School Leaders

PRINCIPALS

IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2026
2027

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PUTTING GROWTH FIRST

DCPS has seen continuous improvement in student achievement because of the extraordinary passion, skill, joy, and talent teachers, school leaders, and staff bring to work each day. DCPS employees help make schools welcoming environments and support students' intellectual, social-emotional, and physical needs — all of which are critical to student success. To both build on past success and accelerate efforts to close the achievement gap, we must continue to concentrate our work on ensuring all students feel loved, challenged, and prepared to positively influence society and thrive in life.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an outstanding teacher in every classroom and excellent staff members throughout our schools, our students will graduate prepared for success. IMPACT supports professional growth by:

1. **Clarifying Expectations** — IMPACT outlines clear performance expectations and provides a common language of success for all school-based employees.
2. **Providing Frequent and Meaningful Feedback** — Quality feedback is a key element in improving one's practice. Regular feedback opportunities support reflection and action planning toward excellence.

The success of our students hinges on the work you do every day. Your professional growth is critical to the DCPS mission and is cultivated through a clear vision of excellence paired with meaningful and aligned feedback opportunities.

Andrea Leoncavallo

Bel Perez Gabilondo

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: Leadership Framework Standards and Student Outcome Goals. 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.

Leadership Framework Standards

- **Leadership Framework (LF) Assessments** — This is a measure of the effectiveness of your leadership practices on improving student learning. LF 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.

Student Outcome Goals

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.

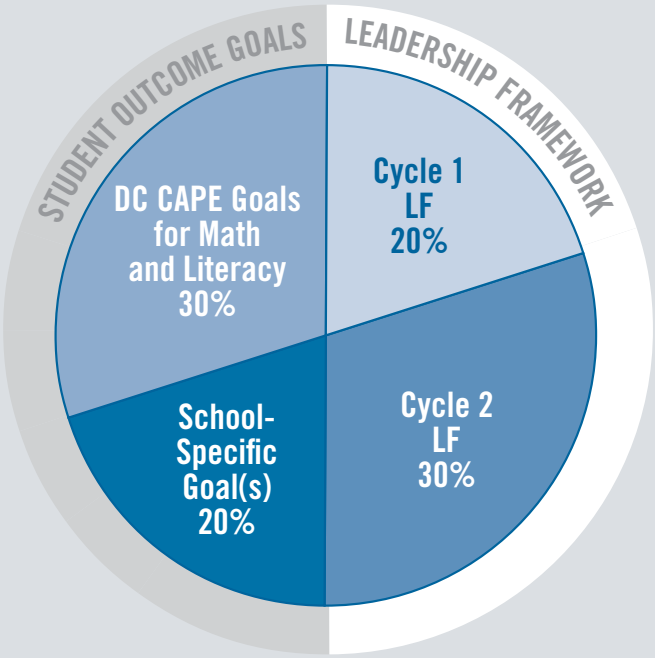
Elementary Schools, Education Campuses, Middle Schools, and High Schools

- **DC CAPE Goals** — This is a measure of achievement over the course of the year as it relates to the annual DC CAPE exam. The focus of these goals will be increasing student proficiency and reducing the percentage of students scoring at the lowest levels. These goals may be adjusted depending on the baseline of the school. Each DC CAPE 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 DC CAPE

- **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.

IMPACT COMPONENTS FOR PRINCIPALS



LF LEADERSHIP FRAMEWORK STANDARDS

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. The framework has six Leadership Framework standards. The six LF standards are: Instruction, Talent, School Culture, Operations, Family & Community, and Personal Leadership.

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 developed the Leadership Framework?

School leaders, DCPS central office staff members, and many others participated in the initial development of — and subsequent revisions to — the Leadership Framework. As part of that process we consulted numerous sources, including:

- City Schools' *School Leader Effectiveness Rubric*
- Council of Chief State School Officers' *Interstate School Leaders Licensure Consortium*
- Denver Public Schools' *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*
- 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*
- Linda Darling-Hammond's *Excellent Teachers Deserve Excellent Leaders*
- Louisiana's *Standards for School Principals*
- Marzano Center's *Marzano School Leadership Evaluation Model*
- Massachusetts' *A New Framework for Leadership Standards*

- Mike Schmoker's *Results Now*
- Montgomery County's *Principal Standards*
- 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*
- New York City Department of Education's *Quality Review Rubric*
- New York City Department of Education's *School Leadership Competencies*
- North Carolina & McREL's *Principal and Assistant Principal Evaluation Process*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Ohio's *Standards for Principals*
- Palo Alto's *Leadership Standards for Principals*
- Pittsburgh's *Pittsburgh Urban Leadership System for Excellence (PULSE)*
- Research for Better Teaching's *The Skillful Leader*
- Rich Halverson & University of Wisconsin-Madison's *School Leadership Rubrics*
- 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*
- The New Teacher Project's *The Irreplaceables*
- Walton Foundation's *School Leadership Study: Developing Successful Principals*

LEADERSHIP FRAMEWORK FOR PRINCIPALS

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

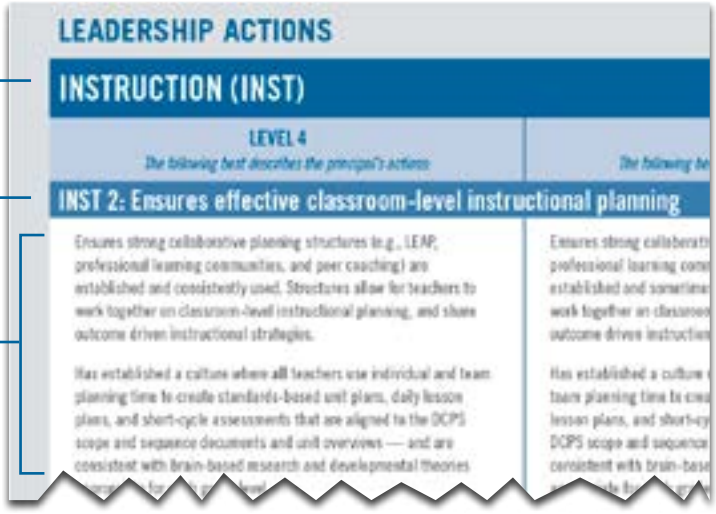
How is the Leadership Framework rubric structured?

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

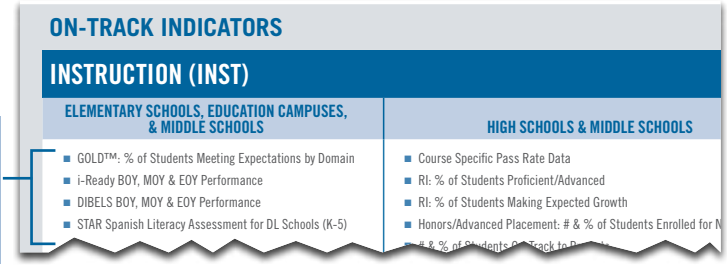
LF STANDARD

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

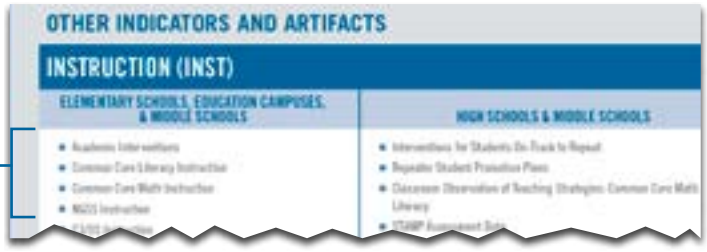
LEADERSHIP ACTIONS
Actions the principal takes that help the school achieve its goals of increasing student achievement



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



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



LF LEADERSHIP FRAMEWORK RUBRIC

How does scoring work for the Leadership Framework?

The Leadership Framework is scored at the Key Theme level. Leaders receive a score for each Key Theme, and those scores are averaged together to produce the standard score. The weighted average of the six standard scores are the leader's overall LF score. Note that averaged scores are truncated for display purposes.

