



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 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



GROUP 12a: OVERVIEW

Who is in Group 12a?

Group 12a consists of speech-language pathologists.

What are the IMPACT components for members of Group 12a?

There are four IMPACT components for members of Group 12a. Each is explained in greater detail in the following sections of this guidebook.

Related Service Provider Standards (RSPS) — These standards define excellence for related service providers in DCPS. They make up 85% 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.

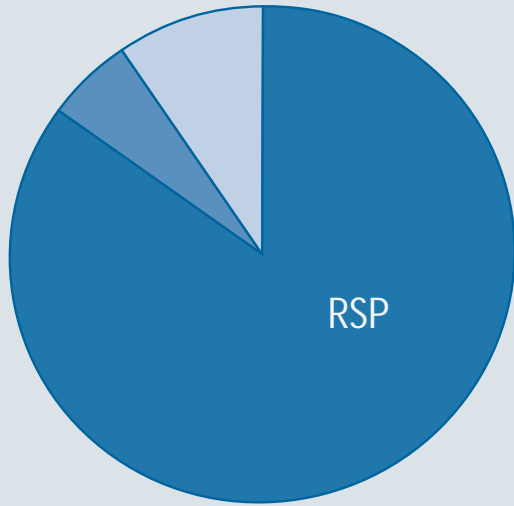
Individualized Education Program Timeliness (IEPT) — This is a measure of the extent to which you complete your assigned Individualized Education Programs within the timeframe and in accordance with the rules established by the DCPS Central Office. This component makes up 5% of your IMPACT score.

Core Professionalism (CP) — This is a measure of four basic professional requirements for all school-based personnel, including itinerant instructional 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*.



■ Related Service Provider Standards (RSP)*

□ Assessment Timeliness (AT)

What are the Related Service Provider Standards?

These standards define excellence for related service providers in DCPS. They are divided into four domains:

Domain 1: Assessment*

- Standard 1: Use of Assessment Battery
- Standard 2: Interpretation of Assessment Data
- Standard 3: Report Conclusions and Format

Domain 2: Service Delivery

- Standard 1: Focus on Session Goals
- Standard 2: Student Engagement
- Standard 3: Clinical Standards

Domain 3: Collaboration

- Standard 1: Collaboration with School Staff
- Standard 2: Collaboration with Families
- Standard 3: Problem Solving

Domain 4: Documentation

- Standard 1: Service Delivery Rates, Documentation, and Assessment Completion

Who developed the Related Service Provider Standards?

The standards were developed in collaboration with DCPS related service providers and staff from the DCPS Central Office.

How will my proficiency in the Related Service Provider Standards be assessed?

Your program manager from the DCPS Central Office will assess your proficiency according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year.

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

If your assessor 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 Related Service Provider Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1.0 (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 two 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.

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.

**These standards may be scored as "Not Applicable" if the related service provider does not conduct assessments.*

**These standards may be scored as "Not Applicable" if the related service provider does not deliver services.*

SAMPLE SCORE CHART RELATED SERVICE PROVIDER STANDARDS (RSP)

RELATED SERVICE PROVIDER STANDARDS (RSP)	CYCLE 1	CYCLE 3	OVERALL (Average of Cycles)	
DOMAIN 1: ASSESSMENT				
RSP A1 Use of Assessment Battery	3.0	4.0		
RSP A2 Interpretation of Assessment Data	4.0	3.0		
RSP A3 Report Conclusions and Format	4.0	4.0		
DOMAIN 2: SERVICE DELIVERY				
RSP SD1 Focus on Session Goals	3.0	3.0		
RSP SD2 Student Engagement	4.0	4.0		
RSP SD3 Clinical Standards	4.0	3.0		
DOMAIN 3: COLLABORATION				
RSP C1 Collaboration with School Staff	3.0	3.0		
RSP C2 Collaboration with Families	4.0	4.0		
RSP C3 Problem Solving	3.0	3.0		
DOMAIN 4: DOCUMENTATION				
RSP D1 Service Delivery Rates, Documentation, and Assessment Completion	4.0	4.0		
RSP SCORE (Average of RSP A1 to RSP D1)	3.60	3.50	3.55	



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

If I have additional questions about the Related Service Provider Standards, whom should I contact?

