

Other Instructional Coaches

GROUP
16



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2025
2026

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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 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:

- 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. Your professional growth is critical to DCPS' mission and is cultivated through a clear vision of excellence paired with meaningful and aligned feedback opportunities.



GROUP 16: OVERVIEW

Who is in Group 16?

Group 16 consists of all non-LEAP Leader instructional coaches, including technology coaches.

What are the IMPACT components for members of Group 16?

There are three IMPACT components for members of Group 16. Each is explained in greater detail in the following sections of this guidebook.

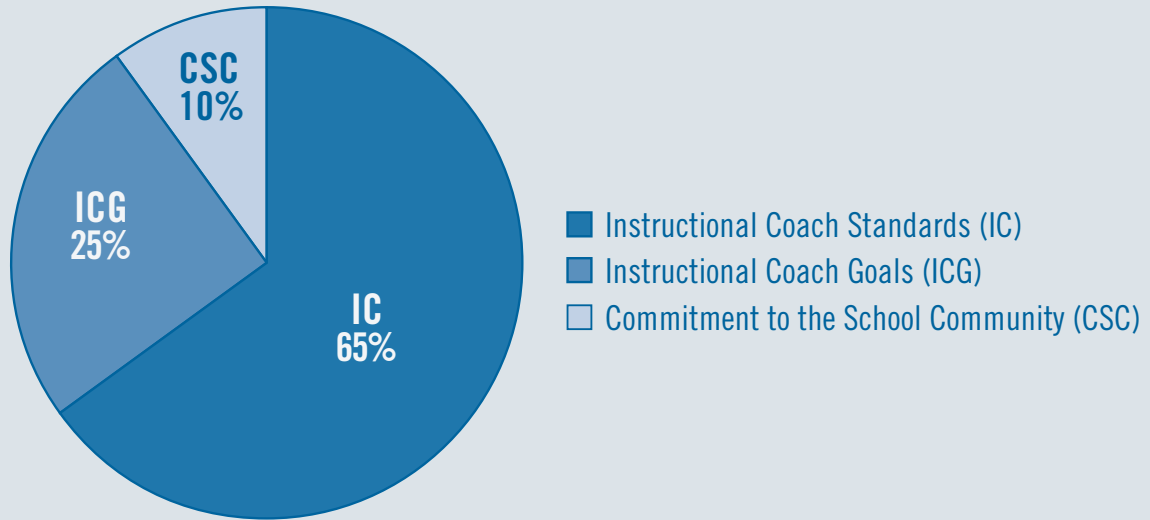
- **Instructional Coach Standards (IC)** — These standards define excellence for all non-LEAP Leader instructional coaches in DCPS. They make up 65% of your IMPACT score.
- **Instructional Coach Goals (ICG)** — These are goals for student learning, as evidenced by rigorous assessments. This component makes up 25% 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.



Where can I find this year's IMPACT Cycle dates?

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

IMPACT COMPONENTS FOR GROUP 16



What are the Instructional Coach Standards?

These standards define excellence for instructional coaches in DCPS. They include:

- Standard 1: Core Job Functions
- Standard 2: Analyze Data
- Standard 3: Design Support
- Standard 4: Implement Support
- Standard 5: Demonstrate Teacher and Student Growth
- Standard 6: Facilitate Adult Learning

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

Your school leader will holistically gather evidence of your coaching in a variety of ways over the course of each IMPACT cycle (e.g., teacher and student artifacts) and will observe your coaching at least twice each cycle. For example, your school leader may observe you facilitating a coaching conversation, co-planning, and/or modeling with teachers.

Using the evidence gathered over the course of each IMPACT cycle, your school leader will assess which level (4, 3, 2, 1) provides the best description of your coaching practice for each applicable standard of the IC. Standard scores will then be averaged together to form an overall IC score for the cycle.

How will I receive feedback based on my Instructional Coach assessment?

Your school leader will meet with you each IMPACT cycle to discuss your practice, highlight successful elements of your coaching work, and suggest next steps for professional growth. You will also receive written feedback in an IC report, which can be viewed in the IMPACT database at impactdcps.dc.gov.

