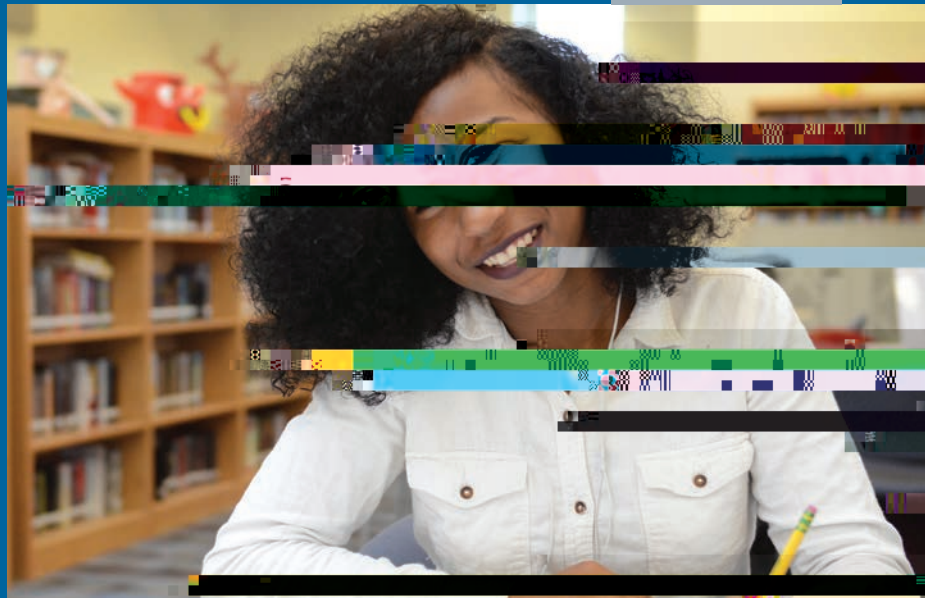


# School-Based Social Workers

GROUP  
1



# IMPACT

DI RCT OF COLUMBIA  
PUBLIC SCHOOLS

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

2022  
2023





2	Putting Growth First
4	Overview
5	IMPACT Components
28	Putting It All Together
32	IMPACT, i
36	Concluding Message

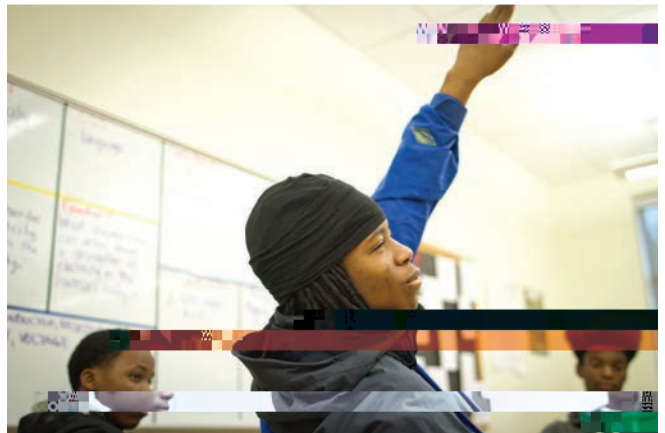
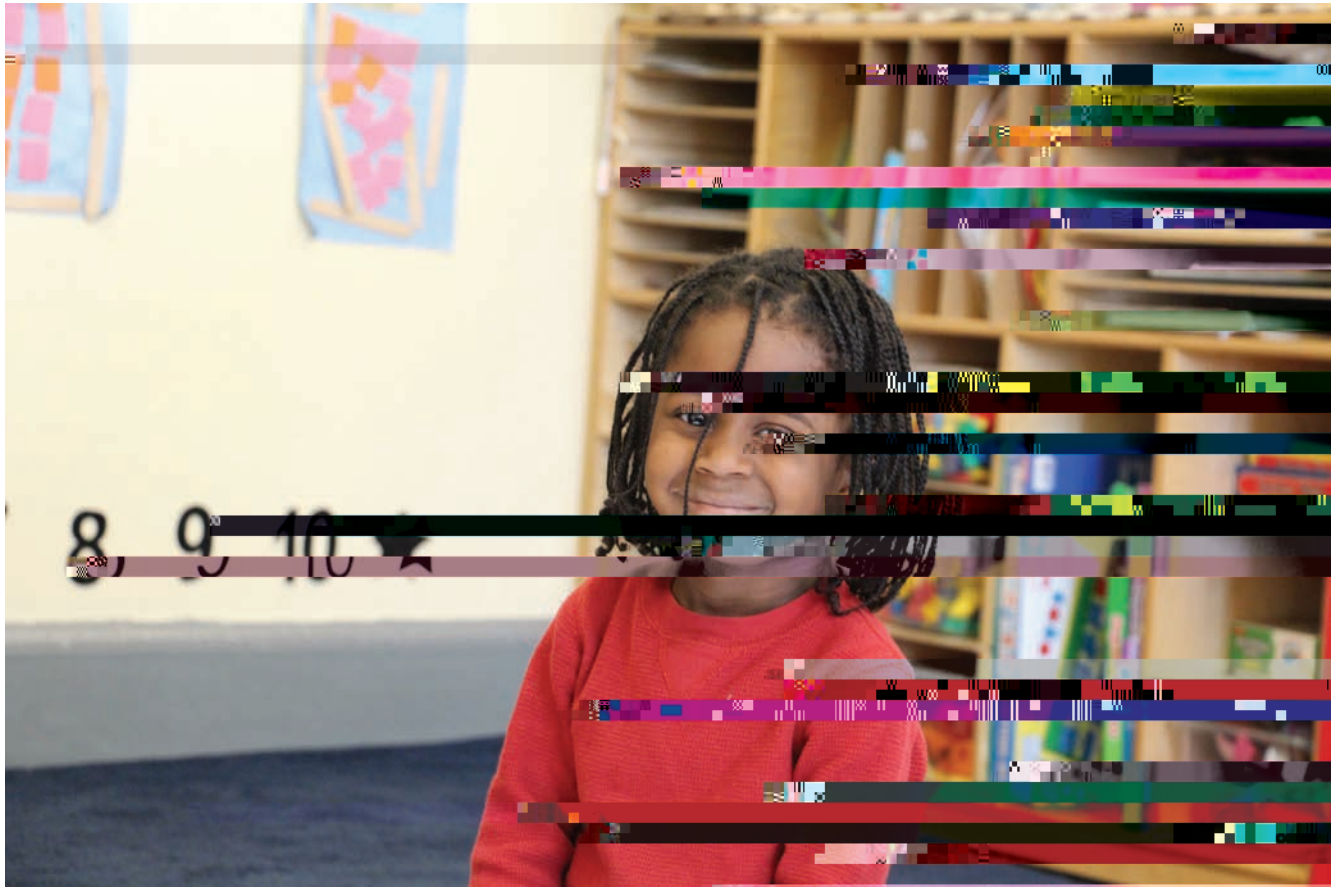
# PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and dedication that our teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments that support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To build on past success and accelerate efforts to close the achievement gap, we must continue to concentrate our work on ensuring that 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 excellent teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for the future. 