

# School Leaders

PRINCIPALS



# IMPACT



DISTRICT OF COLUMBIA  
PUBLIC SCHOOLS

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

2016  
2017



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# LETTER FROM THE CHANCELLOR

Dear School Leaders,

We have made an enormous amount of progress over the last few years. As you know, according to the National Assessment of Educational Progress (NAEP), DCPS is the fastest improving urban school system in the country. Our graduation rates are up, and our enrollment is rising for the fifth year in a row. All of this success is because of the extraordinary work you have done each and every day in partnership with your teachers, students, families, and communities.

I say all the time that DCPS has the best school leaders in the nation, and it's true. Our collective success is the direct result of your instructional vision and the leadership you provide in your schools every day.

That said, our PARCC results indicate there is still much work to be done. If we are going to close the achievement gap and prepare all of our young people for college and career, we must continue to evolve as a district. This is why we are making the following changes to IMPACT this year.

First, we are making three major changes to IMPACT for teachers:

- **We are transitioning from the Teaching and Learning Framework (TLF) to the DCPS Essential Practices (EP) rubric.** This tool was developed collaboratively by DCPS school leaders like you, teachers, central office staff, and others, and is designed to mirror the rigor and shifts of the Common Core State Standards.
- **We are adding student surveys for teachers of students in grades 3–12.** The survey results will provide teachers with specific, actionable feedback to inform their instruction. We piloted student surveys and conducted feedback sessions in a quarter of DCPS schools this past year. Teachers and school leaders in these buildings consistently shared that student surveys provide actionable feedback about instructional practice and elevate the voices of our most important stakeholders — students.
- **We are reintroducing the Individual Value-Added (IVA) measure.** After a two year IVA hiatus, teachers will once again be recognized for their contribution to student achievement.

Second, we are making updates to school leader IMPACT:

- **We are adding to the optional artifacts and evidence section of the Leadership Framework.** For example, you may now include the actions you take in response to your Insight Survey data as an artifact of best practice.
- **Student achievement on the state assessment (PARCC) will once again be included in your Student Outcome goals.**

I am so proud of the work we have done together, and I am excited to see our district continue to move forward with innovation, urgency, and optimism. Thank you for all that you do for our teachers, students, and families every day. We are DCPS, and we **are** doing this!

With great appreciation,



Kaya Henderson  
Chancellor, District of Columbia Public Schools



Michael DeAngelis



Simona Monnatti



Bel Perez Gabilondo

# PUTTING GROWTH FIRST

## How does IMPACT support my growth?

The primary purpose of IMPACT is to help you become more effective school leaders. 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. You will receive formal feedback, including discussion of your strengths as well as your areas of growth, from your instructional superintendent twice each year. In addition, the current cluster structure guarantees regular formative feedback from your instructional superintendent. At least one visit each assessment period will include an observation of you in action, serving as instructional leader. You will also be able to view comments about your performance after each cycle by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss school leader 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.
- **Retaining Great People** — Highly effective school leaders help everyone improve, including students, teachers, and staff members. IMPACT will identify our highest performing school leaders and enable DCPS to recognize them.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With outstanding school leaders in every school, 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.



Andrea Leoncavallo



Bet Perez Gabilondo



Andrea Leoncavallo

# OVERVIEW

As a school leader, you set the tone, culture, and strategic direction for your school. Your leadership is a critical factor for driving student achievement by putting the necessary relationships, structures, and systems in place each year.

## What are the guiding principles for School Leader IMPACT?

Several guiding principles help to ensure that School Leader IMPACT is a well-designed, rigorous evaluation system:

- **Student Achievement-Focus:** Focus school leaders' energy on student learning
- **Simplicity:** Clarify DCPS' expectations and priorities for school leader performance
- **Transparency:** Illuminate all aspects of the process, especially how human capital decisions are made
- **Consistency:** Ensure school leaders experience the same process across clusters, levels, and positions

## What are the IMPACT components for principals?

Your evaluation as a principal is made up of the following two categories: Student Outcome Goals and Leadership Framework Standards. The evaluation components emphasize the importance of both student achievement growth and the leadership practices that demonstrate your impact on your students and your school community. Each is explained in greater detail in the following sections of this guidebook.

### Student Outcome Goals

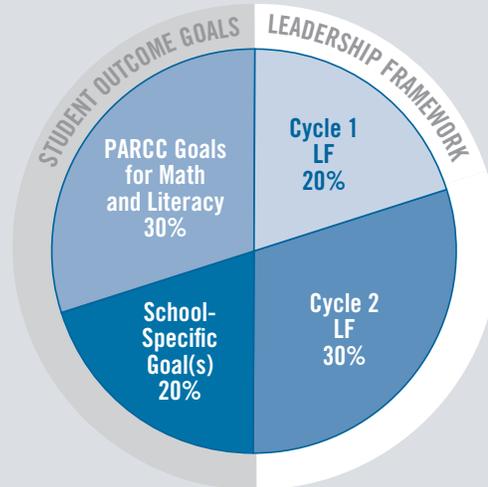
- **PARCC Goals** — This is a measure of achievement over the course of the year as it relates to the annual PARCC exam. The focus of these goals will be increasing student proficiency and reducing the percentage of students scoring at the lowest levels.
- **School-Specific Goals (SSG)** — You will set annual goals that address high-need areas for your school's overall success. These goals can focus on measuring student achievement, or they can focus on improving a key aspect of the school culture that will help improve student learning. Each year, you may focus on a different area of need as outlined by your comprehensive school plan. These goals should be set based on approved metrics, and you will receive a bank of eligible metrics to choose from.

### Leadership Framework Standards

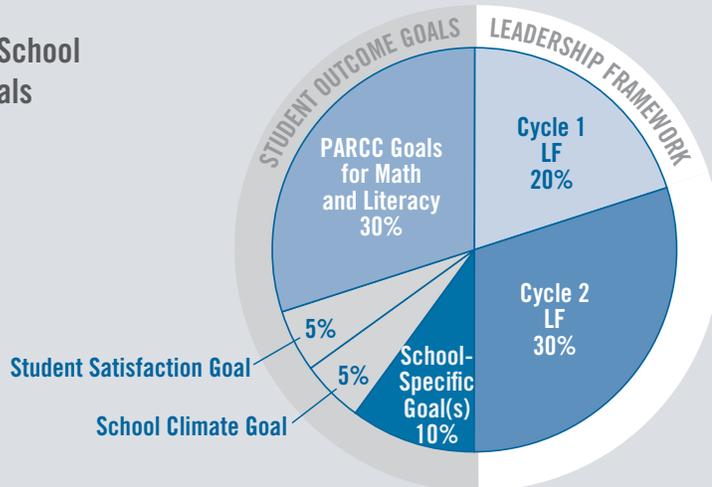
- **Leadership Framework Assessments (LF)** — This is a measure of the effectiveness of your leadership practices on improving student learning. Leadership Framework Assessments will include both qualitative and quantitative measures of your impact on your school and your students along six key standards: Instruction, Talent, School Culture, Operations, Family & Community, and Personal Leadership.

## IMPACT COMPONENTS FOR PRINCIPALS

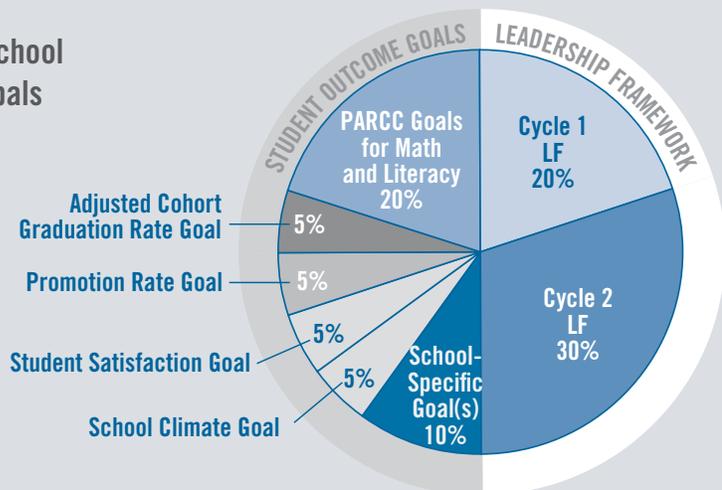
### Elementary and Education Campus Principals



### Middle School Principals



### High School Principals



### What is the purpose of goal setting?

In order to meet the ambitious district-wide goals outlined in *A Capital Commitment*, it is essential that we set interim milestones along the way to ensure that we are on track and able to make adjustments as necessary. As you continue to plan for the school year, you will work with your school community to set annual goals that are aligned with DCPS' broader vision for student achievement.

### What types of Student Outcome Goals will principals set?

Each student outcome goal emphasizes a different aspect of a principal's school-level impact on student learning outcomes and will help DCPS ultimately meet its Capital Commitment Goals. Also, Student Outcome Goals are differentiated by school level to reflect the unique priorities and needs of different schools.

#### *Elementary Schools, Education Campuses, Middle Schools, and High Schools*

- **PARCC Goals** — This is a measure of achievement over the course of the year as it relates to the annual PARCC exam. The focus of these goals will be increasing student proficiency and reducing the percentage of students scoring in the level 1 range.\*\* Each PARCC goal will be weighted equally.
- **School-Specific Goals** — You will set annual goals that address high-need areas for your school's overall success. These goals can focus on measuring student achievement, or they can focus on improving a key aspect of the school culture that will help improve student learning. Each year, you may focus on a different area of need as outlined by your comprehensive school plan. These goals should be set based on approved metrics, and you will receive a bank of eligible metrics to choose from.

#### *Non-Traditional Schools Using an Assessment Other Than PARCC*

- **Student Achievement Goals** — You will set at least two annual goals focused on increasing student achievement. The targets will reflect your leadership team's collective goals for student achievement.
- **School-Specific Goals** — You will set at least two annual goals that address a high-need area for your school's overall success. These goals should focus on measuring student achievement, or they can focus on improving a key aspect of the school culture that will help improve student learning. Each year, you may focus on a different area of need as outlined by your comprehensive school plan.

*\*\*At schools for which these PARCC levels will not be applicable, comparable levels will be set.*



Michael DeAngelis

### What are DCPS' core expectations for school leaders?

As the public face of their schools and the district, principals are expected to model integrity, ethics, and professionalism. They must embody the belief that every child can achieve at high levels and work every day to build their school into a caring and supportive community. School leaders must ensure that each of their actions, without exception, meets the highest legal and ethical standards. They must do everything in their power to protect children from harm or abuse. They must also treat students, parents, teachers, and other community members as valued partners, showing respect, humility, and integrity in all of their interactions.

### What is the Leadership Framework?

Building on these core expectations, the Leadership Framework (LF) defines effective school leadership within DCPS. It outlines the key leadership strategies and practices that we believe lead to increased student achievement. As the graphic to the right illustrates, the framework has six Leadership Framework standards. The six LF standards are: Instruction, Talent, School Culture, Operations, Family & Community, and Personal Leadership.

Essential features of the LF include the following:

- **The framework is streamlined.** The Leadership Framework focuses on the six standards that we have found to be most aligned with effective school leadership. Please note that some skills cut across these standards and are present throughout the rubric. This was done to emphasize the importance of select leadership practices, such as data-driven decision-making, relationship building, and leadership team capacity building. The Personal Leadership standard also consists of four core leadership skills that we believe you need to demonstrate in all that you do as a school leader in order to be successful. For example, your ability to communicate effectively is essential whether you are cultivating relationships with families and communities, engaging your key talent, or establishing a strong school culture.
- **The framework codifies high expectations for school leaders and provides detailed descriptions of leadership practices.** Level 3 and Level 4 descriptions have been written to ensure that the bar is high for what we expect from school leaders in improving student learning in pursuit of our ambitious Capital Commitment Goals. However, we also recognize that school leaders cannot do this work alone. Thus, we emphasize school leaders' need to exercise distributive leadership through building leadership capacity and leveraging diverse talents at their schools. Furthermore, in the framework, there are explicit and concrete descriptions of what we expect school leaders to demonstrate along the six LF standards, which will help instructional superintendents to provide detailed feedback to help improve your performance.
- **The framework places greater weight on Instruction.** Instruction is assigned a weight of 25% while the other LF standards are weighted at 15%. Giving more weight to "Instruction" recognizes the importance of your leadership in improving teaching and learning at your schools and in helping the district meet its Capital Commitment Goals.
- **The framework delineates a set of indicators and artifacts that can be used as evidence.** Providing additional data-driven evidence to support LF scores is crucial because you and your instructional superintendents will be able to draw clear links between your leadership actions and the impact of your actions on key outcomes such as student learning, school operations, and staff retention. This is also important because LF scores are a key determinant in the reappointment decision-making process.

