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

2009–2010

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GROUP 17
Instructional Paraprofessionals

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Dear DCPS Community,

As a direct result of your diligence and commitment to excellence, DCPS has made dramatic student achievement gains over the past two years. Since 2007, our elementary students have increased 11 percentage points in reading proficiency and 20 percentage points in math. Our secondary students have also made dramatic gains: 11 percentage points in reading and 13 percentage points in math. Your collective hard work on behalf of our students has been *the* critical component in making these gains possible.

While we celebrate these achievements, we know that there is still much work to be done. Slightly more than half of our elementary children are still below grade level in both reading and math. The same is true of nearly 60% of our secondary students. We cannot rest until every child in our school system is achieving at the highest levels. As a DCPS community, we believe that we have both the power and the responsibility to overcome the obstacles that stand in the way of our success. In particular, we are motivated by a commitment to ensure that the gap in achievement that separates District of Columbia children by race, class, language of origin, and special education status is eliminated once and for all.

Research and experience tell us that the most important factor impacting our ability to close the achievement gap and increase student learning is *you*: the adults who serve our students each and every day. Recognizing the unparalleled importance of ensuring that talented and committed individuals are serving our students, we have developed IMPACT, the new DCPS effectiveness assessment system for school-based personnel.

We decided to call this new system "IMPACT" because each of you has a dramatic *impact* on the lives of the children in our nation's capital. Through IMPACT, we seek to create a culture in which DCPS school-based personnel have a clear understanding of what defines excellence in their work, are provided with constructive and data-based feedback about their performance, and receive support to increase their effectiveness.

IMPACT is the culmination of over a year's worth of research and design informed by extensive guidance and feedback from the DCPS community. Critical to the development process were over 40 question and answer sessions and over 50 focus groups that we held with school-based personnel. I want to extend my deep appreciation to the more than 500 members of the DCPS community who provided honest and thoughtful feedback in all of these sessions. Your guidance was invaluable.

Thank you again for your commitment to the children of the District of Columbia. You are the most important element of our reform agenda and the key to closing the achievement gap in the nation's capital. Please know that I am humbled by the work you do each and every day on behalf of our students.

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 increase your effectiveness so that, as a system, we can dramatically increase student learning. IMPACT does this in three important ways.

- **Clear Expectations** — First and foremost, IMPACT attempts to outline clear performance expectations. We have worked very closely with teachers and other school-based personnel over the past year to draft clear rubrics for each of your IMPACT components. We wanted to ensure that performance expectations were transparent. As many of you voiced in the focus groups we held on the new assessment system: "Please tell me exactly what you expect."

- **Clear Feedback** — We also wanted you to have clear feedback about your performance. Towards that end, IMPACT does three things. First, as you will see in this guidebook, IMPACT has multiple assessment "cycles" over the course of the year, thereby providing multiple opportunities for feedback. Second, IMPACT calls for in-person assessment conferences as part of each cycle. And third, IMPACT is web-based. You will be able to log into the system at any time to review your ratings as well as written feedback about your performance.

- **Clear Growth Plans** — Finally, we felt it was important for all school-based personnel at all levels of experience and expertise to receive guidance on how to increase their effectiveness. Thus, as part of IMPACT, everyone will have a growth plan. The growth plan, initiated after the first assessment cycle, will outline key strengths and key growth areas as well as next steps for professional development.

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

Professional development is vital to our collective success. We want our schools to be true learning environments, for children and adults alike. This is why we are working aggressively to provide you with the highest quality support.

To start, over the past two years, we have increased spending on professional development by over 400%. But it is how we are using these funds that matters the most. We are investing in what the research tells us actually works: rigorous, job-embedded supports that help you address the unique challenges that you face. In short, we are moving aggressively away from the one-size-fits-all "seat hour" model towards the differentiated "practicum" model.

We know we still have far more work to do in this area, but are excited about the changes that we are already beginning to see in schools across the city. We ask for your continued participation in this reform effort. Getting professional development right is key to our goal of becoming one of the highest-performing school systems in America.

GROUP 17: OVERVIEW

Who is in Group 17?

