

GROUP
18



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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



GROUP 18: OVERVIEW

What is Group 18?

Group 18 consists of all administrative assistants, administrative aides, business managers, clerks, registrars, attendance aides, and other office staff.

How is Group 18 IMPACT Scored?

There are three IMPACT components for members of Group 18. Each is explained in greater detail in the following sections of this guidebook.

Office Staff Standards (OS) — These standards define excellence for office staff in DCPS. They make up 90% of your IMPACT score.

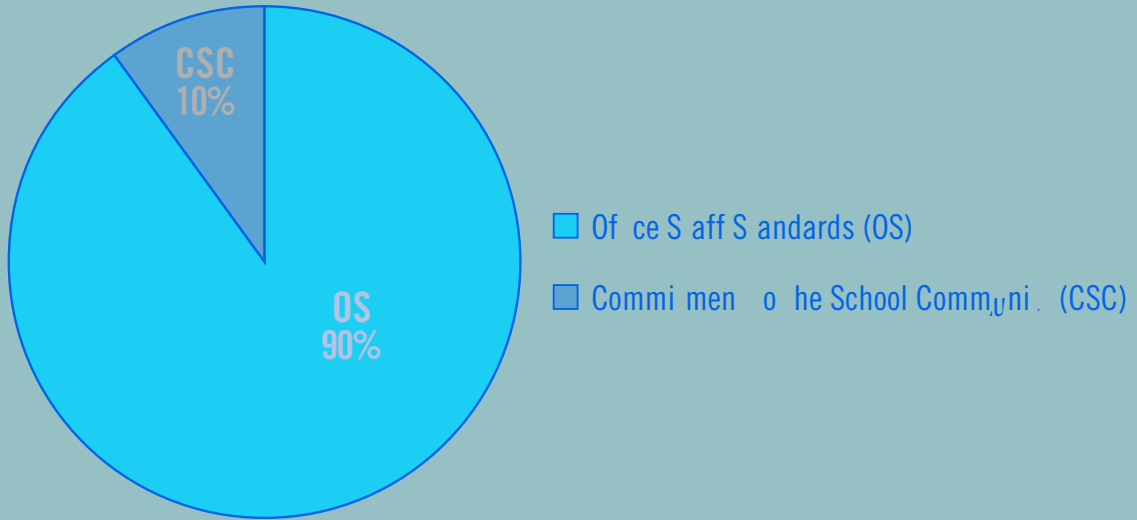
Commitment to the School Community (CSC) — This is a measure of the extent to which you support and collaborate with your school community. This component makes up 10% of your IMPACT score.

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.



For more information on the IMPACT components, please see the **IMPACT Annual Reference Guide**.

