

# IMPACT

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

20232024

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#### **PUTTING GROWTH FIRST**

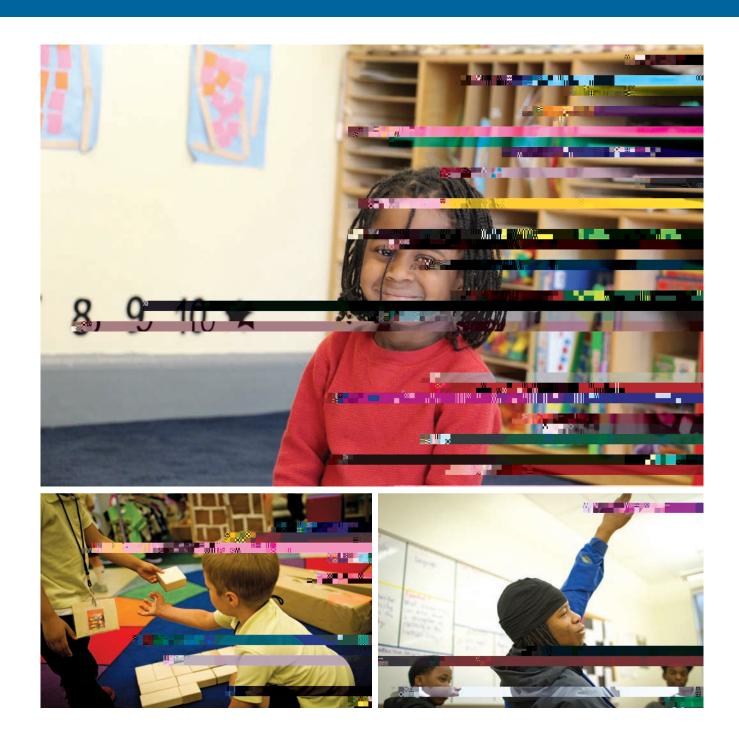
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DCPS a ee. c.__2_2_l. ele.____2de. ac e ele. beca2_e f ee a d.a.a.__, ,, ,a.d a e.
eac e , c eade ,a.d aff b... eac da.DCPS el. ee e la e c e cl.__e. __le. a.d
______2de. '___e ec_2a, ca-el ___a,a.d. ca__eed a f c a e c ca ___2de. __2cce .T b b2_d
_____a __2cce a.d acce e a e eff c e eac e el e. a., el 2_c.__2e c__ce. a e 2______e. 2___ a
____2de. fee ed,cae. ed,a.d.e.aed e____2e.ce c e a.d e___ fe.
```

IMPACT e ec 2 be ef a e e \_ e \_ 2 el , a a c ca e \_ l , \_ \_ 2 de. 2 c l e .W a. 2 a.d. eac e \_ e e ca l a.de ce e. afflel be 2 2 2 c , 2 2 de. ad2a e e a ed f 2 cce .

IMPACT 2 \_ \_ fe \_ a b :

- 1. Clarifying Expectations IMPACT 2 \_ e c ea . e f l a. ce e . ec a \_ a. d. de a c l l \_ a. 2 a e f 2 cce f a c -ba ed el . ee .