## LEADERSHIP FRAMEWORK FOR PRINCIPALS



Note: "Instruction" will be assigned a weight of 25% while the other LF standards will be weighted at 15%.

## Why do we need a Leadership Framework?

The Leadership Framework is essential to the work of increasing student achievement in two fundamental ways. First, it provides a common language for effective leadership practices, which enables us to align all of our professional development to these six standards. Second, it provides clear expectations for school leaders, thereby creating the foundation for a comprehensive evaluation system like School Leader IMPACT.

## Who initially developed the Leadership Framework?

School leaders, DCPS central office staff members, and many others participated in the development of the Leadership Framework during the 2010–2011 school year. As part of that process we consulted numerous sources, including:

- Council of Chief State School Officers' *Interstate School Leaders Licensure Consortium*
- Denver's *School Performance Framework*
- Douglas Reeves' *Assessing Educational Leaders*
- Georgia Leadership Institute for Instructional Improvement's *The 8 Roles of School Leaders*
- Kati Haycock's *Closing the Achievement Gap*
- Linda Darling-Hammond's *Excellent Teachers Deserve Excellent Leaders*
- Louisiana's *Standards for School Principals*
- National Association of Elementary School Principals' *Standards for What Principals Should Know and Be Able To Do*
- National Association of Secondary School Principals' *Leadership Skills Assessment*
- National Board of Professional Teaching Standards' *Core Propositions for Accomplished Educational Leaders*
- New Leaders for New Schools' *Evaluating Principals*
- New Leaders for New Schools' *Urban Excellence Framework*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Palo Alto's *Leadership Standards for Principals*
- Pittsburgh's *Pittsburgh Urban Leadership System for Excellence (PULSE)*
- Robert Marzano et al.'s *Balanced Leadership*
- Robert Marzano et al.'s *School Leadership that Works*
- Southern Regional Education Board's *SREB Critical Success Factors for Principals*
- Southern Regional Education Board's *The District Leadership Challenge*
- Stephen Davis & Michelle LaPointe's *Effective Schools Require Effective Principals*
- Walton Foundation's *School Leadership Study: Developing Successful Principals*

## What research informed the current Leadership Framework?

This year's framework is unchanged from last year to keep the tool constant over five years to ensure principals and instructional superintendents become more familiarized with the tool and to collect feedback over five years on key areas for enhancement.

Our revision process involved gathering feedback from a wide array of stakeholders, including instructional superintendents, principals, assistant principals, teachers, and central office staff members. We also researched the school leader evaluation systems and leadership frameworks of other school districts, state educational agencies, and charter management organizations to glean insights and spark new ideas. Specific sources we consulted during the revision process include:

- City Schools' *School Leader Effectiveness Rubric*
- Georgia's *School Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Framework and Competency Model*
- Kyla L. Wahlstrom et al.'s, *Investing the Links to Improved Student Learning*
- Marzano Center's *Marzano School Leadership Evaluation Model*
- Massachusetts's *A New Framework for Leadership Standards*
- Mike Schmoker's *Results Now*
- Montgomery County's *Principal Standards*
- North Carolina & McREL's *Principal and Assistant Principal Evaluation Process*
- New York City's *Quality Review Rubric*
- New York City's *School Leadership Competencies*
- Ohio's *Standards for Principals*
- Research for Better Teaching's *The Skillful Leader*
- Rich Halverson & University of Wisconsin-Madison's *School Leadership Rubrics*
- The New Teacher Project's *The Irreplaceables*

## How is the Leadership Framework rubric structured?

For each LF standard, the rubric outlines key themes, detailed descriptions for each performance level along each key theme, and performance indicators.

**LF STANDARD**

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**KEY THEME**  
A critical element of each LF standard that illuminates effective school leadership

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**LEADERSHIP ACTIONS**  
Actions the principal takes that help the school achieves its goals of increasing student achievement

**LEADERSHIP ACTIONS**

**INSTRUCTION (INST)**

LEVEL 4 <i>The following best describes the principal's actions:</i>	LEVEL 3 <i>The following best describes the principal's actions:</i>
<b>Ensures effective classroom instruction</b>	
<ul style="list-style-type: none"> <li>■ Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices [Same as Level 3].</li> <li>■ Encourages peer-to-peer classroom observations to share feedback on each other's instructional practices.</li> <li>■ Leverages each teacher's instructional strengths for maximum impact and collaborates with internal and external instructional experts to address each teacher's key areas of growth with differentiated coaching and support. High-impact instructional</li> </ul>	<ul style="list-style-type: none"> <li>■ Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices.</li> <li>■ Provides differentiated coaching and support to high-impact instructional classrooms focused on high-impact instructional</li> </ul>

**ON-TRACK INDICATORS**  
Centrally tracked quantitative indicators used to monitor school's progress towards its goals and used as supporting evidence for Cycle 1 and Cycle 2 LF Assessments

**ON-TRACK INDICATORS**

**INSTRUCTION (INST)**

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>■ % of Students On-Track (MS only)</li> <li>■ Gold: % of Students Meeting Expectations by Domain</li> <li>■ i-Ready BOY, MOY &amp; EOY Performance</li> <li>■ TRC BOY, MOY &amp; EOY Performance</li> </ul>	<ul style="list-style-type: none"> <li>■ # &amp; % of Students On-Track to Promote</li> <li>■ # and % of CTE students On-Track to Completion</li> <li>■ # of 12th Graders With 1+ College Application Submitted</li> <li>■ % of 11th / 12th Graders Who Took SAT</li> <li>■ % of 12th Graders Completing LEAPSA</li> </ul>

**LEAP INDICATORS & ARTIFACTS**  
These indicators and artifacts describe how LEAP implementation may inform assessment of the Leadership Framework standards. Please note that these LEAP-aligned artifacts and indicators are intended to clarify expectations of Level 3 and Level 4 practice for each of the six Leadership Framework standards; they are not a comprehensive list of expectations for LEAP.

**LEAP INDICATORS AND ARTIFACTS**

**INSTRUCTION (INST)**

**PRINCIPALS**

- Clear connections between the instructional vision for the school and the professional learning that takes place within the LEAP Cycle
- School-wide instructional goals set for the year, including LEAP goals
- Priority formative/interim assessments and LEAP goals established by the ALT
- Structures in place for all teachers to collaborate within and outside of LEAP Seminars, including during PD days
- Participation in LEAP Seminars and 5P Debriefs to monitor implementation and provide support to LEAP Leaders and/or teachers, as necessary and as applicable
- Allocation of time and other investments in LEAP for instructional improvement

**OTHER INDICATORS & ARTIFACTS**  
Observable school-wide practices and artifacts used to monitor school's progress towards its goals and used as supporting evidence for Cycle 1 and Cycle 2 LF Assessments

**OTHER INDICATORS AND ARTIFACTS**

**INSTRUCTION (INST)**

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>■ Academic Interventions</li> <li>■ Academic Interventions Grouping</li> <li>■ Book Room Level of Completion</li> <li>■ Common Core Literacy Instruction</li> <li>■ Common Core Math Instruction</li> <li>■ Class Usage</li> </ul>	<ul style="list-style-type: none"> <li>■ Classroom Observation of Teaching Strategies: Common Core Math &amp; Literacy</li> <li>■ Documentation of work-based learning experiences (career guest speakers, industry site visits, industry placements)</li> <li>■ Implementation of Tenacity Employability Curriculum</li> <li>■ Informal &amp; Formal Classroom Observations</li> </ul>



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## LEADERSHIP ACTIONS

### INSTRUCTION (INST)

Establishes a shared vision and goals for student achievement and uses a deep knowledge of curriculum, instruction, and assessment to achieve the school's vision and goals.

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Develops the school's instructional vision and goals

- Develops a vision of high achievement for all students in collaboration with all staff members and based on extensive data review.
- Shares the vision with staff members, students, and key external stakeholders, and always refers to it during the school year. All staff members demonstrate ownership of realizing the vision.

- Develops a vision of high achievement for all students in collaboration with the leadership team. Vision is based on extensive data review and staff members' input.
- Shares the vision with staff members and students, and periodically refers to it during the school year. Most staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language).

- Sets ambitious yet realistic annual and multi-year school goals with the leadership team and other key internal and external stakeholders. Goals are based on an analysis of multiple years of aggregated and disaggregated data. All staff members are able to articulate the alignment between the goals, the school's vision, and DCPS' five-year strategic targets.

- Sets ambitious yet realistic annual school goals with the leadership team. Goals are based on an analysis of the previous year's aggregated and disaggregated data (by content area and by student subgroups). Most staff members are able to articulate the alignment between the goals and the school's vision.

### Oversees effective school- and classroom-level planning

- Collaborates with key internal and external stakeholders (e.g., LSAT, PTA, families) to develop a comprehensive school plan (CSP) that clearly indicates how the school's goals will be achieved. CSP consists of high-impact improvement strategies that will help increase student achievement.
- Oversees CSP implementation by creating clear systems and frequent opportunities to communicate with staff members, students, and families about the school's goals and progress towards them.

- Collaborates with the leadership team and other staff members to develop a comprehensive school plan (CSP) that clearly indicates how the school's goals will be achieved. CSP consists of high-impact improvement strategies that will help increase student achievement.
- Monitors CSP implementation by periodically reviewing progress towards the school's goals with the leadership team.

- Creates strong collaborative planning structures and provides ample time for all teachers to work together on classroom-level instructional planning and share high-impact instructional strategies through professional learning communities or peer coaching. All teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to the DCPS scope and sequence documents and unit overviews.

- Creates adequate collaborative planning structures and schedules for most teachers to effectively work together on classroom-level instructional planning. Most teachers use individual and team planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to the DCPS scope and sequence documents and unit overviews.

