

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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



Putting Growth First

Overview

IMPACT Components

Putting It All Together

IMPACT*plus*

Concluding Message

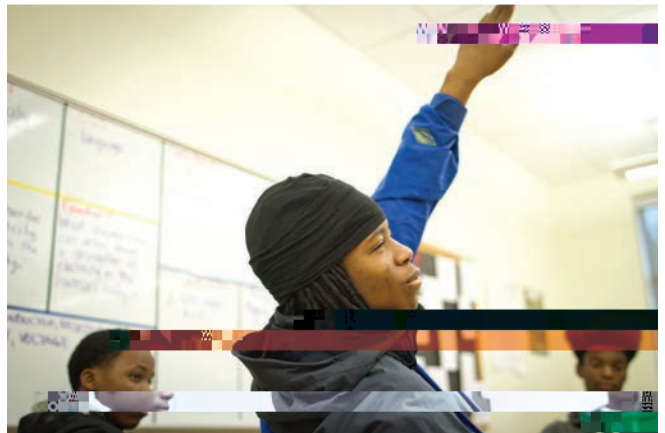
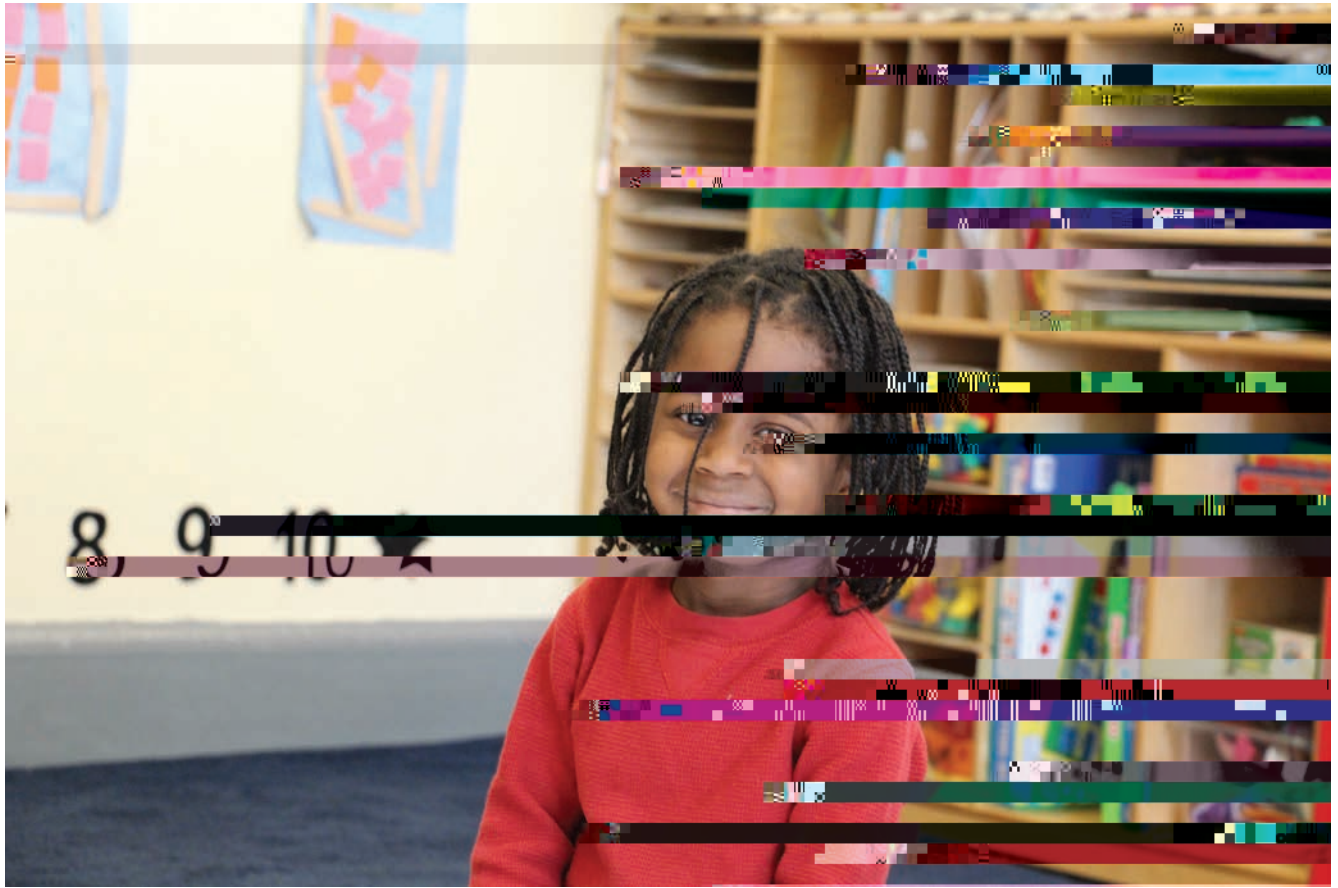
DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build on past success and accelerate efforts to close the achievement gap, we must continue to concentrate our work on ensuring 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 outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success. IMPACT supports professional growth by:

IMPACT outlines clear performance expectations and provides a common language of success for all school-based employees.

