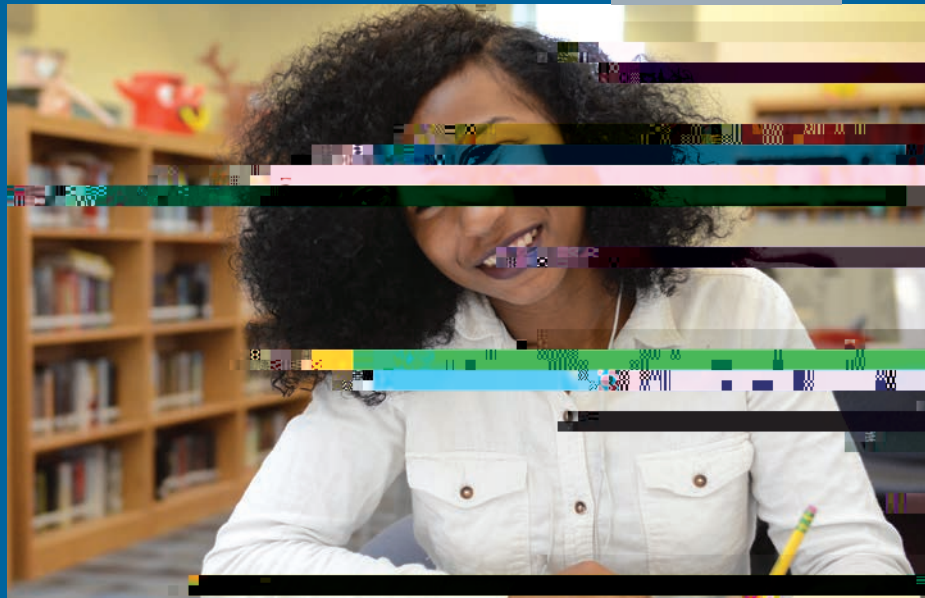


# School-Based Psychologists

GROUP  
11a



# IMPACT



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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