- 2. Providing Frequent and Meaningful Feedback Q2a feedbac a e e el e. \_ l , \_ \_ e' , ac ce. Re 2 a feedbac . . 2. e e ec \_ a. d ac \_ , a \_ \_ a d e ce e. ce.

T e 2cce f 2 2de. \_ e \_ 2 d e e da. Mef 11 0 0 e(a c \_-ba1)YO 0 1e. 2. e eM a1IMPACc2 037ed



#### **GROUP 16: OVERVIEW**

#### Who s in Group 16?

G 2 6c fa \_ -LEAP Leade \_ 2c \_ a c ac e , \_ c 2d \_ ec \_ c ac e .

#### What are the IMPACT components for members of Group 16?

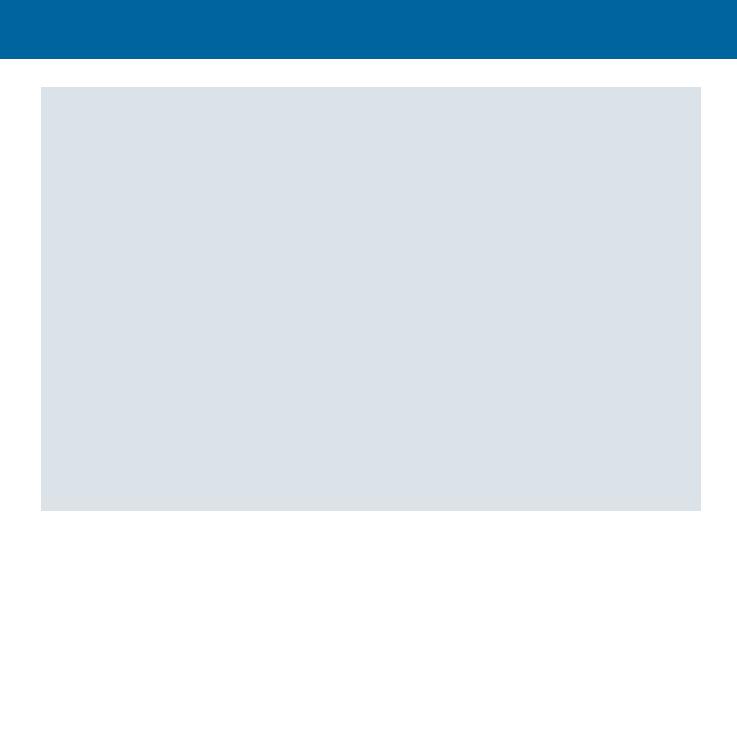
Teea e ee IMPACT cl.\_e. flelbe fG 2/2, 16. Eac e/a.ed\_ ea e dea \_ ef \_ ec \_ f 2/2 deb .

- □ Instructional Coach Standards (IC) Tee a. da d de, eecee.cef a \_ \_ -LEAP Leade \_ \_ 2c \_ acace\_ DCPS. Telae2, 90% f 2 IMPACT ce.
- Q Commitment to the School Community (CSC) Taleage feee. cg. a.dcabaegccllg...Tcl.e.laeg.10% fg IMPACTce.



#### Where can I nd this year's IMPACT Cycle dates?

IMPACT Cycle dates can be found in the IMPACT Annual Reference Guide.



# What are the Instructional Coach Standards?