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. Regular feedback opportunities support reflection and action planning toward excellence.



Who is in Group 18?

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

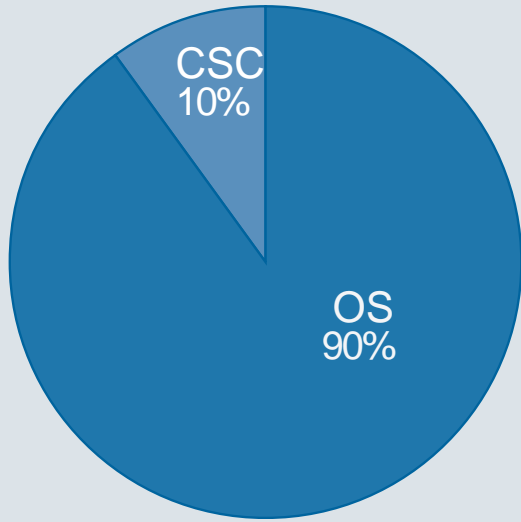
What are the IMPACT components for members of Group 18?

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

These standards define excellence for office staff in DCPS. They make up 90% of your IMPACT score.

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.

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.



- Of ce Staff Standards (OS)
- Commitment to the School Community (CSC)

What are the Office Staff Standards?

These standards define excellence for office staff in DCPS. They include:

- Standard 1: Core Job Functions
- Standard 2: Customer Service
- Standard 3: Communication
- Standard 4: Adaptability
- Standard 5: Data*
- Standard 6: Supply Management*
- Standard 7: Budget and Procurement*

Who developed the Office Staff Standards?

The standards were developed in collaboration with DCPS administrative assistants, business managers, other office staff, school administrators, and central office staff.

How will my proficiency in the Office Staff Standards be assessed?

Your administrator 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 administrator. At this conference you will receive feedback based on the Office Staff Standards rubric and discuss next steps for professional growth.

If your administrator 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 Office Staff Standards be scored?

For each assessment cycle, you will receive a 4 (highest) to 1 (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.

Please note that, if you are shared between two schools, you will receive scores at each of them. These scores will then be averaged together to determine your final score for this component.

How will staff members who have earned Highly Effective ratings two years in a row be assessed this year?

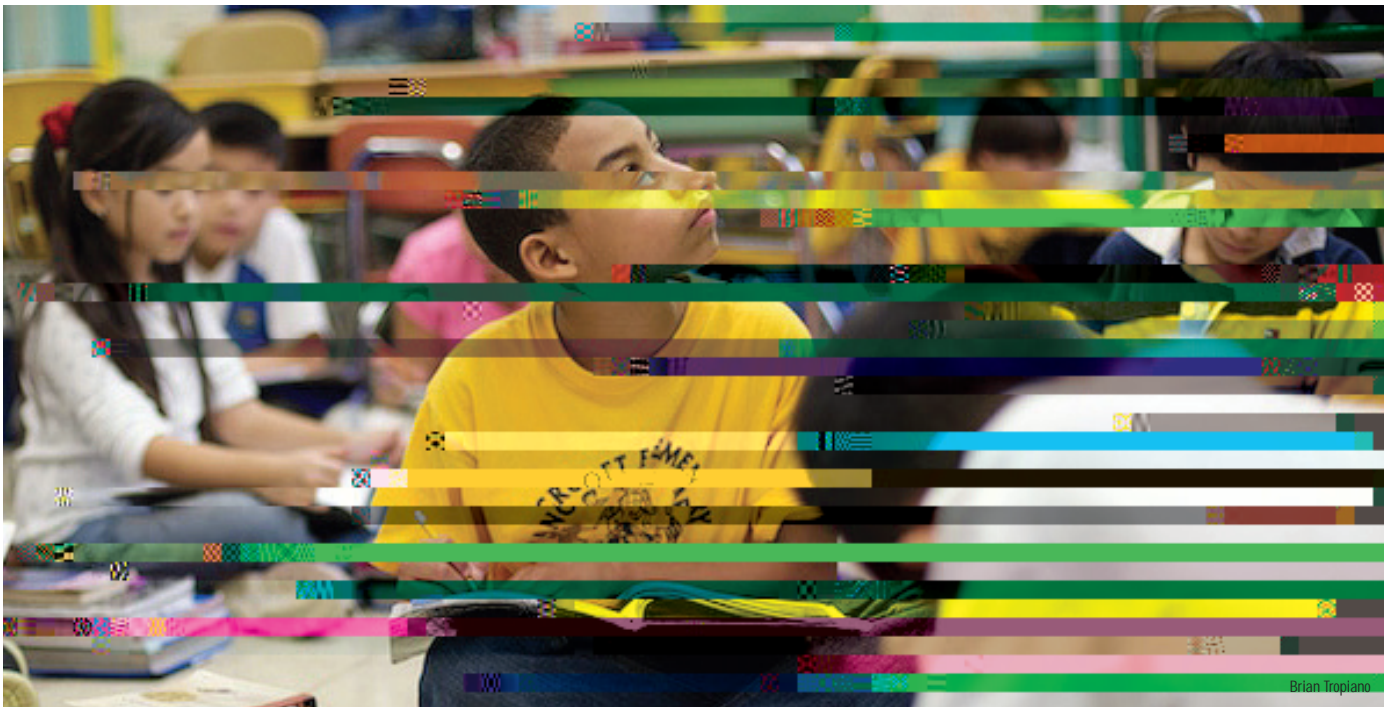
Staff members who have earned Highly Effective ratings during both of the last two school years will receive an assessment by the end of Cycle 1. If the score from this assessment is 3.0 or higher, the IMPACT team will notify the staff member via email after Cycle 1 ends that she/he will not be receiving 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.