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

LEVEL 4 (HIGHEST)

LEVEL 3

RSP A1 USE OF ASSESSMENT BATTERY

Related service provider meets all Level 3 expectations AND impact by explaining the relevance of the tests administered in family-accessible language.	Related service provider consistently all of the appropriate tests (including bilingual tests, as necessary) to effectively analyze the areas of concern identified in the special education referral and/or re-evaluation.
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RSP A2



LEVEL 2

LEVEL 1 (LOWEST)

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LEVEL 2

LEVEL 1 (LOWEST)

LEVEL 4 (HIGHEST)

LEVEL 3

RSP C

LEVEL 2

LEVEL 1 (LOWEST)

Related service providers ~~sometimes~~ collaborates, in an effective manner, with school staff and other service providers (for example, proactively links interventions to classroom lessons and informs teachers of student progress, and communicates effectively with the special education coordinator and case managers); and ~~always~~

LEVEL 4 (HIGHEST)

LEVEL 3

RSP D1 SERVICE DELIVERY RATES, DOCUMENTATION, AND ASSESSMENT C

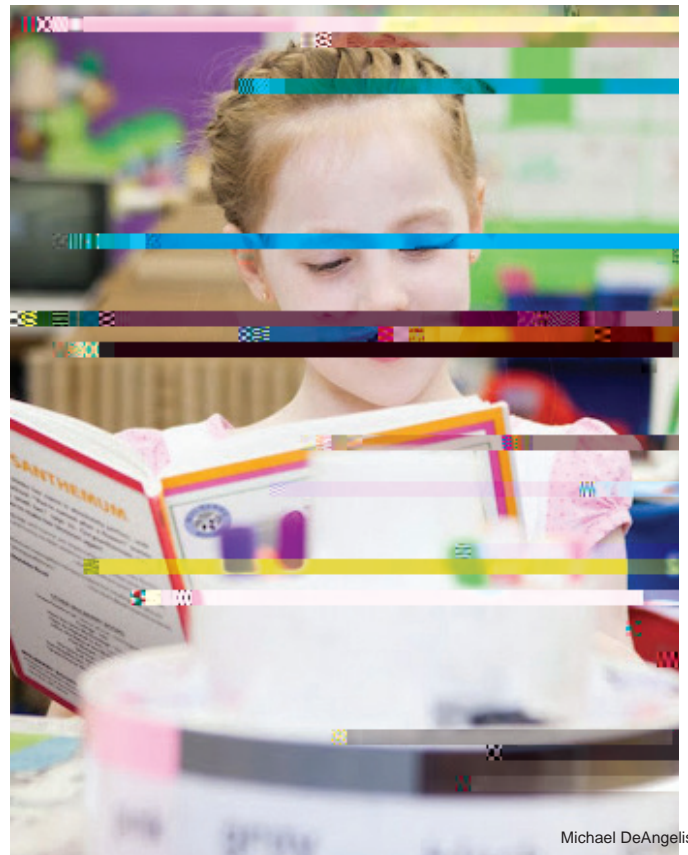
Related service provider **always** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **always** adheres to due diligence guidelines; **always** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.

Related service provider **consistently** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **consistently** adheres to due diligence guidelines; **consistently** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.

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



Brian Tropian



Michael DeAngelis

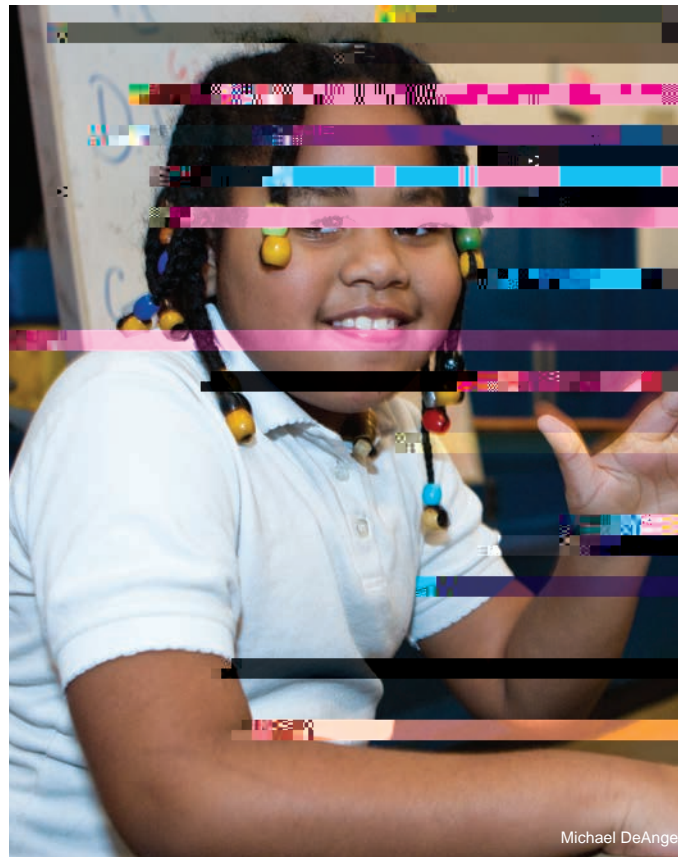
LEVEL 2

LEVEL 1 (LOWEST)

COMPLETION

Related service provider **sometimes** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **sometimes** adheres to due diligence guidelines; and **sometimes** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.