2022  
2023

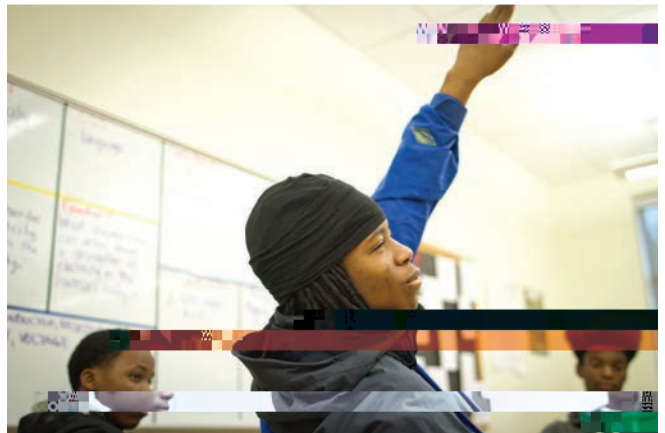
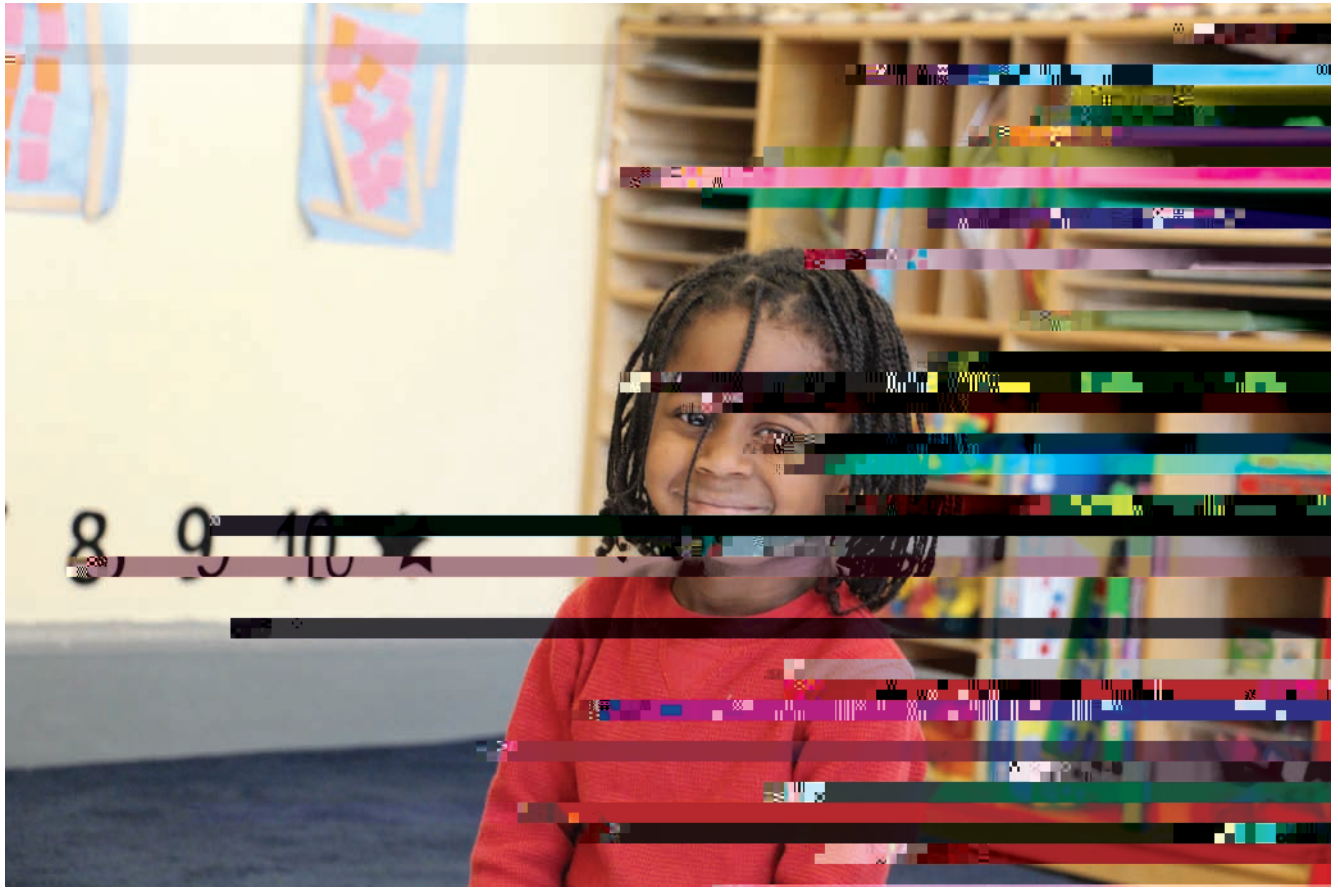


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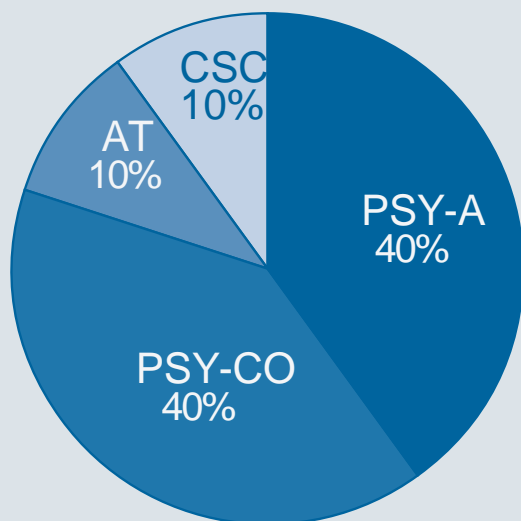
# PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build





## IMPACT COMPONENTS FOR GROUP 11a



- School-Based Psychologist Standards – Administrator Assessed (PSY-A)\*
- School-Based Psychologist Standards – Central Office Assessed (PSY-CO)\*
- Assessment Timeliness (AT)
- Commitment to the School Community (CSC)

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





SAMPLE SCORE CHART  
**SCHOOL-BASED PSYCHOLOGIST STANDARDS –  
 ADMINISTRATOR ASSESSED (PSY-A)**

SCHOOL-BASED PSYCHOLOGIST STANDARDS – ADMINISTRATOR			

LEVEL 4 (HIGHEST)