If your school leader 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 instructional coaches who have earned Highly Effective ratings two years in a row be assessed this year?

Instructional coaches who have earned a final IMPACT rating of Highly Effective for the last two school years will receive an IC assessment by the end of Cycle 1. If the score from this assessment is 3.0 or higher, the IMPACT team will notify the instructional coach via email after Cycle 1 that she/he will not be receiving a second assessment, unless requested by the instructional coach via the IMPACT database (<http://impactdcps.dc.gov>).

If the Cycle 1 IC score is below 3.0, the instructional coach will continue on the normal assessment schedule.

Please note that instructional coaches 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 instructional coaches are eligible for a reduced number of assessments this year.

SAMPLE SCORE CHART
INSTRUCTIONAL COACH STANDARDS (IC)

INSTRUCTIONAL COACH STANDARDS (IC)	CYCLE 1	CYCLE 3	OVERALL (Average of Cycles)
IC 1: Core Job Functions	4.0	4.0	
IC 2: Analyze Data	3.0	4.0	
IC 3: Design Support	4.0	4.0	
IC 4: Implement Support	3.0	3.0	
IC 5: Demonstrate Teacher and Student Growth	4.0	3.0	
IC 6: Facilitate Adult Learning	3.0	4.0	
IC SCORE (Average of IC 1 to IC 6)	3.50	3.66	3.58



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

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

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

LEVEL 4 (HIGHEST)

LEVEL 3

IC 1 CORE JOB FUNCTIONS*

Instructional coach **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.

Instructional coach **consistently** accomplishes core job functions in a timely and effective manner.

IC 2 ANALYZE DATA

Instructional coach **meets Level 3** expectations AND **extends impact** by developing teachers' capacity to analyze their own practice and student data to drive continuous improvement.

Instructional coach **consistently** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

IC 3 DESIGN SUPPORT

Instructional coach **meets Level 3** expectations AND **extends impact** by applying a deep knowledge of content and of a broad range of effective instructional practices.

Instructional coach **consistently** develops targeted coaching plans that are based on analyses of data and aligned to teachers' high priority areas for growth and include: 1) specific, measurable, and ambitious goals; 2) a scope and sequence that follows a gradual release of responsibility model; and 3) effective instructional practices.

**Core job functions vary by school and are established by school leaders.*



Bel Perez Gabilondo



Michael DeAngelis

LEVEL 2

Instructional coach **sometimes** accomplishes core job functions in a timely and effective manner.

Instructional coach **sometimes** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

Instructional coach **sometimes** develops targeted coaching plans that are based on analyses of data and aligned to teachers' high priority areas for growth and include: 1) specific, measurable, and ambitious goals; 2) a scope and sequence that follows a gradual release of responsibility model; and 3) effective instructional practices.

LEVEL 1 (LOWEST)

Instructional coach **rarely or never** accomplishes core job functions in a timely and effective manner.

Instructional coach **rarely or never** collects and analyzes multiple sources of evidence of teacher practice (for example, classroom instruction, lesson plans, teacher-made assessments) and of student learning (for example, student work, behavior logs, paced interim assessments, progress monitoring tools) and draws detailed and appropriate conclusions regarding strengths and high priority areas for growth.

Instructional coach **rarely or never** develops targeted coaching plans that are based on analyses of data and aligned to teachers' high priority areas for growth and include: 1) specific, measurable, and ambitious goals; 2) a scope and sequence that follows a gradual release of responsibility model; and 3) effective instructional practices.



LEVEL 4 (HIGHEST)

LEVEL 3

IC 4

IMPLEMENT SUPPORT

Instructional coach **meets Level 3** expectations AND **extends impact** by monitoring teacher implementation after the learning cycle and continuing to provide opportunities for growth through informal support.

Instructional coach **consistently** implements coaching plans, in an effective manner, by successfully executing strategies for assistance (for example, modeling, co-planning, co-teaching, debriefing); monitoring teachers' progress toward goals and providing detailed and specific suggestions for improvement; and making adjustments to plans as necessary.