Please note that staff members who are shared between two schools will receive an assessment by each of their administrators by the end of Cycle 1. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

**This standard should be scored as "Not Applicable" if the office staff member does not have responsibilities in this area.*

SAMPLE SCORE CHART

			(Average of Cycles)
Core Job Functions			
Customer Service			
Communication			
Adaptability			
Data			
Supply Management			
Budget and Procurement			
<i>(Average of OS 1 to OS 7)</i>			



Brian Troiano



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

If I have additional questions about the Office Staff Standards, whom should I contact?

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



LEVEL 2

LEVEL 1 (LOWEST)

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

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

LEVEL 4 (HIGHEST)

LEVEL 3

Office staff member expectations AND
by proactively helping the school administration identify and
address missing or incorrect data.

Office staff member and inputs and tracks
all required data (for example, Aspen data, attendance data, admission/
withdrawal data, staff time and attendance data, free and reduced-price

LEVEL 2

LEVEL 1 (LOWEST)

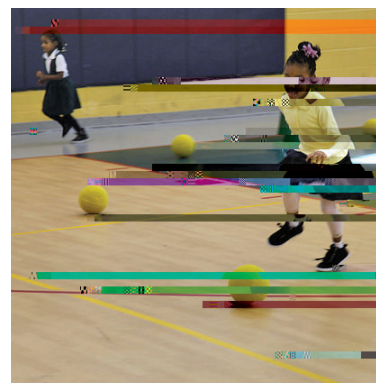
Office staff member inputs and tracks all required data (for example, Aspen data, attendance data, staff time and attendance data, admission/withdrawal data, free and reduced-price lunch application data) in a timely and efficient manner.

Office staff member

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SAMPLE SCORE CHART

SAMPLE SCORE CHART		



LEVEL 4 (HIGHEST)

LEVEL 3

Individual _____ expectations AND _____ by finding new and innovative ways to help the local school initiatives succeed OR by exceptional contribution in support of the initiatives.

Individual _____ 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.

Individual _____ expectations AND _____ by finding new and innovative ways to help Special Education and English Language Learner programs, the school's Student Support team, and all students with 504 plans succeed and/or by exceptional contribution in support of these programs and students.

Individual _____ supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Examples of how one might support these programs and students include: interacting with all students in a positive and inclusive manner, ensuring that facilities are available for the provision of services, incorporating Universal Design for Learning (UDL) principles during instruction, collaborating with special education and ELL teachers in planning content delivery, using scaffolded language supports when working with ELL students, supporting the attainment of language objectives, and participating in student-level decision making (e.g., attending IEP meetings, submitting necessary documentation, tracking data).

Individual _____ expectations AND _____ by finding new and innovative ways to help promote high expectations and/or by exceptional contribution toward developing a culture of high expectations in the school.

Individual _____ promotes high academic and behavioral expectations, in an effective manner, for all students.