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Develops a vision of high achievement for all students, using some data and staff input.</li> <li>■ Shares the vision with staff members, but rarely refers to it during the school year. Some staff members are able to describe their role in realizing the vision.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Sets unambitious annual school goals, using easily accessible data. Some staff members are able to articulate the link between the goals and the school's vision.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Develops a comprehensive school plan (CSP) that gives generally clear indication of how the school's goals will be achieved based on some staff input. CSP consists of similar improvement strategies to those used in the past, including some that previously yielded minimal impact on student achievement.</li> <li>■ Monitors CSP implementation at specific times (e.g., when important data becomes available or when key stakeholders ask about school's progress towards its goals).</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Creates adequate collaborative planning structures and schedules for some teachers to effectively work together on classroom-level instructional planning. Some teachers use the collaborative planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments that are aligned to the DCPS scope and sequence documents and unit overview. Other teachers, despite the lack of support, find time to work together on instructional planning or work independently.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## LEADERSHIP ACTIONS

### INSTRUCTION (INST)

<p><b>LEVEL 4</b> <i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 3</b> <i>The following best describes the principal's actions:</i></p>
<p><b>Ensures effective classroom instruction</b></p>	
<ul style="list-style-type: none"> <li>■ Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices <i>[Same as Level 3]</i>.</li> <li>■ Encourages peer-to-peer classroom observations to share feedback on each other's instructional practices.</li> <li>■ Leverages each teacher's instructional strengths for maximum impact and collaborates with internal and external instructional experts to address each teacher's key areas of growth with differentiated coaching and support. High-impact instructional practices are demonstrated in every classroom and across all content areas.</li> </ul>	<ul style="list-style-type: none"> <li>■ Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices.</li> <li>■ Provides differentiated coaching and support for teachers who work in high-priority content areas based on their key areas of growth. High-impact instructional practices are demonstrated in classrooms focused on high-priority content areas.</li> </ul>
<ul style="list-style-type: none"> <li>■ Leverages a team of internal and/or external instructional experts to conduct a comprehensive needs assessment, and design and deliver targeted professional development focused on helping teachers increase student achievement in their classrooms. Professional development is fully aligned to the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ Empowers a team of internal instructional experts (e.g., high-performing teachers, instructional coaches, administrators, content experts) to own the design and delivery of professional development that helps teachers understand and apply high-impact instructional practices in their classrooms. Professional development is mostly aligned to the school's goals.</li> </ul>
<p><b>Establishes a culture of data-driven instruction</b></p>	
<ul style="list-style-type: none"> <li>■ Clearly and consistently communicates the expectations that teachers need to independently and collaboratively analyze formative and summative data (including student work) to inform instruction <i>[Same as Level 3]</i>.</li> <li>■ Creates a culture of data driven instruction by finding authentic opportunities to review and discuss key data trends as a whole school, and uses data to guide school-wide decisions regarding curriculum, instruction, and professional development. All teachers are able to identify and implement targeted academic or socio-emotional interventions that address the diverse needs of all of their students.</li> </ul>	<ul style="list-style-type: none"> <li>■ Clearly and consistently communicates the expectations that teachers need to independently and collaboratively analyze formative and summative data (including student work) to inform instruction.</li> <li>■ Empowers the leadership team to coach struggling teachers on how to analyze and interpret data, as well as modify instruction, as needed, to accelerate student learning. Most teachers are able to differentiate instruction that meets the specific needs of all of their students.</li> </ul>

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Sometimes conducts informal classroom observations of struggling teachers to understand the key instructional areas in which they are having difficulty in order to help them improve.</li> <li>■ Provides general support for teachers on how to improve instructional practices. High-impact instructional practices are demonstrated in some classrooms.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Sometimes offers general professional development to teachers with some support from instructional coaches. Professional development is minimally aligned to the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Communicates the expectation that teachers need to analyze formative and summative data to inform instruction, but does not provide adequate support to teachers on how to analyze and interpret data or modify instruction. Some teachers are able to differentiate instruction based on the data analysis.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## ON-TRACK INDICATORS

### INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>■ % of Students On-Track (MS only)</li> <li>■ Gold: % of Students Meeting Expectations by Domain</li> <li>■ i-Ready BOY, MOY &amp; EOY Performance</li> <li>■ TRC BOY, MOY &amp; EOY Performance</li> </ul>	<ul style="list-style-type: none"> <li>■ # &amp; % of Students On-Track to Promote</li> <li>■ # and % of CTE students On-Track to Completion</li> <li>■ # of 12th Graders With 1+ College Application Submitted</li> <li>■ % of 11th / 12th Graders Who Took SAT</li> <li>■ % of 12th Graders Completing FAFSA</li> <li>■ % of 9th-11th Graders Who Took PSAT</li> <li>■ Students On-Track to Promote According to ACGR</li> <li>■ Course Specific Pass Rate Data</li> <li>■ Honors/Advanced Placement: # &amp; % of Students Enrolled for Next Year</li> </ul>

*Note: Instructional superintendents will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.*

## LEAP INDICATORS AND ARTIFACTS

### INSTRUCTION (INST)

PRINCIPALS
<ul style="list-style-type: none"> <li>■ Clear connections between the instructional vision for the school and the professional learning that takes place within the LEAP Cycle</li> <li>■ School-wide instructional goals set for the year, including LEAP goals</li> <li>■ Priority formative/interim assessments and LEAP goals established by the ALT</li> <li>■ Structures in place for all teachers to collaborate within and outside of LEAP Seminars, including during PD days</li> <li>■ Participation in LEAP Seminars and 5P Debriefs to monitor implementation and provide support to LEAP Leaders and/or teachers, as necessary and as applicable</li> <li>■ Demonstration of teacher and LEAP Leader investment in the value of LEAP for improving instruction</li> </ul>

## ALL SCHOOLS

- # & % of ELL Students Moving Proficiency Levels
- Unit Test Performance Data
- RI: % of Students Making Expected Growth
- RI: % of Students Proficient/Advanced

## PRINCIPAL LEAP LEADERS\*

- |   |  |
|---|--|
| <ul style="list-style-type: none"> <li>■ Development of differentiated learning goals for teachers and students to monitor progress throughout the LEAP module</li> <li>■ Customized LEAP Seminar and/or 5P Debrief materials to meet teacher and student needs</li> <li>■ Adjusted pacing of LEAP Seminars grounded in student work analysis and teacher needs</li> <li>■ Identified connections between prior, current, and future learning in LEAP Seminars</li> <li>■ Application and use of teacher pre-work in LEAP Seminar</li> <li>■ Regular analysis of student work and other formative data in LEAP Seminars and/or 5P Debriefs</li> </ul> | <ul style="list-style-type: none"> <li>■ Facilitation of LEAP Seminars which promotes teachers' anticipation of student misconceptions and meaningful application of learning through intentional planning and practice</li> <li>■ Teacher action steps shared in the 5P Debrief that are high-leverage, address root causes affecting student learning, and are aligned to content-specific best practices</li> <li>■ Plans developed in LEAP Seminars and 5P Debriefs that promote students' equitable access to rigorous content</li> <li>■ Facilitated collaboration in LEAP Seminars with ESL and special educators to co-plan and share best practices</li> <li>■ Formative teacher instructional practice data documented in the LEAP Platform</li> </ul> |
|---|--|

*\*While rare, some Principals lead LEAP Teams.*

## OTHER INDICATORS AND ARTIFACTS

### INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> <li>■ Academic Interventions</li> <li>■ Academic Interventions Grouping</li> <li>■ Book Room Level of Completion</li> <li>■ Common Core Literacy Instruction</li> <li>■ Common Core Math Instruction</li> <li>■ mClass Usage</li> </ul>	<ul style="list-style-type: none"> <li>■ Classroom Observation of Teaching Strategies: Common Core Math &amp; Literacy</li> <li>■ Documentation of work-based learning experiences (career guest speakers, industry site visits, industry placements)</li> <li>■ Implementation of Tenacity Employability Curriculum</li> <li>■ Informal &amp; Formal Classroom Observations</li> <li>■ Interventions for Students On-Track to Repeat</li> <li>■ Repeater Student Promotion Plans</li> </ul>

*Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*



## ALL SCHOOLS

- ALT Meeting Information
- Comprehensive School Plan Implementation and Feedback
- Comprehensive School Plan Reflection
- Data Walls
- ELL/SPED Walkthroughs
- Evidence of LEAP Implementation
- First Week Plans
- Gradebook Data Compliance
- Implementation and Scoring of Unit Tests
- Informal Classroom Observations / Walkthrough Reports
- Insight Survey Action Plans
- Professional Development Attendance
- Quality of Teacher Made Assessments
- Reteach Plans / Data Analysis Plans
- School Schedule
- School-Specific Professional Development Agendas, Protocols, Student Work Analysis, etc.
- Short-Cycle Assessment Performance
- Student Outcome Goal Setting Preparation



## LEADERSHIP ACTIONS

### TALENT (TAL)

Attracts, selects, develops, and retains key talent to maximize staff members' performance and student learning.

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Identifies and strategically places outstanding talent

- Always stays abreast of all of the school's current and upcoming vacancies and quickly fills all vacancies. As a result, always hires high-quality candidates for all roles.
- Uses all available avenues, including DCPS' central recruitment and staffing team, to find high-quality candidates.
- Leverages DCPS' central and school-based selection processes to screen all candidates.

- Prioritizes filling critical vacancies early, resulting in hiring high-quality candidates for these positions.
- Leverages DCPS' central and school-based recruitment and selection processes to find and screen most candidates.

- Engages in annual reviews of staff assignments to ensure that all staff members are in positions that best suit their skillsets, areas of expertise, and passions to maximize student learning outcomes, even if this requires significant changes to current placements.

- Strategically places new staff members where their individual skillsets can be best used to help increase student achievement, even if this requires some changes to current placements.



Andrea Leoncavallo of Lionhorse Productions

## LEVEL 2

*The following best describes the principal's actions:*

- Delays filling vacancies, resulting in hiring some low-quality candidates.
- Leverages DCPS' central and school-based recruitment and selection processes to find and screen some candidates.
- Places new staff members in vacant roles with some considerations as to where each of them can help increase student achievement, but without making necessary staffing changes when they are critical to the school's success.

## LEVEL 1

*The following best describes the principal's actions:*

- The expectation of level 2 practice is not met.
- The expectation of level 2 practice is not met.



## LEADERSHIP ACTIONS

### TALENT (TAL)

<b>LEVEL 4</b> <i>The following best describes the principal's actions:</i>	<b>LEVEL 3</b> <i>The following best describes the principal's actions:</i>
<b>Evaluates staff members, provides support, and removes low performers</b>	
<ul style="list-style-type: none"> <li>■ Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures <i>[Same as Level 3]</i>.</li> <li>■ Always shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.</li> <li>■ Collaborates with assistant principal(s), as applicable, to strategically determine who will complete which staff members' evaluations before the beginning of the school year, factoring in each assistant principal(s)' strengths and areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>■ Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures.</li> <li>■ Almost always shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.</li> </ul>
<ul style="list-style-type: none"> <li>■ Cultivates and maintains positive interpersonal relationships with almost all staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.</li> <li>■ Is able to describe all staff members' key strengths and areas of growth <i>[Same as Level 3]</i>.</li> <li>■ Creates a learning and development culture that empowers staff members to take the initiative to share their areas of growth and to lead their own professional learning communities.</li> </ul>	<ul style="list-style-type: none"> <li>■ Cultivates and maintains positive interpersonal relationships with most staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.</li> <li>■ Is able to describe all staff members' key strengths and areas of growth.</li> <li>■ Empowers the leadership team to provide school-wide or targeted professional development opportunities, as appropriate, to leverage staff members' strengths, as well as address their areas of growth.</li> </ul>
<ul style="list-style-type: none"> <li>■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed <i>[Same as Level 3]</i>.</li> <li>■ Always counsels out, or uses IMPACT to dismiss, consistently low performers <i>[Same as Level 3]</i>.</li> <li>■ Does not rely on excessing, reductions-in-force, or other mechanisms to remove underperforming staff members.</li> </ul>	<ul style="list-style-type: none"> <li>■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed.</li> <li>■ Always counsels out, or uses IMPACT to dismiss, consistently low performers.</li> </ul>

<p style="text-align: center;"><b>LEVEL 2</b></p> <p style="text-align: center;"><i>The following best describes the principal's actions:</i></p>	<p style="text-align: center;"><b>LEVEL 1</b></p> <p style="text-align: center;"><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures, but conducts evaluations as more of a compliance activity (e.g., misses the opportunities to clarify high expectations or provide coaching during post observation conferences, uses the same supporting evidence for multiple staff members).</li> <li>■ Sometimes shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Cultivates and maintains positive interpersonal relationships with some staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.</li> <li>■ Is able to summarize common strengths and areas of growth across all staff members.</li> <li>■ Provides school-wide professional development opportunities that address staff members' top common areas of growth.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Avoids giving feedback, as well as having difficult conversations with low performers by giving higher than appropriate IMPACT ratings.</li> <li>■ Documents poor performance based on formal and informal observations, but struggles to determine when dismissal is necessary.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## LEADERSHIP ACTIONS

