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IMPACT

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

2011–2012

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GROUP 11a
School-Based Psychologists



Michael DeAngelis



Simona Monnati



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.

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Bel Perez Gabilondo

Dear DCPS Community,

Throughout my thirteen years working with DCPS, I have been continually humbled and inspired by our students' talents, resilience, and potential. And I know that you, the educators in our schools, are the key to unleashing their brilliance and opening a world of possibilities for them.

Because so much depends on our ability to serve our students with excellence, we introduced the Teaching and Learning Framework and IMPACT in 2009 to focus us all on what it would take to make DCPS the highest performing district in the nation.

This year, we are working towards the same high expectations — but we are also committed to providing educators with better support. We are excited about the new curricular materials that we will put in teachers' hands as we begin to implement the rigorous Common Core State Standards. Teachers will also receive more intensive classroom guidance from instructional coaches, and we will launch an extensive library of professionally-produced lesson videos — filmed in DCPS classrooms — that will show great teachers in action. We have worked hard to provide other school-based staff members with high-quality professional development, and we will continue our efforts to make this support even better.

To learn more about these and other ways we will support you, please see the *Supporting Your Success* section of this guidebook.

As educators, we have the responsibility to put our students on a path to success now and later in life. Let this year be a chance to embrace it with renewed energy, focus, and optimism.

Sincerely,



Kaya Henderson

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. We have worked to ensure that the performance metrics and supporting rubrics are clear and 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.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis

GROUP 11a: OVERVIEW

Who is in Group 11a?

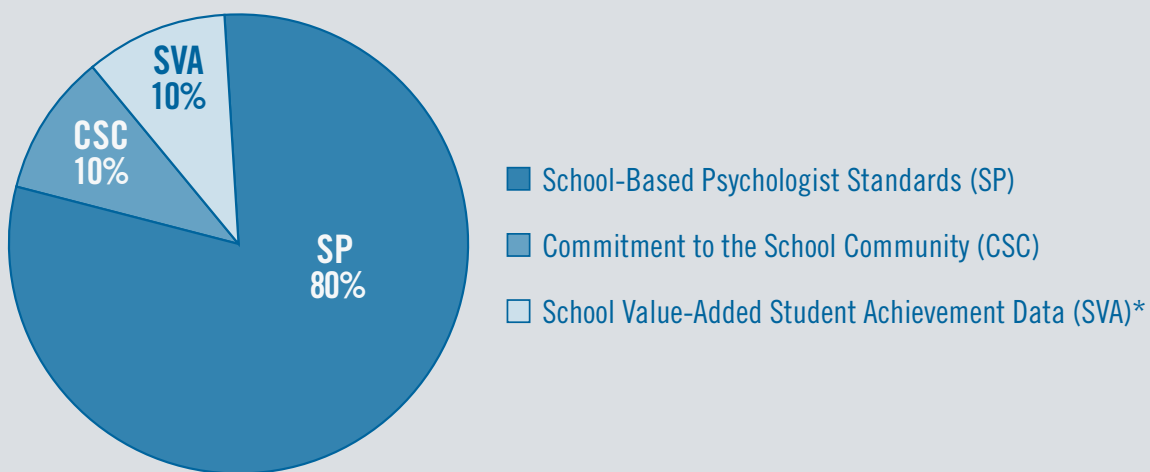
Group 11a consists of all school-based psychologists.

What are the IMPACT components for members of Group 11a?

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

- **School-Based Psychologist Standards (SP)** — These standards define excellence for school-based 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 11a



**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 PSYCHOLOGIST STANDARDS (SP)

What are the School-Based Psychologist Standards?

These standards define excellence for school-based 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 Psychologist Standards?

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

How will my proficiency in the School-Based 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 14

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 Psychologist Standards rubric and discuss next steps for professional growth.

How will my proficiency in the School-Based 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.

How will staff members who have earned Highly Effective ratings two years in a row be assessed this year?

Staff members who have earned Highly Effective ratings during both of the last two school years will receive an assessment by December 1. If the score from this assessment is 3.5 or higher, the staff member will have the opportunity to waive her/his second assessment. If the score is below 3.5, the staff member will continue on the normal assessment schedule.