```
Teeadadde, eeceecef 2cacace DCPS. Tecgde:

QSadad1: CeJbFg.c2

QSadad2: AaeDaa

QSadad3: De Sg.

QSadad4: II ele. Sg.

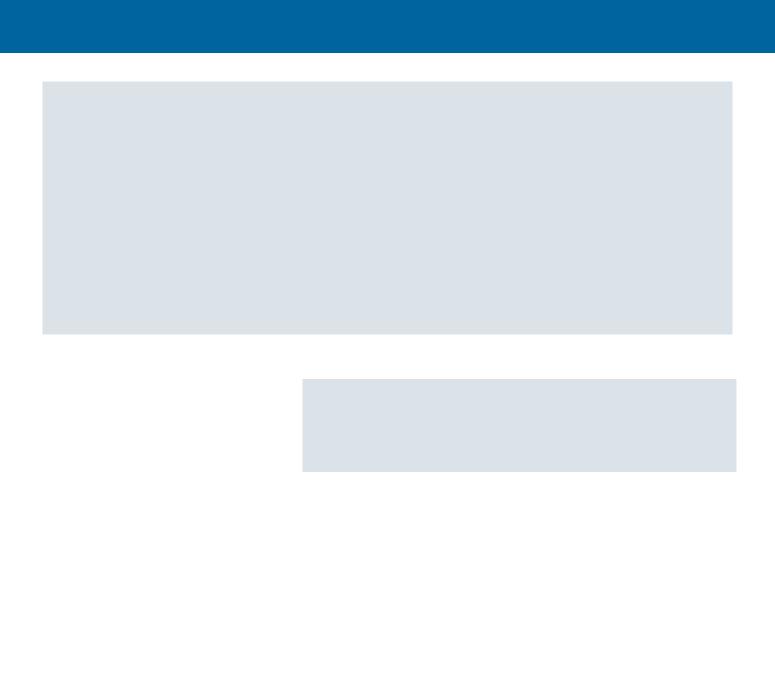
QSadad5: Del ae Teacead Sgde. G

QSadad6: FacaeAdg Lea.
```

# How will I be assessed on the Instructional Coach (IC) rubric?

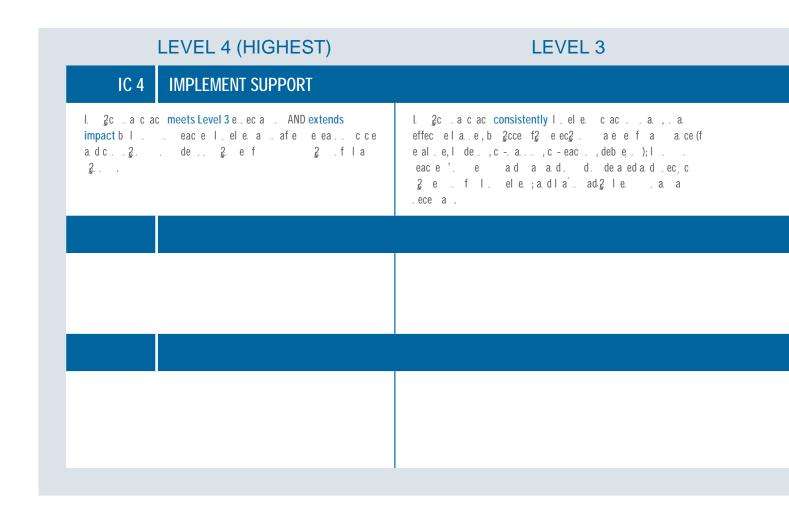
```
Y 2 c eade ca a e e de ce f 2 c ac _ a a e f a e e c 2 e f eac IMPACT c c e (e. ., eac e a. d 2 de. a fac ) a. d b e e 2 c ac _ a ea ce eac c c e. F e al _ e, 2 c eade l a b e e 2 fac a _ a c ac _ c _ e a _ , c - a. _ , a. d/ l de _ eac e .
```

```
eade la bee 2 ceeac cce.F eal e, 2 c
C ac287(IC) )40 (2b) 40 (c2012 2 baP Mal c - a. , a. d/ l de e6.5384 478.5236 TI MY)e. -US 2 CID 0 -2.1850.5ca a e
U 5 D 98 MDD5P Ma. (e. -US)/MCID183 MDC 0 -1.187 TD MC ac)20 (287(IC) )40 (2317.3775 581.26a )40ece b )40 CI CID 0 -2.1850.5cc
```



# LEVEL 4 (HIGHEST) IC 1 CORE JOB FUNCTIONS\* L 2c .ac ac meets Level 3e .ec a . AND extends impact b de e ... e ' beclel effec ea e' ', b a'... ad 2cce 12 12 ... add ... a e... b e, ad/ be ceed. e, ec a ... a .. ed '...

LEVEL 2	LEVEL 1 (LOWEST)



	LEVEL 2		LEVEL 1 (LOWEST)					
La 2, NADC 0.8 0.368 (I) Tc9a 2,2êd 4 Td NA	-1 -081 Tc-9.7 ( )-40 0.8 Tc 0 T	27.3 385 4 Td I	<b>a</b> )3 (. )6.3 ( )-99	E5 - <b>12</b> .38 0.04634 (	2Tc 0 T 024 -1.33	3 Td 🐼)14e 0 0. (c)7.2҈	<b>2</b> c <b>2</b> 01	-5.6 ( , -7.9 (

#### **CSC**

#### COMMITMENT TO THE SCHOOL COMMUNITY

# What is Commitment to the School Community?

T cl\_e leage e e a a ec f 2 a a lel be fa c cll2 :1) 2 2 f 2 c 'ca\_ a e;2) 2 2 f e S ec a Edgca a a d E. La. 2a e Lea e al a 2 c ; a.d3) 2 eff le acadel c a d be a a e ec a ...