SAMPLE SCORE

STANDARD	KEY THEME	KEY THEME SCORE	STANDARD SCORE
INSTRUCTION	INST 1: Develops the school's instructional vision and goals	3.0	3.00
	INST 2: Ensures effective classroom-level instructional planning	3.0	
	INST 3: Ensures effective classroom instruction	3.0	
TALENT	TAL 1: Identifies and strategically places outstanding talent	4.0	3.00
	TAL 2: Evaluates staff members and provides support and accurate, timely feedback	3.0	
	TAL 3: Strategically retains staff and builds leadership capacity	2.0	
SCHOOL CULTURE	SC 1: Creates a positive, student-centered environment	3.0	3.66
	SC 2: Ensures students meet high academic and behavioral expectations	4.0	
	SC 3: Implements effective interventions that support student success	4.0	
OPERATIONS	OPS 1: Efficiently manages school operations	3.0	3.33
	OPS 2: Maximizes and allocates resources equitably, efficiently, and with integrity to foster learning environments	3.0	
	OPS 3: Fulfills all legal and policy requirements	4.0	
FAMILY & COMMUNITY	FC 1: Ensures a welcoming school environment	3.0	3.00
	FC 2: Shares information with families to support their children's success	3.0	
	FC 3: Efficiently responds to families' inquiries and concerns	3.0	
PERSONAL LEADERSHIP	PL 1: Leads with DCPS values	4.0	4.00
	PL 2: Displays strategic leadership	4.0	
	PL 3: Communicates effectively	4.0	
FINAL SCORE			3.29

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

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LEADERSHIP FRAMEWORK RUBRIC

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 district and school goals.

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
INST 1: Develops the school's instructional vision and goals	
Level 3 AND provides evidence of a living plan, with clear evidence of progress monitoring throughout the year.	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. The school's CSP: ■ Is informed by a holistic review of student and school data. ■ Addresses a range of student needs and addresses specialized groups who are often marginalized (e.g., SPED, ML). ■ Consists of holistic outcome driven improvement strategies that will help increase student achievement.
Clearly communicates school vision to staff members, students, and external stakeholders — and connects with the DCPS strategic plan. ■ Refers to school vision consistently (i.e., when making decisions; drafting short- and long-term strategies; communicating changes to staff, students, and stakeholders; and providing feedback to staff). ■ Establishes and consistently communicates expectation that staff members demonstrate ownership of realizing the school vision (e.g., vision is reflected in how daily instructional practices are aligned to district and school goals, meetings agendas, and school newsletters, as well as staff and student language).	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 how daily instructional practices are aligned to district and school goals, as well as staff and student language).
Consistently reviews progress on the school's CSP with the school's leadership team and further creates a clear system for monitoring progress throughout the year establishing a sense of ownership of the CSP among members of the school's leadership team. **Makes appropriate** revisions to the CSP as a result of progress monitoring. Is able to diagnose why earlier strategies did not lead to the expected success increasing the likelihood that future strategies are successful. Clearly communicates progress on the CSP — including successes and/or adjustments to strategies — to relevant staff, ensuring buy in toward the CSP throughout the year.	**Consistently** reviews progress on the school's CSP with the school's leadership team. Makes revisions to the CSP as a result of progress monitoring, as needed. Clearly communicates changes and revised expectations to relevant staff.
Level 3 AND staff also proactively leverage available data inputs to identify potential causes of gaps in achievement in school practices or policies; as well as gaps in student outcomes; and as needed, evidence that leader addressed causes of gaps.	**Consistently** leverages available data inputs proactively to identify potential causes of gaps in achievement in school practices or policies; as well as gaps in student outcomes; and as needed, evidence that leader addressed causes of gaps.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
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, does not address a range of student needs, does not address specialized groups who are often marginalized (e.g., SPED, ML), and/or is not informed by a holistic review of student and school related data.	The expectation of level 2 practice is not met.
Shares the vision with staff members, but rarely refers to it during the school year. Few staff members are able to describe their role in realizing the vision.	The expectation of level 2 practice is not met.
Sometimes reviews progress toward the school's CSP goals with the school's leadership team (e.g., only when milestone data becomes available and not at additional relevant interim points or only when prompted by others). Does not make appropriate revisions to CSP when data shows current strategies are not yielding progress.	The expectation of level 2 practice is not met.
Sometimes leverages available data inputs proactively to identify potential causes of gaps in achievement in school practices or policies; as well as gaps in student outcomes; and as needed, evidence that leader addressed causes of gaps.	The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
INST 2: Ensures effective classroom-level instructional planning	
Ensures strong collaborative planning structures (e.g., LEAP, professional learning communities, and peer coaching) are established and consistently used. Structures allow for teachers to work together on classroom-level instructional planning, and share outcome driven instructional strategies. Has established a culture where **all** teachers use individual and team 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 overviews — and are consistent with brain-based research and developmental theories appropriate for each grade level.	Ensures strong collaborative planning structures (e.g., LEAP, professional learning communities, and peer coaching) are established and sometimes used. Structures allow for teachers to work together on classroom-level instructional planning, and share outcome driven instructional strategies. Has established a culture where **most** teachers use individual and team 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 overviews — and are consistent with brain-based research and developmental theories appropriate for each grade level.
Level 3 AND regularly conducts classroom visits with coaches and reviews coaching plans for struggling teachers.	Provides specific, timely, and action-oriented coaching to school's LEAP leaders and instructional coaches on a regular basis. Includes observing LEAP sessions and data meetings and reviewing LEAP plans at the beginning of each module.
Level 3 AND this practice is well-established within instructional culture (i.e., evident in instructional walkthroughs, student work, assessment data). This expectation is consistently met by **all (or almost all)** teachers in the building.	Ensures that instructional planning and data meetings — across the school — are informed by review of student work and holistic data. Ensures that planning addresses a range of student needs and specialized groups who are often marginalized (e.g., SPED, ML). This expectation is consistently met by **most** teachers in the building.
Level 3 AND this practice is well-established within instructional culture. This expectation is consistently met by **all (or almost all)** teachers in the building.	Ensures structures are present within coaching sessions for teachers to examine their beliefs and practices and unpack the connection between instructional practice and student learning. This expectation is consistently met by **most** teachers in the building.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Teachers have insufficient collaborative planning time and/or only some teachers use individual and team 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 overviews — and are consistent with brain-based research and developmental theories appropriate for each grade level.	The expectation of level 2 practice is not met.
Provides infrequent feedback and coaching to school's LEAP leaders and instructional coaches.	The expectation of level 2 practice is not met.
Communicates expectation that instructional planning is informed by a review of student work and holistic data — and that it addresses a range of student needs and specialized groups who are often marginalized (e.g., SPED, ML); but insufficiently monitors for effective implementation such that there are frequent incidents where this expectation is not met.	The expectation of level 2 practice is not met.
Communicates expectation that teachers examine their beliefs and practices and unpack the connection between instructional practice and student learning — but insufficiently monitors for effective implementation such that there are frequent incidents where this expectation is not met by multiple teachers.	The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
INST 3: Ensures effective classroom instruction	
Level 3 AND actively prioritizes its consistent implementation, ensuring all teachers have the necessary resources and professional development to deliver it effectively. Fidelity of implementation results in measurable improvements in student learning outcomes as evidenced by standardized assessments, classroom assessments, and other relevant data.	Ensures most/all teachers — across the school — are implementing curriculum that is data-informed, standards-aligned, and in alignment with district and school goals (e.g., leverages DCPS curriculum resources, content-specific walk-through tools, weekly data/planning meeting protocols).
In collaboration with leadership team, creates plan and/or structures such that all teachers receive informal classroom observations throughout the school year along with timely formative feedback on their practice. Structures should ensure lower performing teachers receive more informal observations and feedback as needed.	Throughout the school year, 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 teachers can improve their instructional practices.
Level 3 AND consistently connects coaching to a larger arc of learning and to school's goals. Improved teaching practice is evident in most classrooms. (Includes all coaches in school building — instructional coaches, LEAP leaders, any leadership team member who coaches teachers.)	Provides differentiated and role-specific coaching to school's relevant instructional teams/coaches (instructional coaches, LEAP leaders, any leadership team member who coaches teachers) to ensure each teacher's key areas of growth are addressed with differentiated coaching and support.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Curriculum implementation is inconsistent, and/or teachers may receive inadequate support or professional development. This results in significant variations in curriculum implementation across classrooms and inconsistent student outcomes.	The expectation of level 2 practice is not met.
Sometimes conducts informal classroom observations of struggling teachers to understand the key instructional areas in which teachers are having difficulty in order to help them improve.	The expectation of level 2 practice is not met.
Provides general support for school's relevant instructional teams/ coaches (instructional coaches, LEAP leaders, any leadership team member who coaches teachers).	The expectation of level 2 practice is not met.

