Special Education Coordinators

GROUP 13

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 13: OVERVIEW

Who is in Group 13?

Group 13 consists of all special education coordinators.

What are the IMPACT components for members of Group 13?

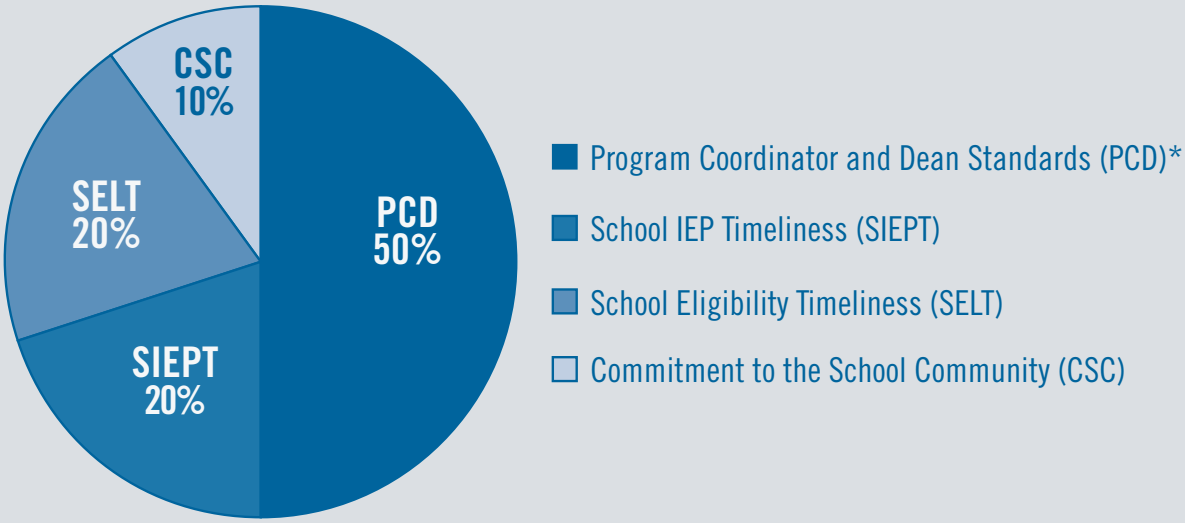
There are five IMPACT components for members of Group 13. Each is explained in greater detail in the following sections of this guidebook.

- **Program Coordinator and Dean Standards (PCD)** — These standards define excellence for program coordinators and deans in DCPS. They make up 50% of your IMPACT score.
- **School Individualized Education Program Timeliness (SIEPT)** — This is a measure of the extent to which individuals at your school complete their assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 20% of your IMPACT score.
- **School Eligibility Timeliness (SELT)** — This is a measure of the extent to which individuals at your school complete the special education eligibility process for their assigned students within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 20% 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 13



**The Program Coordinator and Dean Standards (PCD) component will expand to replace components of the pie that cannot be scored.*

PCD PROGRAM COORDINATOR AND DEAN STANDARDS

What are the Program Coordinator and Dean Standards?

These standards define excellence for program coordinators and deans in DCPS. They include:

- Standard 1: Core Job Functions
- Standard 2: Programmatic Goals
- Standard 3: Positive Rapport with Students and Families
- Standard 4: Collaboration
- Standard 5: Adaptability
- Standard 6: Use of Data
- Standard 7: Management and Leadership

Who developed the Program Coordinator and Dean Standards?

The standards were developed in collaboration with DCPS program coordinators and deans, administrators, and central office staff.

How will my proficiency in the Program Coordinator and Dean 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 Program Coordinator and Dean 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 Program Coordinator and Dean 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

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)

PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)	CYCLE 1	CYCLE 3	OVERALL *(Average of Cycles)*
PCD 1: Core Job Functions	3.0	4.0	
PCD 2: Programmatic Goals	4.0	3.0	
PCD 3: Positive Rapport with Students and Families	4.0	4.0	
PCD 4: Collaboration	3.0	3.0	
PCD 5: Adaptability	4.0	4.0	
PCD 6: Use of Data	3.0	4.0	
PCD 7: Management and Leadership	3.0	4.0	
PCD SCORE *(Average of PCD 1 to PCD 7)*	3.42	3.71	3.57

Brian Tropiano

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

If I have additional questions about the Program Coordinator and Dean Standards, whom should I contact?

