

Counselors

GROUP
10



IMPACT DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2022
2023

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PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build on past success and accelerate efforts to close the achievement gap, we must continue to concentrate our work on ensuring all students feel loved, challenged, and prepared to positively influence society and thrive in life.

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. IMPACT supports professional growth by:

- 1. Clarifying Expectations** — IMPACT outlines clear performance expectations and provides a common language of success for all school-based employees.
- 2. Providing Frequent and Meaningful Feedback** — Quality feedback is a key element in improving one's practice. Regular feedback opportunities support reflection and action planning toward excellence.

The success of our students hinges on the work you do every day. Your professional growth is critical to DCPS' mission and is cultivated through a clear vision of excellence paired with meaningful and aligned feedback opportunities.



GROUP 10: OVERVIEW

Who is in Group 10?

Group 10 consists of all counselors.

What are the IMPACT components for members of Group 10?

There are three IMPACT components for members of Group 10. Each is explained in greater detail in the following sections of this guidebook.

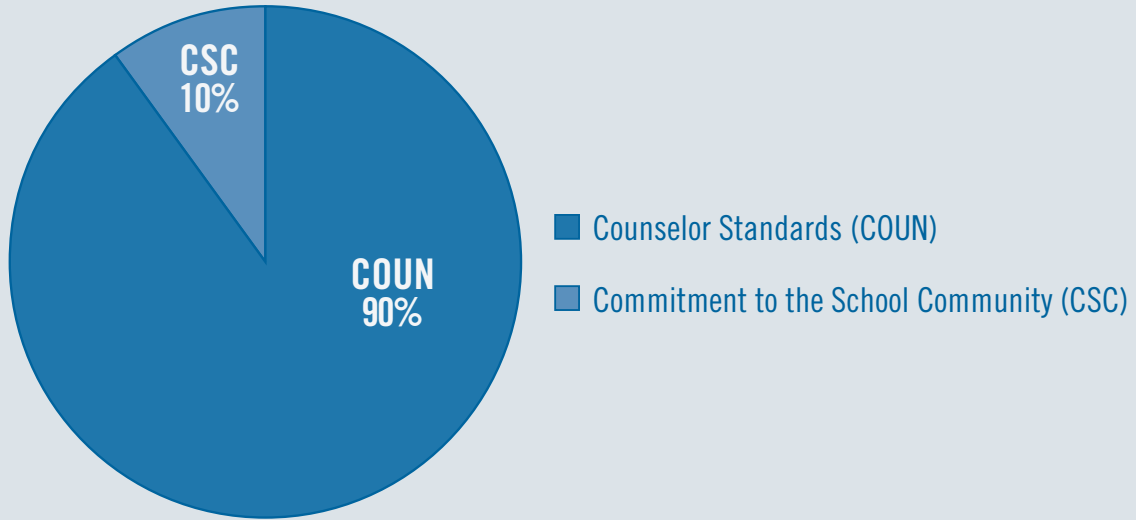
- **Counselor Standards (COUN)** — These standards define excellence for counselors in DCPS. They make up 90% of your IMPACT score.
- **Commitment to the School Community (CSC)** — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.
- **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.



Where can I find this year's IMPACT Cycle dates?

IMPACT Cycle dates can be found in the *IMPACT Annual Reference Guide*.

IMPACT COMPONENTS FOR GROUP 10



What are the Counselor Standards?

These standards define excellence for counselors in DCPS. They include:

- Standard 1: Data-Driven Program
- Standard 2: Individual Student Planning
- Standard 3: Guidance Curriculum
- Standard 4: Responsive Counseling
- Standard 5: Student and Family Relationships
- Standard 6: Collaboration
- Standard 7: Scheduling (For High School Counselors Only)

Who developed the Counselor Standards?

The standards were developed in collaboration with DCPS counselors. Per their guidance, the standards are based to a large extent on those established by the American School Counselor Association (ASCA).

