

Custodial Staff

GROUP
19



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2014
2015

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LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the third year of *A Capital Commitment*—our district's five-year plan to dramatically accelerate student achievement—and the sixth year of implementing IMPACT, I am deeply proud of the progress we've made. I want to thank you—the educators working in our schools—for your great work.

DCPS has made tremendous improvements over the past three years on everything from the DC CAS and the NAEP TUDA, to increased student enrollment, reduced truancy rates, and improved satisfaction. While I am proud of these accomplishments, I am not yet satisfied. The fact is that we have made progress *and* still have a lot left to do.

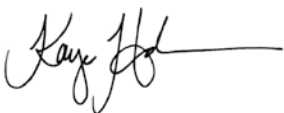
First, we need to continue to invest in our middle and 40 lowest-performing schools. We have already invested over \$40 million in funding to ensure that students receive rigorous academic content, focusing in particular on the Common Core, and a wide range of opportunities from choir and art to world languages and algebra. These funds are also critical to addressing the social and emotional needs of our students and to extending the school day so that students in our lowest-performing schools have time for remediation and exploration.

Second, we need to do more to ensure our students feel excited and supported at school. We dedicated \$5 million to helping schools improve student satisfaction so that every student, regardless of income, ward, grade level, or language ability, will get exposure to the amazing classroom that is our city. We also introduced the Proving What's Possible Student Satisfaction Awards to help schools provide more enrichment and experiential learning opportunities for students this year.

Lastly, we need to do everything we can to continue building the best educator force in the nation. Our workforce has never been better. This is because we have made serious, sustained investments in educator effectiveness through IMPACT, IMPACT*plus*, and LIFT to name a few. Still, we need educators to become even better. The next phase of this work will focus on scaling up teacher leadership initiatives, finding new ways to recognize and reward great work, and further targeting development opportunities.

I am incredibly honored to work with you as we relentlessly move ahead to meet our bold goals. Success will depend on our collective commitment to ensuring all students receive a quality education.

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools

CAPITAL COMMITMENT GOALS



1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students.



2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.



3. At least 75% of incoming ninth graders will graduate from high school in four years.



4. 90% of students will say they like their school.



5. We will continue to increase student enrollment.



A CAPITAL COMMITMENT

Strategic Plan 2017

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS



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PUTTING GROWTH FIRST

How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective in your work. Our commitment to continuous learning applies not only to our students, but to you as well. IMPACT supports your growth by:

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. This is why, during each assessment cycle, you will have a conference to discuss your strengths as well as your growth areas. You can also view written comments about your performance by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. We can also use this information to differentiate our support programs by cluster, school, grade, job type, or any other category.
- **Retaining Great People** — Having highly effective teachers and staff members in our schools helps everyone improve. By mentoring and by serving as informal role models, these individuals provide a concrete picture of excellence that motivates and inspires us all. IMPACT helps retain these individuals by providing significant recognition for outstanding performance.

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 in college, the workforce, and life.

For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.



Michael DeAngelis



Bel Perez Gabilondo



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GROUP 19: OVERVIEW

Who is in Group 19?

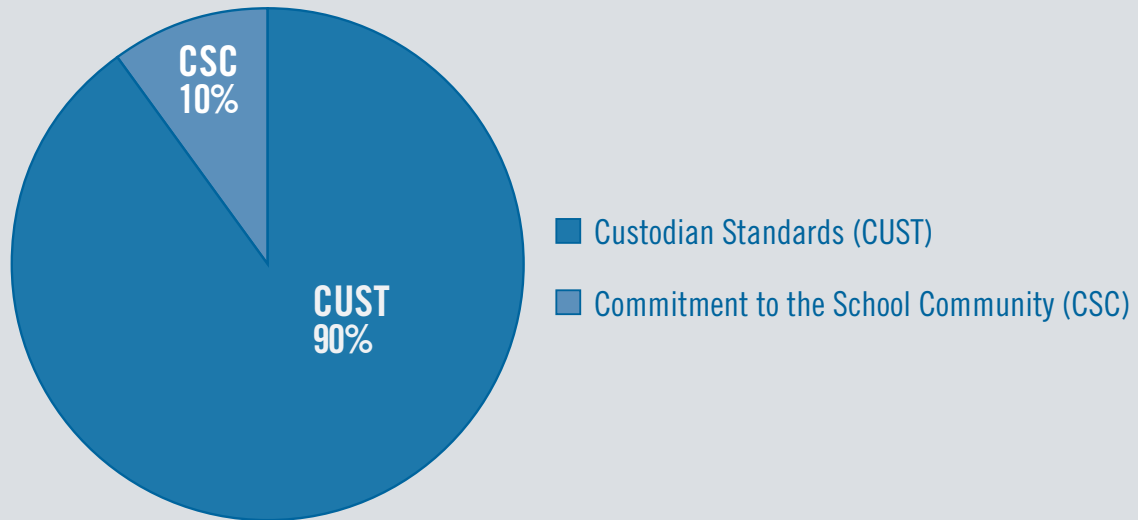
Group 19 consists of all custodians.