LF LEADERSHIP FRAMEWORK RUBRIC

ON-TRACK INDICATORS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS & MIDDLE SCHOOLS
■ GOLD™: % of Students Meeting Expectations by Domain ■ i-Ready BOY, MOY & EOY Performance ■ DIBELS BOY, MOY & EOY Performance ■ STAR Spanish Literacy Assessment for DL Schools (K-5)	■ Course Specific Pass Rate Data ■ RI: % of Students Proficient/Advanced ■ RI: % of Students Making Expected Growth ■ Honors/Advanced Placement: # & % of Students Enrolled for Next Year ■ # & % of Students On-Track to Promote ■ % of 11th/12th Graders Who Took SAT ■ % of 12th Graders Completing FAFSA ■ % of 9th-11th Graders Who Took PSAT ■ Students On-Track to Promote According to ACGR ■ SAGE Student Performance and/or SAGE Completion % ■ ANet Participation ■ Anet Benchmark assessments ■ % of College Bound 12th Graders with 1+ Smart College Application Submitted ■ % of Identified CTE Students Take 1+ Industry Certification

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.

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS & MIDDLE SCHOOLS
■ Academic Interventions ■ Common Core Literacy Instruction ■ Common Core Math Instruction ■ NGSS Instruction ■ C3/SS Instruction ■ ECE CLASS Scores	■ Interventions for Students On-Track to Repeat ■ Repeater Student Promotion Plans ■ Classroom Observation of Teaching Strategies: Common Core Math & Literacy ■ STAMP Assessment Data ■ AP Language Exam Data

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

- Evidence of High-Quality LEAP Seminars and Coaching Conversations
- Evidence of Strong LEAP Implementation, Including All Components of the LEAP Cycle
- Unit Test Performance Data
- # & % of ELL Students Moving Proficiency Levels
- Scheduling Requirements Met (and Adhered to) for All Content Areas
- % of Students Receiving Tier 2 and Tier 3 Supports, including Acceleration Academies and Tutoring
- % of Students Meeting Success Plan Goals (MTSS)

ALL SCHOOLS

- LL/SPED Walkthroughs
- Professional Development Attendance
- Comprehensive School Plan Implementation and Feedback
- Comprehensive School Plan Reflection
- School Schedule
- ALT/MTSS Leadership Team Meeting Information
- MTSS Collaboration Meeting Information
- MTSS Screening, Referral, and Progress Monitoring Systems
- Data meeting systems and structures
- First Week Plans
- Informal Classroom Observations/Walkthrough Reports
- Insight Survey Action Plans
- Quality of Teacher Made Assessments
- Reteach Plans/Data Analysis Plans
- School-Specific Professional Development Agendas, Protocols, Student Work Analysis, etc.
- Short-Cycle Assessment Performance
- Student Outcome Goal Setting Preparation
- Informal & Formal Classroom Observations
- Gradebook Data Compliance
- Implementation and Scoring of Unit Tests
- Proper and Consistent Use of Data Platforms (e.g., mClass, i-Ready, Panorama MTSS, etc.)

LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

TALENT (TAL)

Recruits, 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:*
TAL 1: Identifies and strategically places outstanding talent	
Level 3 AND employs effective and efficient hiring process. This could include, but is not limited to the following: ■ Screens internal DCPS transfer candidates with prior school's leadership team and/or colleagues. ■ Conducts panel interviews. ■ Establishes hiring committee.	Identifies and hires high-quality candidates. ■ Leverages available resources to locate talent (DCPS' central recruitment and staffing team and school-based selection processes, early offers, hiring fairs). ■ Sends timely follow-up communications to interested prospective candidates during recruitment process.
Level 3 AND ensures plans anticipate the needs of new hires throughout the entire first year of school.	Consistently employs a comprehensive on-boarding plan with all new hires which — as appropriate — includes roles and responsibilities related to their position, orientation to the school building, school policies and procedures, district policies and procedures (e.g., IMPACT), and available resources. At the start of each year, reviews and updates plan as needed to ensure effectiveness and alignment with current policies and procedures.
Sets up systems to stay abreast of all the school's current and upcoming vacancies and works to fill vacancies with high-quality candidates in a timely fashion (early hiring window for vacancies between school years is by June 1; within 60 days for all other times).* School is consistently well staffed. Successfully manages the vacancy at the school level until high quality candidate can be found. Engages in succession planning to ensure that the school community continues to thrive and succeed amidst staff transitions.	Once notified, works to fill vacancies with high-quality candidates (early hiring window for vacancies between school years is by June 1; within 60 days for all other times).* There are occasional vacancies beyond 60 days. Successfully manages the vacancy at the school level until high quality candidate can be found.
Each year, engages in a review of all staff assignments to ensure that there is intentionality behind all staff placement decisions. All staff members are in positions that best suit their skillsets, areas of expertise, and passions to maximize student learning outcomes.	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.

**This timespan can vary in acknowledgment that some positions are more difficult to staff than others. Consult with manager as needed to determine alternate timelines for filling hard-to-staff roles.*

	LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
	Leverages DCPS' central and school-based recruitment and selection processes to find and screen some candidates.	The expectation of level 2 practice is not met.
	Inconsistently employs a comprehensive on-boarding plan with new hires OR on-boarding plan is not comprehensive. As a result, there are new hires unfamiliar with school and/or district policies and procedures and unaware of relevant resources.	The expectation of level 2 practice is not met.
	Delays filling vacancies and/or regularly hires low-quality candidates. Does not successfully manage vacancies at the school level during the hiring process.	The expectation of level 2 practice is not met.
	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.	The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
TAL 2: Evaluates staff members and provides support and accurate, timely feedback	
Level 3 AND paces out observations and post-observation conferences across the window.	Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures. ■ Completes observations and post observation conferences before the end of the window. ■ 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.
Always shares robust supporting evidence for IMPACT ratings, areas of strength as well as clear, specific, and actionable suggestions for improvement.	**Almost always** shares robust supporting evidence for IMPACT ratings, areas of strength as well as clear, specific, and actionable suggestions for improvement.
Level 3 AND reviews a sample of reports from school evaluators to better understand where additional norming is required.	Norms with building evaluators throughout the school year. As a result, most staff members have a consistent evaluation experience and receive accurate, timely, and supportive feedback on their performance.
Establishes culture around feedback where staff members trust evaluators and expect feedback about their growth areas. Consistently provides accurate, formative, and timely feedback during evaluative observations and non-evaluative walk throughs. Cultivates growth mindset in staff and has difficult conversations, as needed.	Gives accurate and timely feedback to staff members throughout the school year and has difficult conversations, as needed.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures, but there is limited evidence that observation feedback is meaningful such that it improves teacher practice (e.g., clusters all observations at the end of the cycle, rushes post observation conferences, insufficient evidence).	The expectation of level 2 practice is not met.
Sometimes shares robust supporting evidence for IMPACT ratings, areas of strength as well as clear, specific, and actionable suggestions for improvement.	The expectation of level 2 practice is not met.
Inconsistently norms with building evaluators (e.g., only at beginning of year or when prompted by Instructional Superintendent). As a result, staff members have many inconsistencies in their evaluation experience.	The expectation of level 2 practice is not met.
Avoids giving feedback, as well as having difficult conversations.	The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
TAL 3: Strategically retains staff and builds leadership capacity	
Gathers feedback from staff about what types of professional development opportunities they would be interested in and, where appropriate, offers staff differentiated professional development opportunities in alignment with staff interests.	Offers staff differentiated professional development opportunities.
Creates systems through which staff frequently receive acknowledgment and appreciation (both individual and public) for their contributions toward the school community and accomplishing district and school goals.	Regularly shows public and individual acknowledgment and appreciation for staff contributions toward the school community and accomplishing district and school goals.
Level 3 AND monitors for fidelity and leadership development. Makes improvements and/or develops new leadership opportunities as necessary.	Invests in experienced staff by effectively leveraging existing opportunities for leadership and involvement in key decision-making (e.g., LSAT, SCAC, department leadership).
Effectively utilizes sound judgment to determine if counseling, IMPACT, and/or progressive discipline — or a combination of those — is most effective to document, manage, and dismiss (as necessary) consistently low performers.	Always counsels out, or uses IMPACT to dismiss, consistently low performers. Consistently provides clear, concise, evidence-based feedback to staff members who exhibit low performance — and documents incidents and feedback appropriately.
Level 3 AND the leadership team has the credibility and skillset to keep the school effectively driving toward its goals even in the principal's absence.	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. Effectively coaches leadership team and builds leadership capacity.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Does not differentiate or inconsistently differentiates professional development opportunities.	The expectation of level 2 practice is not met.
Infrequently shows public and/or individual acknowledgment and appreciation for staff contributions.	The expectation of level 2 practice is not met.
Does not consistently invest in experienced staff by effectively leveraging existing opportunities for leadership and involvement in key decision-making (e.g., LSAT, SCAC, department leadership).	The expectation of level 2 practice is not met.
Struggles to provide effective feedback to staff members who exhibit low performance and/or to determine when dismissal is necessary and/or there are instances of inappropriately utilizing talent management tools (counseling, IMPACT, and/or progressive discipline).	The expectation of level 2 practice is not met.
Identifies leadership team members with diverse 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 and/or leader does not effectively coach leadership team and build leadership capacity.	The expectation of level 2 practice is not met.