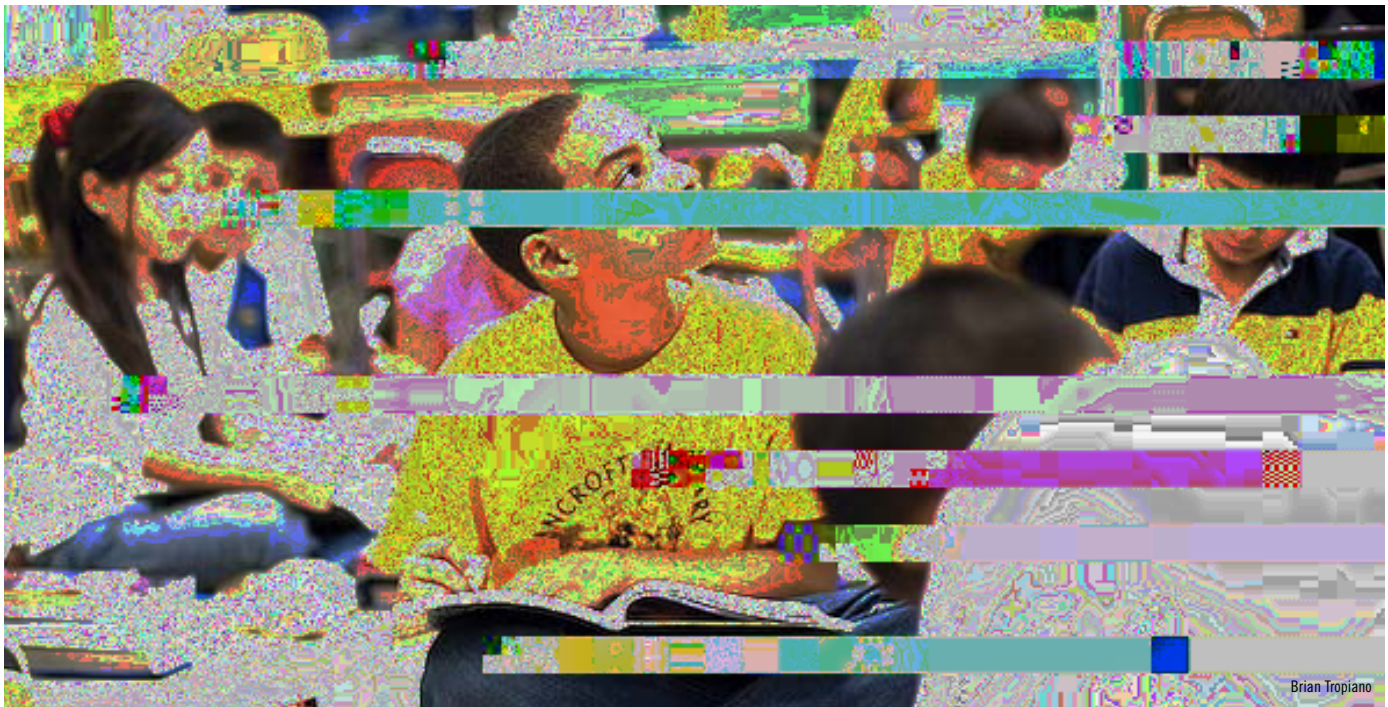
IMPACT COMPONENTS FOR GROUP 18



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SAMPLE SCORE CHART
OFFICE STAFF STANDARDS (OS)

OFFICE STAFF STANDARDS (OS)	CYCLE 1	CYCLE 3	OVERALL (Average of Cycle 1 & Cycle 3)
OS 1: Core Job Functions	3.0	4.0	
OS 2: Customer Service	4.0	3.0	
OS 3: Communication	4.0	3.0	
OS 4: Adaptability	3.0	4.0	
OS 5: Data	4.0	4.0	
OS 6: Supply Management	3.0	4.0	
OS 7: Budget and Procurement	3.0	4.0	
OS SCORE (Average of OS 1 to OS 7)	3.42	3.71	3.57



Brian Tropiano



IMPACT Cle da e are
 li ed in the **IMPACT**
Annual Reference Guide.



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

LEVEL 4 (HIGHEST)

LEVEL 3

OS 1 CORE JOB FUNCTIONS

Office staff member **meets Level 3** expectations AND **extends impact** by developing new skills to become more effective at her/his work, by taking on and successfully fulfilling additional responsibilities, and/or by exceeding expectations on assigned work.

Office staff member **consistently** accomplishes core job functions in a timely and effective manner.

OS 2 CUSTOMER SERVICE

Office staff member **meets Level 3** expectations AND **extends impact** by following up on all inquiries and requests to ensure their successful resolution.

Office staff member **consistently** responds to inquiries and requests from students, parents/guardians, school staff, and community members in a positive, timely, and solutions-oriented manner.

OS 3 COMMUNICATION

Office staff member **meets Level 3** expectations AND **extends impact** by serving as a resource to other school staff on communications-related issues (for example, by frequently making her/himself available to proofread others' work or by helping colleagues think through the most productive way to structure a difficult conversation).

Office staff member **consistently** produces written communication that is clear, concise, and error-free; **consistently** exhibits effective listening and questioning skills.



LEVEL 2

LEVEL 1 (LOWEST)

LEVEL 2		LEVEL 1 (LOWEST)	

LEVEL 4 (HIGHEST)

LEVEL 3

OS 5

DATA*

Office staff member **meets Level 3** expectations AND **extends impact** by proactively helping the school administration identify and address missing or incorrect data.

Office staff member **consistently** and **accurately** inputs and tracksf-0.016 Tc 0.006 Tw 9 0