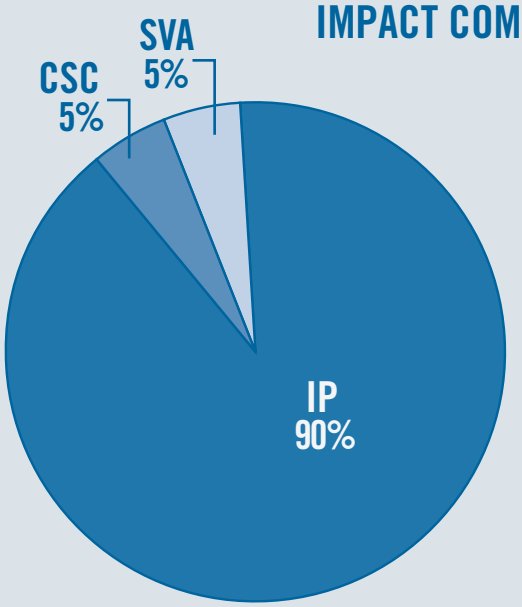
Group 17 consists of all Instructional Paraprofessionals.

What are the IMPACT components for members of Group 17?

There are four IMPACT components for members of Group 17. Each is explained in greater detail in the following sections of this guidebook.

- **Instructional Paraprofessional Standards (IP)** — These standards define excellence for Instructional Paraprofessionals in DCPS. They comprise 90% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support your colleagues and your school's local initiatives. This component makes up 5% of your IMPACT score.
- **School Value-Added (SVA)** — This is a sophisticated statistical measure of your school's impact on student achievement, as measured by the DC CAS. This component makes up 5% 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 17



- Instructional Paraprofessional Standards (IP)
- Commitment to the School Community (CSC)
- School Value-Added (SVA)*

**If, for unanticipated technical reasons, School Value-Added (SVA) data cannot be generated for your school, the Commitment to the School Community component will expand to absorb the SVA portion of the pie.*

INSTRUCTIONAL PARAPROFESSIONAL STANDARDS (IP)

What are the Instructional Paraprofessional Standards?

The Instructional Paraprofessional Standards define excellence for Instructional Paraprofessionals in DCPS. They include:

- Standard 1: Job Acumen
- Standard 2: Positive Rapport with Students
- Standard 3: Dependability
- Standard 4: Adaptability
- Standard 5: Customer Service
- Standard 6: Communication
- Standard 7: Collaboration

How will my proficiency in the Instructional Paraprofessional 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 written feedback based on the Instructional Paraprofessional Standards rubric and discuss next steps for professional growth.

How will my proficiency in the Instructional Paraprofessional 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 two 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.

