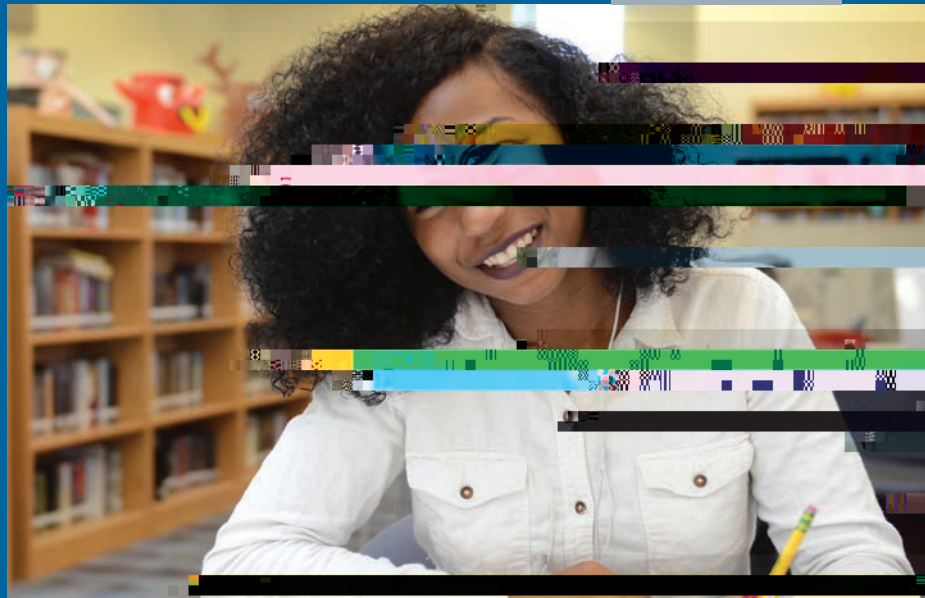


Educational Aides

GROUP
17



IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2022
2023

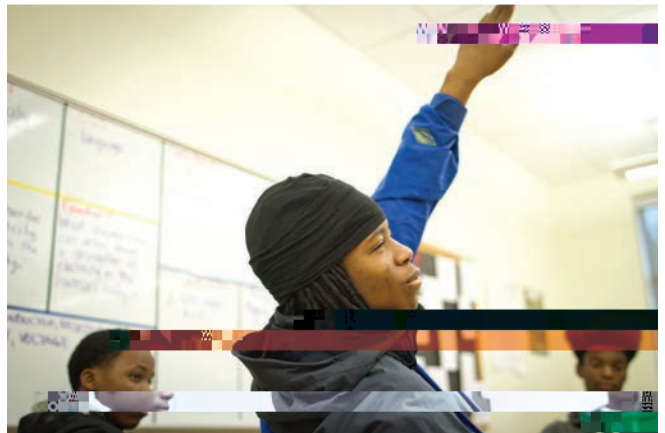
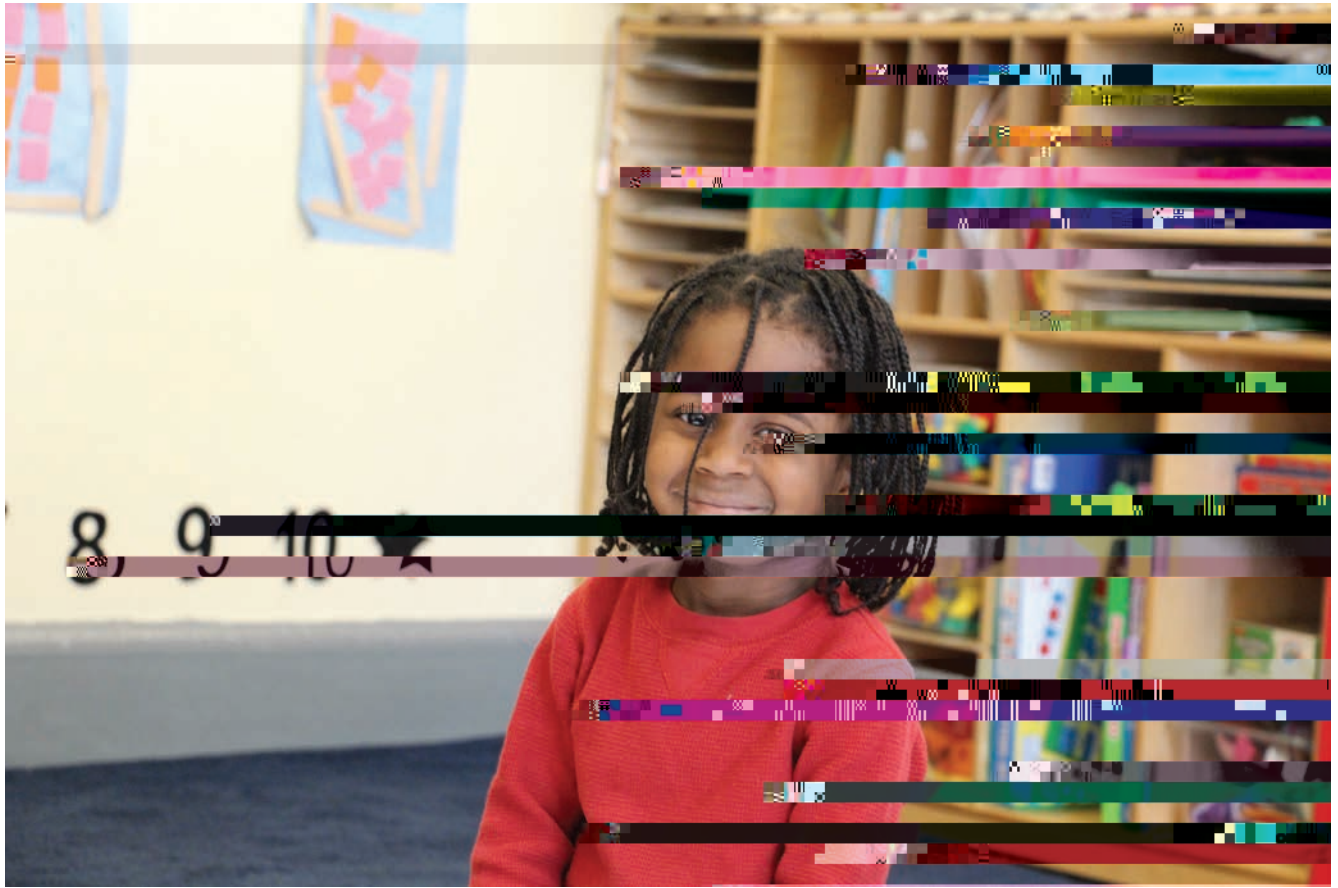