LF LEADERSHIP FRAMEWORK RUBRIC

ON-TRACK INDICATORS

TALENT (TAL)

ALL SCHOOLS

- Highly Effective & Effective Staff Retention Rate (MY + year-to-year retention rates)
- IMPACT Observation and Evaluation Pacing schedule
- Talent & Retention Plan (Outlines goals and strategies for recruitment, hiring, and staff retention. Should include plan to manage vacancies.)
- Evidence of High-Quality LEAP Seminars and Coaching Conversations
- Evidence of Strong LEAP Implementation, Including All Components of the LEAP Cycle
- 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.

OTHER INDICATORS AND ARTIFACTS

TALENT (TAL)

ALL SCHOOLS

- Review of Sample Staff IMPACT Comments
- Timeliness of Filling Vacancies According to the Hiring Report
- Professional Development Attendance
- Strategic Plan for Professional Development
- AP Needs Assessments
- Alignment of Personnel Budget with School Priorities and Initiatives
- Staff Satisfaction Survey Results
- Professional Development Plans for Teachers (As needed, should include evidence of use of progressive discipline and/or difficult coaching conversations.)
- Student Caseload Assignments for Support Positions
- Teachers Are Assigned to Specific Area
- MTSS Lead Identified and Supported
- Accurate Assessment of the Quality of Teaching at the School Using the Essential Practices Rubric
- Insight Feedback and Evidence of Response to Insight Feedback
- Delegation of Responsibilities Aligned to the Comprehensive School Plan

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 FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

Creates and sustains a strong, student-centered 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:*
SC 1: Creates a positive, student-centered environment	
Level 3 AND positive culture and positive relationships are evident and/or improving throughout the building (includes staff to staff, staff to students, students to students, and staff to DCPS personnel and visitors).	Establishes school norms and expectations with staff about how students interact with each other — and how they should interact with all stakeholders (including students, DCPS personnel, and visitors). Models having a positive rapport with stakeholders. As needed, coaches staff members and/or employs de-escalation and conflict resolution to uphold established behavior norms.
Level 3 AND monitors for success and fidelity and makes improvement as necessary.	Establishes school-wide structures (e.g., one-on-one mentoring, advisory periods, student incentive systems, restorative practices) that facilitate positive relationship building between staff members and students, as well as positive student-student interactions.
Level 3 AND demonstrates sound judgment in leveraging available tools (e.g., warnings, restorative practices, CP deductions, PIP, progressive discipline) to effectively manage behavior misaligned to established professionalism norms and standards.	Clearly defines and communicates standards for professionalism among staff. Addresses instances of staff behavior that does not meet standards.
Level 3 AND includes structures for students to take ownership for praising and celebrating one another's individual and collective successes — and for staff to celebrate student success.	Creates appropriate structures for periodically recognizing schoolwide accomplishments and those of individual students.
SC 2: Ensures students meet high academic and behavioral expectations	
Level 3 AND there is evidence through student ownership in the creation of and/or leadership of these norms and expectations.*	Establishes and communicates school-wide norms and expectations for positive behavior and strong academic work — as well as expectations and policies regarding negative behaviors — to the entire school community. Establishes and monitors structures and systems to ensure that staff members can implement with fidelity.
Level 3 AND leverages school partner work such that they contribute to positive student and school outcomes in demonstrable ways.	Ensures that all school partners (aftercare providers, coaches, Literacy Lab tutors, etc.) understand and adhere to all DCPS and school-wide norms and expectations.

**This could look different depending on school context. Potential examples include: active student government associations/student councils, co-creating school and classroom level norms, strong peer-to-peer relationships, Strong Start, classroom jobs. Align with your manager on strategies/expectations as needed.*

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Establishes school norms and expectations with staff about how students interact with each other — and how they should interact with all stakeholders — students, DCPS personnel, and visitors — but inconsistently upholds established behavior norms.	The expectation of level 2 practice is not met.
Does not establish 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.	The expectation of level 2 practice is not met.
Inconsistently defines and communicates standards for professionalism among staff and/or does not always address instances of unprofessional behavior.	The expectation of level 2 practice is not met.
Sometimes recognizes school-wide accomplishments and those of individual students and staff members.	The expectation of level 2 practice is not met.
Does not establish and/or communicate school-wide norms and expectations for behavior and academic work to the school community — and/or structures and systems are not in place for staff members to implement with fidelity.	The expectation of level 2 practice is not met.
Inconsistently communicates school-wide norms and expectations to school partners (aftercare providers, coaches, Literacy Lab tutors, etc.) and/or does not monitor to ensure that school partners adhere to school-wide norms and expectations.	The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
SC 3: Implements effective interventions that support student success	
Frequently reviews attendance and key student behavior data (e.g., chronic absenteeism, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges. Reviews data disaggregated by race, ethnicity, SPED status, gender, ML, "at-risk" status, and other subgroups as relevant.	**Periodically** reviews attendance and key student behavior data (e.g., chronic absenteeism, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges. Reviews data disaggregated by race, ethnicity, SPED status, gender, ML, "at-risk" status, and other subgroups as relevant.
Level 3 AND has established systems and a culture where school stakeholders proactively identify and raise concerns.	Identifies and addresses challenges highlighted by data before they become larger concerns.
Level 3 AND there is evidence that MTSS and other related systems are effective and have been internalized by staff.	Establishes MTSS systems and structures that are consistently implemented across the school. The system implemented is a proactive, school-wide support system of healing-centered and restorative evidence-based interventions to address the socio-emotional needs of most students.

ON-TRACK INDICATORS

SCHOOL CULTURE (SC)

ELEMENTARY SCHOOLS	HIGH SCHOOLS	ALL SCHOOLS
■ ECE Walkthroughs	■ Documentation of College Readiness Events or Activities (college fairs, college tours, etc.)	■ Suspension Days/100 Students ■ Tardiness ■ Teacher Attendance ■ Truancy Rate ■ % In Seat Attendance ■ Evidence of High-Quality LEAP Seminars, MTSS Collaboration Meetings, and Coaching Conversations ■ Evidence of leveraging central services 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

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.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Sometimes reviews attendance and key student behavior data with staff members, parents, and students, as appropriate, after many challenges surface. Does not review disaggregated by race, ethnicity, SPED status, gender, ML, "at-risk" status, and other subgroups as relevant.	The expectation of level 2 practice is not met.
Addresses challenges highlighted by data after an external to school (instructional superintendent, central services) stakeholder identifies challenge — but does not consistently identify and/or act before issues escalate.	The expectation of level 2 practice is not met.
Ensures that staff members are able to implement targeted interventions for some high-need students, but does not effectively leverage MTSS and/or develop a proactive, school-wide support system.	The expectation of level 2 practice is not met.