Please note that staff members who are shared between two schools will receive an assessment by each of their administrators by December 1. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

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

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

SAMPLE SCORE CHART
SCHOOL-BASED PSYCHOLOGIST STANDARDS (SP)

SCHOOL-BASED PSYCHOLOGIST STANDARDS (SP)	CYCLE ENDS 12/1	CYCLE ENDS 6/14	OVERALL (Average of Cycles)
SP SCORE <i>(Average of SP 1 to SP 6)</i>	3.5	3.7	3.6
SP 1: Needs Assessment and Service Planning	3.0	4.0	
SP 2: School Mental Health Program	4.0	3.0	
SP 3: Individual and Group Counseling	4.0	3.0	
SP 4: Family Partnerships	3.0	4.0	
SP 5: Service Coordination	4.0	4.0	
SP 6: Collaboration	3.0	4.0	



Meaghan Gay

SCHOOL-BASED PSYCHOLOGIST STANDARDS (SP) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
SP 1: NEEDS ASSESSMENT AND SERVICE PLANNING		
SP 1	School-based 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 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.
SP 2: SCHOOL MENTAL HEALTH PROGRAM		
SP 2	School-based 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 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.
SP 3: INDIVIDUAL AND GROUP COUNSELING		
SP 3	School-based 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 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 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 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 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 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 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 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 PSYCHOLOGIST STANDARDS (SP) RUBRIC

LEVEL 4 (HIGHEST)		LEVEL 3
SP 4: FAMILY PARTNERSHIPS		
SP 4	School-based psychologist meets Level 3 expectations AND extends impact by helping teachers and other school staff effectively partner with families.	School-based 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.
SP 5: SERVICE COORDINATION		
SP 5	School-based psychologist meets Level 3 expectations AND extends impact by proactively providing information to school staff and families about DCPS and community services.	School-based 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.
SP 6: COLLABORATION		
SP 6	School-based 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 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 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 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 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 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 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 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 14.

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 6/14	OVERALL (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 Special Education and ELL 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

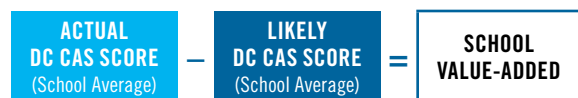
SCHOOL VALUE-ADDED STUDENT ACHIEVEMENT DATA (SVA)

What is SVA?

Measuring a school's impact on student learning can be challenging. After all, students start the year at different skill levels, and they all face different factors outside the classroom that affect how they learn. At its core, SVA is a way of dealing with these challenges. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as students' prior skill level, the resources they have at home, or any learning disabilities they may have. In short, SVA helps us understand what the school did, apart from everything else. Because education is a team effort, almost all school-based staff — not just teachers — have SVA as a small portion of their annual IMPACT evaluation.

How does it work?

First, we calculate how a school's students are *likely* to perform, on average, on our standardized assessment (the DC CAS) given their previous year's scores and other relevant information. We then compare that likely score with the students' *actual* average score. Schools with above-average SVA scores are those whose students' actual performance exceeds their likely performance. This process is explained in further detail on the following pages.



Who calculates the SVA scores?

DCPS has contracted with Mathematica Policy Research, a nationally respected research firm, to conduct research on value-added methods, provide technical assistance to DCPS, and derive value-added scores for teachers and schools based on specifications determined by DCPS. Mathematica's clients have included the U.S. Department of Education and

many other federal, state, and local agencies. In addition, two independent value-added experts reviewed the methodology used to evaluate DCPS teachers and schools: Eric Hanushek of the Hoover Institution at Stanford University and Tim Sass of Florida State University.

Why do we use the DC CAS for SVA?

The DC CAS is the only assessment used in DCPS that is: 1) aligned to the DC content standards; 2) administered securely; and 3) standardized, meaning it is the same for all students in a given grade level. Though these tests do not capture everything taught in DCPS schools, they are reliable and valid measures of students' mastery of essential reading and mathematics skills.

Is SVA the same as Adequate Yearly Progress (AYP)?

No. AYP only measures the percentage of students who score Proficient or Advanced on the DC CAS at the end of the year. It doesn't take into account where students start the year. It also doesn't take into account external factors that may affect student learning. SVA, on the other hand, does.

Do school systems in other states use value-added measures?

Yes. Many school systems — including those in Chicago, Dallas, Milwaukee, Minneapolis, New York City, and Pittsburgh — either already use value-added measures or are developing them.

How is SVA calculated?