How will my proficiency in the Counselor 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.

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

If your administrator makes at least two attempts to schedule a conference with you prior to the Cycle deadline and you are unable to meet or unresponsive, the assessment will be valid without the conference. Valid attempt methods include, but are not limited to, phone calls, text messages, emails, notes in your school inbox, and/or in-person conversations.

How will my proficiency in the Counselor Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) score 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 at the conclusion of this section.

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 the end of Cycle 1. If the score from this assessment is 3.0 or higher, the IMPACT team will notify the staff member via email after Cycle 1 ends that she/he will not be receiving a second assessment, unless requested by the staff member in the IMPACT database (<http://impactdcps.dc.gov>). If the score is below 3.0, 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 the end of Cycle 1. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART
COUNSELOR STANDARDS (COUN)

COUNSELOR STANDARDS (COUN)	CYCLE 1	CYCLE 3	OVERALL (Average of Cycles)
COUN 1: Data-Driven Program	3.0	4.0	
COUN 2: Individual Student Planning	4.0	3.0	
COUN 3: Guidance Curriculum	4.0	4.0	
COUN 4: Responsive Counseling	3.0	3.0	
COUN 5: Student and Family Relationships	4.0	4.0	
COUN 6: Collaboration	3.0	4.0	
COUN 7: Scheduling (For High School Counselors Only)	3.0	4.0	
COUN SCORE (Average of COUN 1 to COUN 7)	3.42	3.71	3.57



IMPACT Cycle dates are listed in the **IMPACT Annual Reference Guide**.

If I have additional questions about the Counselor Standards, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

COUN 1 DATA-DRIVEN PROGRAM

Counselor **meets Level 3** expectations AND **extends impact** by regularly updating the counseling plan based on new data.

Counselor **consistently** uses accurate, timely, and detailed data from multiple sources to plan and execute a counseling program that aligns with American School Counselor Association (ASCA) standards.

For example:

- Using a variety of formal and informal techniques, such as surveys and pre- and post-tests, to assess student needs
- Using available data, such as attendance, grades, and test scores, to set goals for the counseling program, evaluate progress, and report out to stakeholders

COUN 2 INDIVIDUAL STUDENT PLANNING

Counselor **meets Level 3** expectations AND **extends impact** by communicating extensively with students' families to help facilitate transitions.

Counselor **consistently** develops high-quality, individualized plans for each student's transition to the next level of schooling or to the workplace.

For example:

- Conducting career interest surveys and coordinating college fairs, career days, and other activities to support the Individual Graduation Plan
- Completing letters of understanding (LOU) with high school students to inform students of their graduation status and plan any necessary interventions

COUN 3 GUIDANCE CURRICULUM

Counselor **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, the guidance curriculum.

Counselor **consistently** designs, implements, and evaluates a high-quality guidance curriculum that addresses academic achievement, career planning, and personal and social development.

For example:

- Ensuring that the guidance curriculum is sequenced effectively and developmentally appropriate
- Providing classroom guidance and group counseling activities on topics such as conflict resolution, test-taking skills, peer mediation, respecting self and others, and success skills

COUN 4 RESPONSIVE COUNSELING

Counselor **meets Level 3** expectations AND **extends impact** by using data to assess the efficacy of, and continuously improve, the responsive counseling program.

Counselor **consistently** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; and **always** maintains confidentiality in accordance with professional standards.

For example:

- Facilitating regular grief/bereavement groups
- Assisting with the development of the school crisis plan and responding to crises effectively

LEVEL 2

LEVEL 1 (LOWEST)

Counselor **sometimes** uses accurate, timely, and detailed data from multiple sources to plan and execute a counseling program that aligns with American School Counselor Association (ASCA) standards.

Counselor **rarely or never** uses accurate, timely, and detailed data from multiple sources to plan and execute a counseling program that aligns with American School Counselor Association (ASCA) standards.

