School-Based Social Workers

GROUP 11

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2021 2022

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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.

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GROUP 11: OVERVIEW

Who is in Group 11?

Group 11 consists of all school-based social workers.

What are the IMPACT components for members of Group 11?

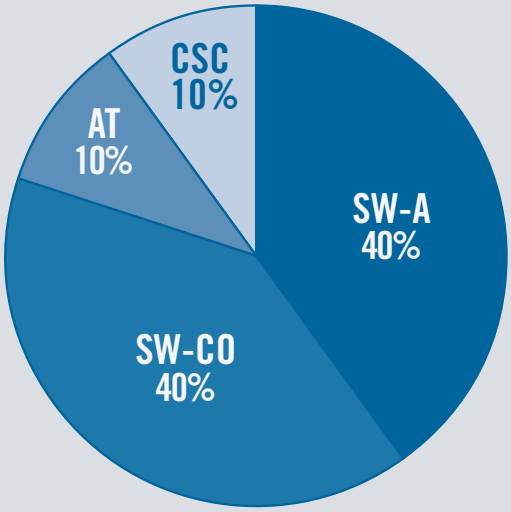
There are five IMPACT components for members of Group 11. Each is explained in greater detail in the following sections of this guidebook.

- **School-Based Social Worker Standards – Administrator Assessed (SW-A)** — These standards define excellence for school-based social workers in DCPS. This component makes up 40% of your IMPACT score.
- **School-Based Social Worker Standards – Central Office Assessed (SW-CO)** — These standards define excellence for school-based social workers in DCPS. This component makes up 40% of your IMPACT score.
- **Assessment Timeliness (AT)** — This is a measure of the extent to which you complete your assigned assessments within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 10% 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 11



- School-Based Social Worker Standards – Administrator Assessed (SW-A)*
- School-Based Social Worker Standards – Central Office Assessed (SW-CO)*
- Assessment Timeliness (AT)
- Commitment to the School Community (CSC)

**The School-Based Social Worker Standards – Administrator Assessed (SW-A) and the School-Based Social Worker Standards – Central Office Assessed (SW-CO) components will expand to replace components of the pie that cannot be scored.*

SW-A SCHOOL-BASED SOCIAL WORKER STANDARDS – ADMINISTRATOR ASSESSED

What are the School-Based Social Worker Standards – Administrator Assessed?

These standards define excellence in school-wide support and collaboration and student-level assessment for school-based social workers in DCPS. They include:

- Standard 1: Preventative Work
- Standard 2: Intervention
- Standard 3: Service Coordination
- Standard 4: Partnerships with Families for Student Success

Who developed the School-Based Social Worker Standards – Administrator Assessed?

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

How will my proficiency in the School-Based Social Worker Standards – Administrator Assessed 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 School-Based Social Worker Standards – Administrator Assessed 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 School-Based Social Worker Standards – Administrator Assessed 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 school-based social workers who have earned Highly Effective ratings two years in a row be assessed this year?

School-based social workers who have earned Highly Effective ratings during both of the last two school years will receive two assessments during Cycle 1 — one by an administrator by the end of Cycle 1 and one by a program manager/specialist by the end of Cycle 1. If the average score from these two assessments is 3.0 or higher (on the 1.0 to 4.0 scale), the IMPACT team will notify the school-based social worker via email after Cycle 1 ends that she/he will not be receiving a second assessment, unless requested by the school-based social worker in the IMPACT database (http://impactdcps.dc.gov). If the average score is below 3.0, the school-based social worker will continue on the normal assessment schedule.

Please note that school-based social workers 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, along with the score from the first program manager/specialist assessment, to determine whether shared school-based social workers are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART

SCHOOL-BASED SOCIAL WORKER STANDARDS – ADMINISTRATOR ASSESSED (SW-A)

SCHOOL-BASED SOCIAL WORKER STANDARDS – ADMINISTRATOR ASSESSED (SW-A)	CYCLE 1	CYCLE 3	OVERALL *(Average of Cycles)*
SW-A 1: Preventative Work	3.0	4.0	
SW-A 2: Intervention	3.0	4.0	
SW-A 3: Service Coordination	4.0	4.0	
SW-A 4: Partnerships with Families for Student Success	4.0	4.0	
SW-A SCORE *(Average of SW-A 1 to SW-A 4)*	3.50	4.00	3.75

Brian Tropiano

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

If I have additional questions about the School-Based Social Worker Standards – Administrator Assessed, whom should I contact?