What are the IMPACT components for members of Group 19?

There are three IMPACT components for members of Group 19. Each is explained in greater detail in the following sections of this guidebook.

- **Custodian Standards (CUST)** — These standards define excellence for custodians 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.

IMPACT COMPONENTS FOR GROUP 19



What are the Custodian Standards?

These standards define excellence for custodians in DCPS. They include:

- Standard 1: Building Maintenance
- Standard 2: Classrooms and Office Spaces
- Standard 3: Common Areas and School Grounds
- Standard 4: Restrooms
- Standard 5: Moving and Arranging
- Standard 6: Safety
- Standard 7: Records and Work Orders (For Head Custodians Only)
- Standard 8: Management and Leadership (For Head Custodians Only)

Who developed the Custodian Standards?

The standards were developed in collaboration with DCPS custodians, administrators, and central office staff.

How will my proficiency in the Custodian Standards be assessed?

Your administrator will assess your proficiency in the Custodian Standards according to the rubric at the conclusion of this section. S/he will assess you formally two times during the year. The first assessment will occur by February 5 and the second by June 11.

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

How will my proficiency in the Custodian Standards be scored?

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

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 February 5. If the score from this assessment is 3.0 or higher, the staff member will not receive her/his second assessment, unless requested by the staff member. 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 February 5. These scores will then be averaged together to determine whether shared staff are eligible for a reduced number of assessments this year.

If I have earned Highly Effective ratings two years in a row and qualify for reduced assessments this year, may I request to receive the full set of assessments available to staff members in my IMPACT group?

Yes. After Cycle 1 ends, the IMPACT team will notify you via email if you will be receiving reduced assessments. At that point, you may log into the IMPACT database at <http://impactdcps.dc.gov> to indicate that you would like to receive your remaining assessment(s).

SAMPLE SCORE CHART
CUSTODIAN STANDARDS (CUST)

CUSTODIAN STANDARDS (CUST)	CYCLE ENDS 2/5	CYCLE ENDS 6/11	OVERALL (Average of Cycles)
CUST SCORE (Average of CUST 1 to CUST 8)	3.50	3.62	3.56
CUST 1: Building Maintenance	3.0	4.0	
CUST 2: Classrooms and Office Spaces	4.0	3.0	
CUST 3: Common Areas and School Grounds	3.0	4.0	
CUST 4: Restrooms	4.0	3.0	
CUST 5: Moving and Arranging	4.0	4.0	
CUST 6: Safety	3.0	4.0	
CUST 7: Records and Work Orders (For Head Custodians Only)	4.0	3.0	
CUST 8: Management and Leadership (For Head Custodians Only)	3.0	4.0	



Brian Tropiano

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

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

LEVEL 4 (HIGHEST)

LEVEL 3

CUST 1

BUILDING MAINTENANCE

Custodian **meets Level 3** expectations AND **extends impact** by proactively working to prevent maintenance issues in an effort to ensure no disruptions to student learning.

Custodian **consistently** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

CUST 2

CLASSROOMS AND OFFICE SPACES

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to classrooms and office spaces.

Custodian **consistently** cleans and maintains classrooms and office spaces in a timely and efficient manner.

CUST 3

COMMON AREAS AND SCHOOL GROUNDS

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to the school's common areas.

Custodian **consistently** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

CUST 4

RESTROOMS

Custodian **meets Level 3** expectations AND **extends impact** by quickly resolving unanticipated maintenance issues related to restrooms.

Custodian **consistently** cleans and maintains restrooms in a timely and efficient manner.

CUST 5

MOVING AND ARRANGING

Custodian **meets Level 3** expectations AND **extends impact** by proactively ensuring that furniture, equipment, and supplies are always clean, in good working order, in place for scheduled activities, and readily available for unscheduled activities.