IC 5

DEMONSTRATE TEACHER AND STUDENT GROWTH

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data and progress toward coaching goals) is evident for **all or almost all** teachers who receive coaching.

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data and progress toward coaching goals) is evident for **most** teachers who receive coaching.

IC 6

FACILITATE ADULT LEARNING

Instructional coach **meets Level 3** AND **extends impact** by releasing facilitation responsibility to teachers as appropriate and by developing teacher leaders who effectively employ strategies for assistance with other teachers (for example, model classrooms, demonstration lessons, co-planning).

Instructional coach **consistently** facilitates adult learning in both individual and group settings by communicating clearly, directly, and respectfully; following established protocols and principles of adult learning theory*; maintaining a focus on outcomes; and fostering collaboration and investment.

**Following principles of adult learning theory includes goal-oriented, relevant, active, and practical learning situations; providing opportunities for teachers to make connections to their own knowledge, experiences, and challenges; promoting a safe and supportive learning environment; allowing for choice and self-direction; etc.*

LEVEL 2

LEVEL 1 (LOWEST)

Instructional coach **sometimes** implements coaching plans, in an effective manner, by successfully executing strategies for assistance (for example, modeling, co-planning, co-teaching, debriefing); monitoring teachers' progress toward goals and providing detailed and specific suggestions for improvement; and making adjustments to plans as necessary.

Instructional coach **rarely or never** implements coaching plans, in an effective manner, by successfully executing strategies for assistance (for example, modeling, co-planning, co-teaching, debriefing); monitoring teachers' progress toward goals and providing detailed and specific suggestions for improvement; and making adjustments to plans as necessary.

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data and progress toward coaching goals) is evident for **some** teachers who receive coaching.

Significant improvement in teacher practice and student achievement (for example, as evidenced by lesson observation data and progress toward coaching goals) is evident for **few or no** teachers who receive coaching.

Instructional coach **sometimes** facilitates adult learning in both individual and group settings by communicating clearly, directly, and respectfully; following established protocols and principles of adult learning theory*; maintaining a focus on outcomes; and fostering collaboration and investment.

Instructional coach **rarely or never** facilitates adult learning in both individual and group settings by communicating clearly, directly, and respectfully; following established protocols and principles of adult learning theory*; maintaining a focus on outcomes; and fostering collaboration and investment.

What are the Instructional Coach Goals (ICGs)?

ICGs are goals for student learning, as evidenced by rigorous assessments other than the PARCC assessments. Instructional coaches set these goals for the students of teachers they support.

Why is this one of my IMPACT components?

We believe that an instructional coach's most important responsibility is to develop the practice of their teachers, in order to ensure that students learn and grow. This measure allows you to be recognized for your contribution to your teachers' students' academic progress.

What assessments can I use to set Instructional Coach Goals (ICGs)?

You and your school leader will agree upon one or more assessments from an approved bank of assessments currently used in DCPS schools and aligned to the content area(s) and grade band(s) that you support. The approved assessment bank can be found in the ICG guidance, which is available on your IMPACT dashboard (impactdcps.dc.gov).

How will Instructional Coach Goals (ICGs) be set?

In the fall, you and your school leader will set ICGs by selecting one or more content and grade-aligned assessments and choosing achievement targets based on baseline data (as applicable) for your teachers' students. If you set multiple ICGs, weights will be selected for each goal. School leaders must approve all assessments, targets, and weights.

At the end of the school year, student achievement data will be submitted to your school leader, who will verify the data and assign each ICG a score based on the targets. Your school leader will communicate with you the date by which student achievement data should be submitted.

What if I am shared between two schools?

If you are a shared instructional coach at two schools, you will set ICGs and receive scores at each school. These scores will then be averaged together to determine your final score for this component.

Where can I find out more about ICG?

ICG resources, including a webinar, guidance document, FAQs, goal tracking spreadsheets and more, can be found linked on your IMPACT dashboard (impactdcps.dc.gov) and on [Canvas](#).



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

If I have additional questions about ICGs, whom should I contact?