### TALENT (TAL)

<p style="text-align: center;"><b>LEVEL 4</b></p> <p style="text-align: center;"><i>The following best describes the principal's actions:</i></p>	<p style="text-align: center;"><b>LEVEL 3</b></p> <p style="text-align: center;"><i>The following best describes the principal's actions:</i></p>
<p><b>Retains key staff and builds leadership capacity</b></p>	
<ul style="list-style-type: none"> <li>■ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school [<i>Same as Level 3</i>].</li> <li>■ Identifies and develops high performers with leadership potential for key school or district leadership roles (e.g., giving them opportunities to work on stretch assignments, coach others, lead task forces). The result is the retention of all high performers except for those who are promoted, retire, or resign for reasons unrelated to the school.</li> </ul>	<ul style="list-style-type: none"> <li>■ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school. The result is the retention of most high performers.</li> </ul>
<ul style="list-style-type: none"> <li>■ Identifies and cultivates a highly effective leadership team that has the credibility and skillset to keep the school effectively driving towards its goals even in the principal's absence.</li> <li>■ Actively coaches all leadership team members to strengthen their leadership skills and engages in school-based succession planning.</li> </ul>	<ul style="list-style-type: none"> <li>■ Identifies leadership team members with complementary skillsets and working styles. Structures an effective team with clear norms, roles, and responsibilities, such that team members work well together to achieve the school's goals.</li> <li>■ Actively coaches most leadership team members to strengthen their leadership skills.</li> </ul>

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Recognizes high performers by showing public and individual appreciation for their accomplishments in helping to achieve the school's goals. The result is the retention of some high performers.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Identifies leadership team members with diverse backgrounds and skillsets. Structures the team with generally clear norms, roles, and responsibilities, but the team does not always function effectively to achieve the school's goals.</li> <li>■ Coaches some leadership team members to strengthen their leadership skills.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## ON-TRACK INDICATORS

### TALENT (TAL)

#### ALL SCHOOLS

- Highly Effective & Effective Teacher Retention Rate
- IMPACT Observation Pacing
- Same Day Attendance Entry
- Teacher Attendance Rate

*Note: Instructional superintendents will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.*

## LEAP INDICATORS AND ARTIFACTS

### TALENT (TAL)

#### PRINCIPALS

- Placement of LEAP Leaders for teams based on fit, expertise, and effectiveness
- Strategically selected caseloads, specifying who will conduct LEAP observations and 5P Debriefs
- Frequent, actionable, high-leverage feedback to LEAP Leaders, within and outside of IMPACT structures, about their leadership work
- Structures and opportunities for LEAP Leaders to learn from one another (e.g., video share, walkthrough, co-observation)
- Adjustments made, as needed, to the LEAP Leader cohort based on evidence of success with LEAP Teams

#### PRINCIPAL LEAP LEADERS\*

- Plan for staff to understand why, how, and where to track student data in the LEAP Platform
- Teacher understanding of the process by which LEAP goals were established
- Responsiveness in LEAP Seminars, 5P Debriefs, and PD days to expressed teacher professional learning needs
- Demonstrated deepening of teachers' content pedagogy knowledge
- Collection and analysis of shared professional growth data over time through the LEAP Platform

*\*While rare, some Principals lead LEAP Teams*

## OTHER INDICATORS AND ARTIFACTS

### TALENT (TAL)

#### ALL SCHOOLS

- Administrative Team Instructional Assignments
- Alignment of Personnel Budget with School Priorities and Initiatives
- AP Needs Assessments
- Insight Survey Action Plans
- Professional Development Attendance
- Professional Development Plans for Teachers
- Review of Sample Staff IMPACT Comments
- Staff Satisfaction Survey Results
- Strategic Plan for Professional Development
- Student Caseload Assignments for Support Positions
- Talent Alignment When Filling Vacancies
- Teachers Are Assigned to Specific Area
- Timeliness of Filling Vacancies according to the Hiring Report

*Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*



## LEADERSHIP ACTIONS

### SCHOOL CULTURE (SC)

Creates and sustains a strong school culture that supports an effective learning environment.

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Creates a positive, student-centered environment

- Models having a positive rapport and interactions with students, such that most staff members follow suit *[Same as Level 3]*.
- Establishes many school-wide structures that facilitate positive relationship building between staff members and students, as well as positive student-student interactions.

- Models having a positive rapport and interactions with students, such that most staff members follow suit.
- Establishes a few school-wide structures (e.g., one-on-one mentoring, advisory periods, student incentive systems), that facilitate positive relationship building between staff members and students, as well as positive student-student interactions.

- Creates appropriate structures for periodically recognizing school-wide accomplishments and those of individual students and staff members *[Same as Level 3]*.
- Creates a culture where students take ownership for praising and celebrating one another's individual and collective successes.

- Creates appropriate structures for periodically recognizing school-wide accomplishments and those of individual students and staff members.

### Ensures students meet high academic and behavioral expectations

- Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for all students *[Same as Level 3]*.
- Embeds school-wide expectations for positive behavior and good academic work by ensuring that staff members use meaningful positive reinforcements in their interactions with students *[Same as Level 3]*.
- Creates an environment in which students lead their peers toward positive behavior choices with little or no prompting from the adults in the school.

- Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for all students.
- Embeds school-wide expectations for positive behavior and good academic work by ensuring that staff members use meaningful positive reinforcements in their interactions with students (e.g., offering specific praise to students).

- Invests all staff members and external resource providers in school-wide academic and behavioral expectations.
- Provides frequent feedback to help families understand student progress toward key expectations, including any changes (either positive or negative) in behavioral patterns *[Same as Level 3]*.
- Partners with families to support student progress toward key expectations by ensuring their voices are included in key decision-making processes.

- Invests most staff members and external resource providers in school-wide academic and behavioral expectations.
- Provides frequent feedback to help families understand student progress toward key expectations, including any changes (either positive or negative) in behavioral patterns.

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>Promotes a positive rapport between staff members and students, but does not establish any structures that facilitate positive relationship building. Some staff members have a positive rapport with some students, and there is no evidence of negative rapport.</li> </ul>	<ul style="list-style-type: none"> <li>The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>Sometimes recognizes school-wide accomplishments and those of individual students and staff members.</li> </ul>	<ul style="list-style-type: none"> <li>The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for some students.</li> <li>Attempts to embed school-wide expectations for positive behavior and good academic work by sharing policies with staff members on how to address students' positive and negative behavior choices.</li> </ul>	<ul style="list-style-type: none"> <li>The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>Invests some staff members and external resource providers in school-wide academic and behavioral expectations.</li> <li>Provides occasional feedback to families regarding student progress towards meeting key expectations.</li> </ul>	<ul style="list-style-type: none"> <li>The expectation of level 2 practice is not met.</li> </ul>

## LEADERSHIP ACTIONS

### SCHOOL CULTURE (SC)

<p><b>LEVEL 4</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 3</b></p> <p><i>The following best describes the principal's actions:</i></p>
<p><b>Implements effective interventions that support student success</b></p>	
<ul style="list-style-type: none"> <li>■ Frequently reviews key student behavior data with staff members, parents, and students, as appropriate, to identify immediate challenges and emerging issues.</li> <li>■ Enlists the help of the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns <i>[Same as Level 3]</i>.</li> </ul>	<ul style="list-style-type: none"> <li>■ Periodically reviews key student behavior data (e.g., absences, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges.</li> <li>■ Enlists the help of the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns.</li> </ul>
<ul style="list-style-type: none"> <li>■ Develops proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of all students.</li> <li>■ Clarifies roles and responsibilities for all school-based intervention staff members to maximize their impact on student learning and development <i>[Same as Level 3]</i>.</li> <li>■ Leverages central office and external resources (e.g., DCPS' Office of Specialized Instruction, DCPS' Office of Family and Public Engagement, community-based organizations) to effectively meet struggling students' needs.</li> </ul>	<ul style="list-style-type: none"> <li>■ Develops proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of most students.</li> <li>■ Clarifies roles and responsibilities for all school-based intervention staff members (e.g., social workers, psychologists, counselors) to maximize their impact on student learning and development.</li> </ul>

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Sometimes reviews key student behavior data with staff members, parents, and students, as appropriate, after many challenges surface.</li> <li>■ Struggles to enlist key staff members' help in effectively addressing challenges highlighted by the data.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Ensures that staff members are able to implement targeted interventions for high-need students, but does not develop a proactive, school-wide support system.</li> <li>■ Clarifies roles and responsibilities for some school-based intervention staff members on how they will maximize their impact on student learning and development.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## ON-TRACK INDICATORS

### SCHOOL CULTURE (SC)

#### HIGH SCHOOLS

- # Of 10th/11th Graders Who Attend School-Initiated College Tour

*Note: Instructional superintendents will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.*

## LEAP INDICATORS AND ARTIFACTS

### SCHOOL CULTURE (SC)

PRINCIPALS	PRINCIPAL LEAP LEADERS*
<ul style="list-style-type: none"> <li>■ Clear connections between LEAP and other school-specific instructional initiatives designed to promote Common Core learning and college and career readiness</li> <li>■ Demonstrated positivity about LEAP among staff as evidenced by interactions with and among teachers and LEAP Leaders</li> <li>■ Communications/materials emphasizing the importance of LEAP and highlighting LEAP successes</li> </ul>	<ul style="list-style-type: none"> <li>■ Plans for proactive relationship building with LEAP Team teachers</li> <li>■ Inclusive LEAP learning culture for all teachers, including ESL and special education teachers, in which they collaboratively engage in student work analysis and plan effective instruction for all learners</li> <li>■ LEAP learning culture that challenges low expectations, excuses, and misconceptions</li> <li>■ Documented consistent teacher attendance at LEAP Seminars and 5P Debriefs</li> <li>■ Engaged and motivated LEAP Team as evidenced by interactions with and among teachers and LEAP Leaders</li> <li>■ Collaborative culture, including feedback loops, between LEAP Leader and teachers</li> <li>■ Embedded opportunities to celebrate success</li> </ul>

*\*While rare, some Principals lead LEAP Teams*

## ALL SCHOOLS

- # of Students Suspended More Than Once
- # & % of Suspensions
- Suspended Days
- Suspensions for Students with Disabilities
- Suspensions/100 Students
- Number of Tier 3 Behaviors Leading to Suspension
- Tardiness
- Teacher Attendance
- Truancy Rate

## OTHER INDICATORS AND ARTIFACTS

### SCHOOL CULTURE (SC)

#### ALL SCHOOLS

- After-School Program Attendance
- Behavior Improvement Plans
- Building Reset Plans: January & Post Spring Break
- DCMR Chapter 25 Due Process Compliance for Established Timelines and Documentation
- Field Trip Calendar for All Students Connected to the Curriculum
- In-seat Attendance
- Insight Survey Action Plans
- School Culture Walkthrough
- School Plans: Activities Implemented for Students and Staff Members That Build Spirit/Morale
- School-Wide Discipline Policy: Rules, Procedures, Rewards, & Consequences with Incorporated Referral Ladders
- Special Activities for Students, Staff Members, Community Prior to Winter Break
- Transition Routines (all contexts)
- Transition Routines with duty posts (secondary)

*Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*

## LEADERSHIP ACTIONS

### OPERATIONS (OPS)

Ensures efficient school operations and resource management to maximize student learning.

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Efficiently manages school operations

- Conducts frequent facility walkthroughs with custodial and security staff members to ensure campus order, cleanliness, and safety *[Same as Level 3]*.
- Creates and maintains systems that support highly functioning school-based operations (e.g., develops a protocol for class transitions, leverages a school climate committee, leads the development of a comprehensive safety and security plan), such that staff members almost always anticipate and eliminate potential barriers to teaching and learning. The result is a school environment highly conducive to learning.

- Conducts frequent facility walkthroughs with custodial and security staff members to ensure campus order, cleanliness, and safety.
- Sometimes relies on DCPS' school operations team to address barriers to teaching and learning that the school should be able to address on its own. The result is few lapses that interfere with teaching and learning.

- Empowers key staff members to work collaboratively to develop school schedules before the beginning of the school year to meet the diverse learning needs of all students and maximize student learning time.
- Establishes a system for gathering ongoing feedback from the leadership team, other staff members, and students about the implementation of schedules. Makes necessary adjustments throughout the school year.