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

SW-A SCHOOL-BASED SOCIAL WORKER STANDARDS – ADMINISTRATOR ASSESSED

	LEVEL 4 (HIGHEST)	LEVEL 3
SW-A 1 PREVENTATIVE WORK	Social worker meets **all Level 3** expectations AND **extends impact** by actively soliciting and responding to feedback from staff to design high-quality opportunities for staff consultations* on preventative strategies and (if applicable) direct services to students that build community and promote personal growth. There is evidence that consultations are significant supports to staff in service of students.	Social worker identifies opportunities for prevention strategies (e.g., SEL support) that are aligned with school-wide goals and needs. Social worker **consistently** consults with staff members on implementation of research-based preventative strategies and (if applicable) provides high-quality direct services to students that build community and promote personal growth.

For example:

- *Shares and supports strategies and interventions that enhance education and promote health and wellness (e.g., Bullying, LGBTQ education, Suicide Prevention) via principal/social worker check-ins or leadership team meetings*
- *Designs and facilitates presentations (e.g., Speak Up, Be Safe, anti-bullying workshop, topical presentation based on identified need) and/or teacher in-service sessions*
- *Supports students' development in relationship skills, responsible decision-making, social and cultural awareness, self-awareness, and self-management*
- *Works with administrators to implement effective policies and programs to address school safety, substance abuse, teen pregnancy, child abuse and neglect, as needed*
- *Facilitates special support groups (e.g., students with incarcerated parents, grief and loss, divorce, teen parents, conflict resolution, etc.)*

SW-A 2 INTERVENTION	Social worker meets **all Level 3** expectations AND **extends impact** by actively soliciting and responding to feedback from staff to design high-quality opportunities for staff consultations on intervention strategies and (if applicable) direct services to students aligned with student goals and needs. There is evidence that consultations are significant supports to staff in service of students.	Social worker identifies opportunities for research-based intervention strategies and consultation that are aligned with student goals and needs, and services provided are **consistently** of high quality in delivery (including data-driven, solutions-focused participation in SST, IEP, Section 504, and other collaborative problem-solving meetings).

For example:

- *Participates in IEP, RTI, Section 504 and other collaborative team meetings*
- *Provides school staff with technical assistance on intervention strategies for students*
- *Coordinates the design and implementation of behavior intervention plans (BIPs) and functional behavior assessments (FBAs) at levels I and II*
- *Provides crisis-response support*

**In the context of this rubric, consultations refer to 1-on-1, small group, or large group support of staff members (SW-A 1 & 2) or family members (SW-A 4). Consultations may take place in-person, via email, or via phone, as appropriate.*

LEVEL 2	LEVEL 1 (LOWEST)
Social worker identifies opportunities for prevention strategies (e.g., SEL support) that are aligned with school-wide goals and needs. Social worker **sometimes** consults with staff members on implementation of research-based preventative strategies and (if applicable) provides direct services to students that build community and promote personal growth.	Social worker **rarely or never** identifies opportunities for prevention strategies (e.g., SEL support) that are aligned with school-wide goals and needs. Social worker **rarely or never** consults with staff members on implementation of research-based preventative strategies or provides direct services to students that build community and promote personal growth.
Social worker identifies opportunities for research-based intervention strategies and consultation that are aligned with student goals and needs, and services provided are **sometimes** of high quality in delivery (including data-driven, solutions-focused participation in SST, IEP, Section 504, and other collaborative problem-solving meetings).	Social worker **rarely or never** identifies opportunities for research-based intervention strategies and consultation that are aligned with student goals and needs, and/or services provided are **rarely or never** of high quality in delivery (including data-driven, solutions-focused participation in SST, IEP, Section 504, and other collaborative problem-solving meetings).

SW-A SCHOOL-BASED SOCIAL WORKER STANDARDS – ADMINISTRATOR ASSESSED

	LEVEL 4 (HIGHEST)	LEVEL 3
SW-A 3	**SERVICE COORDINATION**	
	Social worker meets **all Level 3** expectations AND **extends impact** by conducting ongoing follow-up to ensure successful outcomes of connections with community services.	Social worker **consistently** demonstrates an understanding of student and family needs and community resources and **consistently** leverages community resources effectively to support students and families.