SAMPLE SCORE CHART

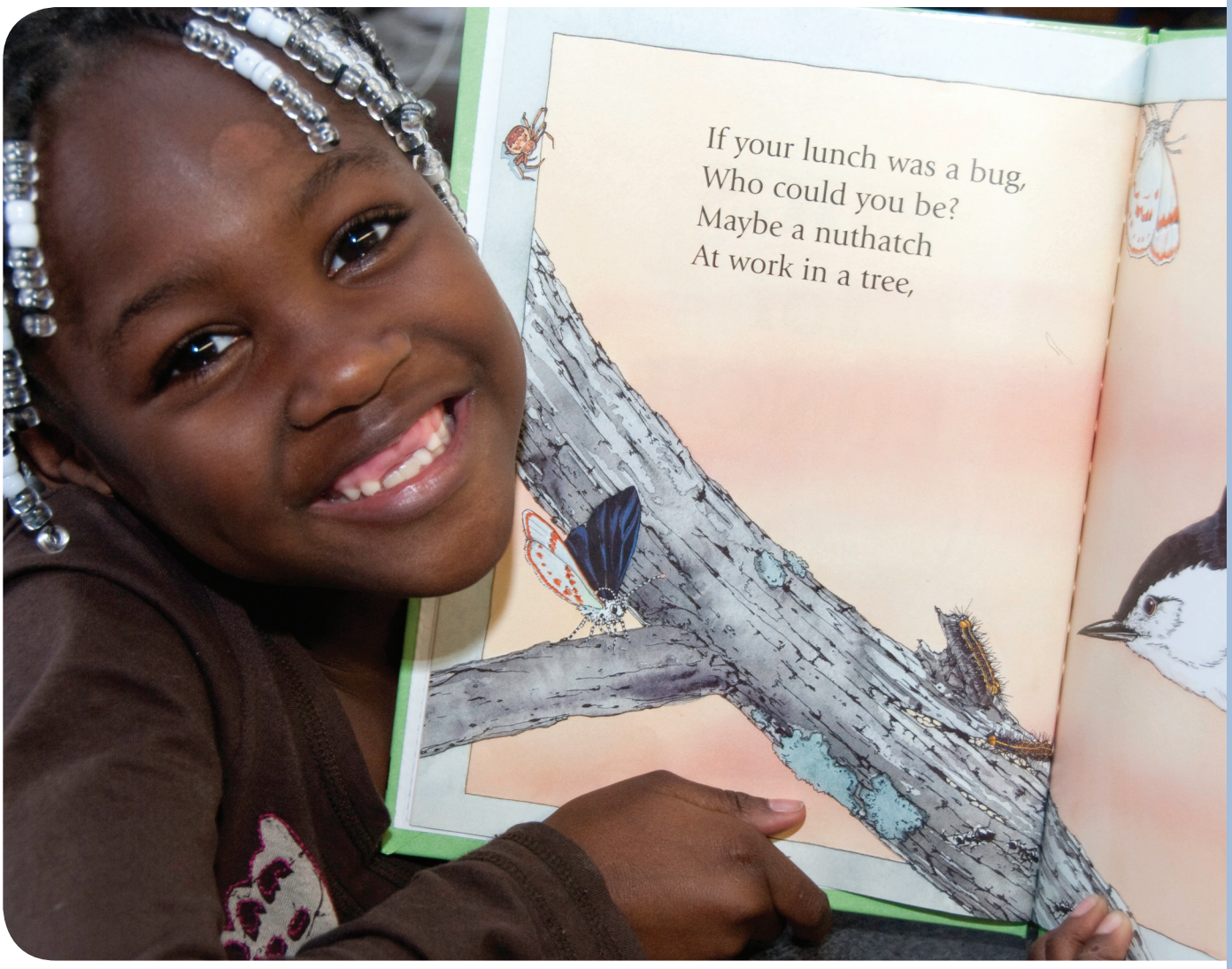
INSTRUCTIONAL PARAPROFESSIONAL STANDARDS

REVIEW CYCLE	INDIVIDUAL STANDARDS									CYCLE AVERAGE *(Average of IP 1 to IP 7)*
	IP 1	IP 2	IP 3A	IP 3B	IP 3	IP 4	IP 5	IP 6	IP 7	
Cycle 1	4	3	4 / 3 *Average of A&B* →		3.5	4	4	4	4	3.8
Cycle 3*	4	4	4 / 3 *Average of A&B* →		3.5	4	4	4	4	3.9
OVERALL ANNUAL COMPONENT SCORE *(Average of Both Cycles)*										→ 3.9

*Instructional Paraprofessionals are not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.


If your lunch was a bug,
Who could you be?
Maybe a nuthatch
At work in a tree,

INSTRUCTIONAL PARAPROFESSIONAL STANDARDS (IP) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
IP 1: JOB ACUMEN		
IP 1	Instructional Paraprofessional exhibits an **expert** command of the basic skills and knowledge required for her/his position.	Instructional Paraprofessional exhibits a **solid** command of the basic skills and knowledge required for her/his position.
IP 2: POSITIVE RAPPORT WITH STUDENTS		
IP 2	There is **significant** evidence that the Instructional Paraprofessional has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the Paraprofessional.	There is **some** evidence that the Instructional Paraprofessional has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the Paraprofessional.
IP 3: DEPENDABILITY		
IP 3A	Instructional Paraprofessional is **never** careless or negligent in work habits.	Instructional Paraprofessional is **rarely** careless or negligent in work habits.
IP 3B	Instructional Paraprofessional can **always** locate and produce relevant documents and records, when requested.	**Most of the time**, Instructional Paraprofessional can locate and produce relevant documents and records, when requested.
IP 4: ADAPTABILITY		
IP 4	Instructional Paraprofessional **always** adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.	**Most of the time**, Instructional Paraprofessional adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Instructional Paraprofessional exhibits an **inconsistent** command of the basic skills and knowledge required for her/his position.	Instructional Paraprofessional exhibits a **very limited** command of the basic skills and knowledge required for her/his position.
There is **little** evidence that the Instructional Paraprofessional has a positive rapport with students, as demonstrated by displays of positive affect, evidence of relationship building, and **no** instances of disrespect by the Paraprofessional.	There is **no** evidence that the Instructional Paraprofessional has a positive rapport with students **OR** there are **1 or more** instances of disrespect by the Paraprofessional.
Instructional Paraprofessional is **sometimes** careless or negligent in work habits.	Instructional Paraprofessional is **consistently** careless or negligent in work habits.
Instructional Paraprofessional can **sometimes** locate and produce relevant documents and records, when requested.	Instructional Paraprofessional can **rarely** locate and produce relevant documents and records, when requested.
Instructional Paraprofessional **sometimes** adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.	Instructional Paraprofessional **rarely** adapts well and continues to perform job responsibilities at a high level during non-routine situations and periods of ambiguity.