- Closely manages key staff members on the development of school schedules (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, IEP calendar) to maximize student learning time.
- Periodically monitors the implementation of schedules by gathering feedback from selected staff members and makes necessary adjustments.

### Maximizes impact of limited resources

- Frequently monitors the school's finances, but appropriately delegates day-to-day operations to the business manager or other key staff members in order to focus on instruction. The school spends all budgeted resources for the year.

- Frequently monitors the school's finances, but at times becomes too involved in the day-to-day operations, taking time away from instruction. The school has rare incidents of unspent resources.

- Cultivates and leverages relationships with a cross section of central office staff members to add capacity and expertise, particularly at critical times *[Same as Level 3]*.
- Creates opportunities for staff members to build relationships with key central office staff members to foster collaboration in service of both DCPS and school goals.

- Cultivates and leverages relationships with a cross section of central office staff members to add capacity and expertise, particularly at critical times (e.g., staffing and budget season, school opening, PARCC testing).

### Fulfills all legal and policy requirements

- Fulfills all compliance and reporting responsibilities on time and with no errors.

- Fulfills almost all compliance and reporting responsibilities on time and with no errors.

<p style="text-align: center;"><b>LEVEL 2</b></p> <p style="text-align: center;"><i>The following best describes the principal's actions:</i></p>	<p style="text-align: center;"><b>LEVEL 1</b></p> <p style="text-align: center;"><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Conducts occasional facility walkthroughs to monitor how well custodial and security staff members are ensuring campus order, cleanliness, and safety.</li> <li>■ Frequently relies on DCPS' school operations team to address barriers to teaching and learning that the school should be able to address on its own. The result is occasional lapses that interfere with teaching and learning.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Develops school schedules with minimal input from staff members. Schedules do not maximize student learning time.</li> <li>■ Sometimes monitors the implementation of schedules, but does not make necessary adjustments.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Periodically reviews the school budget and finances but not in detail, such that the school year ends with a substantial amount of unspent resources.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Leverages relationships with a small set of central office staff members, but does not cultivate new partnerships.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## ON-TRACK INDICATORS

### OPERATIONS (OPS)

#### ALL SCHOOLS

- % of Students With Residency Verified
- % Projected Enrollment Reached
- 5+ Unexcused Absences Meetings
- Special Education: IEP and Assessment Timeliness

*Note: Instructional superintendents will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.*

## LEAP INDICATORS AND ARTIFACTS

### OPERATIONS (OPS)

#### PRINCIPALS

- Master LEAP schedule that includes sufficient time for planning and facilitation of weekly LEAP Seminars, observations, and 5P Debriefs
- Flexible scheduling to support make-up of LEAP Cycle components when needed
- TLI Teacher Leader schedules with sufficient release time for teaching and leading LEAP Teams
- Consistent and frequent ALT meeting structure(s) to support and enhance the work of LEAP
- Systems for LEAP Leaders and teachers to regularly collect and access student data, including data documented in the LEAP Platform
- Regular use of the LEAP Platform to monitor LEAP participation within and across LEAP Teams

## OTHER INDICATORS AND ARTIFACTS

### OPERATIONS (OPS)

#### ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- School Schedules

#### HIGH SCHOOLS

- Action Plans for Targeting Key Areas
- Discussions with Feeder Middle Schools Regarding Course Offerings and Programs
- Master Schedule

*Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*

## PRINCIPAL LEAP LEADERS\*

- Plans for how LEAP observation and 5P Debrief data will be used
- Observation schedules that allow LEAP Leaders to observe teachers' LEAP Seminar learning in action
- Systems for tracking LEAP observations, 5P Debriefs, and attendance at LEAP Seminars within the LEAP Platform
- Consistent and effective implementation of the weekly LEAP Cycle
- Observations and 5P Debriefs scheduled and provided to ESL and special educators, when feasible
- Improved student learning as evidenced by student work on rigorous tasks, progress toward LEAP goals, and other formative data
- Improved teacher practice as evidenced by observation notes, lesson plans, teacher-made assessments, and/or video

*\*While rare, some Principals lead LEAP Teams*

## ALL SCHOOLS

- Building Cleanliness and Transition Management
- CFSA Compliance
- Comprehensive School Plan Completion
- Consistent Check-Ins With DSL, MSL, or Operations Staff
- Insight Survey Action Plans
- Opening Day Procedures: Distribution of Schedules, Bells and Parent Information
- Plan and Implementation of Student Swing Spaces
- Plan for School Year Closeout
- School Budget Preparation Based on Student Needs
- School Break Plans: Building Coverage/Admin in Charge
- Teacher Monthly Observation Schedule

## LEADERSHIP ACTIONS

### FAMILY & COMMUNITY (FC)

Exercises effective engagement of families and community members to ensure their meaningful involvement in student learning and school success.

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Builds relationships with families and community members

- Prioritizes being visible and available to families and community members, and proactively finds opportunities to engage with them.
- Establishes a school-wide “open door” culture, in which all staff members are focused on high quality customer service, and always welcome and engage with families and community members.

- Prioritizes being visible and available to families and community members, and sets aside time to interact with those who contact the school.
- Models positive interactions with families and community members, inspiring most staff members to follow suit.

- Proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students’ homes, and in the neighborhood *[Same as Level 3]*.
- Cultivates a strong base of supporters among families and community members who are passionate about the school’s vision and are willing to contribute their time and talents at any given time to achieve the school’s goals.
- Motivates disengaged or resistant external stakeholders to help achieve the school’s goals.

- Proactively builds authentic relationships with families and community members by prioritizing time for meaningful engagement at the school, in students’ homes, and in the neighborhood.
- Keeps a strong base of supporters among families and community members well-informed about the school’s goals and initiatives in order to seek their assistance during critical times.

### Efficiently responds to families’ inquiries and concerns

- Creates a customer service culture in which staff members prioritize responding to all external inquires and concerns respectfully, comprehensively, and promptly.
- Models and coaches staff members on how to diplomatically handle family members’ concerns and requests, and follow up until the inquiries are satisfactorily addressed *[Same as Level 3]*.

- Clearly and consistently communicates the expectation that staff members need to respond to all family inquires and concerns respectfully, comprehensively, and promptly, as well as consistently monitors whether staff members are meeting the expectation.
- Models and coaches staff members on how to diplomatically handle family members’ concerns and requests, and follow up until the inquiries are satisfactorily addressed.

- Creates a problem-solving culture, in which staff members proactively reach out to and partner with families to resolve student issues before they become larger concerns.
- Models collaborative problem-solving with families on school-wide challenges *[Same as Level 3]*.

- Coaches staff members on how to engage families as partners in addressing student issues and developing an action plan with clearly defined next steps for all parties involved.
- Models collaborative problem-solving with families on school-wide challenges.

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Is sometimes visible and available to families and community members, but does not prioritize this over other activities.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Attempts to interact and build relationships with families and community members at school functions, but does not proactively work to enlist a broad base of support for achieving the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Communicates the expectation that staff members need to respond to all family inquires and concerns respectfully, comprehensively, and promptly, but does not consistently monitor whether staff members are meeting the expectation.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Clearly communicates expectations that staff members work with families to quickly and effectively resolve student issues, but does not model or coach staff members on how to engage in effective collaborative problem-solving.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## LEADERSHIP ACTIONS

### FAMILY & COMMUNITY (FC)

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Shares information with families to support their children's success

- |  |   |
|--|---|
| <ul style="list-style-type: none"> <li>■ Periodically communicates with families about the school's progress towards its goals [<i>Same as Level 3</i>].</li> <li>■ Establishes a culture in which staff members take it upon themselves to use a variety of high-impact communication channels to ensure that families receive timely and relevant information about school events, programs, and interventions in a language accessible format. Most families actively participate in key activities that support the school's goals.</li> </ul> | <ul style="list-style-type: none"> <li>■ Periodically communicates with families about the school's progress towards its goals.</li> <li>■ Clearly and consistently communicates expectations that staff members share timely and relevant information about school events, programs, and interventions with families in a language accessible format. Some families actively participate in key activities that support school's goals.</li> </ul> |
| <ul style="list-style-type: none"> <li>■ Establishes a culture in which all staff members take it upon themselves to proactively reach out to families, make home visits as necessary, and provide up-to-date information about student progress towards individual learning goals.</li> </ul>   | <ul style="list-style-type: none"> <li>■ Clearly and consistently communicates expectations that teachers proactively provide up-to-date information about student progress towards individual learning goals.</li> <li>■ Periodically follows up with teachers to ensure that they have reached out to families about student progress.</li> </ul>   |

## LEVEL 2

*The following best describes the principal's actions:*

- Sometimes informs families about the school's progress towards its goals.
- Inconsistently communicates expectations that staff members provide families with basic information about school events. Some families cannot access the communications and, as a result, miss opportunities to participate in key school activities.
- Inconsistently communicates expectations that teachers proactively reach out to families to provide information about student progress towards individual learning goals with minimal follow up, such that some teachers reach out to families.

## LEVEL 1

*The following best describes the principal's actions:*

- The expectation of level 2 practice is not met.
- The expectation of level 2 practice is not met.

## ON-TRACK INDICATORS

### FAMILY & COMMUNITY (FC)

#### EDUCATION CAMPUSES & MIDDLE SCHOOLS

- # of Home Visits

*Note: Instructional superintendents will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.*

## LEAP INDICATORS AND ARTIFACTS

### FAMILY & COMMUNITY (FC)

#### PRINCIPALS

- Consistent communication about ways to support LEAP-aligned Common Core/other rigorous academic learning at home

## OTHER INDICATORS AND ARTIFACTS

### FAMILY & COMMUNITY (FC)

#### ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- Back to School Date and Plans
- First Newsletter to Parents/Community
- LSAT Meeting Schedule
- Parent Materials, Brochures & Internet-Connected Computer in Parent Resource Room
- Parent Outreach Activities: Meetings, Events, Newsletter, Surveys
- Parent Facing Engagement Meeting Minutes/Agenda (Principal Chat, Family Engagement Lab, Table Discussions)

#### HIGH SCHOOLS

- Back to School Night Date & Agenda
- Parent/Student Handbooks
- Parent Outreach Plan: Calendar of Events
- Specific Plans to Target Parents

*Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*

## PRINCIPAL LEAP LEADERS\*

- Effective LEAP communications to teachers, students, and families, as applicable
- Teacher use of content knowledge learned through LEAP to explain to parents how to support rigorous academic learning at home

*\*While rare, some Principals lead LEAP Teams*

## ALL SCHOOLS

- |   |   |
|---|---|
| <ul style="list-style-type: none"> <li>■ # of Parent Complaints to Cluster Office</li> <li>■ Anchor /Rubric for Family Engagement Expectations</li> <li>■ ESSA Site Visits</li> <li>■ Family Engagement Training/PD Minutes</li> <li>■ Insight Survey Action Plans</li> <li>■ Parent-Teacher Conference/APTT Sign-in Sheets</li> <li>■ Quality of Community Partnerships</li> </ul> | <ul style="list-style-type: none"> <li>■ Recruitment and Partnerships with Feeder Schools</li> <li>■ School Social Media Accounts</li> <li>■ School Tour/Open House Calendar and Sign-In</li> <li>■ School Assemblies</li> <li>■ Signs Posted in English and Other Languages Commonly Spoken in the School Community</li> <li>■ Use of Online Grading System</li> </ul> |
|---|---|

## LEADERSHIP ACTIONS

### PERSONAL LEADERSHIP (PL)

Demonstrates reflective, solution-oriented, culturally proficient, and resilient leadership.

#### LEVEL 4

*The following best describes the principal's actions:*

#### LEVEL 3

*The following best describes the principal's actions:*

### Engages in continuous self-improvement

- Creates a school-wide culture of continuous improvement, in which staff members and students (including school leader) always give, solicit, and act on positive and constructive feedback.
- Appropriately balances humility and confidence *[Same as Level 3]*.

- Almost always gives constructive feedback to staff members based on observations of their work.
- Almost always solicits constructive feedback from staff members and other stakeholders and actively seeks to improve both personal and school-wide practices based on the feedback.
- Appropriately balances humility and confidence.