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. [def 11 0 0 e(all school-ba1)Y0 0 1eopportunities s



# 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 section of this guidebook.

**School-Based Social Worker Standards – Administrator Assessed (SWSA)** – This component is a measure of 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 (SWSO)** – This component is a measure of 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.

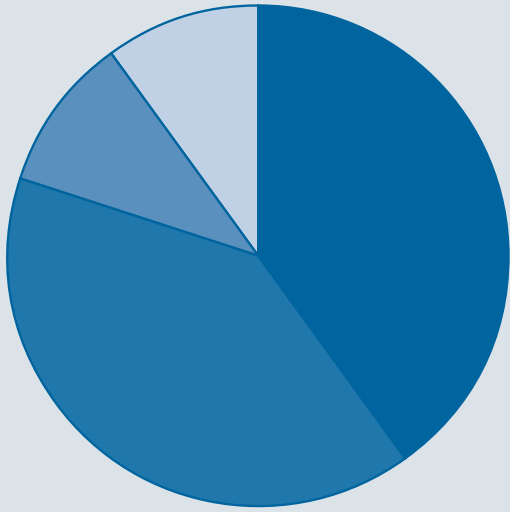
**Commitment to the School Community (CSC)** – This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.

**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*.



School-Based Social Worker Standards

# 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 made 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 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?