Each line of the rubric is assessed independently.

INSTRUCTIONAL PARAPROFESSIONAL STANDARDS (IP) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
IP 5: CUSTOMER SERVICE		
IP 5	Instructional Paraprofessional **always** responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner **AND** always does so with **respect**.	**Most of the time**, Instructional Paraprofessional responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner **AND** always does so with **respect**.
IP 6: COMMUNICATION		
IP 6	Written communication is **always** clear, concise, and error-free **AND** both written and oral communication are **always** respectful.	**Most of the time**, written communication is clear, concise, and error-free **AND** both written and oral communication are **always** respectful.
IP 7: COLLABORATION		
IP 7	Instructional Paraprofessional **goes above and beyond** to support the classroom teacher by providing, as necessary, small group instruction, one-on-one instruction, specialized assistance to students with disabilities, and administrative support **AND never detracts** from the classroom teacher's instruction.	Instructional Paraprofessional **consistently** supports the classroom teacher by providing, as necessary, small group instruction, one-on-one instruction, specialized assistance to students with disabilities, and administrative support **AND never detracts** from the classroom teacher's instruction.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Instructional Paraprofessional **sometimes** responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner **AND** always does so with **respect**.	Instructional Paraprofessional **rarely** responds to student, parent/guardian, school staff, and community member inquiries and requests in a timely and solutions-oriented manner **OR** does so with **disrespect**.
Written communication is **sometimes** clear, concise, and error-free **AND** both written and oral communication are **always** respectful.	Written communication is **rarely** clear, concise, and error-free **OR** either written or oral communication is **not always** respectful.
Instructional Paraprofessional **sometimes** supports the classroom teacher by providing, as necessary, small group instruction, one-on-one instruction, specialized assistance to students with disabilities, and administrative support **AND never detracts** from the classroom teacher's instruction.	Instructional Paraprofessional **rarely** supports the classroom teacher by providing, as necessary, small group instruction, one-on-one instruction, specialized assistance to students with disabilities, and administrative support **OR sometimes detracts** from the classroom teacher's instruction.

Each line of the rubric is assessed independently.

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

What is Commitment to the School Community?

This component measures three 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 instructional collaboration (for instructional staff only).

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends upon the collective efforts of everyone in our schools. As many of you voiced during the focus groups we held last year on the new assessment process: "Teamwork is essential."

How will my Commitment to the School Community be assessed?

Your administrator will assess your Commitment to the School Community 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 written 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 two 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.

SAMPLE SCORE CHART

COMMITMENT TO THE SCHOOL COMMUNITY:

REVIEW CYCLE	INDIVIDUAL STANDARDS					CYCLE AVERAGE *(Average of CSC 1 to CSC 3)*
	CSC 1	CSC 2	CSC 3A	CSC 3B	CSC 3	
Cycle 1	4	3	3	3	3.0	3.3
Cycle 3*	4	3	3	4	3.5	3.5
OVERALL ANNUAL COMPONENT SCORE *(Average of Both Cycles)*						3.4

*Individuals in this IMPACT group are not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