# Why is this one of my IMPACT components?

T cl.\_e. a \_c2ded beca2e e be e e e e aff lel be \_ e b2 d. , a a c ca e \_ e. 2 \_ e 2cce fa 2de. .

# How will my Commitment to the School Community be assessed?

Y 2 adl a a e 2 le d2 e ea acc d e 2 b ca e c c 2 f ec ...

A e e d feac c c e, 2 ca e 2 a C l l e e Sc C l l 2 c e e IMPACT da aba e

# How will my Commitment to the School Community be scored?

F eac a e l e. c c e, 2 ece e a 4 ( e ) 1
( e ) c e f eac a. da d f e 2 b c. Y 2 a. da d
c e e. be a e a ed e e f l a. e a c e f
4.0 ( e ) 1.0 ( e ) f e a e l e. c c e.

A eed feea, 2 a e le ccece be a ea ed e e cac2 a ea ea c e f4.0 (e)

1.0 (e) f cl\_e f 2 IMPACT a e le.

See e al ececa be.

Pea e. e a, f 2 a e a ed be ee. c , 2 ece e c e a eac f el. T e e c e e. be a e a ed e e de el. e 2, a c ef cl. e.

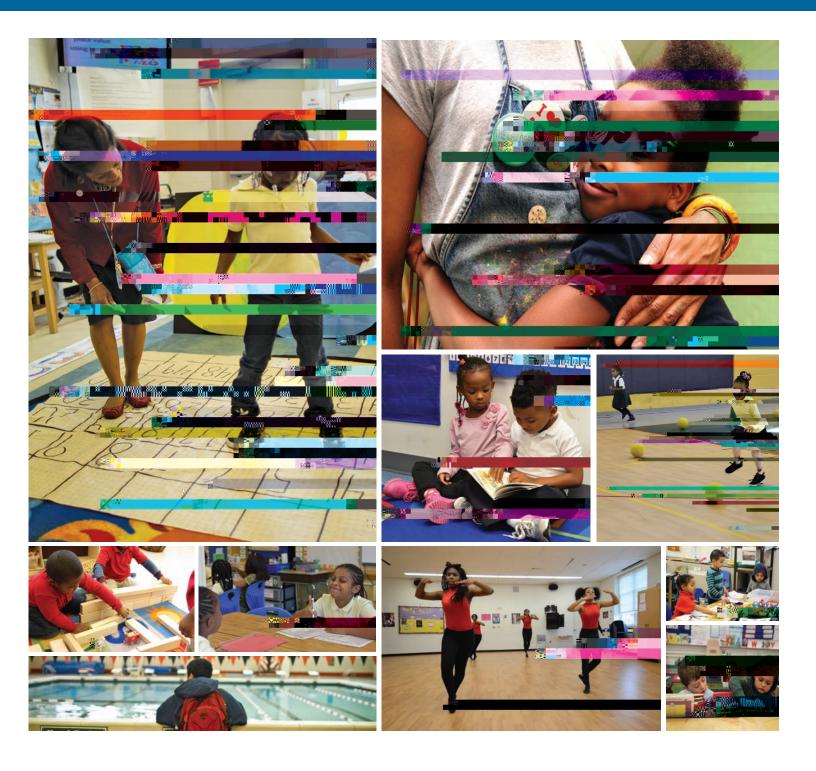
# SAMPLE SCORE CHART COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 2	0VERALL (Average of Cycles)
CSC 1: S2, feL ca Sc L ale	3.0	4.0	
CSC 2: S2, , S, ec a Ed2ca a. d ELL P al	4.0	4.0	
CSC 3: H E , ec a	4.0	4.0	
CSC SCORE (Average of CSC 1 to CSC 3)	3.66	4.0	3.83



If I have additional questions about Commitment to the School Community, whom should I contact?

Plea elc., ac le IMPACT eal la 202-719-6553 Ill., ac., dc. @ 12.dc. . .



#### **LEVEL 4 (HIGHEST)**

#### LEVEL 3

#### CSC 1

#### SUPPORT OF THE LOCAL SCHOOL INITIATIVES