Related service provider **rarely or never** delivers and documents prescribed services and/or assessments in accordance with DCPS guidelines and students' IEPs; **rarely or never** adheres to due diligence guidelines; and **rarely or never** completes required service logs, Random Moments in Time studies, provider management application activities,* and other pertinent documentation in a timely and appropriate manner.



What is Assessment Timeliness?

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

Why is this one of my IMPACT components?

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

How will my Assessment Timeliness be calculated?

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

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





Bel Perez Gabriel



Michael DeAngelis



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

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

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

LEVEL 4 (HIGHEST)

LEVEL 3

AT 1 | ASSESSMENT TIMELINESS

Individual completes 100% assigned assessments within the time frame as assigned a of as 100%

BD4542 (i)12.2 (n t)3.9 (h)-1.5 (e)TJ EMC /P <</Lang (en-US)/MCID

LEVEL 2

LEVEL 1 (LOWEST)

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

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

What is IEP Timeliness?

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

Why is this one of my IMPACT components?

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

How will my IEP Timeliness be calculated?

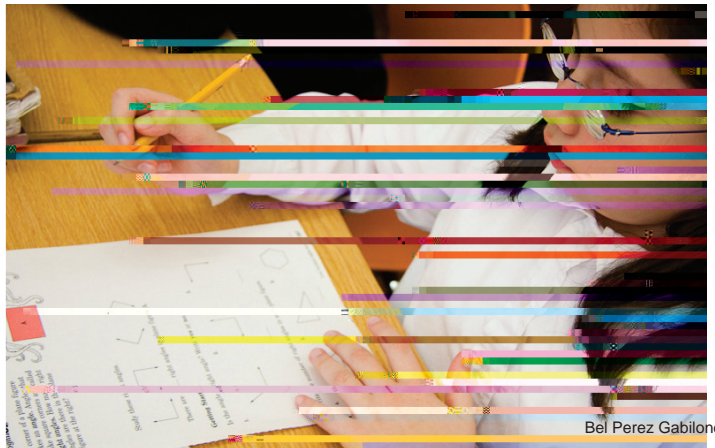
In the spring, you will have the opportunity to confirm the IEPs for which you served as case manager. Your IEP Timeliness will be calculated at the end of the school year according to the rubric at the end of this section. You will receive an overall score of 4 (highest) to 1 (lowest).

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

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



Michael DeAnge



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LEVEL 4 (HIGHEST)

LEVEL 3

IEPT 1 INDIVIDUALIZED EDUCATION PROGRAM TIMELINESS

Case manager completes 100% of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.

Case manager completes 95-99% of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.

LEVEL 2

Case manager completes **90-94%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.

LEVEL 1 (LOWEST)

Case manager completes **less than 90%** of assigned Individualized Education Programs within the timeframe and in accordance with the rules established by DCPS.



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.