Custodian **consistently**, in a timely and efficient manner, moves furniture, equipment, and supplies, as directed; arranges all-purpose rooms, as directed; and completes school-opening and post-vacation action items.

LEVEL 2

LEVEL 1 (LOWEST)

Custodian **sometimes** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

Custodian **rarely or never** inspects all building systems, reports problems, completes all minor repairs, and collaborates with external maintenance personnel in a timely and efficient manner.

Custodian **sometimes** cleans and maintains classrooms and office spaces in a timely and efficient manner.

Custodian **rarely or never** cleans and maintains classrooms and office spaces in a timely and efficient manner.

Custodian **sometimes** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

Custodian **rarely or never** cleans and maintains common areas, including school grounds, hallways, all-purpose rooms, cafeterias, gymnasiums, and stairwells, in a timely and efficient manner.

Custodian **sometimes** cleans and maintains restrooms in a timely and efficient manner.

Custodian **rarely or never** cleans and maintains restrooms in a timely and efficient manner.

Custodian **sometimes**, in a timely and efficient manner, moves furniture, equipment, and supplies, as directed; arranges all-purpose rooms, as directed; and completes school-opening and post-vacation action items.

Custodian **rarely or never**, in a timely and efficient manner, moves furniture, equipment, and supplies, as directed; arranges all-purpose rooms, as directed; and completes school-opening and post-vacation action items.

LEVEL 4 (HIGHEST)

LEVEL 3

CUST 6

SAFETY

Custodian **meets Level 3** expectations AND **extends impact** by improving the safety of the school environment.

Custodian **consistently** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner.

CUST 7

RECORDS AND WORK ORDERS (FOR HEAD CUSTODIANS ONLY)

Head custodian **meets Level 3** expectations AND **extends impact** by improving record-keeping systems and/or by dedicating truly exceptional effort towards ensuring that work orders are completed in a timely fashion.

Head custodian **consistently** maintains necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their completion.

CUST 8

MANAGEMENT AND LEADERSHIP (FOR HEAD CUSTODIANS ONLY)

Head custodian **meets Level 3** expectations AND **extends impact** by developing the leadership skills of her/his team members.

Head custodian **consistently** carries out management functions in an effective manner, including (as job-appropriate) supervising personnel, managing the supply budget, maintaining the supply inventory, completing all necessary documentation, and coordinating school and external resources.



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LEVEL 2

Custodian **sometimes** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner.

Head custodian **sometimes** maintains necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their completion.

Head custodian **sometimes** carries out management functions in an effective manner, including (as job-appropriate) supervising personnel, managing the supply budget, maintaining the supply inventory, completing all necessary documentation, and coordinating school and external resources.

LEVEL 1 (LOWEST)

Custodian **rarely or never** ensures safety by following the appropriate procedures for opening, closing, and securing the building; by ensuring the effective operation of the security and fire alarm systems; by maintaining and carefully storing tools and equipment; and by conducting her/his work in a safe and appropriate manner; OR displays one or more instances of **severely dangerous** behavior.

Head custodian **rarely or never** maintains necessary records (for example, Materials Safety Data Sheets and Fire Code Inspection Sheets), submits necessary work orders in a correct and timely fashion, and follows up on work orders to ensure their completion.

Head custodian **rarely or never** carries out management functions in an effective manner, including (as job-appropriate) supervising personnel, managing the supply budget, maintaining the supply inventory, completing all necessary documentation, and coordinating school and external resources.



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What is Commitment to the School Community?

This component measures several aspects of your work as a member of a school community: 1) your support of your school's local initiatives; 2) your support of the Special Education and English Language Learner programs at your school; and 3) your efforts to promote high academic and behavioral expectations. For teachers, this component also measures two other aspects: 4) your partnership with your students' families; and 5) your instructional collaboration with your colleagues.

Why is this one of my IMPACT components?

This component was included because we believe that our students' success depends on the collective efforts of everyone in our schools.

How will my Commitment to the School Community be assessed?

Your administrator will assess you according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 5 and the second by June 17.

At the end of each cycle, you can view your final Commitment to the School Community rating in the IMPACT database (<http://impactdcps.dc.gov>). While a conference to discuss your Commitment to the School Community rating is not required, you are encouraged to reach out to your administrator with any questions or concerns.

How will my Commitment to the School Community be scored?

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

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.

SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE ENDS 2/5	CYCLE ENDS 6/17	OVERALL (Average of Cycles)
CSC SCORE (Average of CSC 1 to CSC 5)	3.40	3.60	3.50
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	3.0	
CSC 3: High Expectations	4.0	4.0	
CSC 4: Partnership with Families (for Teachers Only)	3.0	4.0	
CSC 5: Instructional Collaboration (for Teachers Only)	3.0	3.0	



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

Please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

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 school initiatives include: increasing the student attendance rate, reducing the suspension rate, and expanding a “reading across the curriculum” program.

CSC 2

SUPPORT OF THE SPECIAL EDUCATION AND ENGLISH LANGUAGE LEARNER PROGRAMS*

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help the Special Education and English Language Learner programs, the Student Support Team, and all students with 504 plans succeed and/or by dedicating a truly exceptional amount of time and energy in support of these programs and students.

Individual **consistently** 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: submitting necessary documentation for an IEP meeting, proactively offering assistance and support to a special education teacher, and helping ensure that facilities are available for the provision of services.

CSC 3

HIGH EXPECTATIONS

Individual **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to help promote high expectations and/or by dedicating a truly exceptional amount of time and energy towards developing a culture of high expectations in the school.

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

Examples of how one might promote high expectations include: promoting achievement through rigorous academic work and challenging extracurricular opportunities, 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 **sometimes** supports the local school initiatives in an effective manner.

Individual **rarely or never** supports the local school initiatives in an effective manner.

Individual **sometimes** 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 **rarely or never** 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 **sometimes** promotes high academic and behavioral expectations, in an effective manner, for all students.

Individual **rarely or never** promotes high academic and behavioral expectations, in an effective manner, for all students.

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 4

PARTNERSHIP WITH FAMILIES (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by finding new and innovative ways to foster engagement with students' families and/or by dedicating a truly exceptional amount of time and energy towards partnering with them.

Teacher **consistently** engages students' families as valued partners in an effective manner.

Examples of how one might engage students' families include: making regular phone calls or home visits to communicate with parents/guardians, including families in class projects, and creating a welcoming classroom environment for families.

CSC 5

INSTRUCTIONAL COLLABORATION (FOR TEACHERS ONLY)

Teacher **meets Level 3** expectations AND **extends impact** by proactively seeking out collaborative opportunities with other teachers and/or by dedicating a truly exceptional amount of time and energy towards promoting effective instructional collaboration.

Teacher **consistently** collaborates with colleagues to improve student achievement in an effective manner.

Examples of how one might collaborate to improve student achievement include: actively participating in the Thirty-Minute Morning Block, grade-level and departmental meetings, mentoring relationships (formal or informal), and optional and required professional development opportunities.



LEVEL 2

Teacher **sometimes** engages students' families as valued partners in an effective manner.

Teacher **sometimes** collaborates with colleagues to improve student achievement in an effective manner.

LEVEL 1 (LOWEST)

Teacher **rarely or never** engages students' families as valued partners in an effective manner.

Teacher **rarely or never** collaborates with colleagues to improve student achievement in an effective manner.



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 (or program supervisor) will assess your Core Professionalism according to the rubric at the conclusion of this section. S/he will assess you two times during the year. The first assessment will occur by February 5 and the second by June 17.

At the end of each cycle, you can view your final Core Professionalism rating in the IMPACT database (<http://impactdcp.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 scored?

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 consistently receive a Core Professionalism rating of Meets Standard (and you receive no ratings of Slightly Below Standard or Significantly Below Standard), your overall score for this component will be Meets Standard and you will see no change in your final IMPACT score. This is the case in the sample score chart below.

If you receive a rating of Slightly Below Standard on any part 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. An additional ten points will be deducted if you earn an overall rating of Slightly Below Standard again the next cycle.

If you receive a rating of Significantly Below Standard on any part 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. An additional twenty points will be deducted if you earn an overall rating of Significantly Below Standard again the next cycle.

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 SCORE CHART
CORE PROFESSIONALISM (CP)

CORE PROFESSIONALISM (CP)	CYCLE ENDS 2/5	CYCLE ENDS 6/17	OVERALL
CP SCORE (Lowest of CP 1 to CP 4)	MEETS STANDARD	MEETS STANDARD	MEETS STANDARD
CP 1: Attendance	MEETS STANDARD	MEETS STANDARD	
CP 2: On-Time Arrival	MEETS STANDARD	MEETS STANDARD	
CP 3: Policies and Procedures	MEETS STANDARD	MEETS STANDARD	
CP 4: Respect	MEETS STANDARD	MEETS STANDARD	



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

Please contact the IMPACT team at 202-719-6553 or impactdcps@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, protocols for the Thirty-Minute Morning Block).

