of family contact; or **does not always** maintain confidentiality in accordance with professional standards.
School-based social worker or psychologist **sometimes** coordinates DCPS and community services, in an effective manner, on behalf of students in need (including maintaining collaborative relationships with community agencies and making appropriate referrals); **always** maintains appropriate records of service coordination; and **always** maintains confidentiality in accordance with professional standards.	School-based social worker or psychologist **rarely or never** coordinates DCPS and community services, in an effective manner, on behalf of students in need (including maintaining collaborative relationships with community agencies and making appropriate referrals); **does not always** maintain appropriate records of service coordination; or **does not always** maintain confidentiality in accordance with professional standards.
School-based social worker or psychologist **sometimes** collaborates with school staff in an effective manner to facilitate students' educational, social, and emotional growth (including collaboration on plans of assistance for struggling students and consultation with teachers on classroom interventions).	School-based social worker or psychologist **rarely or never** collaborates with school staff in an effective manner to facilitate students' educational, social, and emotional growth (including collaboration on plans of assistance for struggling students and consultation with teachers on classroom interventions).

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator. At this conference you will receive feedback based on the Commitment to the School Community rubric and discuss next steps for professional growth.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) rating for each standard of the rubric. Your standard scores will then be averaged together to form an overall score of 4.0 (highest) to 1.0 (lowest) for the assessment cycle.

At the end of the year, your assessment cycle scores will be averaged together to calculate an overall score of 4.0 (highest) to 1.0 (lowest) for this component of your IMPACT assessment. See the sample score chart below.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

If I have additional questions about Commitment to the School Community, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL ANNUAL COMPONENT SCORE *(Average of Cycles)*
CSC SCORE *(Average of CSC 1 to CSC 5)*	3.4	3.6	3.5
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support of the Special Education and English Language Learner Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	

Michael DeAngelis

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES		
CSC 1	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.	Individual **consistently** supports the local school initiatives in an effective manner.
	Examples of local school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a "reading across the curriculum" program.	
CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*		
CSC 2	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.	Individual **consistently** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
	Examples of how one might support these programs and students include: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.	
CSC 3: HIGH EXPECTATIONS		
CSC 3	Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.	Individual **consistently** promotes high academic and behavioral expectations, in an effective manner, for all students.
	Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, modeling high personal standards, and emphasizing pride in self, school, and community.	

**This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2	LEVEL 1 (LOWEST)
Individual **sometimes** supports the local school initiatives in an effective manner.	Individual **rarely or never** supports the local school initiatives in an effective manner.
Individual **sometimes** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.	Individual **rarely or never** supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.
Individual **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.	Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 4: PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)		
CSC 4	Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.	Teacher **consistently** engages students' families as valued partners in an effective manner.
	Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.	
CSC 5: INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)		
CSC 5	Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.	Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.
	Examples of how one might collaborate to improve student achievement include: active participation in the Thirty-Minute Morning Block, active participation in grade-level and departmental meetings, and active participation in mentoring relationships (formal or informal).	

Simona Monnatti

Meaghan Gay

LEVEL 2	LEVEL 1 (LOWEST)
Teacher **sometimes** engages students' families as valued partners in an effective manner.	Teacher **rarely or never** engages students' families as valued partners in an effective manner.
Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.	Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.

Bel Perez Gabilondo

SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

SVA is a measure of a *school's* overall impact — as opposed to an *individual teacher's* impact — on student learning. It is a growth measure based on the DC CAS. Every employee in the school receives the same score for SVA.

Is SVA the same as Adequate Yearly Progress?

No. Adequate Yearly Progress is an "attainment" measure, meaning that it is an absolute target that is required of all students, regardless of their current skill level. SVA, on the other hand, is a "growth" measure. It is based on the gains that the students in your school make.

Why is SVA one of my IMPACT components?

Because education is very much a team effort, we feel it is important to hold everyone in a building accountable for the overall success of the school. This is the same idea behind the TEAM (Together Everyone Achieves More) Program, which provides bonuses to all staff members in schools that meet certain performance targets.

TEAM
Together Everyone Achieves More
an EPIC program

How does it work?

We use a sophisticated statistical model to isolate the impact that your school has on student learning after taking into account many of the other factors that might affect achievement. DCPS will be offering additional training on this process later in the school year.

When will my school receive its final SVA score?

Because we need data from the DC CAS to calculate SVA, your school will not receive its score until after the conclusion of the school year. We are continuing to work with the Office of the State Superintendent of Education (OSSE) to shorten the time it takes to receive the final DC CAS data so that we can provide the SVA score sooner.

If I have additional questions about SVA, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Meaghan Gay

CORE PROFESSIONALISM (CP)

What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

How will my Core Professionalism be assessed?

Your administrator (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by December 1 and the second by June 15.

As part of each assessment cycle, you will have a conference with your administrator (or program supervisor). At this conference you will receive feedback based on the Core Professionalism rubric and discuss next steps for professional growth.

How will my Core Professionalism be scored?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

If you consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart to the right.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism scores for each cycle will be used for your final IMPACT score.

For more information about the scoring process, please see the Putting It All Together section of this guidebook.