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

PCD PROGRAM COORDINATOR AND DEAN STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
PCD 1	**CORE JOB FUNCTIONS**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by developing new skills to become more effective at her/his work, by taking on and successfully fulfilling additional responsibilities, and/or by exceeding expectations on assigned work.	Program coordinator or dean **consistently** accomplishes core job functions in a timely and effective manner.

For example:

- *Communicating clearly with diverse stakeholders in both oral and written forms*
- *Anticipating and responding to stakeholder needs effectively and courteously*
- *Monitoring guidelines, timelines, and completion of student assessments, evaluations, IEPs, and triennial re-evaluations according to federal, state, and district guidelines*
- *Reviewing Hearing Officer Decision/Settlement Agreement requirements to determine needs and ensure compliance*
- *Responding promptly to all parent requests for documents, meetings, and evaluations*
- *Preparing for, attending, and facilitating meetings related to student performance, evaluation, and progress*

PCD 2	**PROGRAMMATIC GOALS**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by proactively and meaningfully involving the school community in the development of the programmatic goals.	Program coordinator or dean **consistently** works towards and achieves clear, measurable, and ambitious programmatic goals.
PCD 3	**POSITIVE RAPPORT WITH STUDENTS AND FAMILIES**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of time and energy towards building positive and productive relationships with students and families who face the greatest challenges.	Program coordinator or dean **consistently** builds positive and productive relationships with students and their families.

For example:

- *Conducting regular phone calls, home visits, and other outreach to communicate with parents/guardians, and creating a welcoming office environment for students and families*
- *Embedding early dispute resolution interventions to ensure conflict is addressed prior to due process*

PCD 4	**COLLABORATION**	
	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by dedicating a truly exceptional amount of time and energy towards helping colleagues address challenges in their work.	Program coordinator or dean **consistently** collaborates with other staff members in an effective manner.

For example:

- *Assisting staff with the development and implementation of school compliance management systems and/or internal audit systems*
- *Assisting colleagues in completing necessary meeting materials (e.g., draft IEPs, evaluations) in a timely manner*
- *Assisting classroom and special education teachers with the development of Behavior Intervention Plans (BIP) and Functional Behavior Assessments (FBA)*

LEVEL 2	LEVEL 1 (LOWEST)
Program coordinator or dean **sometimes** accomplishes core job functions in a timely and effective manner.	Program coordinator or dean **rarely or never** accomplishes core job functions in a timely and effective manner.
Program coordinator or dean **sometimes** works towards and achieves clear, measurable, and ambitious programmatic goals.	Program coordinator or dean **rarely or never** works towards or achieves clear, measurable, and ambitious programmatic goals.
Program coordinator or dean **sometimes** builds positive and productive relationships with students and their families.	Program coordinator or dean **rarely or never** builds positive and productive relationships with students and their families.
Program coordinator or dean **sometimes** collaborates with other staff members in an effective manner.	Program coordinator or dean **rarely or never** collaborates with other staff members in an effective manner.