OTHER INDICATORS AND ARTIFACTS

SCHOOL CULTURE (SC)

ALL SCHOOLS

- Transition Routines
- Building Reset Plans: January & Post Spring Break
- DCMR Chapter 25 Due Process Compliance for Established Timelines and Documentation
- 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
- Behavior Improvement Plans
- Special Activities Prior to Winter Break
- After-School Program Attendance
- Field Trip Calendar for All Students Connected to the Curriculum
- Chronic Absenteeism
- Evidence of Response to Insight Feedback
- Evidence of SEL and Behavior (MTSS) Success Plans for Students Receiving Tier 2 and 3 Supports
- Documentation of Work-Based Learning Experiences (career guest speakers, industry site visits, industry placements)

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 FRAMEWORK RUBRIC

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:*
OPS 1: Efficiently manages school operations	
Level 3 AND as needed, ensures concerns or resource gaps are reflected in CSP and/or multi-year school plans.	**Consistently** reviews the school's facility needs and communicates those needs in a timely and efficient manner. As appropriate, successfully leverages key staff (e.g., MSL/DSL) to conduct facility walkthroughs with custodial and security staff members to identify areas of concern.
Establishes and maintains systems and protocols for all aspects of school operations including comprehensive safety measures. These well-defined systems enable staff to proactively identify and mitigate potential barriers to teaching and learning, fostering a consistently safe and productive learning environment.	Establishes and maintains systems for school operations and safety protocols. These systems are generally effective, with minor adjustments needed occasionally to maintain optimal functionality. Staff members are mostly able to anticipate and address potential barriers to learning, resulting in a school environment that is generally conducive to learning.
For example, the school leader: ■ *Develops a protocol for class transitions, leverages a school climate committee, leads the development of a comprehensive safety and security plan.*	
Empowers key staff members to work collaboratively to develop school schedules with fidelity to DCPS scheduling policies (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, IEP calendar) before the beginning of the school year to meet the diverse learning needs of all students and maximize student learning time. Monitors and makes strategic adjustments throughout the school year as necessary.	Closely manages key staff members on the development of school schedules with fidelity to DCPS scheduling policies (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, IEP calendar) to maximize student learning time.
School meets and/or made meaningful progress toward meeting enrollment targets.	Has communicable strategies in place to best position school to meet enrollment targets. Monitors enrollment projections and adjusts strategies as needed.

	LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
	Facility needs are **sometimes** addressed in a timely and efficient manner. When made aware of facility needs they work to mitigate resource gaps. As appropriate leverages key staff (e.g., MSL/DSL) to conduct facility walkthroughs with custodial and security staff members to identify areas of concern.	The expectation of level 2 practice is not met.
	Operational systems are unclear or inconsistently implemented. Staff members struggle to anticipate and address barriers to learning, resulting in a school environment that is not consistently conducive to learning.	The expectation of level 2 practice is not met.
	Develops school schedules (e.g., master schedule for teaching and learning, planning/observation/meeting schedules, assessment calendar, school calendar, IEP calendar) with minimal input from staff members. Schedules do not maximize student learning time.	The expectation of level 2 practice is not met.
	Has communicable strategies in place aimed at meeting enrollment targets, but does not appropriately monitor enrollment projections and/or does not make adjustments or additions to strategies to improve outcomes.	The expectation of level 2 practice is not met.

LF LEADERSHIP FRAMEWORK RUBRIC

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:*
OPS 2: Maximizes and allocates resources equitably, efficiently, and with integrity to foster learning enviro	
Level 3 AND maintains ultimate responsibility of the school's budget while building leadership capacity within their school leadership team **regarding budget management**. As relevant, appropriately leverages key staff (DSL/MSL) in the day-to-day budget operations to maintain their focus on instruction.	**Always** reviews the school's financial outlook, ensuring the schools budget and finance needs are **always** managed in a fiscally responsible manner. School **rarely** has incidents of spending that are unintentional or misaligned with the CSP. School **rarely** has incidents of overspending that require central engagement (e.g., ratifications, overspending of admin premium, overuse of substitutes, prior year voucher payments).
Facilitates the **frequent** use of technology in the classroom while maintaining the technology standards outlined in the DCPS Technology Plan. Ensures that technology assets within the school are maintained and in operational condition throughout the school year.	Facilitates the **consistent** use of technology in the classroom while maintaining the technology standards outlined in the DCPS Technology Plan. Ensures that technology assets within the school are maintained and in operational condition throughout the school year.
Level 3 AND has built leadership capacity within their school leadership team **regarding technology management**. As relevant, appropriately leverages key staff (DSL/MSL) in the day-to-day management of technology assets to maintain their focus on instruction.	Implements a technology plan with clear policies and procedures that reflect best practices toward device storage, security, and handling. This technology plan **is consistently followed** resulting in a technology loss rate that **rarely affects school operations**. If technology assets are in need of repair school works quickly and efficiently with their OCTO technician or vendor as appropriate to implement timely repairs.
Proactively leverages district teams to optimize school operations and support.	Utilizes district teams when needed, collaborating on routine matters.
OPS 3: Fulfills all legal and policy requirement	
Fulfills **all** compliance and reporting responsibilities on time and with no significant errors.	Fulfills **almost all** compliance and reporting responsibilities on time and with no significant errors.
Level 3 AND extends training to include school-specific considerations and proactive strategies.	Ensures **all** supervision policies are implemented appropriately and consistently. Responds to any incidents in alignment with DCPS protocol. Monitors for fidelity and coaches staff as needed.
Level 3 AND systems for monitoring and meeting requirements for OSSE are effective. Evidenced by OSSE audit returning very few to no errors.	Within the leadership team, ensures there are structures in place to monitor and meet requirements of OSSE audit within the deadline. Ultimately corrects all errors to zero.
Collaborates with relevant staff to ensure timeliness of key deliverables (e.g., staff submitting grades and report cards on time, safety plans in place, substitute plans in place).	Collaborates with relevant staff to ensure timeliness of **most** key deliverables (e.g., staff submitting grades and report cards on time, safety plans in place, substitute plans in place).

	LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
onments		
	School's budget and finance needs are **consistently** managed in a fiscally responsible manner. School **occasionally** has incidents of spending that are unintentional or misaligned with the CSP. School **occasionally** has incidents of overspending that require central engagement (e.g., ratifications, overspending of admin premium, overuse of substitutes, prior year voucher payments).	The expectation of level 2 practice is not met.
	Facilitates the **occasional** use of technology in the classroom while maintaining the technology standards outlined in the DCPS Technology Plan.	The expectation of level 2 practice is not met.
	Implements a technology plan with clear policies and procedures that reflect best practices toward device storage, security, and handling. This technology plan **is sometimes followed** resulting in a technology loss rate that **sometimes affects school operations**.	The expectation of level 2 practice is not met.
	Rarely engages with district teams, which may exacerbate an existing challenge.	The expectation of level 2 practice is not met.
	Fulfills **the most urgent and important** compliance and reporting responsibilities on time and with no significant errors, but delays fulfilling other responsibilities.	The expectation of level 2 practice is not met.
	Completes mandatory supervision policy requirements, but does not consistently monitor or provide needed coaching to ensure fidelity of implementation.	The expectation of level 2 practice is not met.
	Allows inefficiencies in OSSE audit process, resulting in numerous preventable errors in audit return.	The expectation of level 2 practice is not met.
	Collaborates with relevant staff to ensure timeliness of **some** key deliverables (e.g., staff submitting grades and report cards on time, safety plans in place, substitute plans in place).	The expectation of level 2 practice is not met.

LF LEADERSHIP FRAMEWORK RUBRIC

ON-TRACK INDICATORS

OPERATIONS (OPS)

ALL SCHOOLS

- All Students are sufficiently Residency Verified according to OSSE policy and procedure
- Annual Projected Enrollment Reached
- Annual Enrollment Audit loss <1
- Dedicated on-going support for enrollment operations (e.g., enrollment POCs who are trained and actively working on enrollment throughout the school year)
- % Timely Student Attendance Data Entry
- % Withdrawals Completed in Alignment with Procedural Requirements (including Special Education)
- % Timely IEPs (initial and annual)
- % Timely Eligibility Determinations (initial evaluations and reevaluations)
- % Timely 504 Service Plans
- % Quarterly Progress Reports Completed
- School Activity Fund Compliance (as of most recent audit)
- Building Use Agreement (BUA) Compliance
- Overtime Use (measured against budget and managed by school-based designee)
- Timely and Complete Emergency Response Plan and Monthly Drill Compliance
- Completion of Emergency Preparedness & Guidance trainings (SERT, ERP, RAVE)
- % Staff Completion of Mandated Reporter Training
- % Partner, Contractor, and Volunteer Clearance Compliance
- Student Scheduling Accuracy and Timeliness
- Grading Accuracy and Timeliness
- Report Card Distribution Compliance
- % of Student Attendance Conferences and CFSA referrals completed
- Principal certification up to date
- ECE Walkthrough
- % of students in compliance with immunization requirements
- Technology Loss 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.