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



LEVEL 4 (HIGHEST)

LEVEL 3

ICG

INSTRUCTIONAL COACH GOALS

Student scores on assessments indicate, on average, **exceptional** learning, such as at least 1.25 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

Student scores on assessments indicate, on average, **significant** learning, such as at least 1 year of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

**Suggested years of growth are listed here as general guidance. Standardized assessments and skills-based rubrics used for ICGs may measure reading levels, rubric levels, etc. Instructional coaches should refer to the vendor scoring guidance, if applicable, for each assessment they have chosen to determine how many levels equate to a year of growth or more.*

Note:

1. If more than one assessment is used, each will be scored individually. The scores will then be averaged together, taking into account the weights that administrators and instructional coaches assigned to each assessment when setting ICGs at the beginning of the year.



LEVEL 2

Student scores on assessments indicate, on average, **some** learning, such as at least 0.75 years of growth*; each assessment used is **approved** by the administration; and scores reported are **validated** by the administration.

LEVEL 1 (LOWEST)

Student scores on assessments indicate, on average, **little** learning, such as less than 0.75 years of growth*; assessments used are not **approved** by the administration; or scores reported are not **validated** by the administration.



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.

Why is this one of my IMPACT components?

This component was included because we believe every staff member in the building plays a critical role in ensuring the success of all students.

How will my Commitment to the School Community 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 Commitment to the School Community score in the IMPACT database

(<http://impactdcps.dc.gov>). While a conference to discuss your Commitment to the School Community score 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) 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 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 1	CYCLE 2	OVERALL (Average of Cycles)
CSC 1: Support of the Local School Initiatives	3.0	4.0	
CSC 2: Support Special Education and ELL Programs	4.0	4.0	
CSC 3: High Expectations	4.0	4.0	
CSC SCORE (Average of CSC 1 to CSC 3)	3.66	4.0	3.83



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

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 impact.dcps@k12.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 OR by exceptional contribution 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 AND ENGLISH LANGUAGE LEARNER PROGRAMS*

Individual **meets Level 3** expectations AND **extends impact** 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 **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: 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).

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 exceptional contribution toward 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: 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.

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 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 2 will result in a 30 point deduction from your final 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 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 2	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 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 **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.

Individual **demonstrates a pattern** of failing to interact with students, colleagues, parents/guardians, or community members in a respectful manner OR individual has committed a **single egregious act** of disrespect as determined by the school leader.

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 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).

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
Instructional Coach Standards (IC)	3.58	x 65	= 232.7
Instructional Coach Goals (ICG)	3.56	x 25	= 89.0
Commitment to the School Community (CSC)	4.00	x 10	= 40.0
Core Professionalism (CP)	Meets Standard	N/A	No Change
TOTAL			362

Step 3

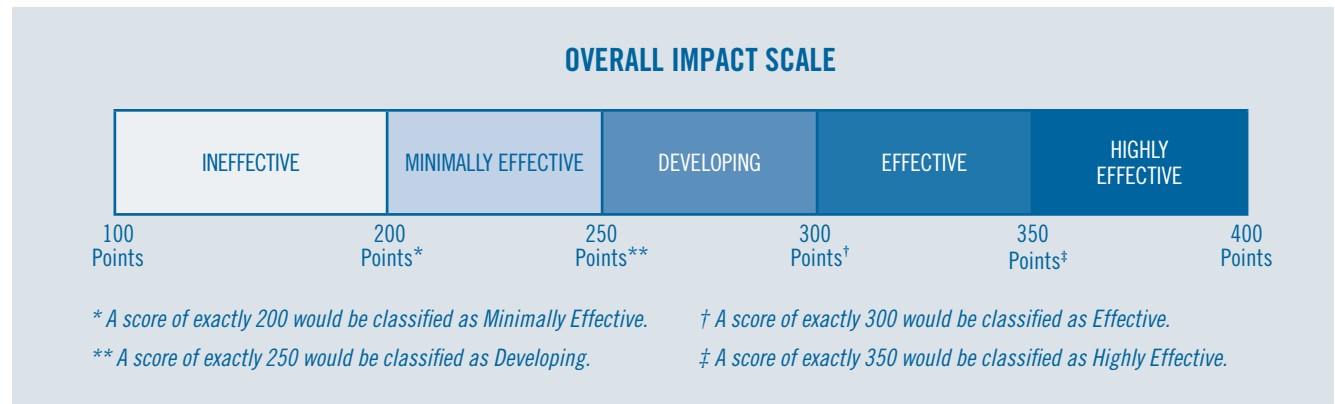
We then add the weighted scores to arrive at a total score. The total score will always be between 100 and 400.