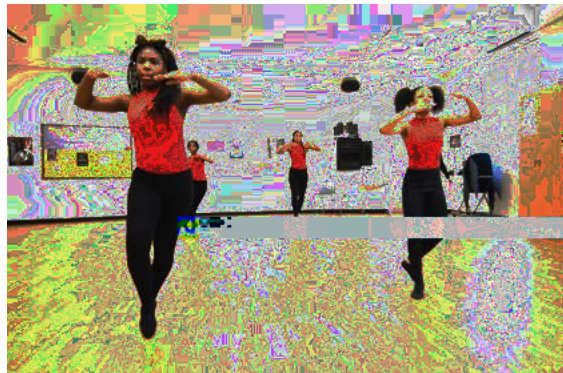
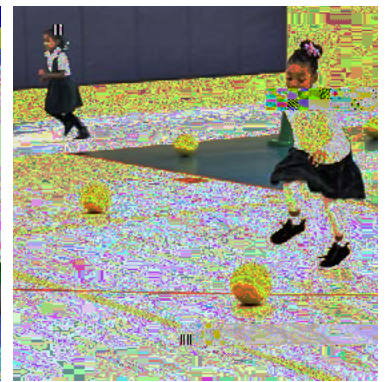
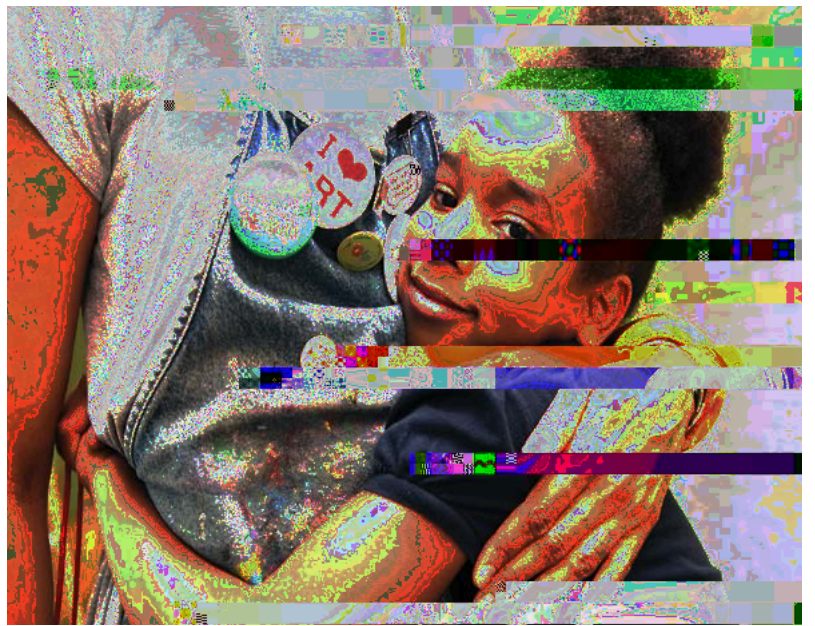
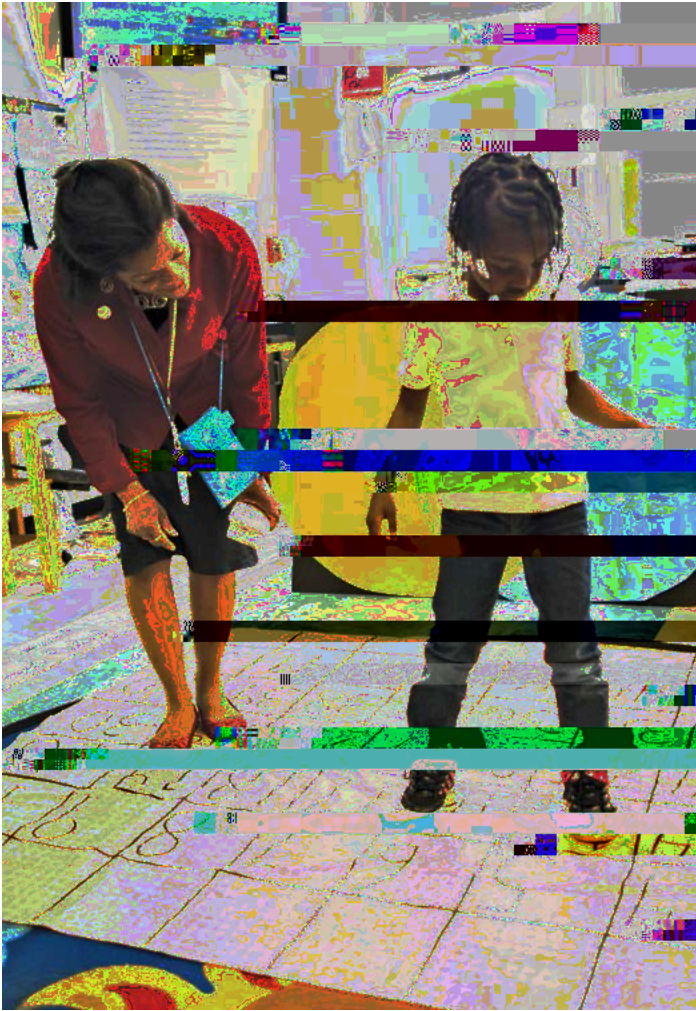
LEVEL 2

LEVEL 1 (LOWEST)

Office staff member **sometimes accurately** inputs and tracks all required data (for example, Aspen data, attendance data, staff time and attendance data, admission/withdrawal data, free and reduced-price lunch application data) in a timely and efficient manner.

Office staff member **rarely or never accurately** inputs and tracks all required data (for example, Aspen data, attendance data, staff time and attendance data, admission/withdrawal data free and reduced-price lunch application data) in a timely and efficient manner.