OTHER INDICATORS AND ARTIFACTS

OPERATIONS (OPS)

ALL SCHOOLS

- School Schedules
- Comprehensive School Plan Completion
- Consistent Check-Ins with DSL, MSL, or Operations Staff
- Action Plans for Targeting Key Focus Areas with Evidence of Implementation
- School Data Quality Validation & Certification
- Building Cleanliness and Inventory Management
- School Budget Completion
- Follow Up on Employee Licensure Communications
- School Opening Procedures: Completion of School Readiness Requirements, Distribution of Key Policies and Procedures to Staff and Families, Distribution of Student Schedules and Supplies, and Hosting of Back-to-School Event for Families
- School Year Closeout Procedures: Completion of School Closeout Requirements

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 FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)	Nurtures a welcoming school environment for families and school community while ensuring families have access to engage in and support student learning and overall school success

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
FC 1: Ensures a welcoming school environment	
Level 3 AND proactively finds opportunities to engage with families and community members and for them to engage with each other.	Is consistently visible and available to families and communities members, and sets aside time to interact with those who contact the school.
Level 3 AND monitors practices for effectiveness. As needed, creatively revises practices for improved family experiences.	Establishes a culture in which families **consistently** experience positive interactions with the school (e.g., proactively reaching out to new families upon enrollment, providing welcoming orientation opportunities, fostering connections with families who join mid-year, and ensuring that families are welcomed when they visit the school).
Level 3 AND recognizes and respects the diverse circumstances of families and their availability for school activities, and proactively analyzes participation patterns. Actively seeks to understand barriers to involvement for those with limited availability and adapts opportunities accordingly (e.g., adjusting event times, offering virtual options, and childcare support).	Creates opportunities for families (and as relevant, community members) to provide input on matters relating to the school (e.g., event planning, programming, school planning). Provides ample advance notice to families about opportunities.
Level 3 AND intentionally engages with school community in ways that are aligned with district and school goals.*	Consistently promotes school and community pride. Ensures that language in all personal and school communications referencing school community and/or school families is consistently respectful and asset-based.

**This could include (but is not limited to) open houses, transition stepping up/transition events, feeder engagement, engagement with community organizations and community partners. Align with your manager on strategies/expectations as needed.*

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Is inconsistent in availability to families and community members, even those who contact the school.	The expectation of level 2 practice is not met.
Establishes a culture in which families **sometimes** experience positive interactions with the school (e.g., proactively reaching out to new families upon enrollment, providing welcoming orientation opportunities, fostering connections with families who join mid-year, and ensuring that families are welcomed when they visit the school).	The expectation of level 2 practice is not met.
Does not consistently provide opportunities for families to provide input on matters relating to the school and/or consistently does not give families enough advance notice.	The expectation of level 2 practice is not met.
Does not consistently promote school and community pride. There have been incidents where language in personal and/or school communications referencing school community and/or school families is not respectful and asset-based.	The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

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:*
FC 2: Shares information with families to support their children's success	
Sets clear expectations for respectful and accessible family communication. Consistently models and prioritizes effective family communication. Provides comprehensive training and resources on culturally responsive communication, language access, and strength-based communication. Regularly reviews and offers constructive feedback on family communications.	Sets clear expectations for respectful and accessible family communication. Provides training and resources to staff to support implementation.
Level 3 AND school adheres to a regular communication schedule such that stakeholders know when to expect regular school-related updates.	Produces and consistently updates family-facing resources (e.g., annual calendar, student handbook, contact information, website, social media platforms). Consistently communicates with families about school progress, initiatives, and upcoming events.
Level 3 AND supports and empowers staff members to build relationships with and communicate directly with families, (as relevant for school context, this can include home visits and/or meetings in the community with families). Coaches staff in how to effectively share individual student's areas of success and growth (e.g., crafting high-quality report card context) as well as targeted resources/referrals with their families.	Clearly and consistently communicates expectations that teachers proactively provide up-to-date information about student progress toward individual learning goals. Periodically follows up with staff to ensure that they have reached out to families about student progress.
FC 3: Efficiently responds to families' inquiries and concerns	
Establishes and monitors a customer service culture in which staff members prioritize responding to all external inquiries and concerns respectfully, comprehensively, and promptly. Identifies clear action steps for improving family perception and implements.	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.
Level 3 AND ensures they follow up with families/community members who have expressed concerns to communicate any changes that will be implemented as a result of their outreach and/or to explain their decision/rationale for not making a change.	Strives to maintain a positive relationship with all families, even when disagreements arise. Respectfully listens to fully understand and consider family and community concerns. Where appropriate, makes changes to address stakeholder concern(s).

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Verbally emphasizes respectful communication but lacks clear expectations, training, and resources. Family communications are inconsistent and may lack cultural awareness and/or language access considerations.	The expectation of level 2 practice is not met.
Produces but does not consistently update family-facing resources (e.g., annual calendar, student handbook, contact information, website, social media platforms). Does not consistently communicate with families about school progress, initiatives, and upcoming events.	The expectation of level 2 practice is not met.
Inconsistently communicates expectations that staff proactively reach out to families to provide information about student progress toward individual learning goals with minimal follow up, such that only some teachers reach out to families.	The expectation of level 2 practice is not met.
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.	The expectation of level 2 practice is not met.
Listens to concerns but may not fully validate them or explore solutions. Communication may sometimes be defensive, leading to frustration and strained relationships.	The expectation of level 2 practice is not met.

LF LEADERSHIP FRAMEWORK RUBRIC

ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

ALL SCHOOLS

- N/A

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.

OTHER INDICATORS AND ARTIFACTS

FAMILY & COMMUNITY (FC)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- LSAT Meeting Schedule
- Family Outreach Activities: Meetings, Events, Newsletter, Surveys
- Family Facing Engagement Meeting Minutes/Agenda (Principal Chat, Family Engagement Lab, Table Discussions)
- Consistent Family Communication Plan
- Home visit %
- Up-to-date social media
- Panorama data and targeted action plan

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

- Recruitment and Partnerships with Feeder Schools
- Quality of Community Partnerships
- Back to School Date and Agenda
- Family-Teacher Conference/APTT Schedule, Agenda, or Family Feedback Form Responses
- Family/Teacher Relationship Building Strategy and Tracking in Place
- Families Have Access to Aspen Parent Portal to Track Student Attendance and Access Grades
- Student Progress Reports/Communications sharing how to access progress reports with families
- Family Communications Are Translated into Appropriate Languages
- Title 1 Family Engagement Meeting Where Families Can Provide Feedback on the Title 1 Plan (Title 1 Schools)
- Completed School Level Family Engagement Policy (Title 1 Schools)
- Completed School Family Engagement Compact (Title 1 Schools)
- Calendar of Events and Opportunities for Family and Community Engagement
- Up-to-date Family/Student Handbooks or Website
- Regular family facing social media communications and interactions
- Parent/Family Engagement in Tier 3 Collaboration (MTSS) Meetings
- Panorama survey results

LEADERSHIP FRAMEWORK RUBRIC

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:*
PL 1: Leads with DCPS values	
Level 3 AND extends leadership and represents DCPS excellence beyond school.*	Represents self, school, and DCPS with humility, confidence, and integrity.
	For example, the school leader: ■ *Is able to effectively present to a large audience, acknowledge and make amends after mistakes or missteps, remain composed in frustrating situations in oral or written communications, ensures public persona (i.e., social media) is appropriate.*
Level 3 AND leverages knowledge to improve their staff's practice as well as their own.	Intentionally seeks out and participates in learning opportunities that are aligned to student needs and school goals. Applies learning to their own professional practice.
Level 3 AND creates space for staff and/or school community to reflect on the school's strengths and on how the school may improve.	Establishes and consistently reinforces expectations that school is an inclusive environment that respects staff, students, their families, and the community — and ensures that school policies do not limit opportunities for any student or their families based on background, income, race, gender, sexual orientation, disability, language status, or any other characteristic. Models expectations in their own actions. Adequately addresses when incidents of bias or hate arise.