```
L d d2a meets Level 3 e , ec a ... AND extends impact b , .. d ... e a d ... a e a e , e ca c ... a e 2cceed OR b e ce ... a c ... b2 ... 2 ... f e .. a e .
```

L d d $_{\mathbf{Q}}$ a consistently  $_{\mathbf{Q}}$ . e ca c ... a e .. a. effec e l a... e .

Examples of local initiatives include: increased student attendance rate, suspension rate reduction, and school-wide behavioral support

#### CSC 2 SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS\*

```
I. d d2a meets Level 3 e e ca ... AND extends impact b ... d. ... e a. d ... a e a e . S. ec a Ed2ca ... a. d E. La. 2a e Lea. e ... al , e c 'S 2de. S2... eal , a. d a 2de. ... 504 .a. 2cceed a. d/b e ce. ... a c ... b2 ... 2... f e e ... al a. d 2de. ...
```

L d d2a consistently 2..., a. effec ela..e, e c 'S, ec a Ed2ca ... a. d E. La. 2a e Lea. e ... al , e c 'S 2de. S2... Teal , a. d a 2de. 504. a. .

Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collable education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supports

Level 1 (Lowest)

Level 2 Level 1 (Lowest)

Level 3 (Level 1 (Lowest)

Level 4 (Level 1 (Leve

#### **CORE PROFESSIONALISM**

#### What is Core Professionalism?

T cl\_e. lea 2 e f 2 ba c e. e f, fe \_a l:

1) a \_ 2 e c 2 ed ab e. ce; 2) a \_ 2 e c 2 ed a e

a a; 3) f \_ e c e a. d ced 2 e f 2 c

( al) a. d e c el; a. d 4) \_ e ac \_

c ea 2 e, 2 de. , fal e, a. d c l l 2 \_ l el be \_ a

e ec f 2 l a \_ e.

### How will my Core Professionalism be assessed?

Y 2 adl \_ a a e 2 le d2 \_ e ea acc d . e 2b ca e c c 2 \_ f ec \_ .

A e e d f eac c c e, 2 ca. e 2 , a

C e P fe \_ a | a \_ \_ e | IMPACT da aba e

( \_ :// | ac dc \_ .dc. ). W e a c \_ fe e ce d c2

2 C e P fe \_ a | a \_ \_ e 2 ed, 2 a e

e. c 2 a ed eac 2 2 adl \_ a a.

2 e \_ c \_ ce\_ .

# How will my Core Professionalism be rated?

U. e e e 2b c IMPACT, e e a e e e e f C e P fe a I: Mee S a. da d, S Be S a. da d, a. d S \_ , ca. Be S a. da d.

If 2 ece e a C e P fe a lar f Mee Sa. dad. Ccela.dCce2(a.d 2 ece er are fS Be Sa. dad), 2 e a are f Clre. be Mee Sa. dada.d 2 eer ca. e. 2 res a IMPACT ce.

If 2 ece e a a \_ f S Be S a da d \_ a.

a da d f e C e P fe \_ a | 2b c d2 \_ a c c e (a d

2 ece e a \_ f S \_ ca. Be S a da d), 2

ece e a e a a \_ f S Be S a da d f a

c c e, a d e \_ \_ be ded2c ed f | 2 , a IMPACT

c e T e ca e \_ e a l e a \_ c a be .

If <code>2</code> ece e a a \_ f S \_ , ca. Be S a da d \_ a.

a da d f e C e P fe \_ a l <code>2</code>b c d<code>2</code>\_ a c c e, <code>2</code>

ece e a. e a a \_ f S \_ , ca. Be S a da d f

a c c e, a d e. \_ be ded<code>2</code>c ed f l <code>2</code> , \_ a

IMPACT c e.

If <code>2</code> ece e C e P fe \_ a I ded<code>2</code>c \_ \_ eac f e c c e , e ded<code>2</code>c \_ \_ be c I b\_ ed a. d a , ed \_ <code>2</code> \_ a IMPACT c e (e. ., a 10 \_ ded<code>2</code>c \_ \_ C c e 1 a. d a 20 \_ ded<code>2</code>c \_ \_ C c e 2 e <code>2</code> \_ a 30 \_ ded<code>2</code>c \_ f I \_ <code>2</code> \_ a IMPACT c e). A I a I <code>2</code>I f 40 \_ ca. be ded<code>2</code>c ed e ea \_ <code>2</code> CP.

Pea e. e a, f 2 a e a ed be ee. c , e e f 2 C e P fe \_ a I a \_ f eac c c e be 2 ed f 2 \_ a IMPACT c e.

F I e\_f I a \_ ab 2 e c \_ \_ ce , ea e ee e P2 \_ I A T e e ec \_ f 2 deb .

# SAMPLE RATING CHART CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE 1	CYCLE 2	OVERALL		
CP 1: A e. da. ce	MEETS STANDARD	MEETS STANDARD			