PUTTING GROWTH FIRST

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 1e] opportunities s



GROUP 17: OVERVIEW

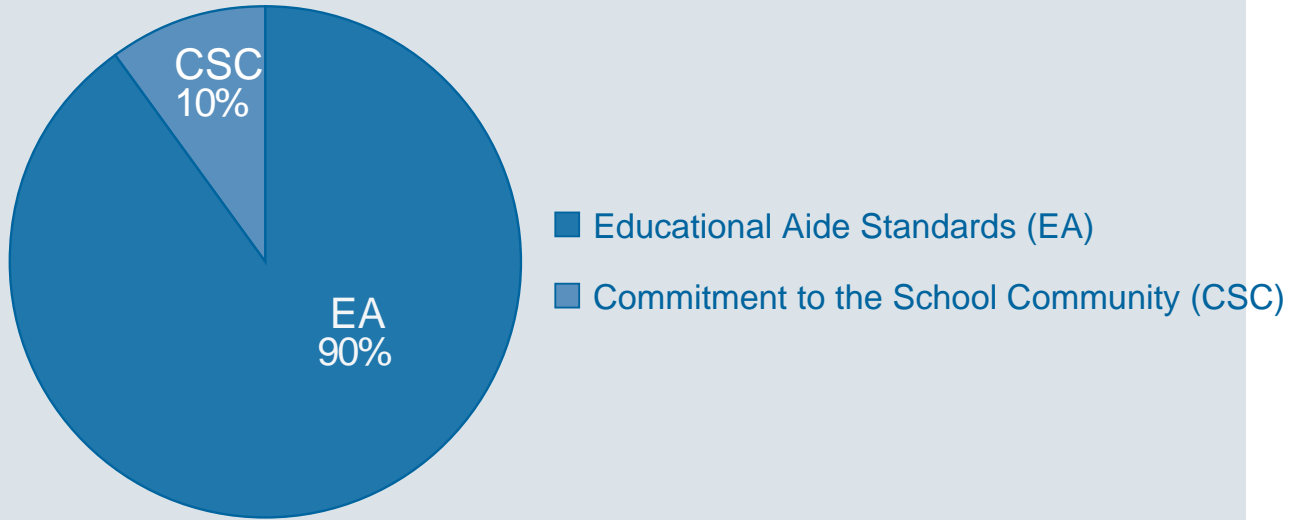
Who is in Group 17?