LEVEL 3

PSY-A 1

PARTNERSHIPS WITH SCHOOL STAFF OF FORST

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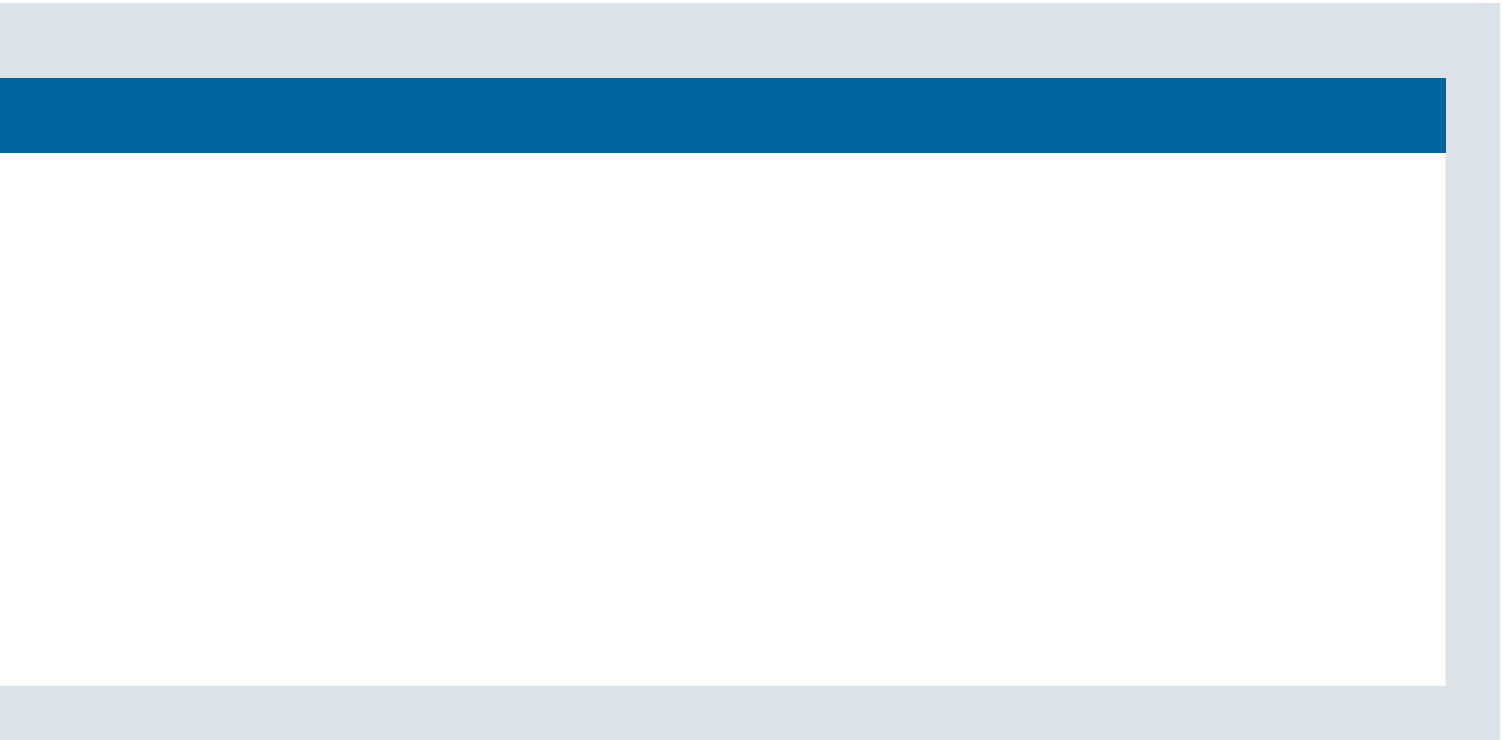
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LEVEL 2

LEVEL 1 (LOWEST)

School-based psychologist







SAMPLE SCORE CHART  
SCHOOL-BASED PSYCHOLOGIST STANDARDS –  
CENTRAL OFFICE ASSESSED (PSY-CO)





LEVEL 2	LEVEL 1 (LOWEST)