PCD PROGRAM COORDINATOR AND DEAN STANDARDS

	LEVEL 4 (HIGHEST)	LEVEL 3
PCD 5 ADAPTABILITY	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by helping colleagues perform at a high level in challenging situations.	Program coordinator or dean **consistently** performs at a high level in challenging situations.
	For example: • *Adapting flexibly to shifting projects or priorities to meet the needs of a dynamic transformation effort within the school and the DCPS Central Office*	
PCD 6 USE OF DATA	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by sharing data, as appropriate, with the school community to help increase investment in programmatic goals.	Program coordinator or dean **consistently** uses accurate, timely, and detailed data from multiple sources to guide her/his work.
	For example: • *Monitoring data collection for SEDS and Medicaid* • *Ensuring data used for student meetings is relevant and up to date* • *Supporting school staff in providing effective student interventions based on IEP data and team recommendations*	
PCD 7 MANAGEMENT AND LEADERSHIP	Program coordinator or dean **meets Level 3** expectations AND **extends impact** by building other staff members' capacity to take on leadership responsibilities.	Program coordinator or dean **consistently** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.
	For example: • *Coaching, mentoring, and challenging other special education staff to excel despite obstacles and challenging situations* • *Providing professional development to school staff regarding research-based best practices in special education*	

LEVEL 2	LEVEL 1 (LOWEST)
Program coordinator or dean **sometimes** performs at a high level in challenging situations.	Program coordinator or dean **rarely or never** performs at a high level in challenging situations.
Program coordinator or dean **sometimes** uses accurate, timely, and detailed data from multiple sources to guide her/his work.	Program coordinator or dean **rarely or never** uses accurate, timely, and detailed data from multiple sources to guide her/his work.
Program coordinator or dean **sometimes** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.	Program coordinator or dean **rarely or never** fulfills management responsibilities (for example, oversight of program budget, supervision of personnel, and coordination of school and external resources) in an effective manner.

SIEPT SCHOOL INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

What is School IEP Timeliness?

This is a measure of the extent to which individuals at your school complete their assigned Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.

Why is this one of my IMPACT components?

As a special education coordinator, it is your responsibility to ensure that all of the IEPs for the students in your school are renewed on time. This is critical to ensuring that our students receive all the services they need. Furthermore, it is required by federal law.

How will my School IEP Timeliness be calculated?

You will first have the opportunity to confirm the IEPs for which you or someone at your school served as case manager. Your School IEP Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

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.

**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.*

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

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

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

Andy Le

Katie Rossman

Katie Rossman

Andy Le

SIEPT SCHOOL INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
SIEPT 1	SCHOOL INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS	
	School completes **100%** of required Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.	School completes **95-99%** of required Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.

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Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
School completes **90-94%** of required Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.	School completes **less than 90%** of required Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.

Michael DeAngelis

SELT SCHOOL ELIGIBILITY TIMELINESS

What is School Eligibility Timeliness?

This is a measure of the extent to which individuals at your school complete the special education eligibility process for their assigned students within the timeframe and in accordance with the rules established by DCPS.

Why is this one of my IMPACT components?

As a special education coordinator, it is your responsibility to ensure that the special education eligibility process for the students in your school is completed in a timely fashion. This is critical to ensuring that our students receive all the services they need.

How will my School Eligibility Timeliness be calculated?

You will first have an opportunity to confirm the students for whom you or someone at your school completed the special education eligibility process. Your School Eligibility Timeliness will then be scored at the end of the school year according to the rubric at the conclusion of this section. You will receive an overall score of 4 (highest) to 1 (lowest).*

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.