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.)

What do these ratings mean?

Highly Effective: 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 *IMPACT_{plus}* section of this guidebook. All 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 union 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 is not a rating. It instead signifies that after review, the final IMPACT score you received will not have any IMPACT related consequences associated with it. Your IMPACT evaluation for this school year will not result in any of the consequences or rewards that may normally be associated with your final IMPACT score; however, in the event your school needs to reduce or excess employees during the following school year, your IMPACT score may be used. For more information on why you did not receive a rating, you can reach out to the IMPACT team.

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 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 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.

IMPACT*plus* — WTU

What is IMPACT*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 IMPACT*plus*?

Any WTU member who earns an IMPACT rating of Highly Effective is eligible for an annual bonus. Instructional coaches in Groups 15 and 16 at high-poverty schools are eligible for additional base salary increases after they have received two consecutive Highly Effective ratings as instructional coaches.

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 IMPACT*plus*?

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 instructional coaches, IMPACT*plus* has two parts: an annual bonus and an increase in base salary.



Andrea Leoncavalla

PART 1: ANNUAL BONUS

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 CSI SCHOOLS	YOUR TOTAL POSSIBLE ANNUAL BONUS
Highly Effective	High-Poverty	\$10,000	Additional \$10,000	\$20,000
	Low-Poverty	\$2,000	n/a	\$2,000

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.

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

The Office of the State Superintendent (OSSE) determines the Comprehensive Support and Improvement designations based on a school's School Transparency and Reporting (STAR) Framework score. All schools are ranked by their summative index score, calculated by the accountability metrics. 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 (CSI) Low Performing schools, and current designations last for 2 years or until the next round of designations. For more information on CSI schools, please visit OSSE's website at osse.dc.gov/investmentinschools.

Why do instructional coaches in high-poverty and Comprehensive Support and Improvement (CSI) Low Performing schools receive higher bonuses?

One of the goals of [IMPACTplus](#) 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.

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

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

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

Yes. Note that, if you retire before the end of the school year, you will not be eligible for [IMPACTplus](#).

Will the bonus count toward my pension calculation?

No.

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 eligible for the bonus, you must be a new entrant to the retirement system OR return to DCPS the following year and be employed by DCPS 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?

Instructional coaches 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 [IMPACTplus 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 IMPACTplus 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 by the last day of Term 1 in the following school year or retired, DCPS will disburse all bonuses in the following academic year.

Will the bonus be subject to taxes?

Yes.

If I have additional questions about the annual bonus, whom should I contact?

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

PART 2: INCREASE IN BASE SALARY

How does the increase in base salary work?

If you earn a Highly Effective rating two years in a row as an instructional coach and work in a high-poverty school, you will be eligible for an increase in your base salary.

How will it work?

We will increase your base salary in two ways. First, we will move you to the master's degree salary band if you are not already there. Second, we will grant you a service credit, meaning we will pay you as if you had additional years in the system.

IMPACT RATINGS FOR TWO CONSECUTIVE YEARS	YOUR SCHOOL'S POVERTY LEVEL	YOUR SERVICE CREDIT
Highly Effective	High-Poverty	5 Years

Will the service credit count for retirement eligibility?

No. Your retirement eligibility will still depend on the actual number of years you have worked in the school system.

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

No, if you earned service credits as a Highly Effective Instructional Coach last year, a Highly Effective rating this year would be considered your first of two consecutive Highly Effective ratings.

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

Yes.

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

Yes. After accepting the increase, 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 increase in base salary?

No. If you would prefer not to give up the "extra year," early retirement, or buyout options related to excessing, you may forgo the increase in base salary.

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

If you continue to earn Highly Effective ratings, we will move you to the highest salary on the PhD band.

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

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





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