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, protocols for the Thirty-Minute Morning Block).

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, protocols for the Thirty-Minute Morning Block).

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner.

SUPPORTING YOUR SUCCESS

What resources are available to help me be successful?

Professional development is critical to our success as a school system. After all, the best schools are those focused on the learning of children *and* adults. This is why providing educators with outstanding support is a top district priority.

Below you will find more information about job-specific resources and learning opportunities designed to help you improve your practice.

FOR CUSTODIANS

Head custodians attend quarterly custodial foreman meetings, which cover topics such as safety, security, food service, major cleanings, scheduling, management, and weather preparation. Trainings on the facilities management computer system (FACMAN) and other topics are also available.

In addition, building service supervisors from the Office of Public Education Facilities Management complete regular housekeeping inspections with head custodians, and the Office of School Operations supports custodians in creating and implementing action plans to address identified areas of need.

“You have to have a good rapport with your employees. As a supervisor, it’s your responsibility to try to bring out the best in each employee, to try to find each individual’s strength and build on that. A lot of times we focus on what people can’t do. If you get them to focus on what they can do, then you motivate them. Build on their strengths and work with their weaknesses.”

JOSEPH HUGHES, HEAD CUSTODIAN, ELIOT-HINE MS



Simona Monatti



Simona Monatti



Simona Monatti



Simona Monatti

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 form an overall IMPACT score and rating. The process involves five steps.

Step 1

We begin by identifying your overall ratings 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).

Step 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.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE	PIE CHART PERCENTAGE	WEIGHTED SCORE
Custodian Standards (CUST)	3.56	x 90	= 320.4
Commitment to the School Community (CSC)	3.50	x 10	= 35.0
TOTAL			355

Step 3

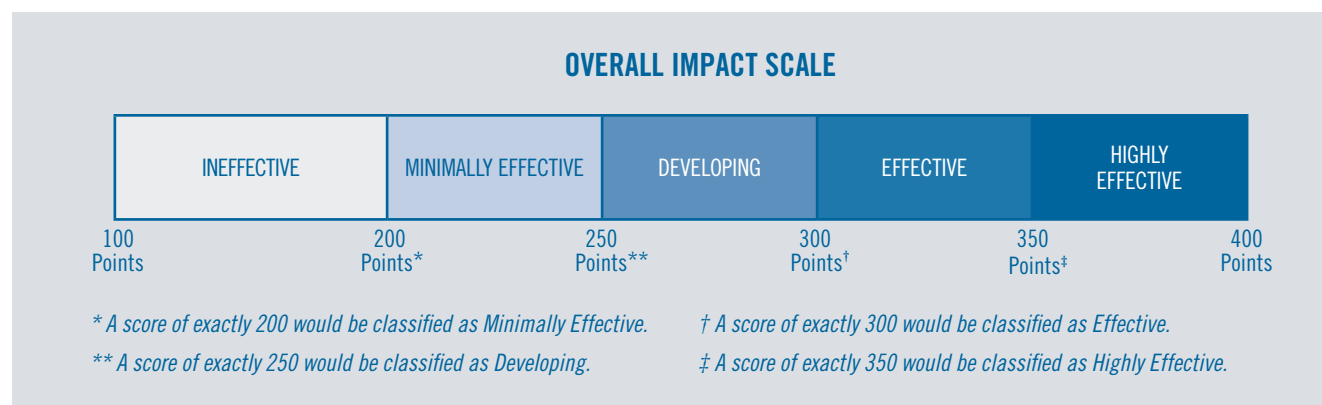
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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

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.)

*Specifically, DCPS may, at its discretion, revise 2014-2015 cycle deadline dates in order to accommodate district-wide testing schedules.

What do these ratings mean?

Highly Effective: This rating signifies outstanding performance. Members of the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation under the WTU contract.

Effective: This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.

Developing: This rating signifies performance that is below expectations. DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after three years of support, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, educators who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Minimally Effective: This rating signifies performance that is significantly below expectations. As with Developing educators, DCPS will encourage principals to prioritize these educators for professional development in an effort to help them improve their skills. If, after two years of support, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, educators who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective.