Group 17 consists of all educational aides and Residents.

What are the IMPACT components for members of Group 17?

There are three IMPACT components for members of Group 17. Each is explained in greater detail in the following s guidebook.

IMPACT COMPONENTS FOR GROUP 17



What are the Educational Aide Standards?

These standards define excellence for educational aides in

SAMPLE SCORE CHART
EDUCATIONAL AIDE STANDARDS (EA)

EDUCATIONAL AIDE STANDARDS (ATIO)			

LEVEL 4 (HIGHEST)

LEVEL 3

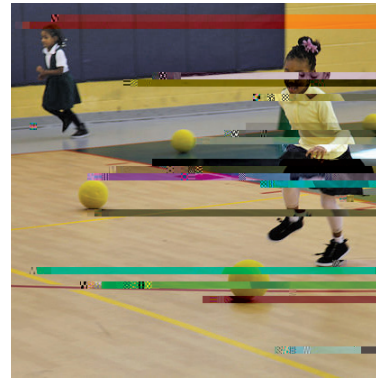
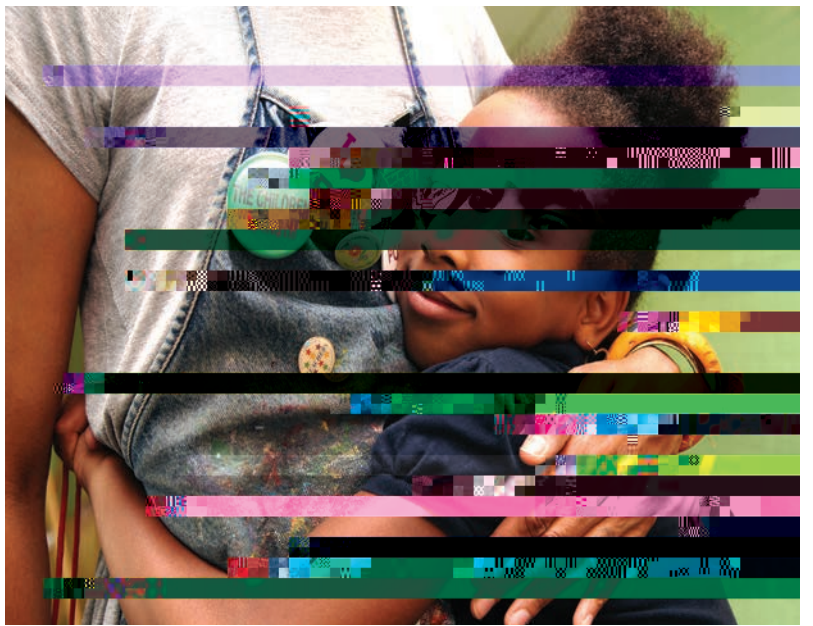
EA 1 | INSTRUCTIONAL SUPPORT

Educational aide **meets Level 3** expectations AND **extends impact** by developing new skills to become even more productive in the classroom, by volunteering for and successfully fulfilling additional instructional responsibilities, and/or by proactively helping the teacher solve instructional challenges. Educational aide **consistently** supports the classroom teacher in an effective manner by providing, as necessary, small group instruction, one-on-one instruction, and specialized assistance to students with disabilities.