Counselor **sometimes** develops high-quality, individualized plans for each student's transition to the next level of schooling or to the workplace.

Counselor **rarely or never** develops high-quality, individualized plans for each student's transition to the next level of schooling or to the workplace.

Counselor **sometimes** designs, implements, and evaluates a high-quality guidance curriculum that addresses academic achievement, career planning, and personal and social development.

Counselor **rarely or never** designs, implements, and evaluates a high-quality guidance curriculum that addresses academic achievement, career planning, and personal and social development.

Counselor **sometimes** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; and **always** maintains confidentiality in accordance with professional standards.

Counselor **rarely or never** provides high-quality responsive counseling through individual and group sessions that focus on personal, social, and academic concerns; or **does not always** maintain confidentiality in accordance with professional standards.

LEVEL 4 (HIGHEST)

LEVEL 3

COUN 5 STUDENT AND FAMILY RELATIONSHIPS

Counselor **meets Level 3** expectations AND **extends impact** by helping connect students' families with any external resources they may need.

Counselor **consistently** communicates with students' families and effectively engages them in the development and implementation of the counseling program.

For example:

- *Maintaining an active school counseling advisory board*
- *Providing a school counseling brochure and other materials to parents and stakeholders*
- *Providing family workshops on topics such as choosing a school, scholarships, access to college, and other topics, as appropriate*

COUN 6 COLLABORATION

Counselor **meets Level 3** expectations AND **extends impact** by providing high-quality professional development to school staff on counseling-related matters.

Counselor **consistently** involves school staff, in a meaningful manner, in the planning and execution of the counseling program; supports school staff in meeting student needs; and maintains meaningful relationships with external support agencies.

For example:

- *Collaborating with school administrators on the design of the school counseling program and the school counseling management agreement*
- *Collaborating with teachers to provide guidance lessons on relevant topics such as resume writing and career opportunities*
- *Assisting school staff with the development of behavior intervention plans*
- *Providing professional development workshops on child abuse, college entrance exams, individual graduation portfolios, and other topics, as appropriate*

COUN 7 SCHEDULING (FOR HIGH SCHOOL COUNSELORS ONLY)

Counselor **meets Level 3** expectations AND **extends impact** by helping develop systems to improve the efficiency of the scheduling process.

Counselor **consistently** fulfills all duties related to course scheduling in a timely, efficient, and effective manner.

For example:

- *Ensuring students understand available courses and how to register*
- *Reviewing student course selections and meeting with students to ensure that they have the courses necessary to graduate*
- *Ensuring students in special populations are placed in appropriate courses*
- *Actively participating as part of the scheduling team*

LEVEL 2

LEVEL 1 (LOWEST)

Counselor **sometimes** communicates with students' families and effectively engages them in the development and implementation of the counseling program.

Counselor **rarely or never** communicates with students' families or effectively engages them in the development and implementation of the counseling program.

Counselor **sometimes** involves school staff, in a meaningful manner, in the planning and execution of the counseling program; supports school staff in meeting student needs; and maintains meaningful relationships with external support agencies.

Counselor **rarely or never** involves school staff, in a meaningful manner, in the planning and execution of the counseling program; supports school staff in meeting student needs; or maintains meaningful relationships with external support agencies.

Counselor **sometimes** fulfills all duties related to course scheduling in a timely, efficient, and effective manner.

Counselor **rarely or never** fulfills all duties related to course scheduling in a timely, efficient, and effective manner.

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.

Why is this one of my IMPACT components?

This component was included because we believe every staff member in the building plays a critical role in ensuring the success of all students.

How will my Commitment to the School Community be assessed?

Your administrator will assess you two times during the year according to the rubric at the conclusion of this section.