**This might include presenting, mentorship, and/or participating in advisory or fellowship roles, but opportunities may vary depending on context. Consult with manager as needed to align on expectations*

PL 2: Displays strategic leadership	
Level 3 AND considers a multi-year vision for holistic school success.	Designs school's CSP to reflect a holistic vision for success that includes, but extends beyond, academic goals to ensure the school building, staff, and culture promote a safe, welcoming, and inclusive learning environment for all students.
Level 3 AND demonstrates inclusivity of key stakeholders and/or activation of key resources or staff in problem solving.	When faced with setbacks or obstacles, displays adaptability, perseverance, and strong judgment in decision-making and prioritization. Refocuses self and staff to school and district vision and goals.
Level 3 AND demonstrates discernment to know when to seek counsel, coaching, and/or feedback to improve specific areas of practice.	Demonstrates ability to receive coaching/feedback and appropriately implement into their practice.

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Inconsistently represents self, school, and DCPS with humility, confidence, and integrity	The expectation of level 2 practice is not met.
Does not consider student or school needs when selecting professional development opportunities OR does not seek out professional development opportunities.	The expectation of level 2 practice is not met.
Establishes but does not consistently reinforce expectations that school is an inclusive environment that respects staff, students, their families, and the community — and ensures that school policies do not limit opportunities for any student or their families based on background, income, race, gender, sexual orientation, disability, language status, or any other characteristic. Models expectations in their own actions. Adequately addresses when incidents of bias or hate arise.	The expectation of level 2 practice is not met.

School's CSP outlines clear strategies to promote improved academic outcomes but does not address a holistic vision for success.	The expectation of level 2 practice is not met.
Demonstrates inconsistent and/or poor judgment when faced with setbacks or obstacles.	The expectation of level 2 practice is not met.
Inconsistently implements feedback into practice.	The expectation of level 2 practice is not met.

LF LEADERSHIP FRAMEWORK RUBRIC

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

LEVEL 4 *The following best describes the principal's actions:*	LEVEL 3 *The following best describes the principal's actions:*
PL 3: Communicates effectively	
Level 3 AND communication consistently reflects a larger strategy, tailored to district and school goals.	Communication is consistently inclusive and is tailored to the audience and venue. Consistently interacts respectfully and professionally with community and central service stakeholders.
Level 3 AND supports staff and school community through meaningful changes to school policies and/or practices. Recognizes and appropriately addresses the emotions of change, including resistance, fear, and loss for self and staff. Notices resistance and works with leadership team to understand and appropriately address resistance and create buy-in with relevant staff members.	Always communicates an effective rationale for decisions, clear expectations to staff, and steps being implemented to accomplish goals related to all new initiatives and/or all changes to school policies or practices.
Level 3 AND proactively creates opportunities for staff and school leadership to hear ideas, feedback, and concerns (e.g., regular office hours, open door policy, coffee meetings, etc.).	Receives and engages with staff who indicate they have ideas, feedback, and/or concerns to share. Actively listens to staff with empathy, asks probing questions to check for understanding and consistently follows through on any relevant action items. Utilizes sound judgment to make changes as a result of feedback and/or new information as appropriate.

ON-TRACK INDICATORS

PERSONAL LEADERSHIP (PL)

ALL SCHOOLS
■ N/A

LEVEL 2 *The following best describes the principal's actions:*	LEVEL 1 *The following best describes the principal's actions:*
Instances of communication that is not inclusive nor tailored to the audience and/or venue. Instances of disrespectful and/or unprofessional interactions with community and central service stakeholders.	The expectation of level 2 practice is not met.
Sometimes communicates an effective rationale for decisions, clear expectations to staff, and steps being implemented to accomplish goals related to all new initiatives and/or all changes to school policies or practices.	The expectation of level 2 practice is not met.
Sometimes receives and engages with staff who indicate they have ideas, feedback, and/or concerns to share. Listens to staff but inconsistently follows through with relevant action items.	The expectation of level 2 practice is not met.

OTHER INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

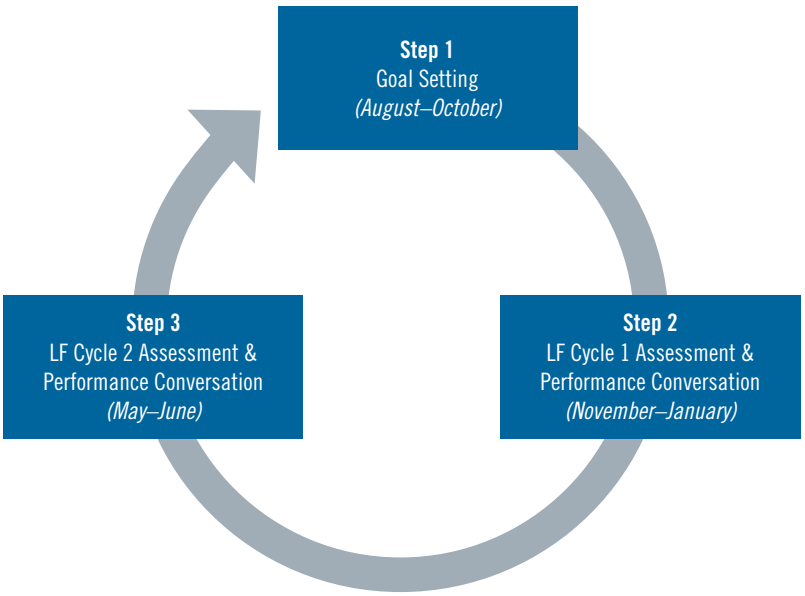
ALL SCHOOLS

- Evidence of Implementation from Internal/External Professional Development Opportunities that support CSP goals
- Facilitation of Professional Development Sessions
- Participation in Advisory Committees or Task Forces
- Participation in Optional Internal or External Professional Learning Opportunities
- Evidence of Responsiveness to Feedback and Ability to Improve Practice
- Evidence of Response to Insight Feedback
- Evidence of Collaboration with MTSS Lead

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.

SCHOOL LEADER IMPACT PROCESS

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



Step 1: Goal Setting

The goal-setting process begins with metric selection that allows you to create alignment to the Comprehensive School Plan (CSP) and allows AP and TAS goals to flow from principal goals. During this process you will connect with your superintendent to align on your plans for the school year and select the metrics on which you would like to focus.

After selecting metrics, targets will be selected. For any metrics that have standardized targets, the targets for your goals will be populated onto your IMPACT dashboard once baseline data is available; for metrics without standardized targets, you will select targets based on baseline data. These targets will be approved by your superintendent and school-level chief. Further information regarding the goal-setting process can be found in the annual School Leader Goal-Setting Guidance document.

To ensure informed, data-driven goals, in advance of selecting your goal metrics you should review various sources of data and other information, including:

- The latest version of your school's CSP;
- Your previous year's school performance data, focusing on the school's areas of strengths and needs;
- DCPS' Strategic Plan;
- Your own leadership growth area(s).

Step 2: LF Cycle 1 Assessment and Performance Conversation

In November, the LF Cycle 1 Assessment process will begin with a self-assessment of your performance in leading your school since your appointment or reappointment date. When writing your self-assessment, you will highlight actions and results aligned to each of the six LF standards. 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.

Once your self-assessment has been completed, your instructional superintendent will complete initial LF Cycle 1 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 your appointment or reappointment date.

In December, all instructional superintendents will meet with the Chancellor as a group to finalize LF Cycle 1 scores and comments and collectively discuss all principal LF Cycle 1 scores.

Within 30 calendar days of your LF Cycle 1 assessment being finalized, your instructional superintendent will hold a one-on-one performance conversation with you to review performance to date, celebrate key accomplishments, and identify key areas of focus.

Step 3: LF Cycle 2 Assessment and Performance Conversation

The LF Cycle 2 window will begin in May with a self-assessment of performance in leading the school towards stated goals since the end of LF Cycle 1. When writing your self-assessment, you will highlight actions and results aligned to each of the six LF standards.

Your instructional superintendent will complete your LF Cycle 2 assessment, including 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 end of LF Cycle 1.