Ineffective: This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

Note: In very rare cases, a principal may recommend that an educator be separated more expeditiously than outlined above if the educator's performance has declined significantly from the previous year or if there is little evidence that she or he is improving. For example, a principal, in consultation with her or his instructional superintendent, may recommend that an educator who has earned two consecutive Developing ratings, but who has shown no signs of growth, not be provided with a third year for improvement. In these very rare cases, a principal will need the approval of her or his instructional superintendent to submit a recommendation for early separation. A three-member panel comprised of senior leaders in DCPS will review the recommendation and issue a decision. Teachers will have the right to appeal the panel's decision through the Chancellor's Appeals Process.

If I have a concern about my rating, what should I do?

If you ever have a concern, we encourage you to contact the IMPACT team at 202-719-6553 or impactdcps@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.

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.

What can I do if I disagree with my final rating?

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 and final IMPACT scores 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.

What is IMPACT*plus*?

IMPACT*plus* is the performance-based compensation system for Washington Teachers' Union (WTU) members.

Why does DCPS have a performance-based pay system?

DCPS and the WTU agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate — in the boldest way possible — how much we value the work you do. IMPACT*plus* is the product of this groundbreaking collaboration. We are proud that outstanding DCPS educators are now being paid what they deserve. In fact, some have seen their compensation more than double. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who created IMPACT*plus*?

As noted above, DCPS and the WTU collaboratively developed the system. As part of this process, we examined compensation models from around the country.

Who is eligible for IMPACT*plus*?

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

How do I know if I am a WTU member?

All teachers, instructional coaches, mentor teachers, librarians, counselors, related service providers, and a handful of other educators are part of the WTU. If you are not sure about your status, please contact the WTU at 202-293-8600.

How will I know if I receive a Highly Effective rating?

You can find out by logging into the IMPACT database at impactdcps.dc.gov. If you need assistance logging in, please contact the IMPACT team at 202-719-6553 or impactdcps@dc.gov.

Do I need to be a “full” union member to be eligible for IMPACT*plus*, or is “agency fee” status enough?

You only need “agency fee” status to be eligible for IMPACT*plus*. To learn more about this status, please contact the WTU at 202-293-8600.

How does it work?

For all WTU members who are not teachers, instructional coaches, or mentor teachers, *IMPACTplus* takes the form of an annual bonus. To qualify for the program, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

YOUR IMPACT RATING	YOUR SCHOOL'S POVERTY LEVEL	YOUR BONUS
Highly Effective	High-Poverty	\$2,000
	Low-Poverty	\$1,000

How do I know what my school's poverty level is?

Each school's poverty level is listed on the DCPS website at dcps.dc.gov/DCPS/impactplus. If you work at more than one school, we will use the average of your schools' free and reduced-price lunch rates.

Why do educators in high-poverty schools receive higher bonuses?

One of the goals of *IMPACTplus* is to help our highest-poverty schools attract and retain outstanding educators. This is why we are offering higher bonuses to the individuals who serve in these schools.

If I retire at the end of the 2014–2015 school year, will I be eligible for the bonus?

Yes.

Will the bonus count towards my pension calculation?

No.

If I resign at the end of the 2014–2015 school year, will I be eligible for the bonus?

No. In addition to recognizing and rewarding excellent educators, *IMPACTplus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS, or be a new entrant to the teachers' 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.

Are there any conditions attached to accepting the 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 in the future and cannot find a placement at another school. To learn more about these options, please consult the WTU contract (Section 4.5.5) at wtulocal6.org.

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 to DCPS whether I want to accept the bonus?

Once final IMPACT reports 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?

All bonuses will be paid by the end of the calendar year in which they are earned.

Will the bonus be subject to District of Columbia and federal income taxes?

Yes.

If I earn a Highly Effective rating again next school year (2015–2016), will I be eligible for another bonus?

Yes. You will be eligible every year that you earn a Highly Effective rating.



Andrea Leoncarvallo



Andrea Leoncarvallo



Andrea Leoncarvallo



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If I have additional questions about *IMPACTplus*, whom should I contact?

Please contact the IMPACT team at 202-719-6553 or impactdcp@dc.gov.

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. You are the most important lever of change in our school system.

Our strategic plan, *A Capital Commitment*, is an ambitious vision of what our collective impact will be by 2017, and it is our opportunity — as individual educators, as an entire school system, and as a broader community — to truly prove what’s possible.

While the goals we have set 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.



NOTES



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