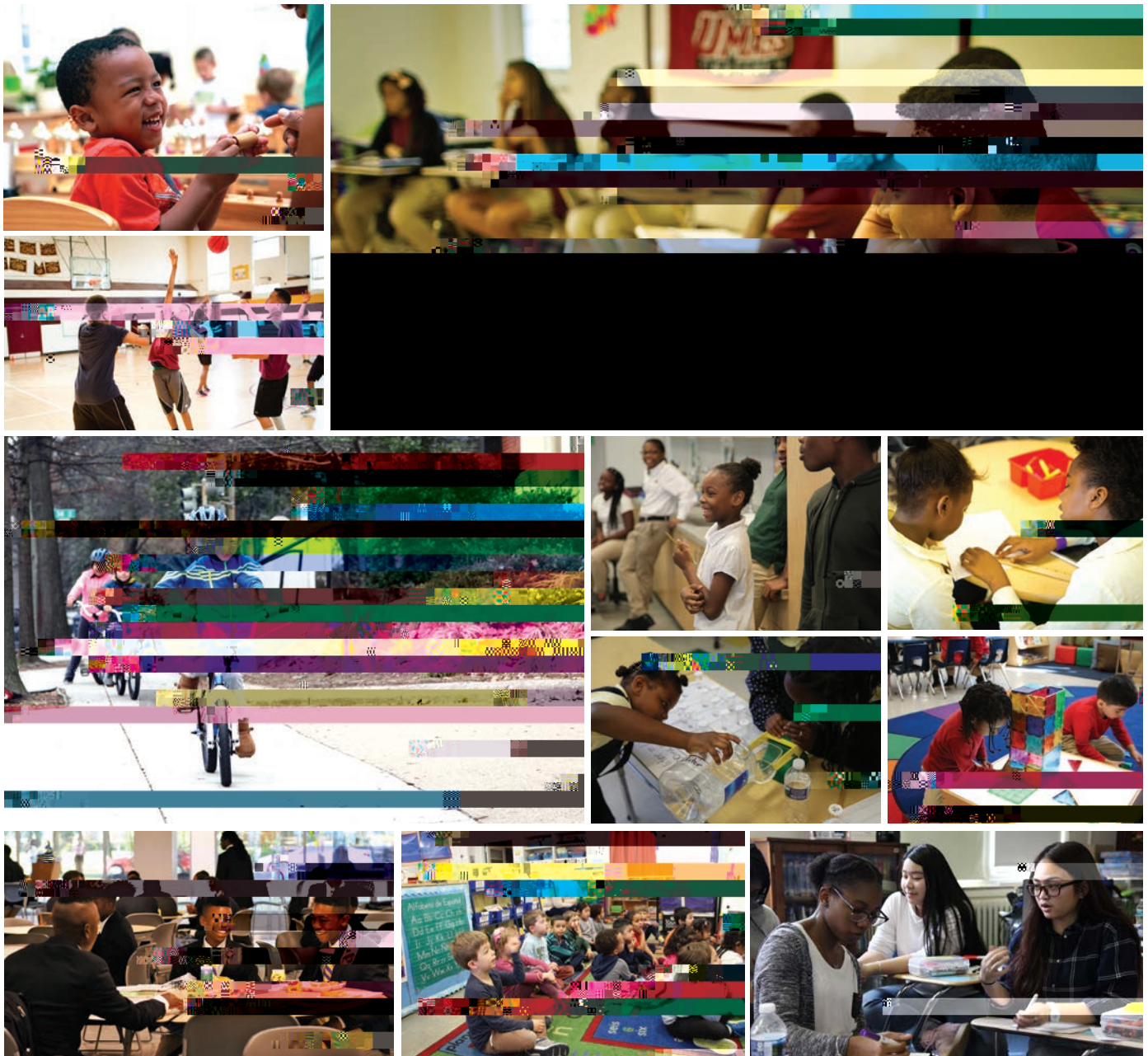
If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your annual IMPACT score (e.g., a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 2 will result in a 30 point deduction from your annual IMPACT score). A maximum of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



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

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

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

MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1 ATTENDANCE

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

Individual has 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

PUTTING IT ALL TOGETHER

What does this section explain?

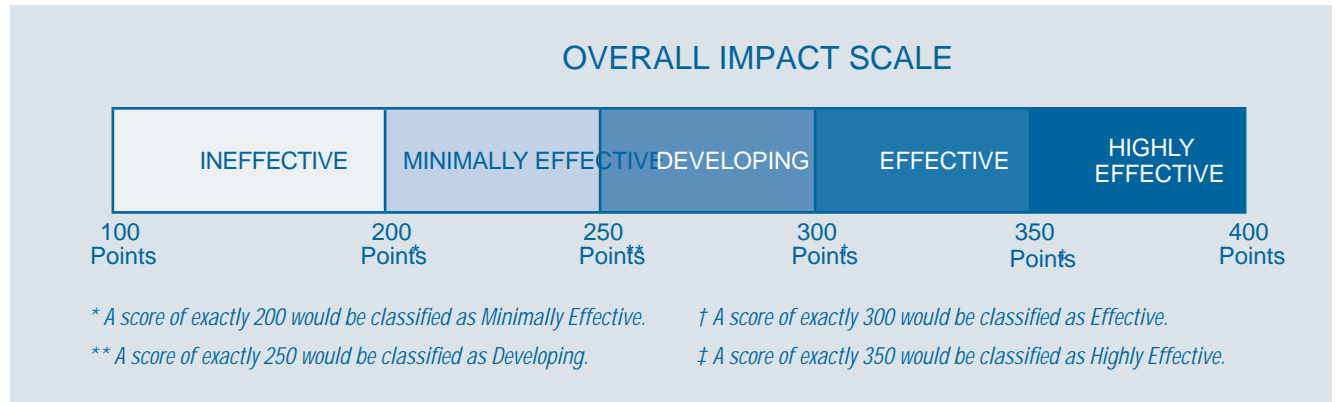
This section is designed to help you understand how all of the components of your assessment will come together to determine your overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall score for each component of your assessment. Recall that, for all components of your assessment, you are rated on a scale of 1 to 5.

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 *IMPACTplus* section of this guide. 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 affiliation or position change, does not move beyond the Developing rating, he or she will be subject to separation.

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 an annual IMPACT rating of Ineffective, Minimally Effective, or Developing and you would like to appeal, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will 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. Employees are encouraged to contact their union representative for more information.

What is IMPACT*plus*

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 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 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 re-hired at any time in the future and cannot accept a position 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 [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, whom should I contact?

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

What is IMPACT^{plus}?

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

Who is eligible for IMPACT^{plus}?

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

How 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 do I know if I am a CSO member? The CSO represents school-based administrators and certain

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?

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!