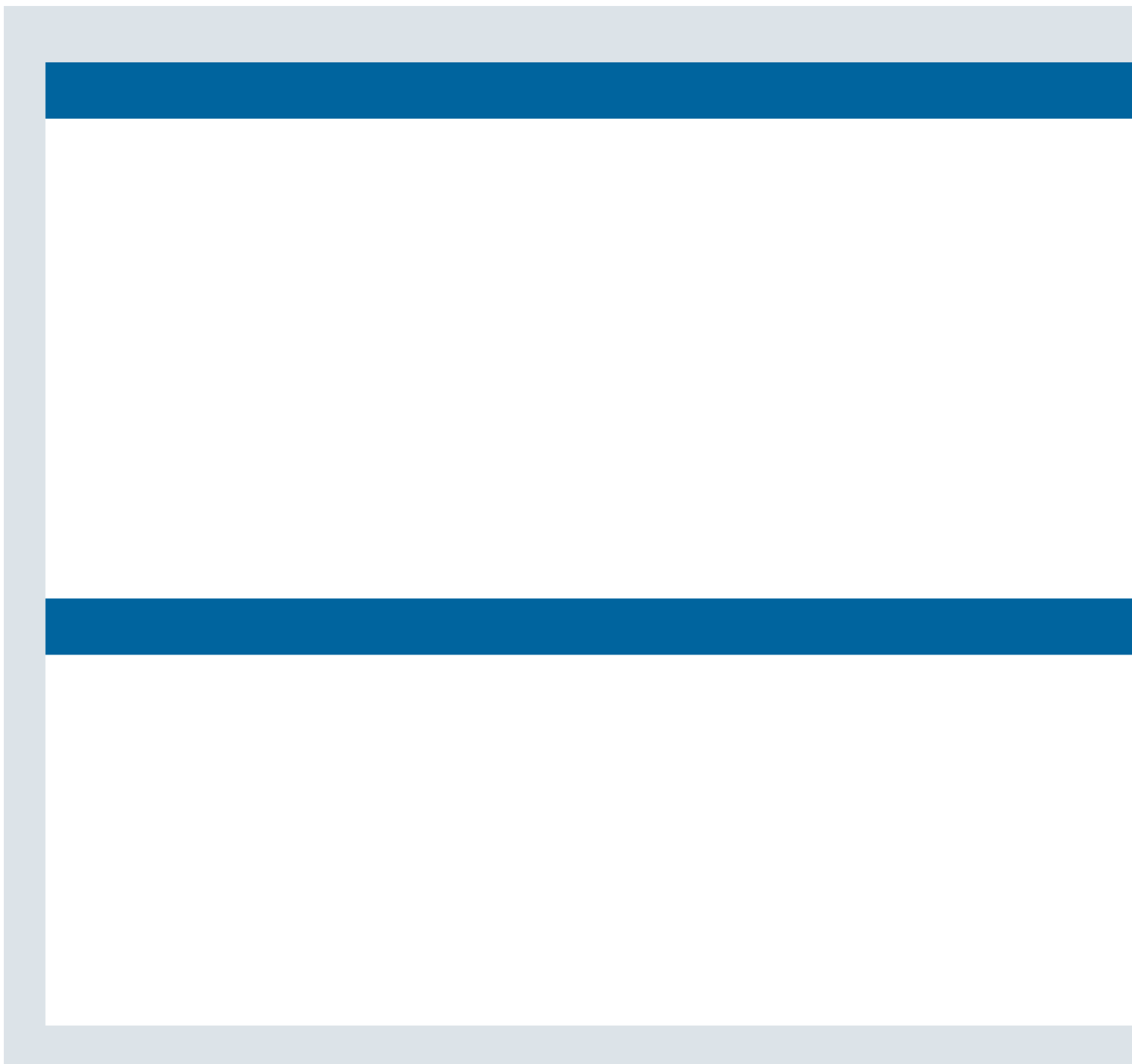
School-based social workers who have earned Highly Effective ratings during both of the last two school years will receive two assessments during Cycle 1 — one by an administrator by the end of Cycle 1 and one by a program manager/specialist by the end of Cycle 1. If the average score from these two 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.org>). 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)