### 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.

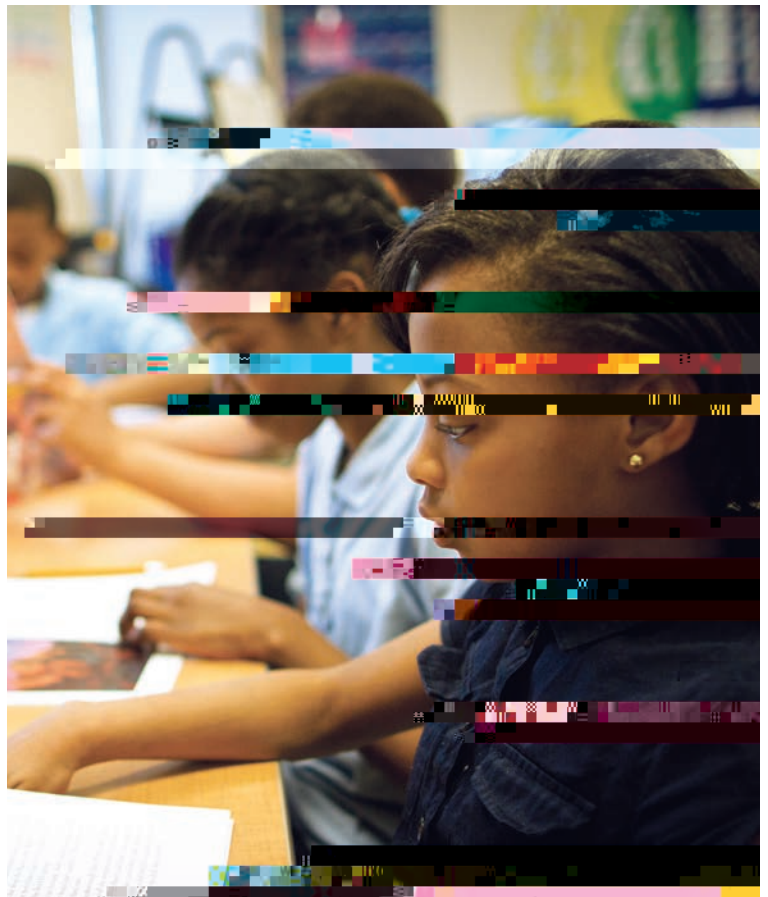
### Why is this one of my IMPACT components?

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 do not include a sample score chart as we have for the components that are scored multiple times per year.





LEVEL 4 (HIGHEST)