Before proceeding, it might be helpful to say a few words about our state assessment, the DC CAS. Scores on the DC CAS are reported on a 100-point scale. For example, fifth graders receive a score from 500 to 599. Similarly, sixth

graders receive a score from 600 to 699. It is important to note that the hundreds digit of these scores is for naming purposes only. That is, the “5” in a score of 574 tells us that this is a fifth grade score. There is no other meaning to the hundreds digit. The remaining two digits (in this example, 74) explain the student’s performance. They are what we use to calculate SVA.

One more preliminary note might be helpful. Most teachers are familiar with the proficiency levels on the DC CAS: Advanced, Proficient, Basic, and Below Basic. Proficiency levels are created from the scale scores. For example, in 2010, any fifth grade student who had a scale score from 56 to 72 was considered “Proficient.” Though the proficiency levels are well known to teachers, they are not used for the SVA calculation. Rather, as noted above, we use the underlying scale scores. Doing so allows schools to receive credit for their students’ progress whether or not their students move between proficiency levels from one year to the next.

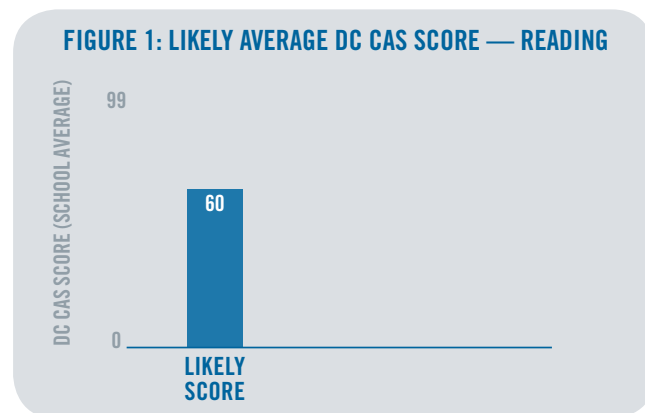
The following four-step description provides an overview of how SVA scores are calculated.

Step 1: Based on specifications determined by DCPS, statisticians at Mathematica calculate the average *likely* DC CAS score for each school’s students.

At the end of the year, after the DC CAS tests have been scored, statisticians at Mathematica calculate the average score that a school’s students were *likely* to have achieved by analyzing the performance of all students in DCPS. For example, if a student received a score of 20 on last year’s DC CAS, this student is likely to perform about as well as other students in the same grade who received a 20 last year. When determining a likely score for each student in a school, Mathematica accounts not only for prior test scores, but also for students’ free and reduced-price lunch status, whether

or not students receive special education services or are classified as Limited English Proficient, and how frequently students were absent during the previous school year.

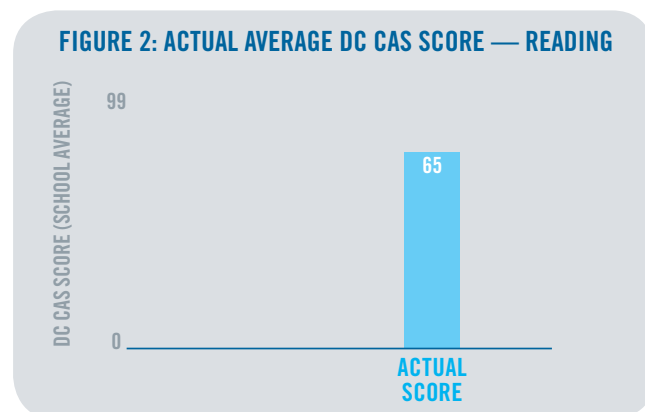
Figure 1 shows the average *likely* score for the students of a hypothetical school.



Step 2: Statisticians calculate the average *actual* DC CAS score for each school’s students.

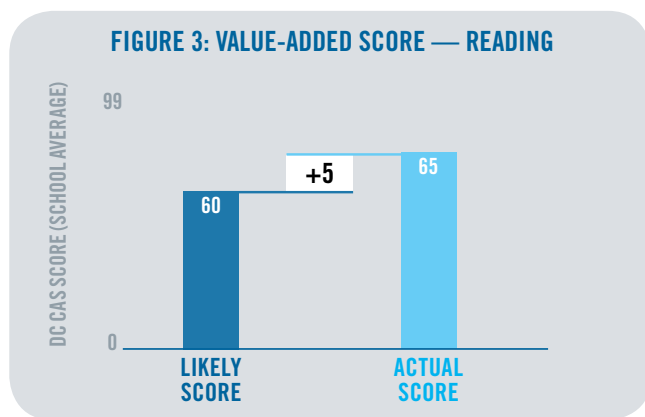
This step is accomplished by averaging the actual scores of all of the students in a school at the end of the year, with each student weighted according to various factors.