## 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).

**LEVEL 4 (HIGHEST)**

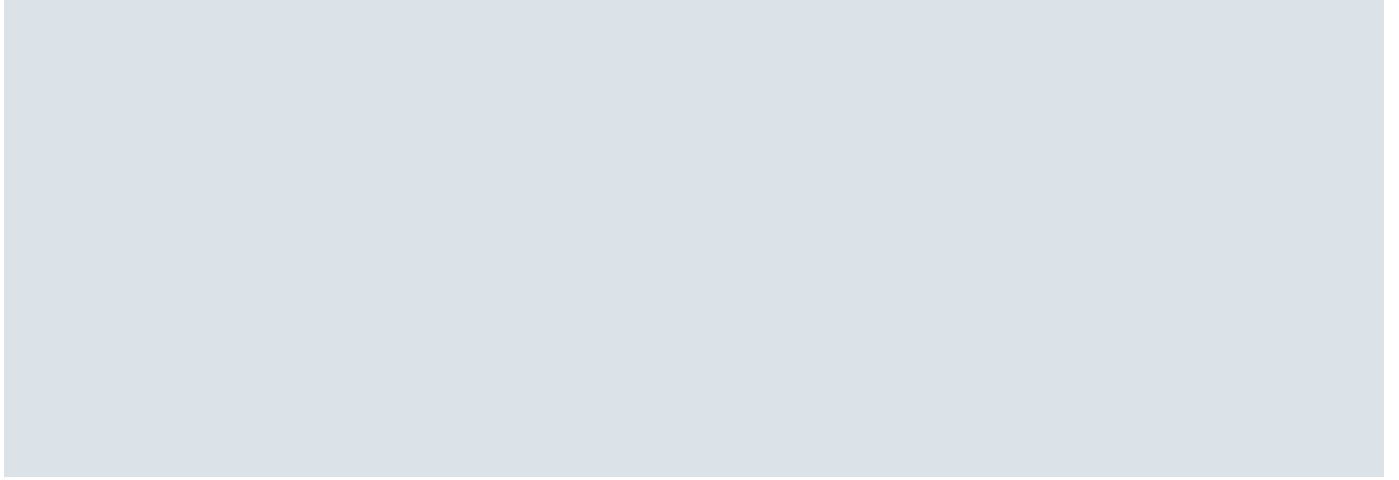
**LEVEL 3**

**SW-A 3 SERVICE COORDINATION**

Social worker meets all Level 3 expect  
by preparing and implementing service plans with clients and families.







**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 data 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- 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.





## 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.

## How will my Assessment Timeliness be calculated?

## 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.



Bel Perez Gabillon



Michael DeAngelis



Brian Tropiano

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

Please contact the IMPACT team at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov)

