

School Leaders

PRINCIPALS



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2015
2016

TABLE OF CONTENTS

2	Letter from the Chancellor
4	Putting Growth First
6	Overview
7	School Leader IMPACT Components
54	School Leader IMPACT Process
58	Supporting Your Success
60	Putting It All Together
66	IMPACT <i>plus</i> for School Leaders
68	Concluding Message

LETTER FROM THE CHANCELLOR

Dear Educators,

As we enter the 2015–2016 school year, I am proud to celebrate how much progress we have made toward our ambitious goals: our graduation rate is rising, student satisfaction is higher than ever before, our enrollment continues to increase, and this year we opened four new schools across the city! At the same time, there is still much work to be done to ensure a world-class education for *all* our students, which is why we are investing in three strategic priorities this year.

Equity across the curriculum

We are investing in academic rigor across DCPS in a brand new way. Our Cornerstone learning experiences will help our teachers deliver instruction that is rich, challenging, and deeply engaging for students. Developed by our very best teachers and supported by new resources and professional development, these Cornerstones range from one-day lessons to longer projects and teach skills that are critical to student success.

We are also pleased to announce the launch of the Teaching and Learning Framework (TLF) e-Clips: interactive, online learning modules that feature DCPS teachers and students engaged in highly effective practice. The e-Clips are aligned with the TLF, highlight specific instructional strategies, and include tips and resources from master educators. We know that great teaching leads to great student outcomes, and we are excited to support our teachers with this resource.

Equity in our high schools

We are building upon previous years' support of our elementary and middle schools by now focusing on our high schools. We want to offer our students courses that prepare them for college and allow them the opportunity to explore their career interests. We also want to give students unique, formative experiences like debate team, athletics, yearbook club, and band that make the high school experience so rich. We will provide these opportunities in every DCPS high school by offering at least 20 elective courses, at least six Advanced Placement (AP) courses, Career and Technical Education (CTE) courses that lead to high-wage and high-demand jobs, and robust counseling services to guide students through high school and beyond.

Equity for our young men of color

We have also launched a long-term initiative designed to support our young men of color. This year, we will have 500 mentors working with our young men to build positive relationships and increase literacy skills. In addition, we are funding school-based grants to help put into action our teachers' best ideas about how to support our young men of color. Finally, we are launching an all-male college preparatory high school dedicated to ensuring that our young men succeed in college and beyond.

The success of our students hinges on the work **you** do every day in your classroom. I am honored to work alongside you as we move forward with urgency and optimism. We are DCPS, and we **are** doing this!

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools



Michael DeAngelis



Simona Monnatti



Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. You will receive formal feedback, including discussion of your strengths as well as your areas of growth, from your instructional superintendent twice each year. In addition, the current cluster structure guarantees regular formative feedback from your instructional superintendent. At least one visit each assessment period will include an observation of you in action, serving as instructional leader. You will also be able to view comments about your performance at mid-year and end-of-year by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss school leader performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you.
- **Retaining Great People** — Highly effective school leaders help everyone improve, including students, teachers, and staff members. IMPACT will identify our highest performing school leaders and enable DCPS to recognize them.

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With outstanding school leaders in every school, an outstanding teacher in every classroom, and excellent staff members throughout our schools, our students will graduate prepared for success in college, the workforce, and life.

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



Andrea Leoncavallo



Bel Perez Gabilondo



Andrea Leoncavallo

OVERVIEW

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

What are the guiding principles for School Leader IMPACT?

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

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

What are the IMPACT components for principals?