CP 2: 0T I e A a	SLIGHTLY BELOW STANDARDSI	JEC5 <b>5</b> 72(I)2 <i>5</i> 7(G)25.10.1 (S)-1.	7(T)1.77(A)-12.2 (N).73 (D)1.9(A)-	12.2 (RD) <b>]</b> J EM	IC <b>₽ ≰</b> ang

If I have additional questions about Core

#### MEETS STANDARD

#### SLIGHTLY BELOW STANDARD

#### CP 1 ATTENDANCE

I. d d2a a no 2 e c2 ed ab e. ce (ab e. ce a a e. a . f. ced2 e e f b ca c . c a. d b e e e a. c ec e ba a. . a eel e. ).

L d d2a a 12.e c2 ed ab e. ce (a. ab e. ce a ... a ... f, ced2 e e f b ca c ... c a. d b e e e a. c ec e ba a... a eel e. ).

#### CP 2 ON-TIME ARRIVAL

Ld daaa noae edaea a (aea a aae aa aae aa focedae ef b cac o cadb eeea cec ebaa...aeele.).

Ld d2a a 12.ec2ed aea a (a aea a a ... a ... f, ced2e e f b ca c ... c a.db e e e a. c ec e ba a... a eel e.).

#### CP 3 POLICIES AND PROCEDURES

I. d d2a always f DCPS a. d ca c . ce a. d . ced2 e f 2bl . 2de. d c. e efe a , . ce f a. . a e affa e).

With rare exception, \_ d d2a f DCPS a.d ca c \_ ce a.d. ced2e (f e al., e, ced2e f 2bl \_ 2de. d c \_ e efe a , ce f a. . a e aff a e).

#### CP 4 RESPECT

# I. d d2a a 2 or more 2. e c2 ed ab e. ce (ab e. ce a a e e e a. c ec e ba a... a eel e.). I. d d2a a 2 or more 2. e c2 ed ab e. ce (ab e. ce a a e e e a. c ec e ba a... a eel e.).

4 (. .8 (d b)-2.7 ( )3.9 ( )-1.4 (e) XV EMC /A f9 a)1 (b)-2.7 ( /La 🔏 MEDC T)-12.2 (e )12.3 (. )-1.3 ( )11.9 (a) 06.21.55.3 ( )-1 (.6 ( )-6.1 (e)-10.8 ( f)-3.7 ( )-3-3.9 ( )-38.8 ( )3.9 ( )12.

#### Step 5

E.a., e a e 2 ad 2 ed c e a d 2 e e ca e be a e a 2 \_ a IMPACT a . .

# OVERALL IMPACT SCALE INEFFECTIVE MINIMALLY EFFECTIVE DEVELOPING EFFECTIVE HIGHLY EFFECTIVE 100 200 250 300 350 400 P. \*\* P.

N e: If 2 a e. el ed b DCPS f e e. e ea (f e al e, beca2 e 2 ed e c el a a 2 e ea), f, e el ed b DCPS, 2 a e a ab e ce c ca2 e 2 l e l e f 2 a e l e. , DCPS l a a d c e l a ead 2 l e. e IMPACT el e. 2 e a 2 ece e a a IMPACT c e f e ea. T e e ad 2 l e. l a e c 2 de, al e e , c a e dead e , c a e 2 l be fa e l e. , a d c a e e fa e l e. A , f 2 e ec ed c c 2 l a c e e fe e e c l e e f e l e f 2 a e l e. , DCPS l a e e e 2 e a , a IMPACT c e a d c e 2 e ce ba ed e e l a a e l e. E a , DCPS e e e e l a e a add a l d, ca e IMPACT el d 2 e c ea. DCPS de ce fa 2 c l d, ca e l e l e e a e l e e e e , c fe e ce , c e e , da a, a d e l e e f e a fl e a 2 e f l a ce.)

<sup>\*</sup> A score of exactly 200 would be classi ed as Minimally EffActiver of exactly 300 would be classi ed as Effective.

<sup>\*\*</sup> A score of exactly 250 would be classi ed as Developint. A score of exactly 350 would be classi ed as Highly Effective.

#### What do these ratings mean?

Highly Effective: T a \_\_\_\_, e 2 a.d. \_ eflace. Melbe f e Wa \_\_\_\_ Teace 'U. \_ (WTU) a.d C 2 c f Sc Of, ce (CSO) a e e b e f add \_ a c l \_ e. a \_ a 2 \_ ed \_ e IMPACTplus ec \_ f 2 deb . A \_ d d2 a a ed a H Effec e \_ e \_ l a \_ e a cae.

Effective: T a  $\underline{\phantom{a}}$ , e d, e f l a.ce. T e e  $\underline{\phantom{a}}$  d  $\underline{\phantom{a}}$  a  $\underline{\phantom{a}}$  e  $\underline{\phantom{a}}$  a ca e .

Developing: T a\_ \_ \_ , e \_ e f l a ce a be e \_ ec a \_ . If af e ee ea , a \_ d d2a, e a d e f2 \_ af, a \_ \_ \_ c a \_ e, d e \_ l \_ e be \_ d e De e \_ \_ a \_ , e \_ e \_ be 2b ec \_ e a a \_ .