All instructional superintendents will meet with the Chancellor to finalize LF Cycle 2 scores. Within 30 calendar days of your LF Cycle 2 assessment being finalized, your instructional superintendent will hold a one-on-one performance conversation with you to review your performance and to begin planning for the new school year.

BOY School Leader IMPACT Conference

By the end of September, your instructional superintendent will meet with you to go over LF expectations, and particular areas of focus. They may also utilize that meeting to align on the metrics to include within your School-Specific Goals with School Leader IMPACT. This will also be an opportunity for you to highlight your vision for your growth as a school leader, and how your instructional superintendent can support you in that growth.

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 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 begins with an orientation over the summer in support of building a strategic entry. The 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 foster a strong start to the school year. There is additional and differentiated programming during this orientation for those leaders who are new to DCPS, as well.

During the school year, new principals are provided support through a cohort-based Professional Learning Community and Principal Partners. Through individual mentoring, Professional Learning Community meetings, and support from Principal Partners, new principals become more familiar with DCPS policies and procedures and build relationships throughout the district.

Principal Partners

The principal partner role is an opportunity for DCPS principals to build their leadership skills 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 targeted professional development to build their coaching and mentoring skills.

Instructional Culture Insight Survey

DCPS administers the Instructional Culture Insight survey each year to gather feedback from teachers. With the guiding principle that this feedback 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. 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 addition to the LF scores, which include concrete indicators and evidence, reappointment decisions are made considering the following factors:

- School leader's length of time in the school;
- School leader's performance history;
- Student achievement performance trends over time;
- School context (e.g., significant shifts in student populations, school level/type/size, etc.); and
- Other pertinent factors.

Chancellor discretion, informed by various performance metrics outlined in the School Leader IMPACT system, also plays a role in reappointment decisions. There are various key meetings throughout the year when the Chancellor will explicitly discuss school leader performance with the chiefs and instructional superintendents.

How will final IMPACT ratings be determined?

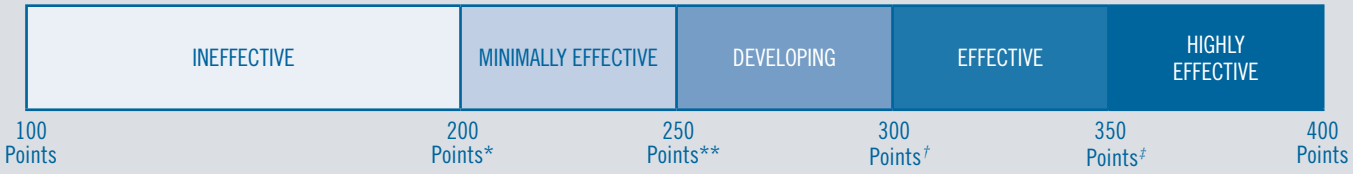
Leadership Framework scores and Student Outcome Goal results are a prerequisite for determining IMPACT ratings. Once each component is scored, its score is multiplied by its percentage from the pie chart presented on page 5 of this guidebook. This creates "weighted scores" for each component, and the table below provides an example.

SAMPLE SCORE (ELEMENTARY)

COMPONENT	COMPONENT SCORE		PIE CHART PERCENTAGE	WEIGHTED SCORE
Cycle 1 Leadership Framework	3.20		X 20	= 64.0
Cycle 2 Leadership Framework	3.30		X 30	= 99.0
Goal Scores	DC CAPE Goal 1	3	X 7.5	= 152.5
	DC CAPE Goal 2	4	X 7.5	
	DC CAPE Goal 3	1	X 7.5	
	DC CAPE Goal 4	3	X 7.5	
	School-Specific Goal 1	3	X 10	
	School-Specific Goal 2	4	X 10	
Total				**316**

The weighted scores are then added to arrive at a total score, and a preliminary rating for all school leaders is determined using the following scale:

OVERALL IMPACT SCALE*



**A score of exactly 200 would be classified as Minimally Effective.*

***A score of exactly 250 would be classified as Developing.*

†A score of exactly 300 would be classified as Effective.

‡A score of exactly 350 would be classified as Highly Effective.

To ensure accurate and fair ratings for all school leaders, all instructional superintendents will then meet with the Chancellor and school-level chiefs to collectively discuss and finalize all principals' final IMPACT ratings.

Note: If you are not employed by DCPS for the entire year (for example, because you joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your LF assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. DCPS will provide notice of any such modifications prior to their implementation.

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, may be 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.
- **Developing:** This rating signifies performance that is below expectations. Individuals who receive this rating are encouraged to take advantage of the professional debvelopment opportunities provided by DCPS.
- **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.

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.

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.

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

If you receive a final IMPACT rating of Minimally Effective and you would like to appeal your rating, you may file a formal appeal to the Chancellor. A three-member panel comprised of senior leaders in DCPS will convene to review all appeals and provide a recommendation to the Chancellor, who will make a final decision. More information regarding the Chancellor's Appeals Process will be shared with eligible employees.

Note: Employees may have other appeals options available through CSO's collective bargaining agreement and are encouraged to contact their union representative for more information.

IMPACT*plus* FOR SCHOOL LEADERS

What is IMPACT*plus* for School Leaders?

IMPACT*plus* 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*plus* 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*plus* 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 CSI 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

Note: A list of each school's poverty level and Comprehensive Support and Improvement: Low Performing (CSI) status is available on Canvas.

If I retire at the end of the school year, will I be eligible for IMPACT*plus*?

Yes, you will be eligible for the bonus as long as you have a Highly Effective rating. If you retire *before* the end of the school year, you will not be eligible for IMPACT*plus.*

If I resign at the end of the school year, will I be eligible for IMPACT*plus*?

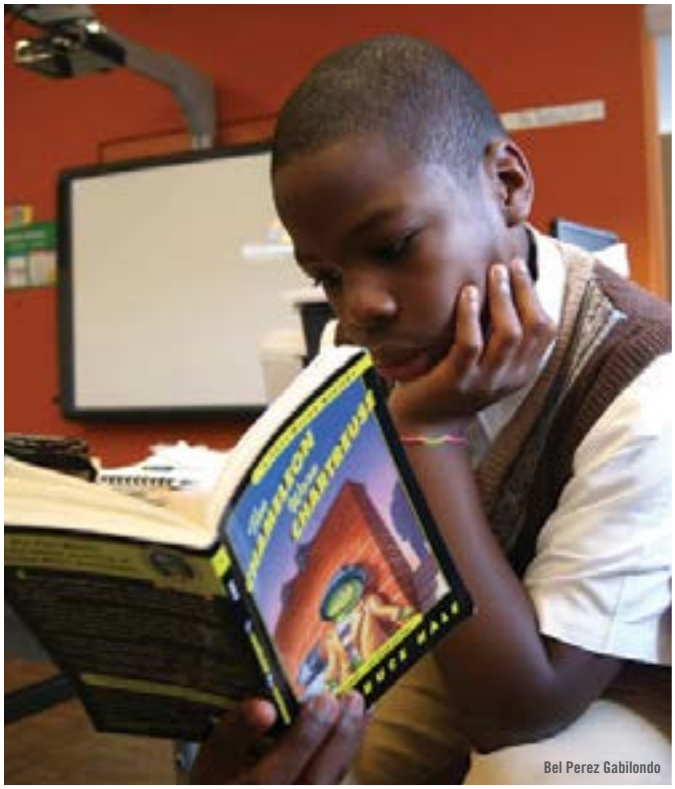
No. In addition to recognizing and rewarding excellent school leaders, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS at the time of award distribution, unless you have retired.

When will I receive any payments associated with IMPACT*plus*?

All payments will be made in the following academic year.

Will payments associated with IMPACT*plus* 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. In fact, DCPS is on the rise because great educators and staff like you support our students in and outside the classroom. The vibrant, dedicated, and diverse adults in our schools drive our achievements, including a rising enrollment rate, improved student achievement, and increased student satisfaction.

While the goals we set for our students and ourselves are bold, they represent what we can and must do, together, to ensure that our students receive a first-rate education that will open a world of possibilities for them.

Through our collective commitment to excellence and equity, our school leaders, teachers, staff, parents, community partners, and students, we will keep DCPS rising!

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PUBLIC SCHOOLS

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