In Figure 2 below, the *actual* average for our hypothetical school is 65.



Step 3: Statisticians subtract the average *likely* score from the average *actual* score.

The difference between how students actually perform and how they were likely to perform is the school's "value-added." Figure 3 shows this comparison for our hypothetical school. The students in this school have an average *actual* score of 65, which exceeds the average *likely* score of 60 by 5 points. Thus, this school has an SVA score of +5 ($65 - 60 = +5$). *In other words, being a student at this particular school, as opposed to the average DCPS school, translates into five more DC CAS scale score points for these students.*



Step 4: Based on specifications determined by DCPS, statisticians convert the raw SVA score into an IMPACT score.

The raw SVA score (+5 in the example to the left) is then converted into an IMPACT score on the 1 to 4 scale we use for all the other IMPACT components. Your school's SVA scores for reading and math are averaged together to calculate your school's overall SVA score.

What factors are considered when calculating the *likely* average score?

Based on specifications determined by DCPS, statisticians at Mathematica consider each student's:

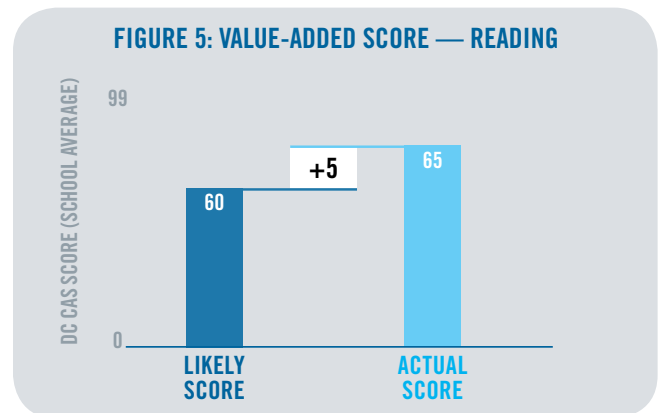
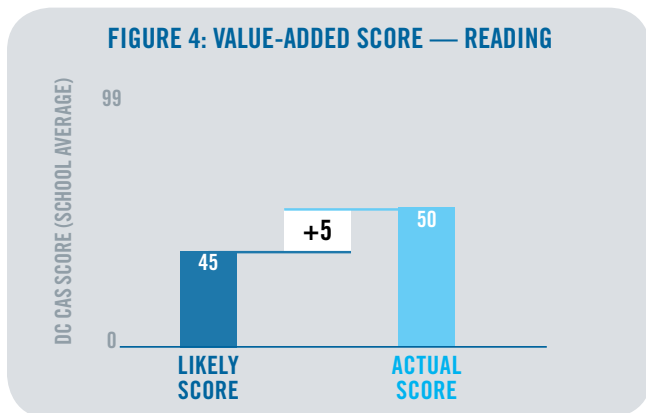
- DC CAS score from the previous year in reading and math;
- Eligibility for free lunch;
- Eligibility for reduced-price lunch;
- Special education status;
- Limited English Proficiency status; and
- Attendance from the previous year.

Can a school receive a high SVA score even if it fails to make Adequate Yearly Progress (AYP)?

Yes. AYP measures how many students in a school score Proficient or Advanced. SVA is a very different measure. It helps us estimate the *school's* impact on student learning as opposed to the impact of other factors, such as the students' prior skill level, the resources they have at home, or any learning disabilities they may have.

Can a school receive a high SVA score if its students start the year at a very low skill level?

Yes. SVA takes into account the starting skill level of the students in a school. As Figures 4 and 5 demonstrate, two schools can have the same SVA score even if their students start the year at different levels. The average likely DC CAS score of the students in the school represented by Figure 4 is 45, while the average likely score of the students in the school in Figure 5 is 60. Both schools, however, would receive the same SVA score (+5).



Can a school receive a high SVA score if many of its students have IEPs or are classified as Limited English Proficient?