LEVEL 3

AT 1

ASSESSMENT TIMELINESS

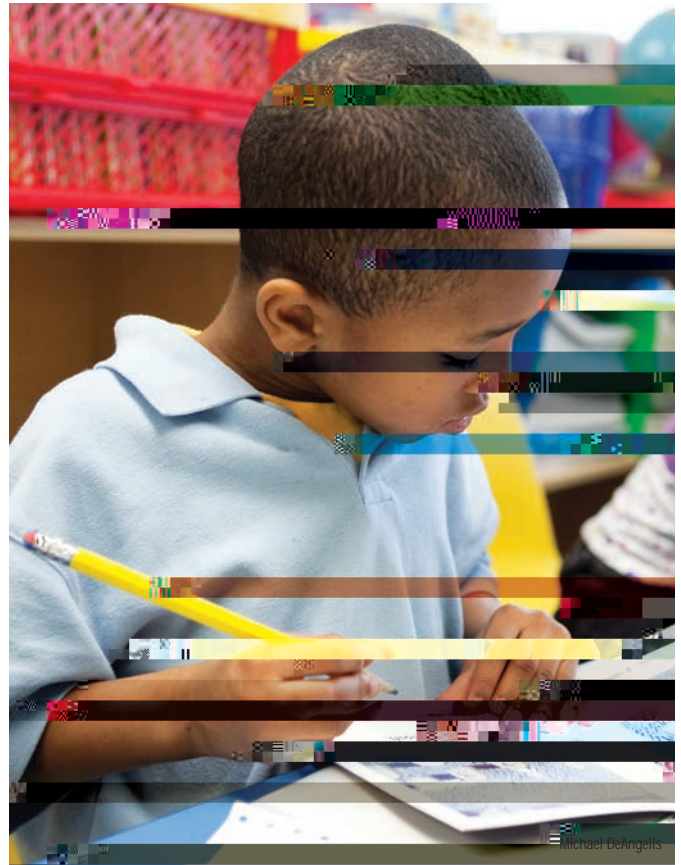
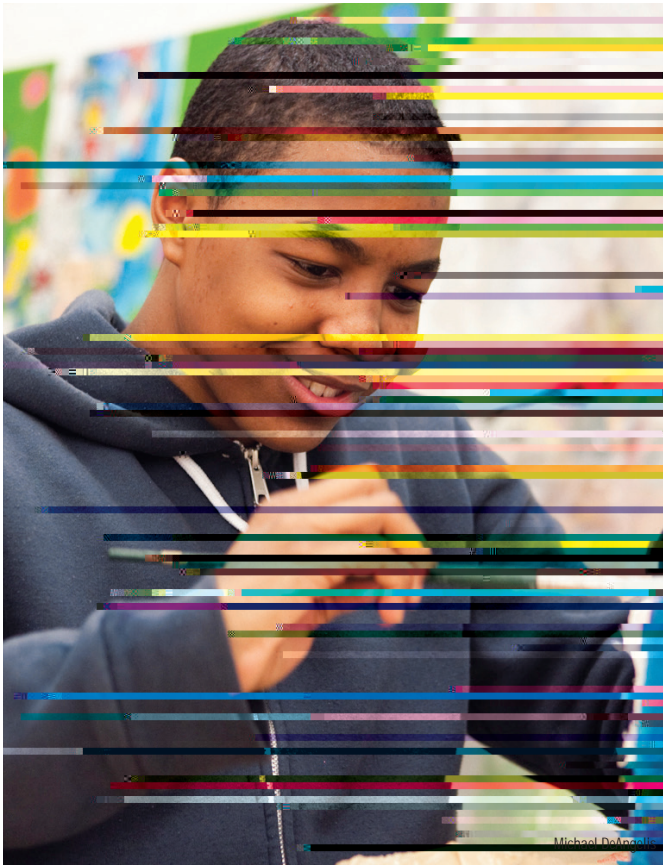
Individual completes 100%

## 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 (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 for All Students	4.0	4.0	



LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1

SUPPORT OF THE LOCAL SCHOOL INITIATIVES

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

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



LEVEL 2

LEVEL 1 (LOWEST)

LEVEL 2		LEVEL 1 (LOWEST)	

## What is Core Professionalism?

This component measures four basic tenets of professionalism: 1) having no unexcused absences; 2) having no unexcused late arrivals; 3) following the policies and procedures of your school (or program) and the school system; and 4) interacting with colleagues, students, families, and community members in a respectful manner.

## How will my Core Professionalism be assessed?

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

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

## How will my Core Professionalism be rated?

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

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

If you receive a rating of Slightly Below Standard on any standard of the Core Professionalism rubric during a cycle (and you receive no ratings of Significantly Below Standard), you will receive an overall rating of Slightly Below Standard for that cycle, and ten points will be deducted from your final IMPACT score. This is the case in the sample rating chart below.

If you receive a rating of Significantly Below Standard on any standard of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your final IMPACT score.



MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1

ATTENDANCE

Individual has no



# 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 Psychologist Standards – Administrator Assessed (PSY-A)	3.50	x 40	= 140.0
School-Based Psychologist Standards – Central Office Assessed (PSY-CO)	3.58	x 40	= 143.2
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>355</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

## 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 IMPACTplus section of this guidebook. All individuals rated as Highly Effective will progress normally on their pay scales.

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

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

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

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

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

Note: When an individual transitions to a different IMPACT group, the prior year(s) IMPACT rating(s) will be linked to any



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

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

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

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

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

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

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

## What is 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?

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

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

### **If I am separated from the school system**

# IMPACTplus — CSO

## 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 a final IMPACT rating of Highly Effective are eligible for performance-based compensation under IMPACTplus.

## 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	

## 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.

## 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.

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

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

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

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

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

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

### Will the bonus count toward my pension calculation?

No.

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

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

### If I am separated from the school system for disciplinary reasons, will I be eligible for the bonus?

No.

### If I am employed by DCPS for only part of the school year, will I receive the full bonus?

No. Assuming you are employed by DCPS (or are a new retiree) at the time of the bonus distribution, your bonus will be prorated according to the number of full months you worked during the school year in which you earned the Highly Effective rating.

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

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

### 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.

# 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!