Examples of how one might promote high expectations include: modeling high personal standards and emphasizing pride in self, school, and community.

**This standard may be scored as "Not Applicable" if a school has no students who receive Special Education or English Language Learner services, no students who need assistance from a Student Support Team, and no students with 504 plans.*

LEVEL 2

LEVEL 1 (LOWEST)

Individual supports the local school initiatives in an effective manner.

Individual supports the local school initiatives in an effective manner.

Individual supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

Individual supports, in an effective manner, the school's Special Education and English Language Learner programs, the school's Student Support Team, and all students with 504 plans.

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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.

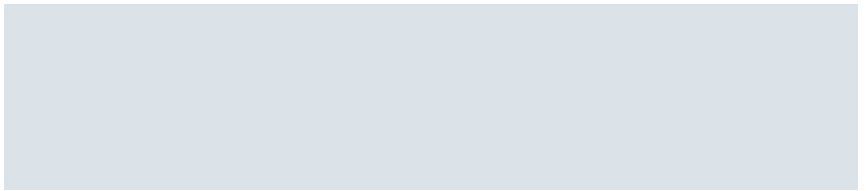
How will my Core Professionalism be rated?

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



MEETS STANDARD

SLIGHTLY BELOW STANDARD

Individual has



SIGNIFICANTLY BELOW STANDARD

Individual has _____ unexcused absences (absences that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

Individual has _____ unexcused late arrivals (late arrivals that are in violation of procedures set forth by local school policy and by the relevant collective bargaining agreement).

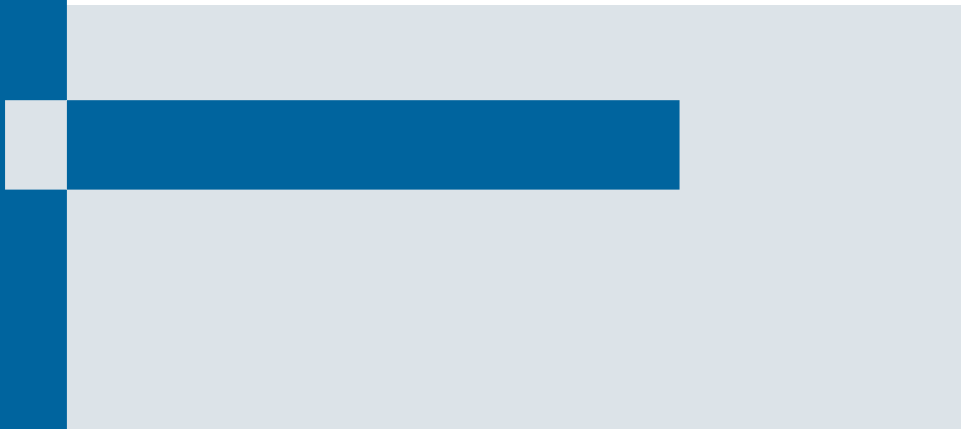
4 (n.8 (d b)-2.7 (y t)3.9 (h)-1.4 (e))J EMC /Artif9 a)1i (b)-2.7 (y /Layout BDC T)-12.2 (e i)12.3 (n v)-1.3 (iol)11.9 (a)06.21.55.3 (io)-1 (.6 (s s)-6.1 (e)-10.8 (t f)-3.7 (o)-3-3.9 (r)-38.8 (t)3.9 (h)12.7

does this section explain?

is designed to help you understand how all of the components of your assessment will come together to form an PACT score and rating. The process involves five steps.

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

multiply each component score by its percentage from the pie chart at the beginning of this guidebook. This creates scores for each component. The chart below provides an example.



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

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

Finally, we take your adjusted score and use the scale below to arrive at your final IMPACT rating.

What do these ratings mean?

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.

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

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.

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.

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.

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 subsequent IMPACT ratings for separation determinations.

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

If you ever have a concern, contact the IMPACT team at 202-719-6553 or impact.dcps@k12.dc.gov.

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?

What is IMPACTplus?

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 IMPACTplus?

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

How do I know if I am a WTU member?

Teachers, instructional coaches, counselors, school librarians, and others are part of the WTU. If you are not sure about your status, you may contact Human Resources at 202-442-4090 or the WTU at 202-293-8600.

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 IMPACT*plus*. To learn more about this status, you may contact the WTU at 202-293-8600.

How does it work?

For WTU members who are not teachers or instructional coaches, IMPACT*plus* consists of an annual bonus. The chart below describes the bonus structure.

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, or be 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 excessed at any time in the future and cannot find a placement 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 impactdcps.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 are excessed at any

What is IMPACTplus?

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 IMPACTplus?

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

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!