- Always seeks out opportunities to learn and grow *[Same as Level 3]*.
- Always applies new learning from professional development opportunities to own practice, and shares learning with staff members.
- Creates a safe environment in which staff members feel comfortable taking calculated risks because mistakes and failures are seen as learning opportunities.

- Always seeks out opportunities to learn and grow.
- Almost always applies new learning from professional development opportunities to own practice.
- Often uses mistakes as learning opportunities by sharing personal stories of key lessons learned from own mistakes.

### Communicates effectively

- Always tailors communication style and messaging, as appropriate, given the desired outcomes, audience, and venue *[Same as Level 3]*.
- Coaches staff members on how to be effective communicators based on their specific developmental needs.

- Always tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience (e.g., students, teachers, families, community members, central office staff members), and venue.

- Actively listens to stakeholders, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues *[Same as Level 3]*.
- Seeks out divergent thinkers when making key decisions.

- Actively listens to stakeholders, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues.
- Is open to diverse perspectives when making key decisions.

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Sometimes gives constructive feedback to staff members based on observations of their work.</li> <li>■ Sometimes asks for staff members' feedback but often does not act on their suggestions.</li> <li>■ Demonstrates some humility.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Expresses an interest in own learning and growth, but only sometimes seeks out professional development opportunities.</li> <li>■ Sometimes uses mistakes as learning opportunities.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Sometimes tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Struggles to fully hear and understand what stakeholders are communicating.</li> <li>■ Relies on a narrow set of perspectives when making key decisions.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## LEADERSHIP ACTIONS

### PERSONAL LEADERSHIP (PL)

<b>LEVEL 4</b> <i>The following best describes the principal's actions:</i>	<b>LEVEL 3</b> <i>The following best describes the principal's actions:</i>
<b>Demonstrates cultural competence</b>	
<ul style="list-style-type: none"> <li>■ Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic <i>[Same as Level 3]</i>.</li> <li>■ Is always effective in working with students, staff, and families of diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>■ Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic.</li> <li>■ Is almost always effective in working with students, staff, and families of diverse backgrounds.</li> </ul>
<ul style="list-style-type: none"> <li>■ Proactively engages in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning <i>[Same as Level 3]</i>.</li> <li>■ Proactively ensures that school policies and practices do not limit opportunities for groups of students or their families.</li> </ul>	<ul style="list-style-type: none"> <li>■ Proactively engages in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning.</li> </ul>
<b>Perseveres in the face of obstacles</b>	
<ul style="list-style-type: none"> <li>■ Always maintains mental focus, energy, and resilience in the face of obstacles.</li> <li>■ Achieves positive outcomes in almost all challenging situations <i>[Same as Level 3]</i>.</li> <li>■ Develops a relentless drive for results in others.</li> </ul>	<ul style="list-style-type: none"> <li>■ Almost always maintains mental focus, energy, and resilience in the face of obstacles.</li> <li>■ Achieves positive outcomes in almost all challenging situations.</li> </ul>
<ul style="list-style-type: none"> <li>■ Anticipates and proactively addresses potential resistance.</li> <li>■ Does not allow momentary setbacks or isolated failings to impede progress towards the school's goals.</li> <li>■ Models using resistance, setbacks, and failure as opportunities to learn and grow.</li> </ul>	<ul style="list-style-type: none"> <li>■ Effectively overcomes resistance.</li> <li>■ Rarely allows momentary setbacks or isolated failings to impede progress towards the school's goals.</li> </ul>

<p><b>LEVEL 2</b></p> <p><i>The following best describes the principal's actions:</i></p>	<p><b>LEVEL 1</b></p> <p><i>The following best describes the principal's actions:</i></p>
<ul style="list-style-type: none"> <li>■ Creates an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic, but struggles to sustain it.</li> <li>■ Is sometimes effective in working with students, staff, and families of diverse backgrounds.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Engages in open and honest conversations with staff members about diversity only in response to acute problems (e.g., a staff member's use of biased language).</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Sometimes maintains mental focus and energy in the face of obstacles.</li> <li>■ Achieves positive outcomes in some challenging situations.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>
<ul style="list-style-type: none"> <li>■ Is sometimes overtaken by resistance, setbacks, or failure, allowing them to impede progress towards the school's goals.</li> </ul>	<ul style="list-style-type: none"> <li>■ The expectation of level 2 practice is not met.</li> </ul>

## ON-TRACK INDICATORS

### PERSONAL LEADERSHIP (PL)

- N/A

## LEAP INDICATORS AND ARTIFACTS

### PERSONAL LEADERSHIP (PL)

PRINCIPALS	PRINCIPAL LEAP LEADERS*
<ul style="list-style-type: none"> <li>■ Evidence of growth mindset and a culture of learning among all adults in the school, including school leaders</li> <li>■ Demonstrated fluency with LEAP structures</li> <li>■ LEAP implementation support for teachers, including support in addressing unexpected challenges</li> <li>■ Collaboration with other school leaders to share best practices (e.g., conversation, video, knowledge-sharing at SLA)</li> </ul>	<ul style="list-style-type: none"> <li>■ Facilitation of LEAP Seminars and 5P Debriefs modeling adult learning best practices (e.g., FVER)</li> <li>■ Participation in LEAP Leadership support opportunities</li> <li>■ Application of adult learning theory (e.g., Kolb cycle) in the weekly LEAP Cycle</li> <li>■ Collaboration with other LEAP Leaders to share best practices and reinforce school norms</li> <li>■ Demonstration of growth mindset through receptiveness to feedback</li> </ul>

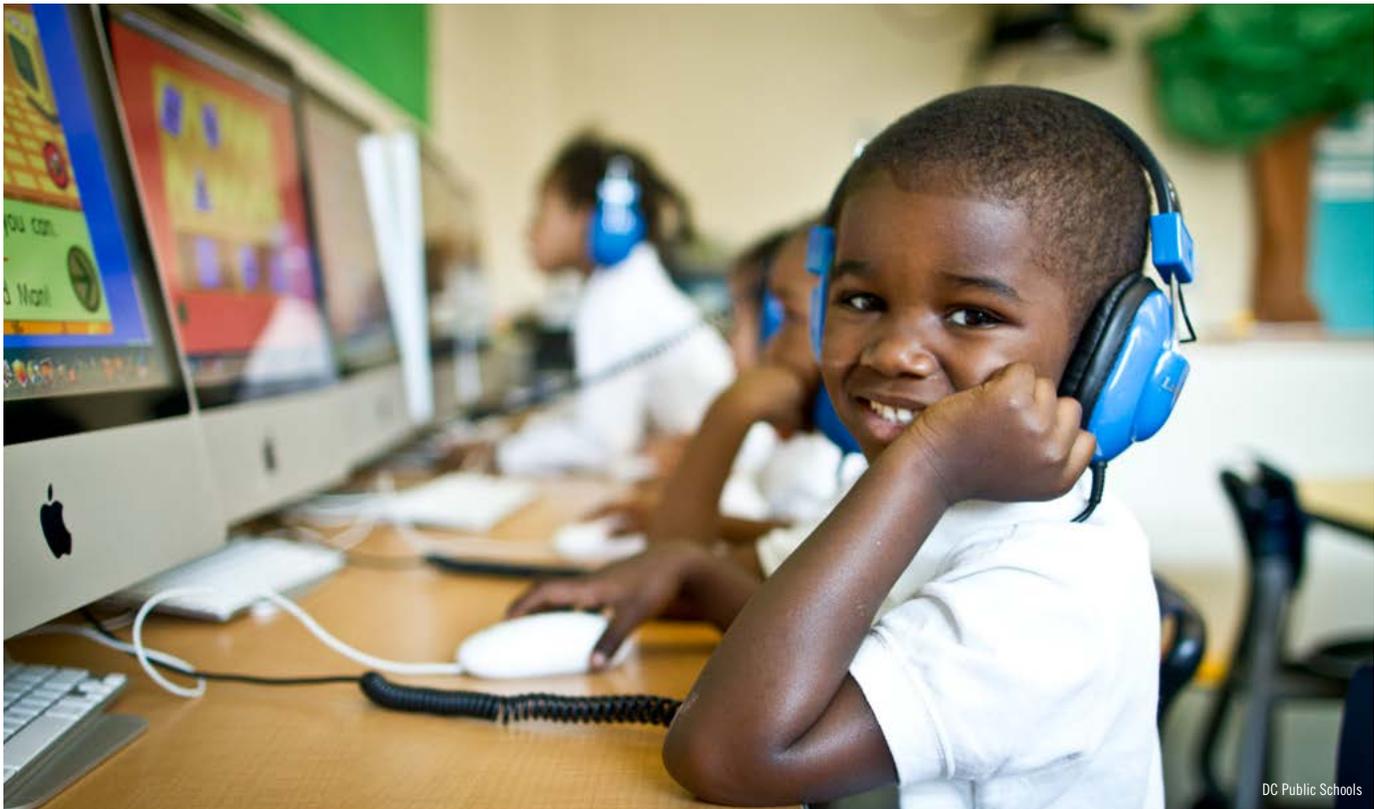
*\*While rare, some Principals lead LEAP Teams*

## OTHER INDICATORS AND ARTIFACTS

### PERSONAL LEADERSHIP (PL)

ALL SCHOOLS	
<ul style="list-style-type: none"> <li>■ Insight Survey Action Plans</li> <li>■ Attendance and Participation at Leadership Academy</li> <li>■ Evidence of Implementation from Internal/External Professional Development Opportunities</li> <li>■ Facilitation of Professional Development Sessions</li> </ul>	<ul style="list-style-type: none"> <li>■ Participation in Advisory Committees or Task Forces</li> <li>■ Participation in Optional Internal or External Professional Learning Opportunities</li> <li>■ Evidence of Responsiveness to Feedback and Ability to Improve Practice</li> </ul>

*Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.*



DC Public Schools



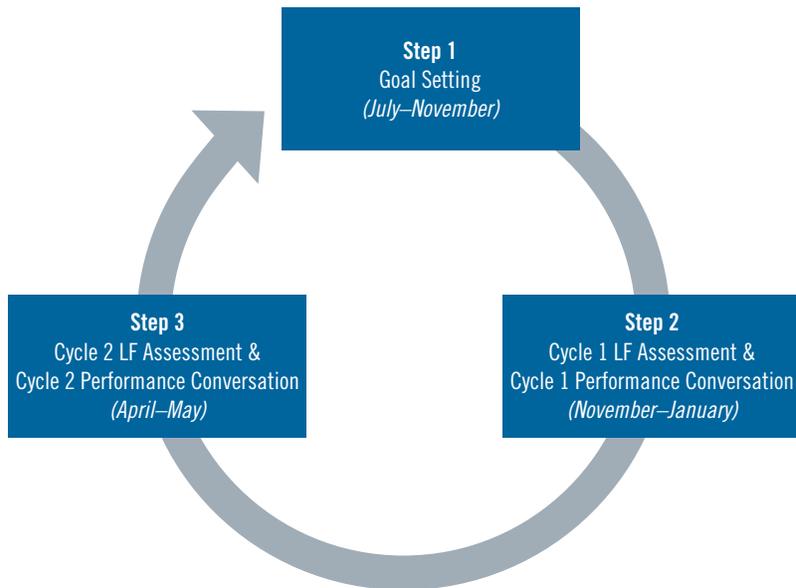
Michael DeAngelis



Stephen Simpson

# SCHOOL LEADER IMPACT PROCESS

The annual evaluation process for principals has the following three major steps:



## Step 1: Goal Setting

The goal setting process starts in July as part of the development of the Comprehensive School Plan (CSP). Over the summer, you will complete a needs assessment with your staff, reflecting on last year's school challenges and root causes, and strategically set initial Student Outcome Goals with your instructional superintendent. The draft goals you set as part of the CSP process could be the same goals you will discuss in your goal setting meeting.