Minimally Effective: T a\_ \_ \_ , e \_ e f l a.ce a \_ \_ , ca. be e \_ ec a \_ . A WTU CSO l el be ea\_ a M. l a Effec e a\_ be e da \_ e \_ c2 e. a a \_ e \_ lf a\_ d \_ d2a , e a de \_ f2 \_ a f, a \_ \_ \_ c a. e, ece e \_ c\_ ec2 e M. l a Effec e a\_ , e \_ e \_ be 2b ec \_ e a a \_ .

Ineffective: T a\_ \_ , e 2 acce, ab e, e f l a. ce. l. d d2a , e a d e f 2 \_ af, a \_ \_ \_ c a. e, ece e a\_ f \_ e ea be 2b ec e, a a \_ .

No Consequences: T \_\_\_, e a e e \_\_ 2f, c e. \_ f l a \_\_ cac2 a e a, \_a a \_\_ .l. de ece e c\_\_ e 2e. ce a affl el be l 2 ece e a 2f, c e. al 2. f e \_\_ l a 2b c e a2a \_\_ .l. add \_\_, a. affl el be \_\_ e \_\_ IMPACT, e a d e \_\_ f G \_2\_, l 2 \_\_ ece e \_\_ e \_\_ C \_\_ e 1 \_\_ a \_\_ 2b \_\_ c e a2a \_\_\_ be e \_\_ b e f \_\_ e \_\_ 2e. ce a \_\_ e c \_\_ e f \_\_ e c \_\_ e a. A \_\_ affl \_2 \_\_ ece e l \_\_ e a. a f \_\_ f \_\_ e \_\_ l a \_\_ 2b \_\_ c e a2a \_\_\_ \_\_ de \_\_ ece \_\_ e \_\_ c \_\_ e \_\_ 2e. ce .

N e: W e. a. \_ d d2a a. \_ a d ffe e. IMPACT 2., e. ea()IMPACT a\_ () be\_\_ed a. 2b e 2e. IMPACT a\_ f e. a a \_ de e l \_ a \_ .

# If I have a concern about my rating, whom should I contact?

If  $\c 2$  e e a e a c\_ ce\_ , c\_ ac e IMPACT eal a 202-719-6553 l\_ac\_dc\_ @ 12.dc. .

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

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

N.I. ca e, 2 e f l a.ce a e decled f l be e e ca 2 (De e 2 ) 2 be 2b ec e a a 2 e a de f 2 2 af, a 2 ca. be e ca 2 ca. e.

#### What can I do if I disagree with my nal rating?

If 2 ece ea, a IMPACT a. fl. effec e, M. I a Effec e, De e ... a.d 2 2 d e a. ea 2 a., 2 l a, e a f l a a. ea e C a. ce . A ee-l el be .a. e c l . ed f e. eade ... DCPS c. e. e e e a a. ea a. d. de a ec l l e. da ... e C a. ce ... l a e a, a dec ... M e. f l a ... e a d. e C a. ce 'A. ea P ce be a ed e b e el ... ee .

N e: El, ee la ae e a, ea ,  $\_$  a a abe 2 e 2  $\_$  'c ec e ba a $\_$  a eel e. a. d a e e. c 2 a ed c $\_$  ac e 2  $\_$  e, e. e. a ef l e $\_$  f la  $\_$  .

# IMPACTplus — WTU

#### What is IMPACTplus?

IMPACTplus a , e f | a. ce-ba ed c | , e. a \_ el f | el be f e Wa \_ \_ Teac e ' U. \_ (WTU) a. d C 2. c f Sc Of, ce (CSO) a e e a 2 a ed 2. de IMPACT.

#### Who is eligible for IMPACTplus?

A WTU I el be ea. a IMPACT a f H

Effec e e b e f a a 2 a b 2 l 2 c a

c ac e G 2 15 a d 16 a - e c a e

e b e f add a ba e a a cea e a f e e

a e ece ed c ec2 e H Effec e a a

2 c a c ac e .

#### How do I know if I am a WTU member?

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

T acce \_\_\_ f l a \_\_, \_\_\_ e IMPACT da aba e a a. Re 2 ce a 202-442-4090 202-442-4090 l \_ce dc \_.dc. 202-442-4

#### PART 1: ANNUAL BONUS

#### How does the annual bonus work?

Teca be decbe eb\_2 2c2e.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR Bonus	YOUR ADD-ON IF YOU ARE IN ONE OF THE CSI SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
	H -P e	\$10,000	Add _ a \$10,000	\$20,000
H Effec e	L -P e	\$2,000	/a	\$2,000

#### How do I know my school's poverty level?

Eac c ', e e e e ed elMPACTplus a e ... Ca. a . If 2 a l e a ... e c , e 2 e e a e a e f 2 c 'fee a d ed2ced-, ce 2 c a e .

# What are the Comprehensive Support and Improvement (CSI) Low Performing schools?

TeOf, cefeSaeS2ee.e.de. (OSSE) deeleee
Clee.eS2.a.dllele.dea.baed
ac'Sc Ta.aecadRe. (STAR)
Fale ce.A caeaedbe 21 lae
dece, cac2aedbeacc2.ablec.Te
cace.ebl5%ec\_esTAR
Fale aclaed e eeaedeaed