For example:

- *Meets with community organizations regarding services and resources*
- *Develops community partnerships to readily connect students and families to community organizations as needed*
- *Includes community partners and/or community partner resources in support provided to students, staff, and/or families*
- *Connects to and leverages DCPS resources (e.g., DCPS Homelessness Liaison) in support of students and families*

SW-A 4	**PARTNERSHIPS WITH FAMILIES FOR STUDENT SUCCESS**	
	School-based social worker **meets Level 3** expectations and **extends impact** by using data and feedback from families to determine efficacy of efforts to strengthen connections between home and school and adjusting strategy in response to data and feedback.	School-based social worker partners with families to strengthen connections between home and school by **consistently** communicating student needs and progress to families in accessible language and gathering data to determine the efficacy of the communication.

For example:

- *Connects with parents/caregivers via newsletters, parent information sessions, etc.*
- *Engages families and students in support of improved student outcomes (e.g., family meetings, home visits)*
- *Facilitates attendance intervention support plan meetings with students and families, as applicable**

**Social worker support of attendance initiatives varies by school context.*

Andy Le

Andy Le

LEVEL 2	LEVEL 1 (LOWEST)
Social worker **consistently** demonstrates an understanding of student and family needs and community resources and **sometimes** leverages community resources effectively to support students and families.	Social worker demonstrates a **limited** understanding of student and family needs and community resources and/or **rarely or never** leverages community resources effectively to support students and families.
School-based social worker partners with families to strengthen connections between home and school by **sometimes** communicating student needs and progress to families in accessible language.	School-based social worker **rarely or never** partners with families to strengthen connections between home and school by communicating student needs and progress to families in accessible language.

Andy Le

Simona Monatti

SW-CO SCHOOL-BASED SOCIAL WORKER STANDARDS – CENTRAL OFFICE ASSESSED

What are the School-Based Social Worker Standards – Central Office Assessed?

These standards define excellence in mental health and behavioral support service delivery and documentation for school-based social workers in DCPS. They include:

- Standard 1: Mental Health and Behavioral Support Service Delivery
- Standard 2: Service Delivery Rates, Documentation, and Completion of Progress Monitoring Instruments
- Standard 3: Analysis and Reporting of Assessment Results
- Standard 4: Student and Family Engagement

Who developed the School-Based Social Worker Standards – Central Office Assessed?

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

How will my proficiency in the School-Based Social Worker Standards – Central Office Assessed be assessed?

Your program manager/specialist 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 program manager/specialist. At this conference you will receive feedback based on the School-Based Social Worker Standards – Central Office Assessed rubric and discuss next steps for professional growth.

If your program manager/specialist 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 School-Based Social Worker Standards – Central Office Assessed 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 school-based social workers who have earned Highly Effective ratings two years in a row be assessed this year?

School-based social workers who have earned Highly Effective ratings during both of the last two school years will receive two assessments during Cycle 1 — one by an administrator by the end of Cycle 1 and one by a program manager/specialist by the end of Cycle 1. If the average score from these two assessments is 3.0 or higher (on the 1.0 to 4.0 scale), the IMPACT team will notify the school-based social worker via email after Cycle 1 ends that she/he will not be receiving a second assessment, unless requested by the school-based social worker in the IMPACT database (http://impactdcps.dc.gov). If the average score is below 3.0, the school-based social worker will continue on the normal assessment schedule.

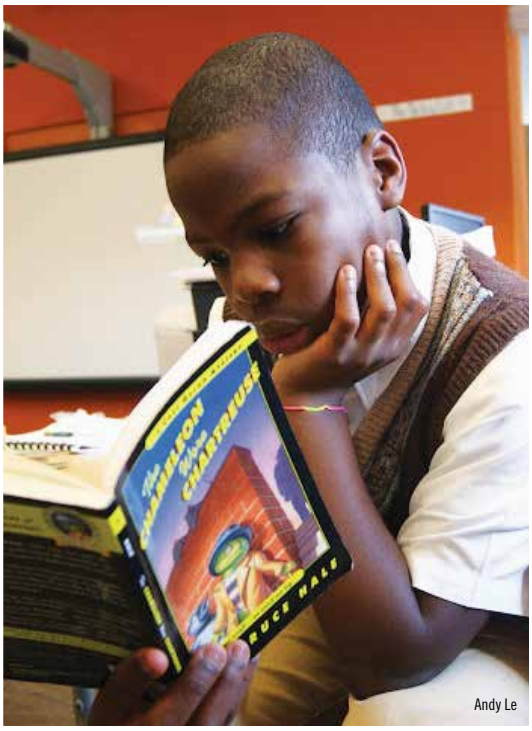
Please note that school-based social workers who are shared between two schools will receive an assessment by each of their administrators by the end of Cycle 1. These scores will then be averaged together, along with the score from the first program manager/specialist assessment, to determine whether shared school-based social workers are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART

SCHOOL-BASED SOCIAL WORKER STANDARDS – CENTRAL OFFICE ASSESSED (SW-CO)

SCHOOL-BASED SOCIAL WORKER STANDARDS – CENTRAL OFFICE ASSESSED (SW-CO)	CYCLE 1	CYCLE 3	OVERALL *(Average of Cycles)*
SW-CO 1: Mental Health and Behavioral Support Service Delivery	3.0	3.0	
SW-CO 2: Service Delivery Rates, Documentation, and Completion of Progress Monitoring Instruments	4.0	4.0	
SW-CO 3: Analysis and Reporting of Assessment Results	3.0	4.0	
SW-CO 4: Student And Family Engagement	3.0	3.0	
SW-CO SCORE *(Average of SW-CO 1 to SW-CO 4)*	3.25	3.50	3.38

Bel Perez Gabilondo



Andy Le

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

If I have additional questions about the School-Based Social Worker Standards – Central Office Assessed, whom should I contact?

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

SW-CO SCHOOL-BASED SOCIAL WORKER STANDARDS – CENTRAL OFFICE ASSESSED

	LEVEL 4 (HIGHEST)	LEVEL 3
SW-CO 1	**MENTAL HEALTH AND BEHAVIORAL SUPPORT SERVICE DELIVERY**	
	Social worker meets **all Level 3** expectations AND **extends impact** by implementing structured, evidence-based interventions with fidelity and by using data to assess the efficacy of and continuously improve intervention plans, special education eligibility determinations, and engagement with community service providers and other stakeholders.	Social worker **consistently** collects and uses accurate and updated information on student needs to conduct assessments, develop short-term and long-term intervention goals and plans (for individuals and groups), report on student progress, intervene during crises, determine special education and 504 service eligibility, and make appropriate referrals for treatment by community providers; **consistently** demonstrates evidence-based approaches in individual and group practice; and **consistently** adjusts service delivery, as necessary, to ensure progress toward goals.
SW-CO 2	**SERVICE DELIVERY RATES, DOCUMENTATION, AND COMPLETION OF PROGRESS MONITORING INSTRUMENTS**	
	Social worker **always** delivers and documents prescribed services in a timely manner and in accordance with DCPS guidelines and students' IEPs; and **always** completes required service logs, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.	Social worker **consistently** delivers and documents prescribed services in a timely manner and in accordance with DCPS guidelines and students' IEPs; and **consistently** completes required service logs, provider management application activities,* and other pertinent documentation in a timely and appropriate manner. Social worker **consistently** demonstrates adherence to due diligence guidelines to ensure that students who are frequently absent or resistant receive school-based services and/or participate in the collection of assessment/progress data.
SW-CO 3	**ANALYSIS AND REPORTING OF ASSESSMENT RESULTS**	
	Social worker meets **all Level 3** expectations AND **extends impact** by explaining the assessment results in family-accessible language.	Social worker **consistently** administers, analyzes, and describes the results of all assessments and data in an accurate, educationally-focused, and developmentally appropriate manner; the Assessment Report is **always** written in the proper format and **always** includes recommendations and a description of any concerns about validity, if applicable.
SW-CO 4	**STUDENT AND FAMILY ENGAGEMENT**	
	Social worker meets **all Level 3** expectations AND **extends impact** by ensuring that students who are frequently absent or resistant receive services (for example, by developing alternative therapeutic activities or by creating attendance plans with students' families).	Social worker **consistently** uses a variety of strategies, in an effective manner, to ensure student and family engagement in the implementation of intervention services and/or the collection of assessment/progress data.