Meeting to finalize your goals is the next phase of this process. Following the end of the beginning-of-year testing window in October, all principals will meet with the deputy chief and/or chief of schools to finalize their goals. The goal setting meeting will give you an opportunity to discuss your goals and plans for the upcoming school year in more detail together with your instructional superintendent and the deputy chief and/or chief of schools.

To ensure a data-driven discussion, you will have an opportunity to review, in advance, school-specific data. Data sources will include: SPDI data sheets and the latest version of the school's CSP.

You will discuss the following topics with the deputy chief and/or chief of schools in this annual conversation:

- Your previous year's school performance data, focusing on the school's areas of strengths and needs;
- Your five year goals;
- This year's goals (which are drafted as part of the CSP process), key strategies, and resources needed for the upcoming year to achieve the goals; and
- Your own leadership growth area(s).

You will leave the meeting with final goals for the school year.

## Step 2: Cycle 1 LF Assessment and Cycle 1 Performance Conversation

In November, the Cycle 1 LF Assessment process will begin with a self-assessment of your performance in leading your school towards your goals since the beginning of the school year. When completing your self-assessment, you will only write comments for each of the six LF standards; you will **not** be expected to give a score of 1–4 for each LF standard. In your comments, you will use the Leadership Framework metrics as evidence. In other words, you will highlight the interim results you were able to achieve that support your accomplishments and areas of growth. To facilitate this process, you will review data that captures your school’s results-to-date on the On-Track Indicators for all LF standards outlined in the enhanced LF rubric. See below for some examples of these indicators. Your instructional superintendent will review the same data as he/she assesses your performance at mid-year, helping to ensure consistency and transparency in the evaluation process.

### SELECT EXAMPLES

		Instruction	Talent	School Culture	Operations	Family & Community	Personal Leadership
<b>EVALUATOR COLLECTS</b>	<b>Observations</b>	<ul style="list-style-type: none"> <li>Strengths &amp; areas of development observed during walkthroughs</li> </ul>					
<b>LF DATA REPORT</b>	<b>On-Track Indicators</b>	<ul style="list-style-type: none"> <li>TRC</li> <li>Gold</li> <li>RI</li> <li>Course Pass Rate</li> </ul>	<ul style="list-style-type: none"> <li>Same Day Attendance Entry</li> <li>Teacher Attendance Rate</li> <li>Highly Effective and Effective Teacher Retention Rate</li> </ul>	<ul style="list-style-type: none"> <li>In-Seat Attendance</li> <li>Truancy Rate</li> <li>Suspension Rate</li> <li>Tardiness</li> <li>After School Attendance</li> </ul>	<ul style="list-style-type: none"> <li>Projected Enrollment Reached</li> <li>Residency Verified</li> <li>IEP Timeliness</li> <li>Special Ed Assessment Timeliness</li> </ul>	<ul style="list-style-type: none"> <li>Phone Calls Home to Students with First Day Absences</li> </ul>	<ul style="list-style-type: none"> <li>N/A</li> </ul>
<b>EVALUATOR REVIEWS</b>	<b>Other Indicators and Artifacts</b>	<ul style="list-style-type: none"> <li>Application and Use of Teacher Pre-Work in LEAP Seminar</li> <li>Academic Intervention</li> <li>ELL/SPED Walkthroughs</li> <li>Customized LEAP Seminar and/or 5P Debrief Materials to Meet Teacher and Student Needs</li> <li>Short-Cycle Assessment</li> </ul>	<ul style="list-style-type: none"> <li>Demonstrated Deepening of Teachers’ Content Pedagogy Knowledge</li> <li>Staffing Model &amp; Assignments</li> <li>Timeliness of Filling Vacancies</li> <li>Review of Sample Staff IMPACT Comments</li> </ul>	<ul style="list-style-type: none"> <li>School-Wide Behavior Plan</li> <li>Plans for Proactive Relationship Building with LEAP Team Teachers</li> <li>Special Activities for Students, Staff Members, Community Prior to Winter Break</li> <li>Behavior Improvement Plan</li> </ul>	<ul style="list-style-type: none"> <li>Regular Use of the LEAP Platform to Monitor LEAP Participation Within and Across LEAP Teams</li> <li>School Cleanliness</li> <li>Consistent and Effective Implementation of the Weekly LEAP Cycle</li> <li>School Budget Preparation Based on Student Needs</li> </ul>	<ul style="list-style-type: none"> <li>Back to School Date and Plans</li> <li>LSAT Meeting Schedule</li> <li>PTA Meeting Schedule</li> <li>Effective LEAP Communications to Teachers, Students, and Families, as Applicable</li> <li>School Assemblies</li> </ul>	<ul style="list-style-type: none"> <li>Participation in Advisory Committees or Task Forces</li> <li>Participation in LEAP Leadership Support Opportunities</li> </ul>

Once your self-assessment has been completed, your instructional superintendent will complete initial Cycle 1 LF scores and comments based on your performance, taking into account various data points from your self-assessment, On-Track Indicators, Other Indicators and Artifacts, and his/her own observation notes since the beginning of the school year.

**Key Dates:** Cycle 1 LF self-assessments must be completed by all principals by December 5, 2016. Instructional superintendents will complete initial Cycle 1 LF assessments by December 12.

In December, all instructional superintendents will meet with the chancellor as a group to finalize Cycle 1 LF scores and comments and collectively discuss all principal Cycle 1 LF scores and overall progress towards Capital Commitment Goals. The purpose of this Cycle 1 Performance Review meeting will be discussed in more detail in the Putting It All Together section of the guidebook.

Shortly after this Cycle 1 Performance Review meeting, your instructional superintendent will hold a one-on-one performance conversation with you to review your performance to date, celebrate key accomplishments, and identify key areas where you will need to focus more of your attention to meet your goals.

### Step 3: Cycle 2 LF Assessment and Cycle 2 Performance Conversation

In April, the Cycle 2 LF Assessment process will begin with your self-assessment of your performance in leading the school towards your goals since the middle of the school year. The Cycle 2 LF Assessment process will be the same as the Cycle 1 LF Assessment process mentioned previously. When conducting your self-assessment, you will only write comments for each of the six LF standards, highlighting the additional interim results you were able to achieve that support your accomplishments and areas of growth. Again, to facilitate this process, you will review data that captures your school's results-to-date since the Cycle 1 LF Assessment on the On-Track Indicators for all LF standards outlined in the enhanced LF rubric.

Once your self-assessment has been completed, your instructional superintendent will complete initial Cycle 2 LF scores and comments based on your performance, taking into account various data points from your self-assessment, On-Track Indicators, Other Indicators and Artifacts, and his/her own observation notes since the middle of the school year.

**Key Dates:** Cycle 2 LF self-assessments must be completed by all principals by April 6, 2017. Instructional superintendents will complete initial Cycle 2 assessments by April 13, 2017.

All instructional superintendents will then meet with the chancellor as a group to finalize Cycle 2 LF scores and comments and collectively review all of your average Cycle 1 LF and Cycle 2 LF scores and your overall progress towards your goals. The purpose of this Cycle 2 Performance Review meeting will be discussed in more detail in the Putting It All Together section of the guidebook.

Shortly after this Cycle 2 Performance Review meeting, your instructional superintendent will hold a one-on-one performance conversation with you to review your performance to date.



# SUPPORTING YOUR SUCCESS

Professional development is critical to our success as a school system. Research shows that the best schools are those focused on the learning of children *and* adults. This is why providing school leaders and educators with outstanding support is a top district priority. Below you will find more information about professional learning opportunities designed to help you improve your leadership practice.

## Instructional Superintendents' Targeted Support

DCPS is committed to maintaining a small cluster size that allows instructional superintendents to provide targeted support for school leaders. This has allowed instructional superintendents to spend more of their time at their principals' schools, performing walkthroughs and sharing specific and timely feedback based on what they have observed. They are also able to bring all principals together as a cluster on a monthly basis to provide key updates and to engage in customized professional development opportunities based on their principals' collective and individual developmental needs.

## Leadership Academy

Throughout the year, all DCPS principals come together periodically at Leadership Academy to ensure that our work drives us toward bold ambitions. Leadership Academy builds principals' capacity to:

- Ensure clear and common messaging on key district initiatives;
- Connect and collaborate with colleagues within and across clusters; and
- Manage and motivate their school communities through continued improvement in academic performance as well as cultural and socio-emotional development.

## Support for New School Leaders

To ensure that our new school leaders are set up for success, support for new principals begins with a New Principal Orientation (NPO) over the summer. NPO's overall objective is to expose new school leaders to a broad array of system-wide priorities and initiatives as well as specific policies and procedures to support a strong start to the school year. There is additional and differentiated programming during NPO for those leaders who are new to DCPS as well. New principals are also supported throughout the year by principal partners, current DCPS principals who serve as non-supervisory, non-evaluative resources to new DCPS leaders. Through individual coaching and a cohort-based learning community, principal partners help new principals to become more familiar with DCPS policies and procedures and to build relationships throughout the district.

## Principal Partners

The principal partner role is an opportunity for DCPS principals to build their skills as leadership coaches by strategically supporting new DCPS principals throughout their first year. Principal partners work with new principals on specific problems of practice, help them to overcome challenges, and serve as resources for skill-building and troubleshooting issues. Principal partners receive an annual stipend as well as targeted professional development to build their coaching and mentoring skills.

## Instructional Culture Insight Survey

During the 2015–2016 school year, DCPS piloted the Instructional Culture Insight survey in all schools. With the guiding principle that feedback from teachers can help guide school improvement, the survey offers two opportunities each year for leadership teams to review their school's progress on teacher development and support effort. School leaders receive a school-specific roadmap highlighting specific topics of focus and actions to match best practices, as well as aligned tools that school leaders can use immediately to improve practices in their buildings. Results also enable DCPS to develop more targeted professional development for school leaders and support from instructional superintendents.



Andrea Leoncavallo of Lionhorse Productions



Andrea Leoncavallo of Lionhorse Productions

# PUTTING IT ALL TOGETHER

This section is designed to help you understand how all of the components of your assessment will come together to form an overall annual IMPACT rating.

In order to effectively transition out a current principal and bring a new principal onboard to plan for the upcoming school year, we need to confirm reappointment decisions before student achievement results are available in the summer. To increase the transparency of the reappointment process and to further clarify how and when these decisions are made, the School Leader IMPACT process draws an explicit link between LF Assessments and the reappointment decision-making process. We articulate below a clear guiding principle for determining who will be considered for potential non-reappointment to his/her current position.

- Principals with at least a 3.0 average Cycle 1 LF and Cycle 2 LF score will **not** be considered for non-reappointment.
- Principals with less than a 3.0 average Cycle 1 LF and Cycle 2 LF score will be considered for non-reappointment.

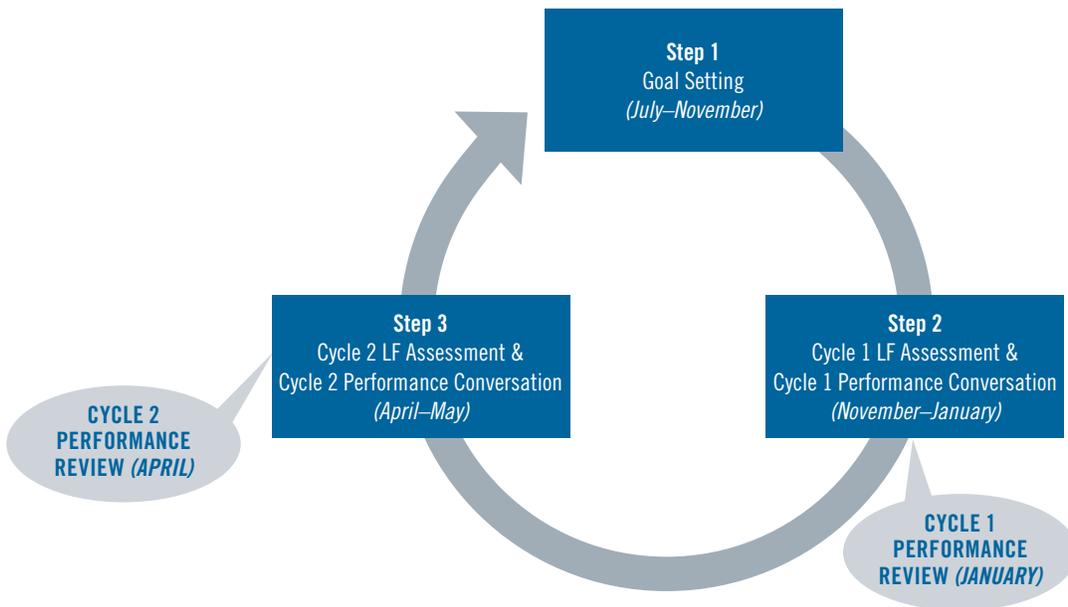
We are able to make this explicit link because the LF rubric is rigorous and robust and LF scores will be based on data-driven evidence. We believe that the On-Track Indicators and Other Indicators outlined in the LF rubric will be indicative of each principal's progress towards achieving his/her Student Outcome Goals.