**LEVEL 4 (HIGHEST)**

**LEVEL 3**

**AT 1 | ASSESSMENT TIMELINESS**

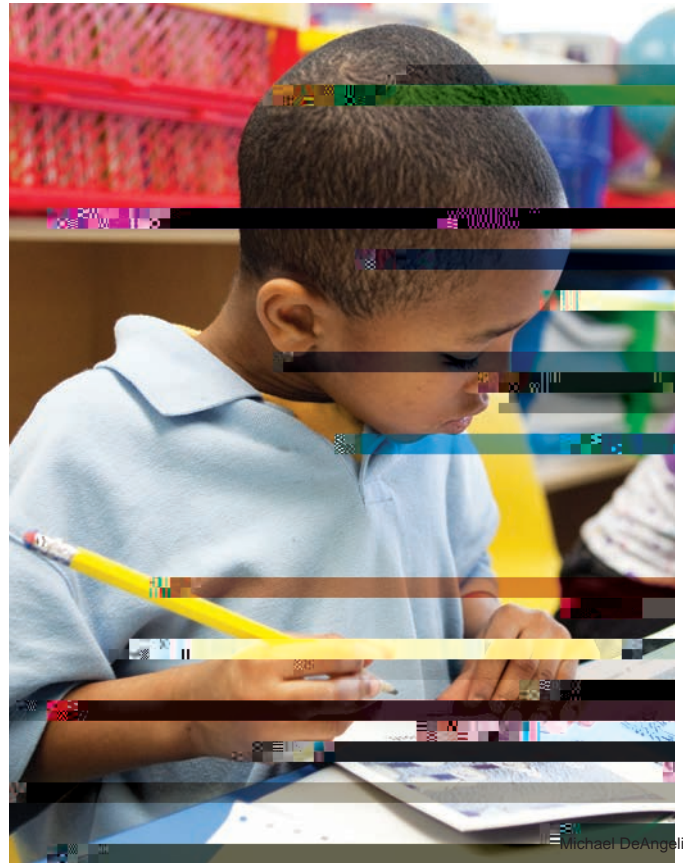
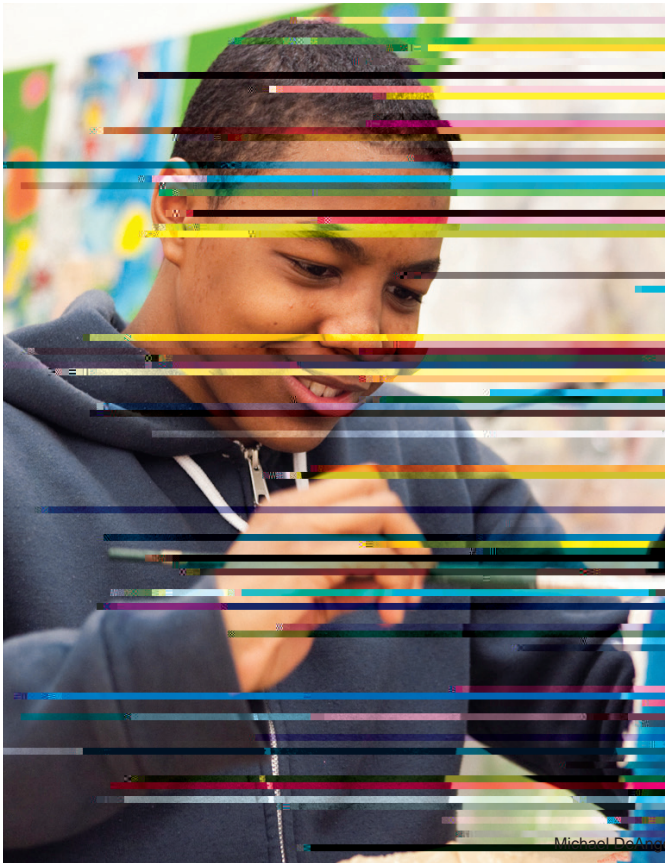
Individual completes 100%

## LEVEL 2

Individual completes **90-94%** of assigned assessments within the timeframe and in accordance with the rules established by DCPS.

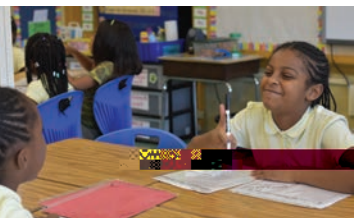
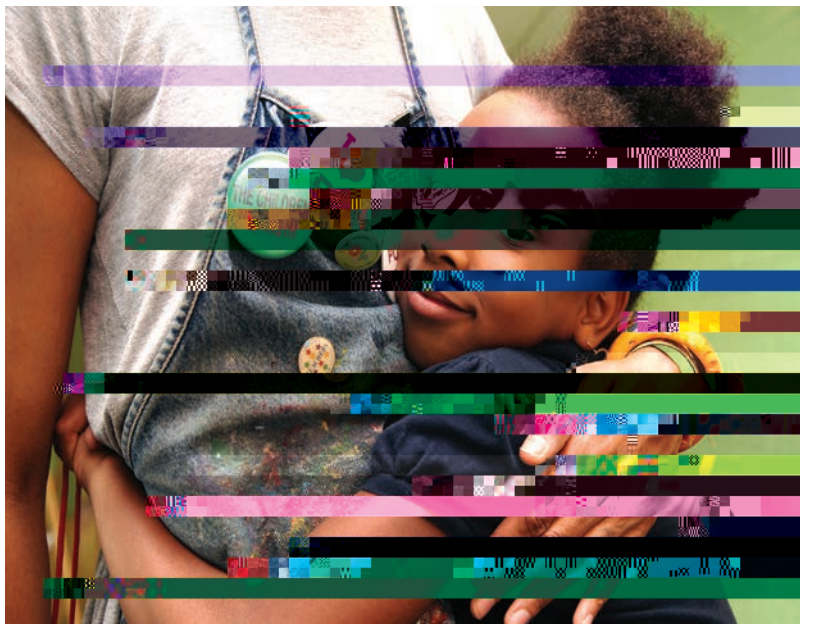
## LEVEL 1 (LOWEST)

Individual completes **less than 90%** of assigned assessments within the timeframe and in accordance with the rules established by DCPS.