**Provider management application activities may include, but are not limited to, community referrals, Tier I and Tier II interventions, classroom and staff presentations, and student service alignment plans (SSAPs).*

LEVEL 2	LEVEL 1 (LOWEST)
Social worker **sometimes** collects and uses accurate and updated information on student needs to conduct assessments, develop short-term and long-term intervention goals and plans (for individuals and groups), report on student progress, intervene during crises, determine special education and 504 service eligibility, and make appropriate referrals for treatment by community providers; **sometimes** demonstrates evidence-based approaches in individual and group practice; and **sometimes** adjusts service delivery, as necessary, to ensure progress toward goals.	Social worker **rarely or never** collects and uses accurate and updated information on student needs to conduct assessments, develop short-term and long-term intervention goals and plans (for individuals and groups), report on student progress, intervene during crises, determine special education and 504 service eligibility, and make appropriate referrals for treatment by community providers; **rarely or never** demonstrates evidence-based approaches in individual and group practice; and **rarely or never** adjusts service delivery, as necessary, to ensure progress toward goals.
Social worker **sometimes** delivers and documents prescribed services in a timely manner and in accordance with DCPS guidelines and students' IEPs; and **sometimes** completes required service logs, provider management application activities,* and other pertinent documentation in a timely and appropriate manner. Social worker **sometimes** demonstrates adherence to due diligence guidelines to ensure that students who are frequently absent or resistant receive school-based services and/or participate in the collection of assessment/progress data.	Social worker **rarely or never** delivers and documents prescribed services in a timely manner and in accordance with DCPS guidelines and students' IEPs; and **rarely or never** completes required service logs, provider management application activities,* and other pertinent documentation in a timely and appropriate manner. Social worker **rarely or never** demonstrates adherence to due diligence guidelines to ensure that students who are frequently absent or resistant receive school-based services and/or participate in the collection of assessment/progress data.
Social worker **sometimes** administers, analyzes, and describes the results of all assessments and data in an accurate, educationally-focused, and developmentally appropriate manner; the Assessment Report is **always** written in the proper format and **always** includes recommendations and a description of any concerns about validity, if applicable.	Social worker **rarely or never** administers, analyzes, and describes the results of all assessments and data in an accurate, educationally-focused, and developmentally appropriate manner; the Assessment Report is **not always** written in the proper format and **does not always** include recommendations and a description of any concerns about validity, if applicable.
Social worker **sometimes** uses a variety of strategies, in an effective manner, to ensure student and family engagement in the implementation of intervention services and/or the collection of assessment/progress data.	Social worker **rarely or never** uses a variety of strategies, in an effective manner, to ensure student and family engagement in the implementation of intervention services and/or the collection of assessment/progress data.

AT ASSESSMENT TIMELINESS

What is Assessment Timeliness?

This is a measure of the extent to which you complete the assessments assigned to you within the timeframe and in accordance with the rules established by DCPS.

Why is this one of my IMPACT components?

Timely completion of assessments is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my Assessment Timeliness be calculated?

In the spring, you will have the opportunity to confirm the assessments you completed this year. Your Assessment Timeliness score will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).

Please note that, because this component is scored only once per year, we have not included a sample score chart as we have for the components that are scored multiple times per year.

Bel Perez Gabilondo

Michael DeAngelis

Brian Tropiano

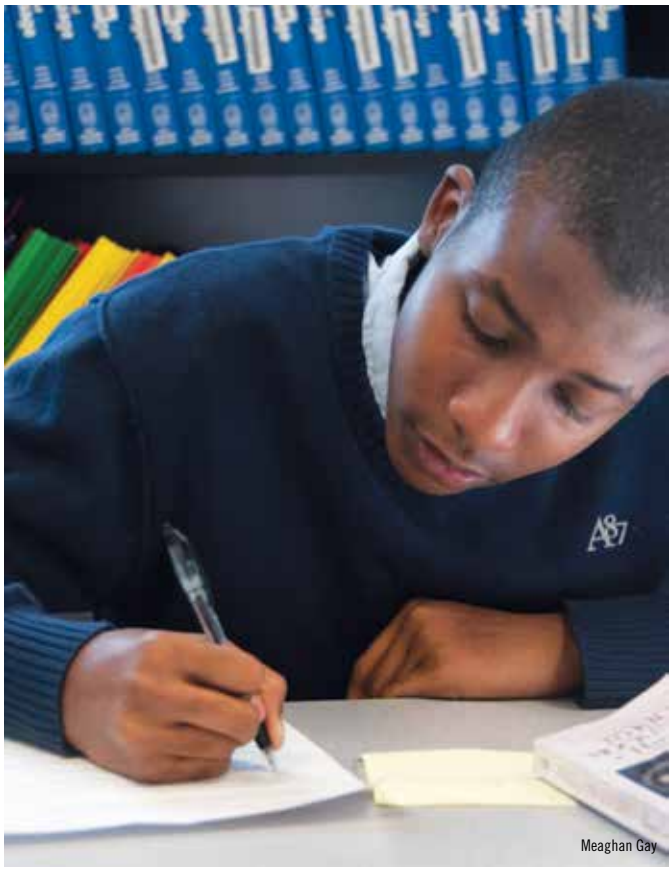
IMPACT Cycle dates are listed in the ***IMPACT Annual Reference Guide.***