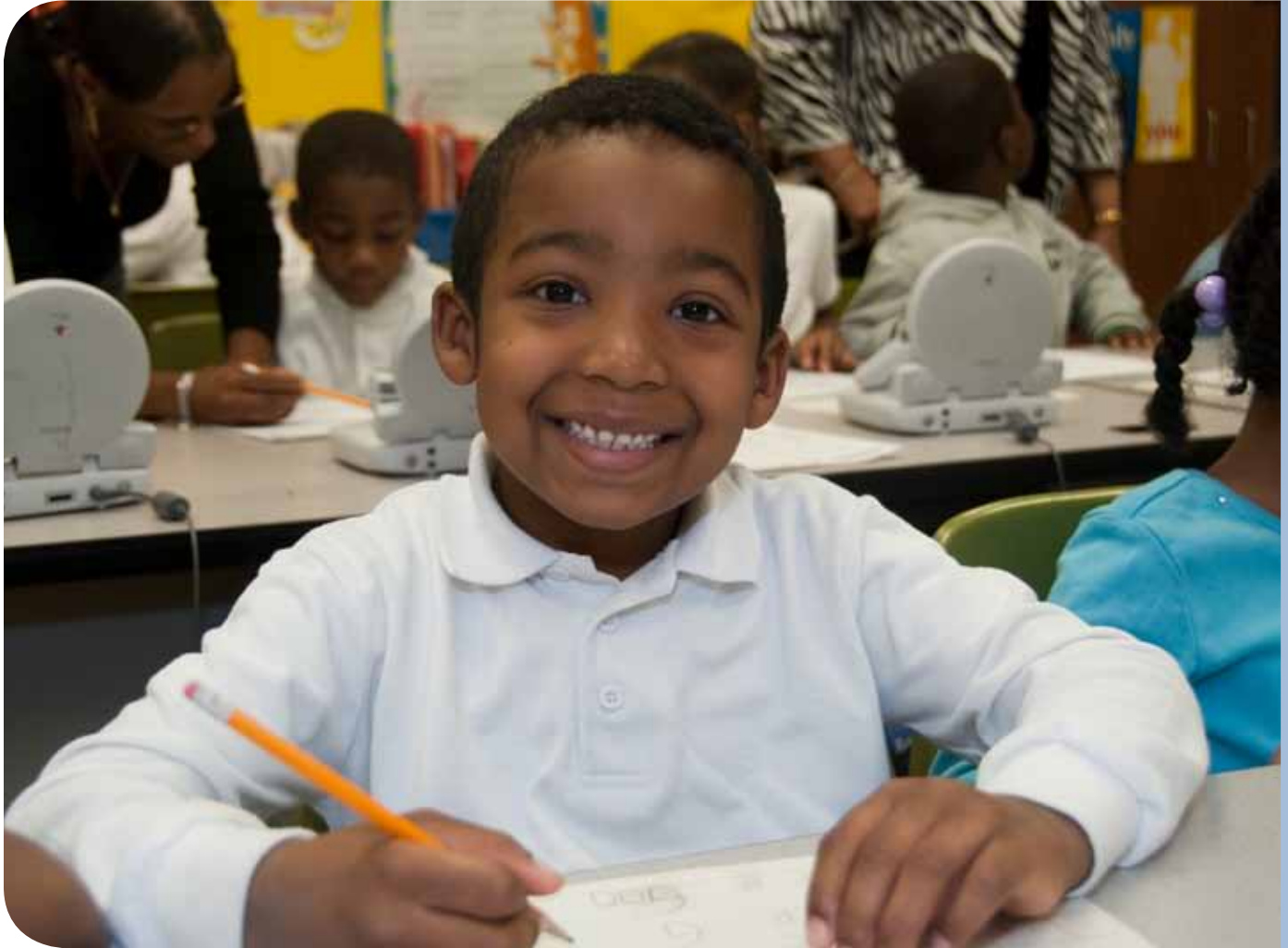
Yes. Statisticians account for these factors (and the others described previously) when calculating the *likely* DC CAS score for a school's students. What matters is the extent to which the students exceed their likely score.

Does a school need to have a minimum number of students to receive an SVA score?