SAMPLE SCORE CHART  
**COMMITMENT TO THE SCHOOL COMMUNITY (CSC)**

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 2	OVERALL <i>(Average of Cycles)</i>
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	4.0









## 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 annual Core Professionalism rating in the IMPACT database (<http://impactdcps.dc.gov>). While a conference to discuss your Core Professionalism rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

## How will my Core Professionalism be rated?

Unlike the other rubrics in IMPACT, there are only three levels for Core Professionalism: Meets Standard, Slightly Below Standard, and Significantly Below Standard.

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

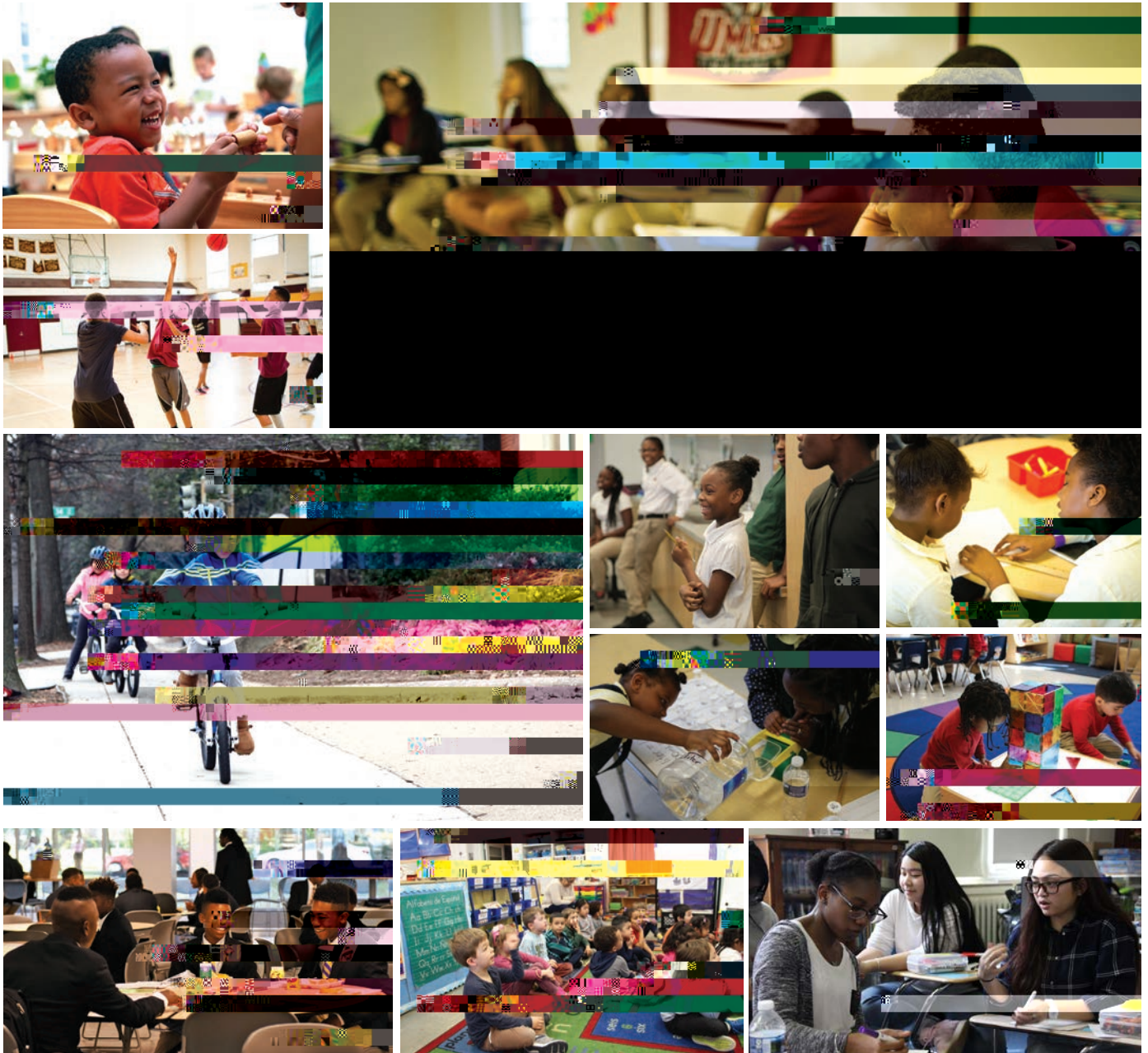
If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your annual IMPACT score (e.g., a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 2 will result in a 30 point deduction from your annual IMPACT score). A maximum of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