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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 and/or by dedicating a truly exceptional amount of time and energy in support of the initiatives.

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

Examples of local initiatives include: increased student attendance rate, suspension rate reduction, and school-wide behavioral supports or programs.

CSC 2

SUPPORT OF THE SPECIAL EDUCATION OF bE.014 Tw ENGLISH LANGUAGE LEARNER PROGRAMS



LEVEL 2	LEVEL 1 (LOWEST)

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.

Core Professionalism

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.

Core Professionalism

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 3 (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.

If you receive Core Professionalism deductions in each of the two cycles, the deductions will be combined and applied to your final IMPACT score (e.g. a 10 point deduction in Cycle 1 and a 20 point deduction in Cycle 3 result in a 30 point deduction from your final IMPACT score).

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 final 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 3	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 C cle da e are
 li ed in he **IMPACT**
Annual Reference Guide.

For more information on the IMPACT C e ?

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 **1** 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 **1** 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).

CP 4 RESPECT

Individual **always** interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

With rare exception, individual interacts with students, colleagues, parents/guardians, and community members in a respectful manner.

SIGNIFICANTLY BELOW STANDARD

Individual has **2 or more** unexcused 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** 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 **demonstrates a pattern** of failing to follow DCPS and local school policies and procedures (for example, procedures for submitting student discipline referrals, policies for appropriate staff attire) OR individual has committed a **single egregious act** in violation of DCPS and/or local school policies and procedures as determined by the school leader.

PUTTING IT ALL TOGETHER

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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.

e 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).

e 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.

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Office Staff Standards (OS)	3.57	x 90	= 321.3
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			356

e 3

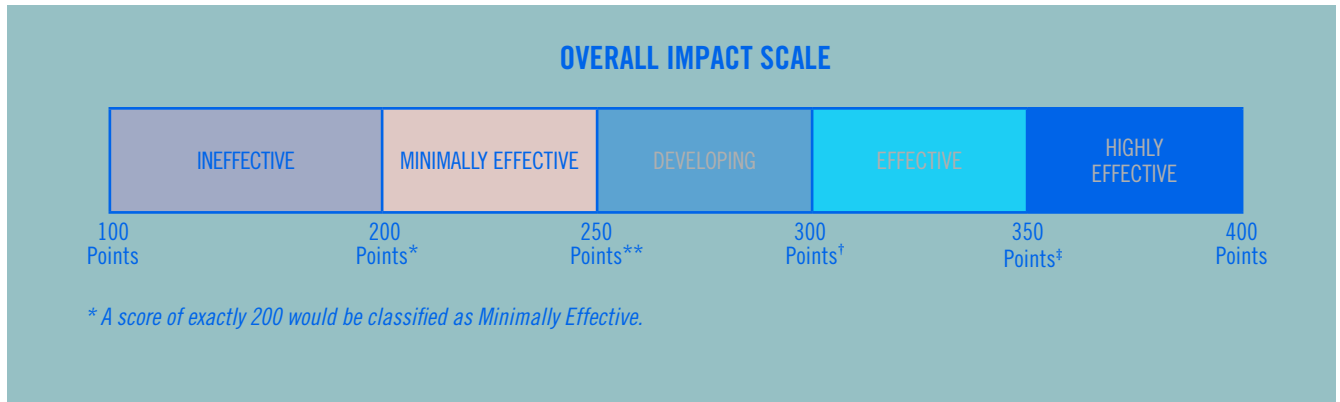
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

e 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.

e 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 such modifications prior to their implementation. (For the purposes above, “assessments” refers to observations, conferences, holistic reviews, data, and other means of measuring performance.)

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Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) and Council



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.



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.



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.

AC 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 AC plus?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus.

Who is eligible for AC plus?

Teachers, instructional coaches, counselors, library media specialists, and others are part of the WTU. If you are not sure about your status,

AC 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 AC plus?

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

How do I access my AC plus information?

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.

How do I access my AC plus information?

Can I receive my bonus if I am on FMLA leave at the time of the bonus distribution?

One of the goals of IMPACT*plus* 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.

Can I receive my bonus if I am on a different kind of leave at the time of the bonus distribution?

If you are not sure, please ask your administrator or refer to the IMPACT*plus* page on Canvas. You may also contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

Can I receive my bonus if I am on a different kind of leave at the time of the bonus distribution?

Yes.

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No.

Can I receive my bonus if I am on a different kind of leave at the time of the bonus distribution?

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.

Can I receive my bonus if I am on a different kind of leave at the time of the bonus distribution?

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.

Can I receive my bonus if I am on a different kind of leave at the time of the bonus distribution?

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

Can I receive my bonus if I am on a different kind of leave at the time of the bonus distribution?

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!