If I have additional questions about Core Professionalism, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

SAMPLE SCORE CHART

CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 12/1	CYCLE ENDS 6/15	OVERALL
CP SCORE *(Lowest of CP 1 to CP 4)*	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	

Michael DeAngelis

CORE PROFESSIONALISM (CP) RUBRIC

	MEETS STANDARD	SLIGHTLY BELOW STANDARD
CP 1: ATTENDANCE		
CP 1	Individual has **no** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused absence (an absence that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 2: ON-TIME ARRIVAL		
CP 2	Individual has **no** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).	Individual has **1** unexcused late arrival (a late arrival that is in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).
CP 3: POLICIES AND PROCEDURES		
CP 3	Individual **always** follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).	**With rare exception,** individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).
CP 4: RESPECT		
CP 4	Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.	**With rare exception,** individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

PUTTING IT ALL TOGETHER

What does this section explain?

This section is designed to help you understand how all of the components of your assessment will come together to form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings for each component of your assessment. Recall that, for all components other than Core Professionalism, the score will always range from 4.0 (highest) to 1.0 (lowest).

Step 2

We then multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates "weighted scores" for each component. The chart below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
School-Based Social Worker and Psychologist Standards (SWP)	3.6	x 80	= 288
Commitment to the School Community (CSC)	3.5	x 10	= 35
School Value-Added Student Achievement Data (SVA)	3.3	x 10	= 33
TOTAL			**356**

Step 3

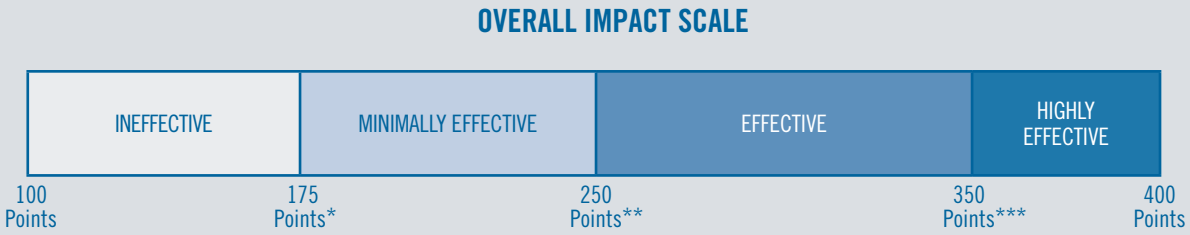
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard for both cycles, then your total score remains unchanged. If not, then 10 points are subtracted from your total score for each cycle in which your rating is Slightly Below Standard, and 20 points are subtracted for each cycle in which your rating is Significantly Below Standard. In the example above, the individual's rating for all cycles is Meets Standard, so no points have been subtracted.

Step 5

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.



**A score of exactly 175 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Effective.*

****A score of exactly 350 would be classified as Highly Effective.*

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. These adjustments may include, among other things, changing deadlines, changing the number of assessments, and changing the type of assessment. Also, if unexpected circumstances interfere with the completion of one or more of your assessments, DCPS may nevertheless issue a final IMPACT score based on the remaining assessments. Finally, DCPS reserves the right to make any additional modifications to the IMPACT system during the school year. DCPS will provide notice of any such modifications prior to their implementation. (For the purposes above, "assessments" refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the new Washington Teachers' Union contract, WTU members who earn this rating are eligible for additional compensation.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Minimally Effective: This rating signifies performance that is below expectations. Individuals who receive this rating are encouraged to take advantage of the professional development opportunities provided by DCPS. Such individuals will be held at their current salary step until they earn a rating of Effective or higher. Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT office at 202-719-6553 or impactdcps@dc.gov.

Bel Perez Gabilondo

CONCLUDING MESSAGE

This system is called "IMPACT" because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students' lives. *You* are the most important lever of change in our school system.

The impact you have already had is impressive. As noted in Chancellor Rhee's opening letter, our students have made extraordinary gains in a relatively short time because of your commitment and dedication.

Though we have made great progress, we still have much to do. Our students — like all children — deserve the opportunity to pursue their dreams. Together, we can and must ensure that they have access to the one thing that will afford them this opportunity: an outstanding education.

NOTES

NOTES

Bel Perez Gabilondo

Michael DeAngelis

Bel Perez Gabilondo

This project is funded in part by the DC Public Education Fund (www.dceducationfund.org), which works to dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting and investing in high-impact programs with the District of Columbia Public Schools.

In accordance with Title VI of the Civil Rights Act of 1964, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, the Age Discrimination Act of 1975, Title II of the Americans with Disabilities Act of 1990 and the D.C. Human Rights Act of 1977, as amended, District of Columbia Official Code Section 2-1401.01 et seq. (Act), the District of Columbia Public Schools (DCPS) does not discriminate (including employment therein and admission thereto) on the basis of actual or perceived race, color, religion, national origin, sex, age, marital status, personal appearance, sexual orientation, gender identity or expression, family status, family responsibilities, matriculation, political affiliation, genetic information, disability, source of income, status as a victim of an interfamily offense, or place of residence or business. Sexual harassment is a form of sex discrimination, which is prohibited by the Act. In addition, harassment based on any of the above-protected categories is prohibited. Discrimination in violation of the aforementioned laws will not be tolerated. Violators will be subject to disciplinary action.

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. •

Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments. • Our decisions at all levels must be guided by robust data. • All children, regardless of background or circumstance, can achieve at the highest levels. • It is critical to engage our students' families and communities as valued partners. • Achievement is a function of effort, not innate ability. • We have the power and responsibility to close the achievement gap. • Our schools must be caring and supportive environments.

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

District of Columbia Public Schools
1200 First Street, NE
Washington, DC 20002
www.dcps.dc.gov