aClee.eS2.a.dllele.(CSI) L
Pefl.c,adc2e.dea.a.Fleefla.
CSIc,eae OSSE'ebea e.dc./
ele.c.

#### Why do instructional coaches in highpoverty and Comprehensive Support and Improvement (CSI) Low Performing schools receive higher bonuses?

O. e f e a f IMPACTplus e 2 e = eed c a ac a d e a 2 a d affl el be . T e a e ffe e b 2 e e d d2 a e e e e c .

#### How do I know if I work in one of the Comprehensive Support and Improvement (CSI) Low Performing schools?

If 2 a e. 2 e, ea e a 2 adl a efe e IMPACTplus a e Ca. a . Y 2 l a a c ac e IMPACT eal a 202-719-6553 l ac.dc. @ 12.dc.

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

Ye .N e a, f 2 e e bef e e e.d f e c ea, 2 ... be e b e f IMPACTplus.

# Will the bonus count toward my pension calculation?

Ν.

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

N.l. add ... ec ... a.d e a d. e ce e. aff I el be , IMPACTplus a l e a. el . T 2 , be e b e f e b . 2 , 2 l 2 be el ed b DCPS, be a. e e. a. e e el e. el , a e l e f e b . 2 d b2 ...

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

Ν.

#### PART 2: INCREASE IN BASE SALARY

## How does the increase in base salary work?

If <code>2</code>ea a H Effec e a . ea . a a a a . . e c , <code>2</code> be e be f a . c ea e . 2 ba e a a .

#### How will it work?

We \_ceae 2 bae aa \_ a .F , e
l e 2 elae'de ee aa badf 2 ae.
a ead ee. Sec\_d, e a 2 a e ceced,
lea\_ e a 2 a f 2 adadd a ea \_ e
el .

IMPACT RATINGS FOR TWO	YOUR SCHOOL'S	YOUR SERVICE	
CONSECUTIVE YEARS	POVERTY LEVEL	CREDIT	
H Effec e	H -P e	5 Yea	

# Will the service credit count for retirement eligibility?

N.Y.2 e el e. e b de. e. d e ac.2a \_2l be f ea \_2 a e 'ed e c el .

# If I earned 5 service credits last year, and I earn another Highly Effective this year, will I get another offer of service credits?

N, f 2 ea. ed e ce c ed a a H Effec e
L 2c a C ac a ea, a H Effec e a ea 2 d be c de ed 2, f c ec2 e H
Effec e a . .

#### To earn the ve-year service credit, do both of my Highly Effective ratings need to be in schools designated as highpoverty according to DCPS poverty percentages?

Ye .

# Are there any conditions attached to accepting the increase in base salary?

Ye . Af e acce e c ea e, 2 e a e a e acce e e a ea, ea e el e., b2 2 f 2 a e e ce ed a a. l e e f2 2 e a d ca d a acel e. a a. e c .

# Am I required to accept the increase in base salary?

N.lf 2 2d efe e e a ea, ea e e e e e, b2 2 e e a ed e ce e e a la f e c ea e e ba e a a .

# What happens when I reach the highest salary on the master's degree band?

If 2 c \_ 2 e ea H Effec e a \_ , e I e 2 e e a a \_ e P D ba.d.

# If I have additional questions about the increase in base salary, whom should I contact?

P ea e c .. ac e IMPACT eal a 202-719-6553 | I . ac .dc @ 12.dc . .

#### **CONCLUDING MESSAGE**

T el ca ed "IMPACT beca? e 2, e ad? e \_ \_ 2 c , a e e ab la e a d al a c, e lac \_ 2 2 de. ' e .l. fac, DCPS \_ e e beca? e ea ed?ca a.d aff e 2 2. 2 2 2 de. \_ a.d 2 de e c a l.Te b a., ded ca ed, a.d d e e ad? \_ 2 c d e 2 ac e el e., \_ c 2 d. a \_ e. l e. a e, l . ed 2 de. ac e el e., a.d \_ c ea ed 2 de. a fac \_ .

W e e a e e f 2 2 de. a.d 2 e e a e b d, e e e e e. a e ca. a.d l 2 d , e e , e. 2 e a 2 2 de. ece e a , a e ed2ca ... a ... e. a d f ... b e f el .

T 2 2 c ec e c l l l e. e ce e ce a d e 2 , 2 c eade , eac e , aff, a e. , c l l 2 a e , a d 2 de. , e ee, DCPS



# NOTES

# NOTES