**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.*

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

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

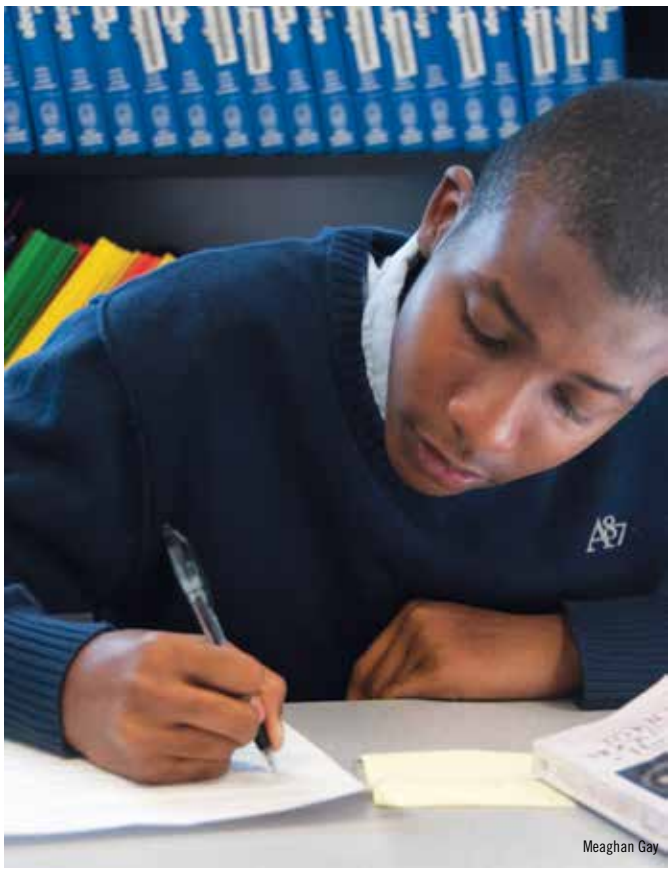
Please contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

Michael DeAngelis

Brian Tropiano

SELT SCHOOL ELIGIBILITY TIMELINESS

	LEVEL 4 (HIGHEST)	LEVEL 3
SELT 1	SCHOOL ELIGIBILITY TIMELINESS	
	School completes the required special education eligibility process for **100%** of students within the timeframe and in accordance with the rules established by DCPS.	School completes the required special education eligibility process for **95-99%** of students within the timeframe and in accordance with the rules established by DCPS.


Meaghan Gay

Michael DeAngelis

LEVEL 2	LEVEL 1 (LOWEST)
School completes the required special education eligibility process for **90-94%** of students within the timeframe and in accordance with the rules established by DCPS.	School completes the required special education eligibility process for **less than 90%** of students within the timeframe and in accordance with the rules established by DCPS.

Meaghan Gay

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
Program Coordinator and Dean Standards (PCD)	3.57	x 50	= 178.5
School Individualized Education Program Timeliness (SIEPT)	3.00	x 20	= 60.0
School Eligibility Timeliness (SELT)	3.00	x 20	= 60.0
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			**334**

Step 3

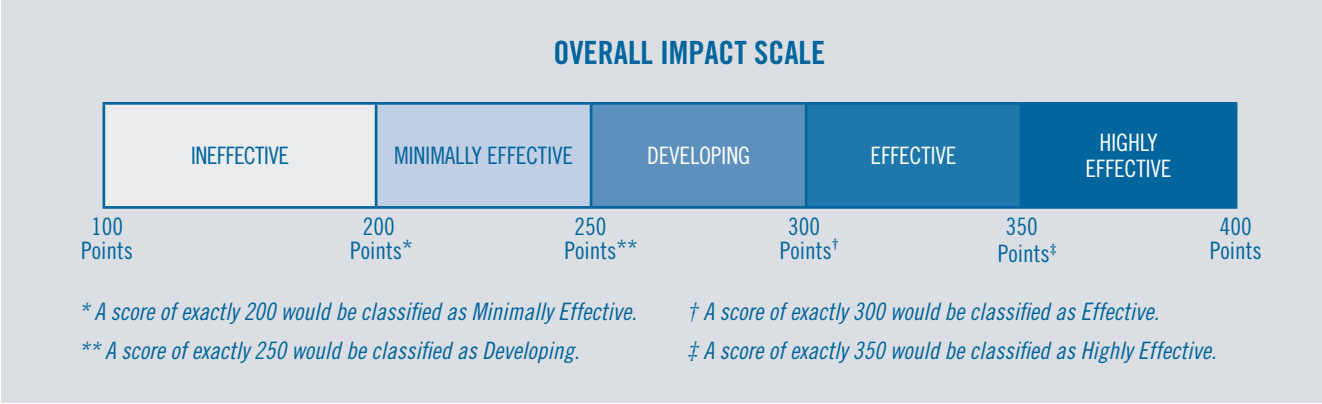
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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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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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