At the end of each cycle, you can view your final Commitment to the School Community score in the IMPACT database

(<http://impactdcps.dc.gov>). While a conference to discuss your Commitment to the School Community score is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Commitment to the School Community be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (lowest) score 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.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 2	OVERALL (Average of Cycles)
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	4.0	
CSC 3: High Expectations	4.0	4.0	
CSC SCORE (Average of CSC 1 to CSC 3)	3.66	4.0	3.83



IMPACT Cycle dates are listed in the *IMPACT Annual Reference Guide*.

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 impact.dcps@k12.dc.gov.



LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1 | SUPPORT OF THE LOCAL SCHOOL INITIATIVES

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the local school initiatives succeed OR by exceptional contribution in support of the initiatives.

Individual **consistently** supports the local school initiatives in an effective manner.

Examples of local initiatives include: increased student attendance rate, suspension rate reduction, and school-wide behavioral supports or programs.

CSC 2 | SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help Special Education and English Language Learner programs, the school's Student Support team, and all students with 504 plans succeed and/or by exceptional contribution 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: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collaborating with special education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supporting the attainment of language objectives, and participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data).

CSC 3 | HIGH EXPECTATIONS

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by exceptional contribution toward 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: 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.

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 will assess you two times during the year according to the rubric at the conclusion of this section.

At the end of each cycle, you can view your final Core Professionalism rating in the IMPACT database (<http://impactdcps.dc.gov>). While a conference to discuss your Core Professionalism rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Core Professionalism be rated?

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 receive a Core Professionalism rating of Meets Standard in Cycle 1 and Cycle 2 (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall rating for this component will be Meets Standard and you will see no change in your final IMPACT score.

If you receive a rating of Slightly Below Standard on any standard 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. This is the case in the sample rating chart below.

If you receive a rating of Significantly Below Standard on any standard 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.

If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your final IMPACT score (e.g., a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 2 will result in a 30 point deduction from your final IMPACT score). A maximum of 40 points can be deducted per year through CP.

Please note that, if you are shared between two schools, the lower of your two Core Professionalism ratings 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.

SAMPLE RATING CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE 1	CYCLE 2	OVERALL
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	SLIGHTLY BELOW STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	
CP DEDUCTION	-10	NO DEDUCTION	-10



IMPACT Cycle dates are listed in the **IMPACT Annual Reference Guide**.

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1 ATTENDANCE	
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	
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	
Individual always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire).	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).
CP 4 RESPECT	
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) OR individual has committed a **single egregious act** in violation of DCPS and/or local school policies and procedures as determined by the school leader.

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner OR individual has committed a **single egregious act** of disrespect as determined by the school leader.

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 score 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
Counselor Standards (COUN)	3.57	x 90	= 321.3
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			356

Step 3

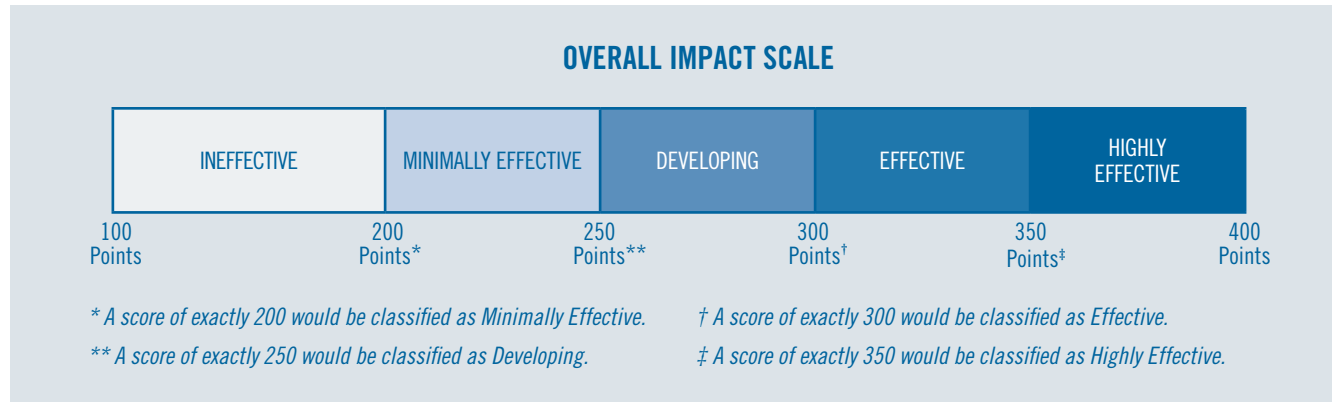
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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 and consequences 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. Members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) are eligible for additional compensation as outlined in the *IMPACT plus* section of this guidebook. All individuals rated as Highly Effective will progress normally on their pay scales.