Yes. DCPS requires that a school has at least 50 students with DC CAS scores from the previous year and the current year in order for it to receive an SVA score. We require this minimum to help discount the effect of unexpected occurrences during the testing period. For example, a student might have a disruption at home the night before the test that affects her or his test score and thereby distorts her or his school's SVA score. The effect of such an incident on a school's SVA score is likely to be greatest for schools with few students, so no school that has fewer than 50 students receives a SVA score.

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 14.

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 6/14	OVERALL
CP SCORE <i>(Lowest of CP 1 to CP 4)</i>	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.



SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

FOR SCHOOL-BASED PSYCHOLOGISTS

School-based psychologists are encouraged to explore the professional development opportunities offered to related service providers and posted on the Educator Portal.

The psychology program offers monthly case conferences during which participants learn about recent developments in evidence-based practice, receive feedback and support from program managers and peers, and apply new learning to current students on their caseloads.

Related service provider (RSP) trainings are held during district professional development days on topics ranging from innovative intervention techniques to best practices for supporting students and families. Webinars are also available to support RSP practice, including use of the Special Education Data System (SEDS). Training materials and guidebooks for each discipline are posted on the RSP page on the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/special-education-related-service-providers>. Visit PD Planner for training dates and topics.

PD PLANNER

PD Planner is an online catalogue of professional development opportunities that enables DCPS educators to target support where they need it most. Educators can browse offerings and register for workshops presented by DCPS, the Washington Teachers' Union, and other organizations. At the conclusion of a training course, a certificate of completion can be submitted for recertification credit, as applicable, with the Office of the State Superintendent of Education (OSSE). Visit PD Planner at <http://dcps.schoolnet.com>. Instructional coaches or principals can provide login information.

THE EDUCATOR PORTAL

The DCPS Educator Portal is a website where educators can learn about upcoming professional development opportunities offered by both DCPS and external organizations. Additionally, many departments in the DCPS central office maintain subpages on the Educator Portal to provide targeted information, resources, and professional development opportunities. The Portal also houses teacher-developed instructional resources, such as sample lesson plans and assessments, as well as information and guidance related to the Teaching and Learning Framework and IMPACT.

Access the Portal at <http://dcps.dc.gov/educators> from home or school, logging in using a DCPS e-mail address (first.last@dc.gov) and e-mail password.

FOR TEACHERS AND STAFF AT SPECIAL SCHOOLS

The Full Service Schools (FSS) model brings together leading practices from the fields of education and mental health to ensure academic success for all students. School staff at Full Service Schools receive additional support in implementing the Teaching and Learning Framework and specialized training in developing behavior management systems, welcoming school climates, and family partnerships.

The Schoolwide Applications Model (SAM) aims to better integrate support services within schools. At schools participating in this program, SAM coaches support teachers during collaborative and individual coaching cycles and are available to work with all staff in implementing evidence-based best practices in the following areas: Positive Behavior Interventions and Supports (PBIS); Response To Intervention (RTI) for both behavior and academics; intervention plans for students with special needs; classroom management strategies; and data collection and analysis. In addition, the DCPS SAM team and national consultants are available to lead on-site trainings. To learn more, visit the SAM page on the Educator Portal at <https://sites.google.com/a/dc.gov/educators/groups/sam-schools>.

Catalyst Schools are organized around one of three curricular themes: 1) science, technology, engineering, and mathematics (STEM); 2) arts integration; or 3) world cultures. At these schools, experts from local and national partner organizations regularly provide in-depth training related to each school's focus area.

At International Baccalaureate (IB) Schools, specialized training is offered to support teachers and staff in implementing IB methods, with a focus on developing students' intellectual, personal, emotional, and social skills. The International Baccalaureate Organization also offers workshops and online training for teachers. More information is available at <http://www.ibo.org/events>.

THE WASHINGTON TEACHERS' UNION

The Washington Teachers' Union (WTU) offers the Educational Research and Dissemination (ER&D) program — research-based professional development courses held after school, on weekends, and during district professional development. Past courses have included: Beginning Reading Instruction; Making Data and Classroom Assessments Work for You; Organizing the Classroom for Teaching and Learning; Psychology and Education of the Exceptional Child; Response to Intervention; School, Family Community: Supporting Student Learning; and Thinking Mathematics.

In addition, the WTU professional development office coordinates free, site-based professional learning opportunities designed to support local school improvement initiatives. For more information, please visit <http://www.wtlocal6.org>.