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

SAMPLE RATING CHART  
CORE PROFESSIONALISM (CP)

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



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

**If I have additional questions about Core Professional Learning, who should I contact?**

Please contact the IMPACT team at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov).

## MEETS STANDARD

## SLIGHTLY BELOW STANDARD

### CP 1 ATTENDANCE

Individual **has** no unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual **has** one 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** one 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 exceptions**, 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 exceptions**, individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.



# 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 determine your 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 of your assessment except 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 gives us the 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
<b>TOTAL</b>			<b>357.2</b>

### Step 3

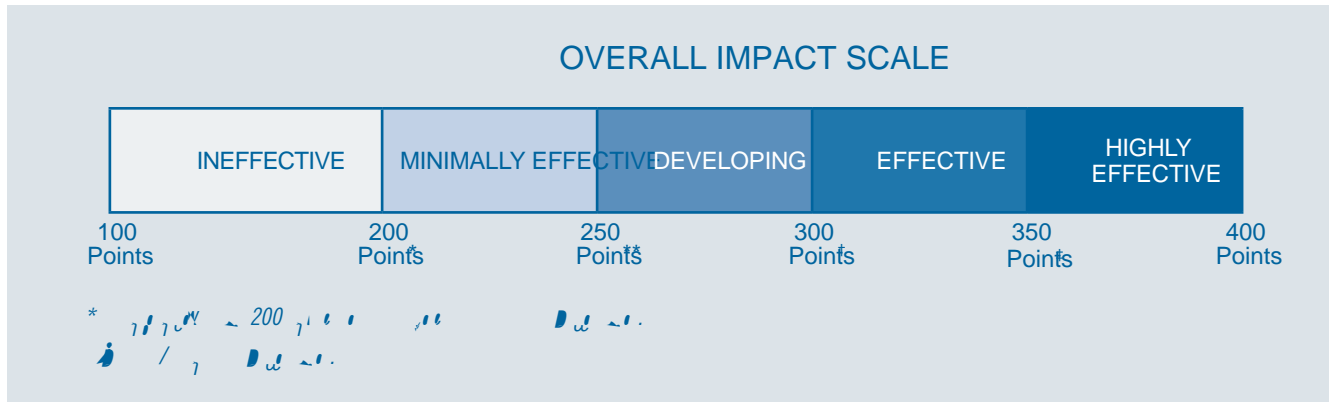
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

### 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 modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, data 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) of School Officers (CSO) are eligible for additional compensation as outlined in the IMPACT



**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) regardless of union affiliation or position change.

## What is IMPACT*plus*?

IMPACT, i

**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 also aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS as 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 contact the IMPACT team on Canvas or contact the IMPACT team for additional information about bonus eligibility at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto: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 ever re-hired at any time in the future and cannot accept a bonus 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 bonus. You will submit your acceptance decision by logging into the IMPACT database at [impact.dcps.dc.gov](http://impact.dcps.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, who should I contact?**

Please contact the IMPACT team at 202-719-6553 or [impact.dcps@k12.dc.gov](mailto:impact.dcps@k12.dc.gov).

## What is IMPACTplus?

IMPACTplus 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 IMPACTplus?

All CSO members who earn an annual IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACTplus.

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

To access this information, log into the IMPACT database at [impactdcps.dc.gov](http://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](mailto:impact.dcps@k12.dc.gov).

## Do I need to be a full union member to be eligible for IMPACTplus?

No. You only need agency fee status to be eligible for IMPACTplus. 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.



## 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 IMPACTplus 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.



# 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!