LEVEL 2

LEVEL 1 (LOWEST)

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)



LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1

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 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.

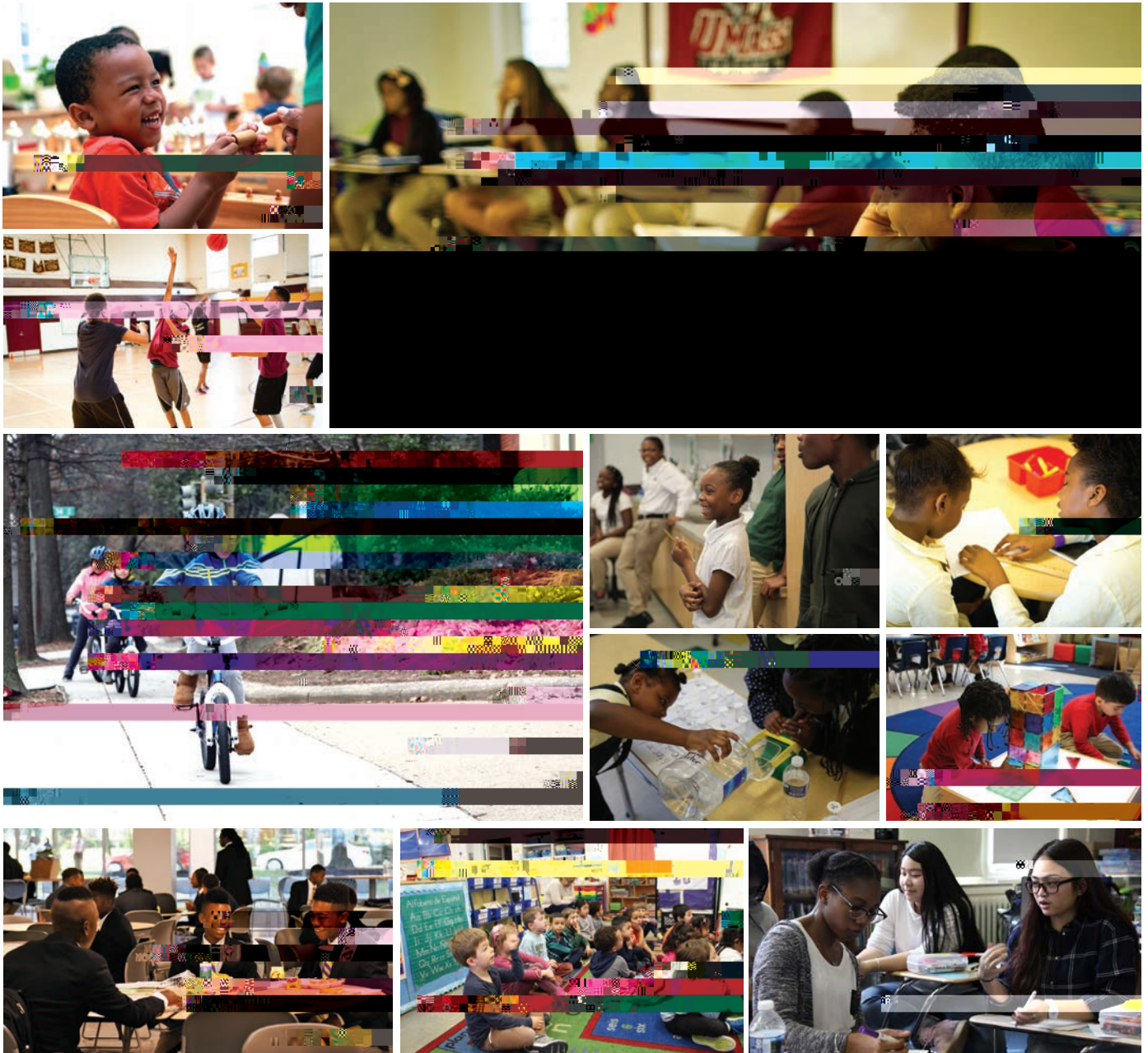
If you receive a rating of Significantly Below Standard on any standard of the Core Professionalism rubric during a cycle, you will receive an overall rating of Significantly Below Standard for that cycle, and twenty points will be deducted from your annual IMPACT score.