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

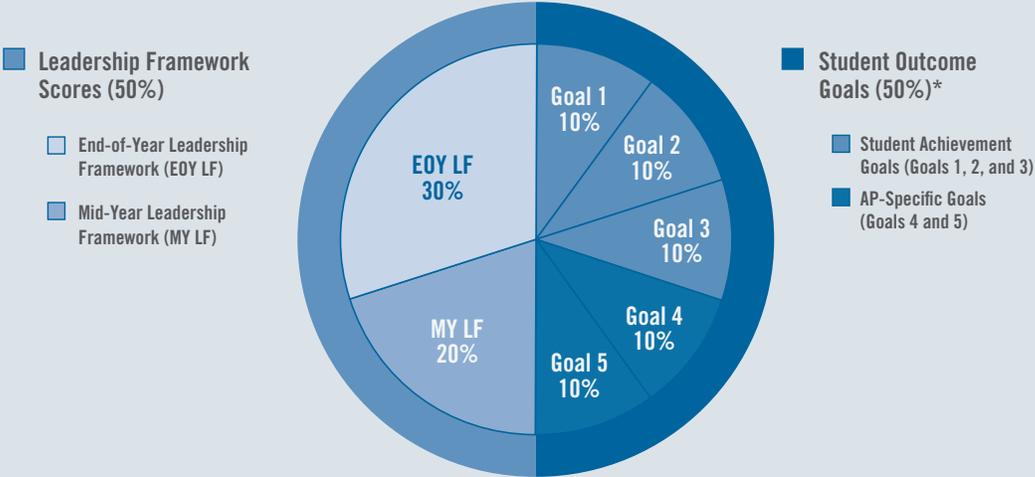
Student Outcome Goals

- **Student Achievement Goals (SAG)** — This is a measure of your students' learning over the course of the year that will address a high-need area for the school's overall success. The focus of these goals will be on increasing student achievement outcomes.
- **School-Specific Goals (SSG)** — This is a measure of your students' learning over the course of the year that will address a high-need area for the school's overall success. The focus of these goals will be on increasing student achievement outcomes and/or aspects of the school culture that will ultimately help drive student learning.

Leadership Framework Standards

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

IMPACT COMPONENTS FOR PRINCIPALS



**If a school leader has set more or fewer than five goals, each goal will carry an equal weight and the total percentage assigned to goals will equal 50%.*

What is the purpose of goal setting?

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

What types of Student Outcome Goals will principals set?

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

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

- **Student Achievement Goals** — You will set three annual goals focused on student achievement. These goals should be set based on centrally tracked, approved metrics to measure student achievement, and you will receive a bank of eligible metrics to choose from before the start of the school year.
- **School-Specific Goals** — You will set two 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 centrally tracked, approved metrics, and you will receive a bank of eligible metrics to choose from before the start of the school year.

Alternative Schools

- **Student Achievement Goals** — You will set 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 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.



Michael DeAngelis

What are DCPS' core expectations for school leaders?

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

What is the Leadership Framework?

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

Essential features of the LF include the following:

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

LEADERSHIP FRAMEWORK FOR PRINCIPALS



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

Why do we need a Leadership Framework?

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

Who initially developed the Leadership Framework?

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

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

What research informed the current Leadership Framework?

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

Our revision process in 2012-13 involved gathering feedback from a wide array of stakeholders, including instructional superintendents, principals, assistant principals, teachers, and central office staff members. We also researched the school leader evaluation systems and leadership frameworks of other school districts, state educational agencies, and charter management organizations to glean insights and spark new ideas. Specific sources we consulted during the revision process include:

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

How is the Leadership Framework rubric structured?