COMMITMENT TO THE SCHOOL COMMUNITY (CSC) RUBRIC

	LEVEL 4 (HIGHEST)	LEVEL 3
CSC 1: SUPPORT OF THE LOCAL SCHOOL INITIATIVES		
CSC 1	Individual goes **above and beyond** to support the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual **consistently** supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).
CSC 2: SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS		
CSC 2	In a job appropriate manner, Individual goes **above and beyond** to support the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	In a job appropriate manner, Individual **consistently** supports the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).
CSC 3: INSTRUCTIONAL COLLABORATION *(FOR INSTRUCTIONAL STAFF ONLY)*		
CSC 3A	Individual goes **above and beyond** to participate in and help develop programming for the Thirty-Minute Morning Block (TMMB).	Individual **consistently** participates in the TMMB.
CSC 3B	Individual goes **above and beyond** to collaborate with colleagues outside of the Thirty-Minute Morning Block (TMMB).	Individual **consistently** collaborates with colleagues outside of the TMMB.

Each line of the rubric is assessed independently.

LEVEL 2	LEVEL 1 (LOWEST)
Individual **sometimes** supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).	Individual **rarely** supports the local school initiatives (e.g., increasing the attendance rate, reducing the suspension rate, expanding a "reading across the curriculum" program).
In a job appropriate manner, Individual **sometimes** supports the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).	In a job appropriate manner, Individual **rarely** supports the school's Special Education and English Language Learner programs (e.g., provides documentation as requested, offers assistance and support to both teams, helps ensure that facilities are available for the provision of services).
Individual **sometimes** participates in the TMMB.	Individual **rarely** participates in the TMMB.
Individual **sometimes** collaborates with colleagues outside of the TMMB.	Individual **rarely** collaborates with colleagues outside of the TMMB.

Each line of the rubric is assessed independently.

SCHOOL VALUE-ADDED (SVA)

What is School Value-Added?

School value-added is a sophisticated statistical measure of how much your school impacts student learning over the course of the year. In DCPS, value-added is based on the DC CAS.

Why is this one of my IMPACT components?

Because education is very much a team effort, we felt it was 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*

Is School Value-Added the same as Adequate Yearly Progress (AYP)?

No. Adequate Yearly Progress is an "attainment" measure, meaning it is an absolute target that is required of all students, regardless of their current proficiency.

Value-added, on the other hand, is a "growth" measure. It is based on the *gains* that the students in your school make, not whether they surpass an absolute target.

How does School Value-Added work?

To explain value-added, it might be helpful to consider the following hypothetical scenario. Consider School A. Suppose that 50% of School A's students were proficient on the math portion of the DC CAS at the end of last school year. Now suppose that 60% are proficient at the end of this school year. The change in proficiency for School A's students would be 10 percentage points (50% to 60%).

Now let us consider School B. Just like School A's students, suppose that 50% of School B's students were proficient in math at the end of last school year. But let us suppose that 65% are proficient at the end of this school year. The change in proficiency for School B's students would be 15 percentage points (50% to 65%).

Which school was more successful? School B's students grew more so we might be inclined to say that it was the more successful school.

But what if *none* of School B's students qualified for free or reduced price lunch, received special education services, or were English Language Learners? And what if *all* of School A's students qualified for free or reduced price lunch, received special education services, and were English Language Learners?

Value-added attempts to address this complicated scenario by "controlling for," or taking into account, certain data about the students in a school (e.g., the percentage who qualify for free

or reduced price lunch). It does this by creating a "predicted growth" for each school. Each prediction is different as it depends on the characteristics of the students in a school. To determine the value-added measurement, the predicted growth is compared against the students' "actual growth." The actual growth is simply how much the students actually gained from one year to the next on the DC CAS. The difference between the predicted growth and the actual growth is the value-added measurement. High value-added schools are those whose students' actual growth exceeds their predicted growth. Those schools are "beating the odds" for their students.*

DEFINITION OF VALUE-ADDED

ACTUAL GROWTH – PREDICTED GROWTH = VALUE-ADDED

How is the predicted growth calculated?

To explain the predicted growth, we first need to discuss two different kinds of information that are related to student learning.