“My students last year taught me that I needed to refresh my bag of tricks for dealing with a variety of behaviors, so I took a course offered by the WTU. Despite having taught for more than 20 years, I can honestly say that I learned many new things about behavioral psychology and how to deal with students who disrupt the learning environment. The result: I had new skills and a team of colleagues with whom I could problem solve.”

PAMELA ROSS, TEACHER, OYSTER-ADAMS BILINGUAL SCHOOL

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.

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
School-Based Psychologist Standards (SP)	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

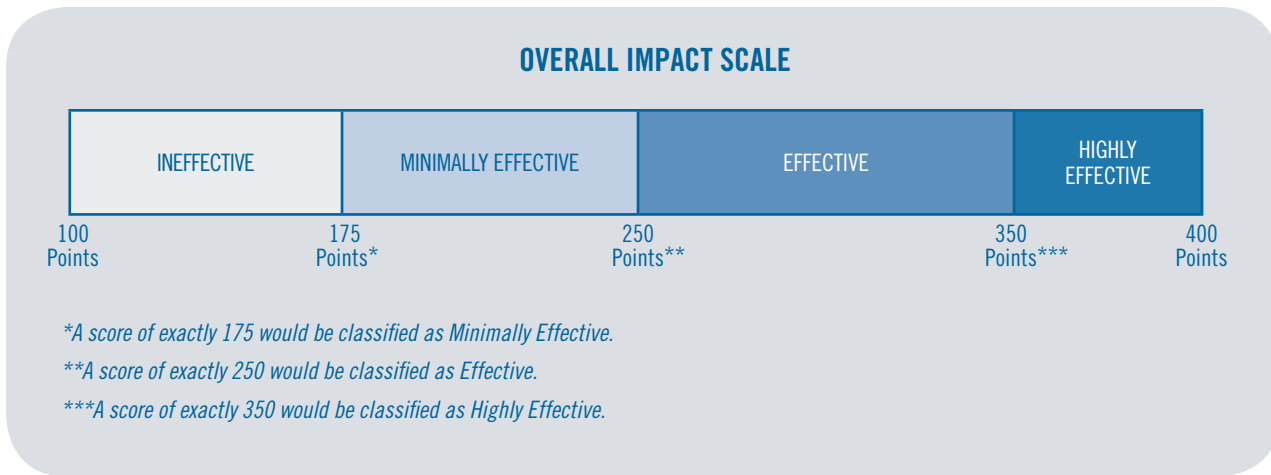
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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.



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.)

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Under the 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 have another year 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 team at 202-719-6553 or impactdcps@dc.gov.



Bel Perez Gabilondo



IMPACT*plus*

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate – in the boldest way possible – how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible.

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How does it work?

For all WTU members who are not teachers, instructional coaches, or mentor teachers, IMPACT*plus* takes the form of an annual bonus. To qualify for the program, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S FREE AND REDUCED-PRICE LUNCH RATE	YOUR BONUS
Highly Effective	60% or Higher	\$6,000
	59% or Lower	\$3,000

How do I know what my school's free and reduced-price lunch rate is?

Each school's rate is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' rates.

Why do educators in schools with high free and reduced-price lunch rates receive higher bonuses?

One of the goals of IMPACT*plus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I retire at the end of the 2011–12 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2011–12 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent educators, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers' retirement system, at the time of the bonus distribution.

If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

Are there any conditions attached to accepting the bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year” or buyout options if you are excessed in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at www.wtulocal6.org/contract/.

Am I required to accept the bonus?

No. If you would prefer not to give up the “extra year” or buyout options related to excessing, you may forgo the bonus.

How will I communicate to DCPS whether I want to accept the bonus?

Once final IMPACT reports are available, you will submit your decision by logging into the IMPACT database at <http://impactdcps.dc.gov>. DCPS will provide more details at that time.

When will I receive my bonus?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again next school year (2012–13), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.

If I have additional questions about the annual bonus, whom should I contact?

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



Michael DeAngelis

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.

Thanks to your tireless efforts, we have made great progress over the past couple of years — but we still have a long way to go. Together, we must remain committed to our vision of this district as the highest performing in the nation, challenging ourselves to seek every opportunity for reflection, collaboration, and improvement.

While our expectations are incredibly high, they are not unreachable. Our students deserve nothing less.



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. •

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