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



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 always follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire).

With rare exception, individual follows DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire).

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** excused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has **2 or more** excused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

PUTTING IT ALL TOGETHER

What does this section explain?

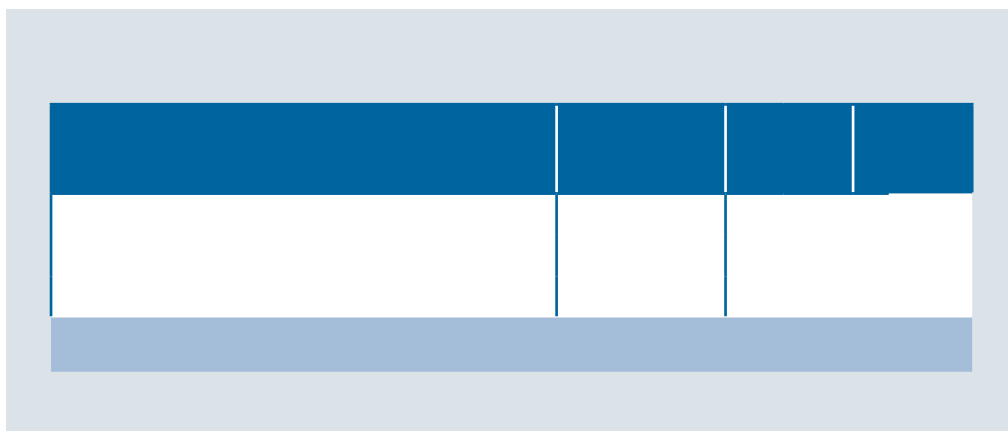
This section is designed to help you understand how all of the components of your assessment will come together to determine your overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall score for each component of your assessment. Recall that, for all components of the assessment, the score will always range from 4.0 (highest) to 1.0 (lowest). For 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.



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) or 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.

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 subsequent IMPACT ratings for separation determinations.

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

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 annual 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.

IMPACTplus — WTU

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? (IMPACTplus) EMC /P <</Lang (en-US)/MCID 778 19 >>BDOfg49IMPACTplus

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

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 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. 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 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.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS	YOUR ADD-ON IF YOU ARE IN ONE OF THE COMPREHENSIVE SUPPORT AND IMPROVEMENT, TYPE 1 (CS1) SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	\$1,500	\$500	\$2,000
	Low-Poverty	\$1,000	n/a	\$1,000

How do I know if I am a CSO member?

The CSO represents school-based administrators and certain related service providers; a list of CSO positions may be found in the CSO contract. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the CSO at 202-526-4700.

What are the Comprehensive Support and Improvement, type 1 (CS1) schools?

OSSE determines the Comprehensive School designations based on a school's School Transparency and Reporting (STAR) Framework score. The schools that score in the bottom 5% in the city on the STAR Framework as compared to their peers are designated as Comprehensive Support and Improvement, type 1 (CS1) schools, and this designation lasts for 3 years. For more information on CS1 schools, please visit OSSE's website at osse.dc.gov/investmentinschools.

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.

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 High Effective rating.

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

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

When will I receive my bonus?

Upon confirmation that you have returned to DCPS the following school year or retired, DCPS will disburse all bonuses in the following academic year.

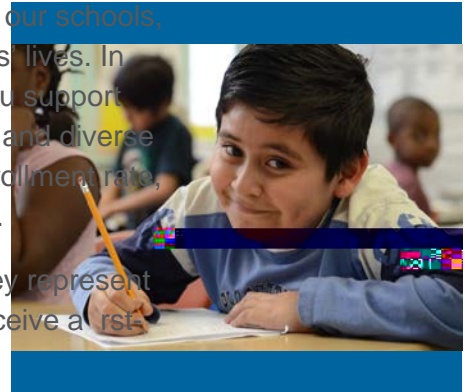
Will the bonus be subject to taxes?

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!



NOTES