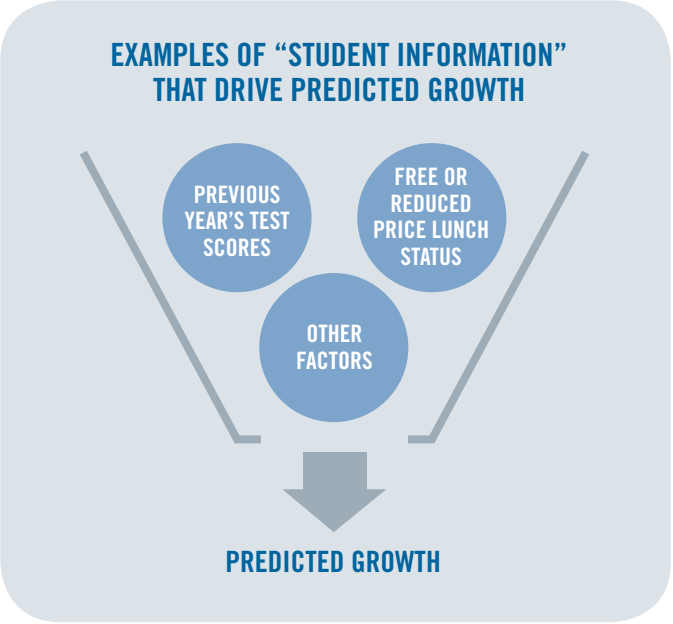
Let us call the first type of information "Student Information." This refers to measurable characteristics of students that, on average, are related to student learning, but that teachers do not directly control. Included in this category are students' test scores from the previous year, their free or reduced price lunch status, their special education status, their English Language Learner status, and other similar factors.

"STUDENT INFORMATION" VS. "TEACHER INFORMATION"

EXAMPLES OF "STUDENT INFORMATION"	EXAMPLES OF "TEACHER INFORMATION"
▪ Previous Year's Test Scores ▪ Free or Reduced Price Lunch Status ▪ Special Education Status ▪ English Language Learner Status	▪ Instructional Expertise ▪ Rigor of Lessons ▪ Ambitiousness of Expectations for Student Learning ▪ Extent of Efforts to Communicate with Students' Families

The second type of information, "Teacher Information," refers to all the things that are related to student learning that teachers *do* directly control. Included in this category are instructional expertise, the rigor of one's lessons, the expectations set for students, the degree to which a teacher communicates with her/his students' families about instruction, and other related factors.

**As explained in the following pages, value-added is based on students' scale scores, not their proficiency levels. The example on the preceding page is for illustrative purposes only.*



The predicted growth for students is calculated based on their "Student Information." At the end of the year, we calculate the average performance of students whose "Student Information" is just like that of the young people in your own school. That average is the predicted growth.

Let us suppose, for example, that 40% of the students in your school were proficient on the DC CAS last spring, that 80% qualify for free or reduced price lunch, that 25% receive special education services, and that 10% receive English Language Learner services.

Based on the DC CAS data from all of the students in the school system, we can calculate what the average performance was that year for a school composed of students just like those in your own school. That is what we call the predicted growth. It is how we would predict the students in your school to perform based on their "Student Information" alone.

How is the actual growth calculated?

The actual growth for students is calculated by comparing their *actual* scores from the end of last year with their *actual* scores from the end of the current year. Let us suppose that, on average, the students in your school exceeded their predicted growth. The students likely did so because of the impact of your school's teachers and other staff members. This is the "Teacher Information" that we discussed above.

If the students in your school exceeded the predicted growth, the teachers in your school likely provided exceptional instruction, had incredibly rigorous lessons, set the highest of expectations, and went above and beyond to communicate with your students' families. And it is likely that all the other adults in the school building diligently supported the instructional program. In short, the "value they added" was substantial and led to growth that was higher than what was predicted, on average, for the students in your school.

So how exactly does this work with the DC CAS?

Before going any further, it might be helpful to clarify a few points about the DC CAS. First, it is important to note the difference between "proficiency level" and "scale score." The proficiency levels on the DC CAS are Below Basic, Basic, Proficient, and Advanced. They are derived from the scale score.