In addition to the LF score, which includes concrete indicators and evidence, reappointment decisions will consider the following factors:

- School leader's length of time in the school;
- School leader's performance history;
- Student achievement performance trends over time; and
- School context (i.e., significant shifts in student populations, school level/size, the school's staffing model).

Chancellor discretion, informed by various performance metrics outlined in the School Leader IMPACT system, also plays a role in reappointment decisions. In very rare cases, the chancellor may opt not to reappoint a principal who is rated above a 3.0 average on the LF rubric.

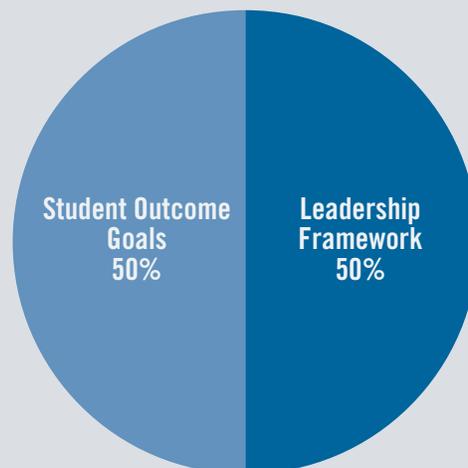
- **Cycle 1 Performance Review:** The first of these meetings occurs during the middle of the school year. The instructional superintendents will use this time to review and discuss each other's initial Cycle 1 LF scores and metrics. This will be our continuous effort as a district to discuss and agree on what excellent school leadership looks like and identify ways for instructional superintendents and other DCPS leaders, as needed, to better support you to improve student achievement during the remainder of the school year.
- **Cycle 2 Performance Review:** The second of these meetings occurs in April. Similar to the Cycle 1 Performance Review, the instructional superintendents will use this time to discuss and review each other's initial Cycle 2 LF scores and metrics. This is also the meeting when instructional superintendents and the chancellor will make initial reappointment decisions based on the criteria outlined above.
- **Final IMPACT Ratings Meeting:** Once student achievement results are available, the chancellor will review and finalize ratings for each principal. Prior to this finalization, a preliminary rating will be generated based on your performance on the LF and your Student Outcome Goals.



### What are the components of SL IMPACT?

Each school leader’s Leadership Framework scores and Student Outcome Goal results are combined to determine an IMPACT rating. These components each constitute 50% of a school leader’s overall score. The Cycle 1 and Cycle 2 Leadership Framework scores will make up 20% and 30% of the school leader’s evaluation, respectively. Student Outcome goals will make up the remaining 50% of the evaluation.

### PUTTING IT ALL TOGETHER





## What will the School Leader IMPACT ratings be and what do these ratings mean?

- **Highly Effective:** This rating signifies outstanding performance and indicates that a school leader has the ability to teach other school leaders. School leaders who earn Highly Effective ratings are considered for Standing Ovation Awards, tapped for district leadership opportunities, and will receive performance bonuses.
- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Minimally Effective:** This rating signifies that a school leader is experiencing challenges and/or struggles, and may need additional support to improve. Instructional superintendents will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources. Principals with a Minimally Effective rating will not receive a step increase for the following school year.
- **Ineffective:** Individuals who are non-reappointed will receive this rating and will be removed from a principal position in the system.

When a school leader transitions to a school-based, non-school leader position, the prior year's School Leader IMPACT rating will be linked to any subsequent staff IMPACT ratings for separation determinations. This separation determination can occur in two progressions. First, if an individual's prior year School Leader IMPACT rating is either Ineffective or Minimally Effective and followed by a staff IMPACT rating of Minimally Effective or Ineffective, this will result in separation from DCPS. Second, if an individual's prior year School Leader IMPACT rating of either Ineffective or Minimally Effective is followed by two staff IMPACT ratings of Developing, this will also result in separation from DCPS.

## How do School Leader IMPACT ratings affect eligibility for three-year appointments?

Beginning with the 2015–2016 school year, DCPS offered three-year appointments to principals. These appointments demonstrate our commitment to recognize and retain high-performing principals across the school district.

Three-year appointments will be offered to principals who have demonstrated strong results at their schools as measured through School Leader IMPACT.

To be considered eligible for a three-year appointment, principals must meet one of the criteria below:

- **Two (2)** consecutive years rated at least **Effective** and a **Leadership Framework** average **at or above 3.0** in the year leading up to the appointment.
- **One (1) Highly Effective** rating in the most recent year and a **Leadership Framework** average **at or above 3.0** in the year leading up to the appointment.

Principals who do not meet eligibility requirements will be considered for one-year appointments but can earn a three-year appointment by meeting the eligibility criteria at another point during their tenure.

Retention during the three-year term appointment will be contingent upon one's continued success as a principal. If a principal's Leadership Framework average falls below 3.0, the terms of the appointment will be revisited. In addition, if a principal engages in misconduct, DCPS retains the right to impose discipline, up to and including separation from service. At the end of the term, principals will be reappointed at the chancellor's discretion.

## How are first-year principals assessed under School Leader IMPACT?

First-year principals are evaluated under the same system as all other principals. Each component of School Leader IMPACT, however, is tailored to the unique experience of school leaders who are new to the principalship or new to DCPS.

- **Student Outcome Goals:** When goals are finalized in October following the beginning-of-year testing window, instructional superintendents and the deputy chief and/or chief of schools will work with new principals to ensure that they are held accountable for goals that are appropriate for their schools following a leadership transition.
- **Leadership Framework Assessments:** Leadership Framework assessments are a measure of the effectiveness of a school leader's practices on improving learning. In many cases, the impact of a new principal's actions may not yet yield measurable outcomes, and evaluators will take this into account when completing assessments.

We acknowledge that change and impact take time, and evaluators will take into consideration the fact that it is a principal's first year when completing evaluations. Instructional superintendents will also prioritize collaborating with new principals to identify their specific developmental needs and to provide targeted professional development resources.

## Will my IMPACT evaluation be affected by my position at an Extended Year school?

No. For the 2016–2017 school year, your IMPACT evaluation will not be affected if your school transitioned to Extended Year. You will continue to receive all components of your evaluation, as indicated in your guidebook, with the same deadlines as schools that have not transitioned to Extended Year.



Bel Perez Gabilondo



Michael DeAngelis



Michael DeAngelis

# IMPACT<sup>plus</sup> FOR SCHOOL LEADERS

## What is IMPACT<sup>plus</sup> for School Leaders?

IMPACT<sup>plus</sup> for School Leaders is the performance-based compensation system for all DCPS principals and assistant principals.

## Why does DCPS have a performance-based pay system?

We feel that it is essential to demonstrate how much we value the work that you do. 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 is eligible for IMPACT<sup>plus</sup> for School Leaders?

Any school leader who earns an IMPACT rating of Highly Effective is eligible for an annual bonus.

## How does the annual bonus work?

To qualify for an IMPACT<sup>plus</sup> annual bonus, 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.

ROLE	YOUR IMPACT RATING	YOUR BONUS	YOUR ADD-ON IF YOU LEAD A HIGH POVERTY SCHOOL*	YOUR ADD-ON IF YOU LEAD A TARGETED 40 SCHOOL	YOUR TOTAL POSSIBLE ANNUAL BONUS
Principal	Highly Effective	\$20,000	\$5,000	\$5,000	\$30,000
Assistant Principal	Highly Effective	\$10,000	\$2,500	\$2,500	\$15,000

*\*A high poverty school is defined as a school with a free and reduced-price lunch rate of 50% or higher.*

## If I retire at the end of the 2016–2017 school year, will I be eligible for IMPACT<sup>plus</sup>?

Yes, you will be eligible for the bonus as long as you have a Highly Effective rating.

## If I resign at the end of the 2016–2017 school year, will I be eligible for IMPACT<sup>plus</sup>?

No. In addition to recognizing and rewarding excellent school leaders, IMPACT<sup>plus</sup> aims to retain them. Thus, to be eligible for the bonus or base salary increase, you must be employed by DCPS as a school leader or in a comparable position or higher at the time of award distribution, unless you have retired.

## If I am separated from the school system for disciplinary reasons, will I be eligible for IMPACT<sup>plus</sup>?

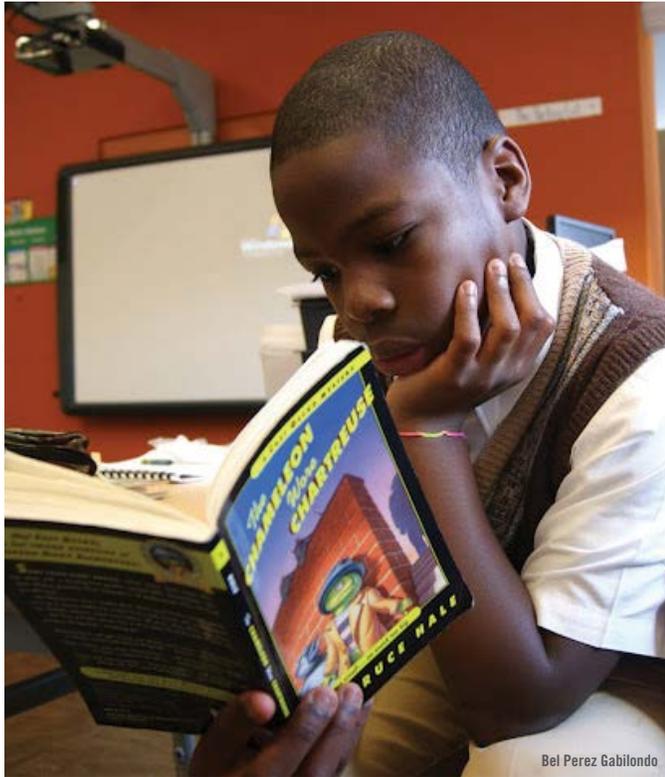
No.

## When will I receive any payments associated with IMPACT<sup>plus</sup>?

All payments will be made by the end of the calendar year in which they are earned.

## Will payments associated with IMPACT<sup>plus</sup> be subject to District of Columbia and federal income taxes?

Yes.



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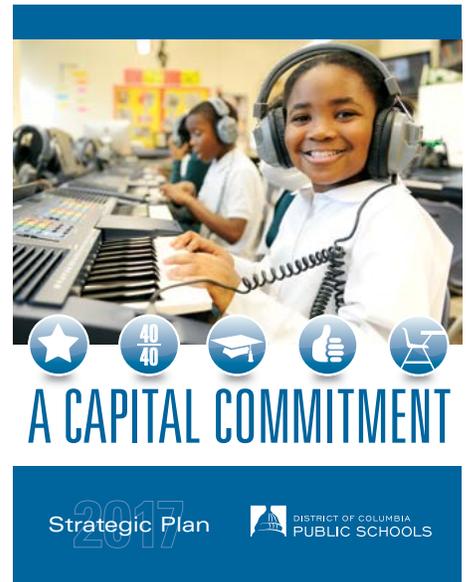
Michael DeAngelis

# 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 and school leaders, 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.















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