Effective: This rating signifies solid performance. These individuals will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. If after three years, an individual, regardless of union affiliation or position change, does not move beyond the Developing rating, he or she will be subject to separation.

Minimally Effective: This rating signifies performance that is significantly below expectations. A WTU or CSO member who earns a Minimally Effective rating will be held at his or her current salary step. If an individual, regardless of union affiliation or position change, receives two consecutive Minimally Effective ratings, he or she will be subject to separation.

Ineffective: This rating signifies unacceptable performance. Individuals, regardless of union affiliation or position change, who receive this rating for one year will be subject to separation.

No Consequences: This signifies that there is insufficient information to calculate a final rating. In order to receive consequences a staff member must receive a sufficient amount of their primary rubric evaluation. In addition, any staff member who is new to IMPACT, regardless of Group, must receive their Cycle 1 primary rubric evaluation to be eligible for consequences at the close of the school year. All staff must receive more than half of their primary rubric evaluation in order to receive consequences.

Note: When an individual transitions to a different IMPACT group, the prior year(s) IMPACT rating(s) will be linked to any subsequent IMPACT ratings for separation determinations.

If I have a concern about my rating, whom should I contact?

If you ever have a concern, contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

If I earn a Minimally Effective rating and then a Developing rating, will I have one more year to improve?

Yes, you will have one additional year to improve your performance to Effective or Highly Effective. However, if you receive a third consecutive rating that is below expectations (i.e., Ineffective, Minimally Effective, or Developing), you will be subject to separation regardless of union affiliation or position change.

If I earn a Developing rating and then a Minimally Effective rating, will I have one more year to improve?

No. In this case, your performance will have declined from below expectations (Developing) to significantly below expectations (Minimally Effective). As a result, you will be subject to separation regardless of union affiliation or position change.

What can I do if I disagree with my final rating?

If you receive a final IMPACT rating of Ineffective, Minimally Effective, or Developing and you would like to appeal your rating, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will convene to review all appeals and provide a recommendation to the Chancellor who will make a final decision. More information regarding the Chancellor's Appeals Process will be shared with eligible employees.

Note: Employees may have other appeals options available through their union's collective bargaining agreement and are encouraged to contact their union representative for more information.

What is IMPACT*plus*?

IMPACT*plus* is a performance-based compensation system for members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) who are evaluated under IMPACT.

Who is eligible for IMPACT*plus*?

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

How do I know if I am a WTU member?

Teachers, instructional coaches, counselors, school librarians, and others are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

Do I need to be a full union member to be eligible for IMPACT*plus*?

No. You only need agency fee status to be eligible for IMPACT*plus*. To learn more about this status, you may contact the WTU at 202-293-8600.

How does it work?

For WTU members who are not teachers or instructional coaches, IMPACT*plus* consists of an annual bonus. The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	\$2,000
	Low-Poverty	\$1,000

How do I know my school's poverty level?

Each school's poverty level is listed on the [IMPACT*plus* page](#) on Canvas. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do staff in high-poverty schools receive higher bonuses?

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

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

Yes. Note that, if you retire before the end of the school year, you will not be eligible for IMPACT*plus*.