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

LF STANDARD	LEADERSHIP ACTIONS								
KEY THEME A critical element of each LF standard that illuminates effective school leadership	INSTRUCTION (INST) Establishes a shared vision and goals for student achievement and uses a deep knowledge of curriculum, instruction, and assessment to achieve the school's vision and goals.								
LEADERSHIP ACTIONS Actions the principal takes that help the school achieve its goals of increasing student achievement	<table border="1" style="width: 100%; border-collapse: collapse;"> <tr> <th style="background-color: #4F81BD; color: white; padding: 5px;">LEVEL 4 (HIGHLY EFFECTIVE) <i>The following best describes the principal's actions:</i></th> <th style="background-color: #4F81BD; color: white; padding: 5px;">LEVEL 3 (EFFECTIVE) <i>The following best describes the principal's actions:</i></th> </tr> <tr> <td colspan="2" style="background-color: #4F81BD; color: white; padding: 5px;">Develops the school's instructional vision and goals</td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> ■ Develops a vision of high achievement for all students in collaboration with all staff members and based on extensive data review. ■ Shares the vision with staff members, students, and key external stakeholders, and always refers to it during the school year. All staff members demonstrate ownership of realizing the vision. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ■ Develops a vision of high achievement for all students in collaboration with the leadership team. Vision is based on extensive data review and staff members' input. ■ Shares the vision with staff members and students, and periodically refers to it during the school year. Most staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language). </td> </tr> <tr> <td style="padding: 5px;"> <ul style="list-style-type: none"> ■ Sets ambitious yet realistic annual and multi-year school goals with the leadership team and other key internal and external stakeholders. Goals are based on an analysis of multiple years of aggregated and disaggregated data. All staff members are able to articulate the alignment between the goals, the school's vision, and DCPS' five-year strategic targets. </td> <td style="padding: 5px;"> <ul style="list-style-type: none"> ■ Sets ambitious yet realistic annual school goals with the leadership team. Goals are based on an analysis of the previous year's aggregated and disaggregated data (by content area and by student subgroups). Most staff members are able to articulate the alignment between the goals and the school's vision. </td> </tr> </table>	LEVEL 4 (HIGHLY EFFECTIVE) <i>The following best describes the principal's actions:</i>	LEVEL 3 (EFFECTIVE) <i>The following best describes the principal's actions:</i>	Develops the school's instructional vision and goals		<ul style="list-style-type: none"> ■ Develops a vision of high achievement for all students in collaboration with all staff members and based on extensive data review. ■ Shares the vision with staff members, students, and key external stakeholders, and always refers to it during the school year. All staff members demonstrate ownership of realizing the vision. 	<ul style="list-style-type: none"> ■ Develops a vision of high achievement for all students in collaboration with the leadership team. Vision is based on extensive data review and staff members' input. ■ Shares the vision with staff members and students, and periodically refers to it during the school year. Most staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language). 	<ul style="list-style-type: none"> ■ Sets ambitious yet realistic annual and multi-year school goals with the leadership team and other key internal and external stakeholders. Goals are based on an analysis of multiple years of aggregated and disaggregated data. All staff members are able to articulate the alignment between the goals, the school's vision, and DCPS' five-year strategic targets. 	<ul style="list-style-type: none"> ■ Sets ambitious yet realistic annual school goals with the leadership team. Goals are based on an analysis of the previous year's aggregated and disaggregated data (by content area and by student subgroups). Most staff members are able to articulate the alignment between the goals and the school's vision.
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OTHER INDICATORS & ARTIFACTS Observable school-wide practices and artifacts used to monitor school's progress towards its goals and used as supporting evidence for MY and EOY LF Assessments	OTHER INDICATORS AND ARTIFACTS		
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Michael DeAngelis



Bel Perez Gablondo



Michael DeAngelis

LEADERSHIP ACTIONS

INSTRUCTION (INST)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Develops the school's instructional vision and goals

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

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

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

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

Oversees effective school- and classroom-level planning

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

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

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

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Develops a vision of high achievement for all students, using some data and staff input.
- Shares the vision with staff members, but rarely refers to it during the school year. Some staff members are able to describe their role in realizing the vision.

- Sets unambitious annual school goals, using easily accessible data. Some staff members are able to articulate the link between the goals and the school's vision.

- 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.
- Monitors CSP implementation at specific times (e.g., when important data becomes available or when key stakeholders ask about school's progress towards its goals).

- Creates adequate collaborative planning structures and schedules for some teachers to effectively work together on classroom-level instructional planning. Some teachers use the collaborative planning time to create standards-based unit plans, daily lesson plans, and short-cycle assessments that are aligned to the DCPS scope and sequence documents and unit overview. Other teachers, despite the lack of support, find time to work together on instructional planning or work independently.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Develops a vision of high achievement for all students with minimal data or staff input, but does not share it with others (e.g., vision may be posted on a school wall but is not reflected in anyone's actions or language).

- Sets arbitrary annual school goals and cannot effectively articulate how student achievement will need to improve to meet the goals and the school's vision.

- Independently develops the comprehensive school plan (CSP), reusing content from previous year's CSP and seeking input from others only out of compliance.
- Rarely or never monitors CSP implementation.

- Provides little or no structures and time for most teachers to work together on classroom-level instructional planning. Most teachers are left to work independently on standards-based unit plans, daily lesson plans, and short-cycle assessments.