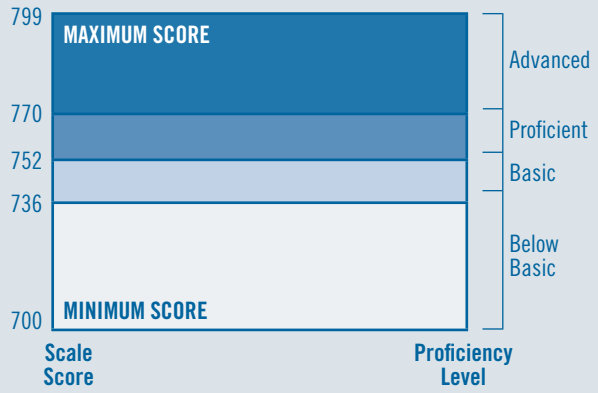
Each grade has a scale score with a 100-point range. For example, the fourth grade scale score begins at 400 and ends at 499; the fifth grade scale score begins at 500 and ends at 599; and so on.

DC CAS SCALE SCORE RANGES

GRADE	MINIMUM SCALE SCORE	MAXIMUM SCALE SCORE
4	400	499
5	500	599
6	600	699
7	700	799
8	800	899

As noted above, the proficiency levels are created from the scale score. For example, in 2008, Below Basic in seventh grade reading was a scale score between 700 and 736. Basic was a scale score between 736 and 752, and so on. To determine value-added, we use the scale score, not the proficiency level.

DC CAS SCALE SCORES AND PROFICIENCY LEVELS (2008 READING — 7TH GRADE)



Now let us return to how we calculate a value-added score. Recall that we do so by comparing a school's average predicted growth with its average actual growth. Let us suppose a school's average predicted growth across all grades was 104 scale score points. And let us suppose that its average actual growth was 114 points. If we subtract the predicted growth (104 points) from the actual growth (114 points) we arrive at the school's value-added: 10 points above the prediction.

Why are the proficiency levels not used in value-added?

The proficiency levels do not provide enough detail about a student's performance. A student could grow significantly, from 700 to 736 in scale score points, for example, but still be in the Below Basic category. We want to be more precise in assessing a school's impact on student performance. Using the scale scores to calculate value-added helps us do that.

SAMPLE VALUE-ADDED CALCULATION

ACTUAL GROWTH	–	PREDICTED GROWTH	=	VALUE-ADDED
114 POINTS	–	104 POINTS	=	10 POINTS ABOVE THE PREDICTION

What is a "good" value-added score?

We want to see value-added scores that are above the prediction. Such scores indicate schools that are, on average, helping their students "beat the odds."

From the school system's perspective, the value-added score of the hypothetical school we have been discussing (10 points above the prediction) is quite respectable.

Does a value-added score that is below the prediction mean that student learning went backwards?

Not necessarily. It just means that the students learned less than what similar students learned, on average, that year.

How does my school's value-added score get added into my IMPACT assessment?

Recall that the value-added score is the difference between the average actual growth of the students in your school and their average predicted growth. In the example above, the value-added score was 10 points above the prediction. We call that the school's "raw" value-added score. For the purposes of IMPACT, we convert the raw score into a "final" value-added score, which will be a number from 4.0 (highest) to 1.0 (lowest). We do this because all IMPACT components are rated on a 4 to 1 scale. Raw value-added scores that are substantially above the prediction will be converted to final scores that are closer to 4.0 and those that are substantially below the prediction will be converted to final scores that are closer to 1.0.

In December, we will be able to provide a chart showing the exact conversion from raw value-added scores to final value-added scores. That is, the chart will show you exactly how many DC CAS points above the predicted growth will lead to a final value-added score of 4.0, how many will lead to a final value-added score of 3.5, and so on. The chart will also show how many DC CAS points below the predicted growth will lead to a final value-added score of 1.0, how many will lead to a final value-added score of 1.5, and so on. We need to wait until December because we need the next few months to analyze the most recent DC CAS data (from last spring) in order to calibrate the conversion process for this school year.

When will I get my school's final value-added score?

Because we need data from the DC CAS to calculate your school's value-added score, you will not receive your school's score until after the conclusion of the school year. We are working with the Office of the State Superintendent of Education (OSSE) to reduce the time it takes to receive the final DC CAS data so that we can provide value-added scores sooner.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

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. The only exception to this timeline is for Related Service Providers, who will have their first assessment by February 1 and their 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 written 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 below.