If I have additional questions about Assessment Timeliness, whom should I contact?

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

AT ASSESSMENT TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
AT 1	ASSESSMENT TIMELINESS	
	Individual completes **100%** of assigned assessments within the timeframe and in accordance with the rules established by DCPS.	Individual completes **95-99%** of assigned assessments within the timeframe and in accordance with the rules established by DCPS.


Meaghan Gay

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
Individual completes **90-94%** of assigned assessments within the timeframe and in accordance with the rules established by DCPS.	Individual completes **less than 90%** of assigned assessments within the timeframe and in accordance with the rules established by DCPS.

Michael DeAngelis

Michael DeAngelis

CSC COMMITMENT TO THE SCHOOL COMMUNITY

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 3	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.

CSC COMMITMENT TO THE SCHOOL COMMUNITY

	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 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 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 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: 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 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: 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.

CP CORE PROFESSIONALISM

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 3 (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 3 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 3	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.

CP CORE PROFESSIONALISM

	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 forthby 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
School-Based Social Worker Standards – Administrator Assessed (SW-A)	3.75	x 40	= 150.0
School-Based Social Worker Standards – Central Office Assessed (SW-CO)	3.38	x 40	= 135.2
Assessment Timeliness (AT)	3.70	x 10	= 37.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**357.2**

Step 3

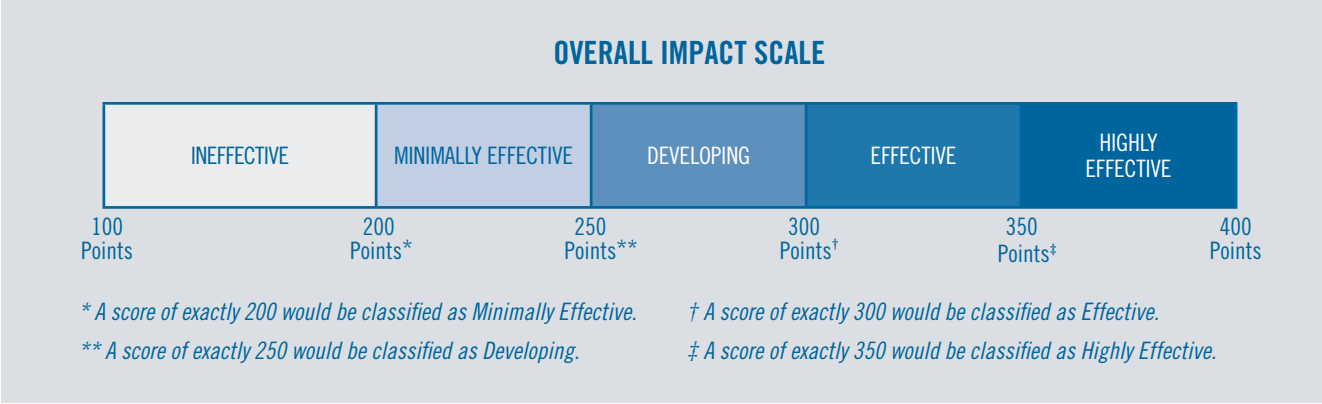
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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 until he or she earns a rating of Effective or Highly Effective. 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.

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.

IMPACT*plus* — WTU

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.

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, 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 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 IMPACT*plus* 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 IMPACT*plus* 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.

IMPACT*plus* — CSO

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 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.

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.

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 IMPACT*plus* 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 IMPACT*plus* 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.

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, 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 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 IMPACT*plus* page on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or impact.dcps@k12.dc.gov.

When will I receive my bonus?

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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.

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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