Will the bonus count toward my pension calculation?

No.

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

No. In addition to recognizing and rewarding excellent staff members, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the 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.

If I am on leave at the time of bonus distribution, will I be eligible for the bonus?

Staff members on FMLA leave at the time of bonus distribution will receive the bonus at that time. If you are on a different kind of leave, please consult the [IMPACTplus page](#) on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or impact.dcps@k12.dc.gov.

Are there any conditions attached to accepting this bonus?

Yes. After accepting the bonus, you will no longer have access to the “extra year,” early retirement, or buyout options if you are excessed at any time in the future and cannot find a placement at another school.

Am I required to accept the bonus?

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

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

Once final IMPACT ratings are available, the IMPACT team will notify you via email if you are eligible for an *IMPACTplus* bonus. You will submit your acceptance decision by logging into the IMPACT database at impactdcps.dc.gov. DCPS will provide more details at that time.

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses in the following academic year.

Will the bonus be subject to taxes?

Yes.

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

Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

What is IMPACT*plus*?

IMPACT*plus* is a performance-based compensation system for members of the Washington Teachers' Union (WTU) and Council of School Officers (CSO) who are evaluated under IMPACT.

Who is eligible for IMPACT*plus*?

All CSO members who earn a final IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACT*plus*.

How does the annual bonus work?

The chart below describes the bonus structure.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	\$1,500	\$500	\$2,000
	Low-Poverty	\$1,000	n/a	\$1,000

How do I know if I am a CSO member?

The CSO represents school-based administrators and certain related service providers; a list of CSO positions may be found in the CSO contract. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the CSO at 202-526-4700.

How do I know my school's poverty level?

Each school's poverty level is listed on the [IMPACT*plus* page](#) on Canvas. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

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

To access this information, log into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, you may contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

Do I need to be a full union member to be eligible for IMPACT*plus*?

No. You only need agency fee status to be eligible for IMPACT*plus*. To learn more about your status, you may contact the CSO at 202-526-4700.

What are the Comprehensive Support and Improvement, type 1 (CS1) schools?

OSSE determines the Comprehensive School designations based on a school's School Transparency and Reporting (STAR) Framework score. The schools that score in the bottom 5% in the city on the STAR Framework as compared to their peers are designated as Comprehensive Support and Improvement, type 1 (CS1) schools, and this designation lasts for 3 years. For more information on CS1 schools, please visit OSSE's website at osse.dc.gov/investmentinschools.

Why do CSO members in high-poverty and Comprehensive Support and Improvement, type 1 (CS1) schools receive higher bonuses?

One of the goals of *IMPACTplus* is to help our highest-need schools attract and retain outstanding staff members. This is why we are offering higher bonuses to the individuals who serve in these schools.

How do I know if I work in one of the Comprehensive Support and Improvement, type 1 (CS1) schools?

If you are not sure, please ask your administrator or refer to the [IMPACTplus page](#) on Canvas. You may also contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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

Yes. Note that, if you retire before the end of the school year, you will not be eligible for *IMPACTplus*.

Will the bonus count toward my pension calculation?

No.

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

No. In addition to recognizing and rewarding excellent staff members, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the 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.

If I am on leave at the time of bonus distribution, will I be eligible for the bonus?

Staff members on FMLA leave at the time of bonus distribution will receive the bonus at that time. If you are on a different kind of leave, please consult the [IMPACTplus page](#) on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or impact.dcps@k12.dc.gov.

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

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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. In fact, DCPS is on the rise because great educators and staff like you support our students in and outside the classroom. The vibrant, dedicated, and diverse adults in our schools drive our achievements, including a rising enrollment rate, improved student achievement, and increased student satisfaction.

While the goals we set for our students and ourselves are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.

Through our collective commitment to excellence and equity, our school leaders, teachers, staff, parents, community partners, and students, we will keep DCPS rising!





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PUBLIC SCHOOLS

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