If you receive a rating of Slightly Below Standard on any part of the Core Professionalism rubric (and you receive no ratings of Significantly Below Standard), your overall score for this component will be Slightly Below Standard and you will see a small deduction in your final IMPACT score.

If you receive a rating of Significantly Below Standard on any part of the Core Professionalism rubric, your overall score for this component will be Significantly Below Standard and you will see a significant deduction in your final IMPACT score.

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

SAMPLE SCORE CHART

CORE PROFESSIONALISM

REVIEW CYCLE	INDIVIDUAL STANDARDS				CYCLE AVERAGE *(Lowest of CP 1 to CP 4)*
	CP 1	CP 2	CP 3	CP 4	
Cycle 1	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
Cycle 3*	Meets Standard	Meets Standard	Meets Standard	Meets Standard	Meets Standard
OVERALL ANNUAL COMPONENT SCORE *(Lowest of Two Cycles)*					Meets Standard

*Individuals in this IMPACT group are not assessed during Cycle 2.

Will DCPS be conducting information sessions about this component of the IMPACT system?

Yes. Beginning in September, DCPS will be conducting a series of information sessions to answer your questions. These sessions will continue throughout the year.

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 (e.g., 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 (e.g., 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.

Each line of the rubric is assessed independently.

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 (e.g., 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.

Each line of the rubric is assessed independently.

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	
Instructional Paraprofessional Standards (IP)	3.9	x	90	=	351
Commitment to the School Community (CSC)	3.4	x	5	=	17
School Value-Added (SVA)	3.6	x	5	=	18
TOTAL					**386**

Step 3

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

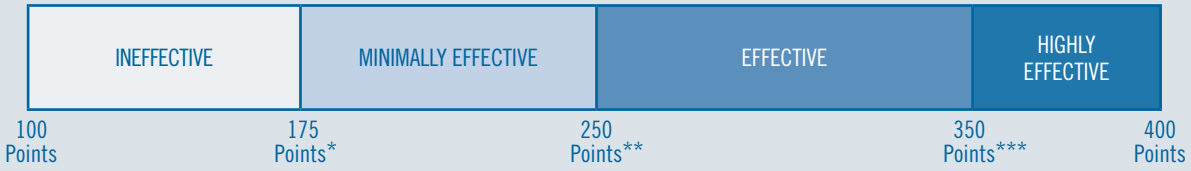
Step 4

We then adjust your total score based on your rating for Core Professionalism. If your rating for this component is Meets Standard, then your total score remains unchanged. If your rating is Slightly Below Standard, then 10 points are subtracted from your total score. If your rating is Significantly Below Standard, then 20 points are subtracted. In the example above, the individual's rating for this component is Meets Standard, so no points have been subtracted.

Step 5

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

OVERALL IMPACT SCALE



**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.*

PUTTING IT ALL TOGETHER

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. DCPS hopes to provide additional compensation to individuals who earn this rating.

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 will have access to additional professional development resources to help them increase their effectiveness. Such individuals will also 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 disagree with my rating, what are my options?

First and foremost, we want to ensure that your ratings are accurate. If, at *any* point in the year, you feel that your assessment is being conducted improperly, we encourage you to contact the DCPS Office of Labor Management and Employee Relations (LMER) at 202-442-5373. We also encourage you to contact your union representative. Our hope is that we can collaboratively work to rectify any inaccuracies or improprieties as soon as they are known. Doing so is in everyone's best interests. When there is a legitimate difference of opinion that cannot be resolved, we encourage you to avail yourself of all rights provided for in your collective bargaining agreement.

CONCLUDING MESSAGE

As noted in the Chancellor's opening letter, we called this system "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.

Just as you are critical to expanding the life opportunities of our students, so, too, are you critical to ensuring that IMPACT continues to grow and evolve over the coming years. We acknowledge that IMPACT is not perfect. And so we ask you to provide honest and constructive feedback over the coming year to help us make "Version 2.0" even better.

Starting in October, we will be holding a year-long series of feedback sessions to gather input for the 2010–2011 version. We encourage you to attend and make your voice heard.

Thank you in advance for your participation in this effort. Together, we will make IMPACT a national standard, and, in so doing, help advance the achievement of children across this country.