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Ensures effective classroom instruction

- Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices *[Same as Level 3]*.
- Encourages peer-to-peer classroom observations to share feedback on each other's instructional practices.
- Leverages each teacher's instructional strengths for maximum impact and collaborates with internal and external instructional experts to address each teacher's key areas of growth with differentiated coaching and support. High-impact instructional practices are demonstrated in every classroom and across all content areas.

- Periodically conducts informal classroom observations of a cross section of teachers to take a pulse check on the quality of instructional practices across the school and to share feedback on how they can improve their instructional practices.
- Provides differentiated coaching and support for teachers who work in high-priority content areas based on their key areas of growth. High-impact instructional practices are demonstrated in classrooms focused on high-priority content areas.

- Leverages a team of internal and/or external instructional experts to conduct a comprehensive needs assessment, and design and deliver targeted professional development focused on helping teachers increase student achievement in their classrooms. Professional development is fully aligned to the school's goals.

- Empowers a team of internal instructional experts (e.g., high-performing teachers, instructional coaches, administrators, content experts) to own the design and delivery of professional development that helps teachers understand and apply high-impact instructional practices in their classrooms. Professional development is mostly aligned to the school's goals.

Establishes a culture of data-driven instruction

- Clearly and consistently communicates the expectations that teachers need to independently and collaboratively analyze formative and summative data (including student work) to inform instruction *[Same as Level 3]*.
- Creates a culture of data driven instruction by finding authentic opportunities to review and discuss key data trends as a whole school, and uses data to guide school-wide decisions regarding curriculum, instruction, and professional development. All teachers are able to identify and implement targeted academic or socio-emotional interventions that address the diverse needs of all of their students.

- Clearly and consistently communicates the expectations that teachers need to independently and collaboratively analyze formative and summative data (including student work) to inform instruction.
- Empowers the leadership team to coach struggling teachers on how to analyze and interpret data, as well as modify instruction, as needed, to accelerate student learning. Most teachers are able to differentiate instruction that meets the specific needs of all of their students.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Sometimes conducts informal classroom observations of struggling teachers to understand the key instructional areas in which they are having difficulty in order to help them improve.
- Provides general support for teachers on how to improve instructional practices. High-impact instructional practices are demonstrated in some classrooms.

- Sometimes offers general professional development to teachers with some support from instructional coaches. Professional development is minimally aligned to the school's goals.

- Communicates the expectation that teachers need to analyze formative and summative data to inform instruction, but does not provide adequate support to teachers on how to analyze and interpret data or modify instruction. Some teachers are able to differentiate instruction based on the data analysis.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Conducts classroom observations mostly for formal evaluation and rarely or never conducts informal classroom observations to help teachers improve their instructional practices.
- Provides limited to no coaching and support to teachers on how to improve instructional practices. High-impact instructional practices are demonstrated in few classrooms.

- Rarely or never provides professional development to teachers, such that teachers must find or create many of their own professional learning opportunities. Professional development is not aligned to the school's goals.

- Does not clearly or consistently communicate the expectation that teachers need to analyze formative or summative data. Few teachers use data to inform instruction.

ON-TRACK INDICATORS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS	EDUCATION CAMPUSES
<ul style="list-style-type: none"> ■ DIBELS & TRC Progress Monitoring ■ DIBELS BOY, MOY & EOY Performance ■ TRC BOY, MOY & EOY Performance ■ Gold: % of Students Meeting Expectations by Domain ■ mClass Usage ■ i-Ready BOY, MOY, & EOY Performance 	<ul style="list-style-type: none"> ■ DIBELS & TRC Progress Monitoring ■ DIBELS BOY, MOY & EOY Performance ■ TRC BOY, MOY & EOY Performance ■ Gold: % of Students Meeting Expectations by Domain ■ mClass Usage ■ i-Ready BOY, MOY, & EOY Performance ■ SRI: % of Students Making Expected Growth ■ % of Students Passing All Courses ■ % of 8th Graders Passing Algebra I

Note: Instructional superintendents will review data reports containing these On-Track Indicators in November and in April to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.

MIDDLE SCHOOLS

- SRI: % of Students Making Expected Growth
- % of Students Passing All Courses
- % of 8th Graders Passing Algebra I

HIGH SCHOOLS

- Eligibility Marking Period 1: # & % of Students Above 2.0 GPA; Examine First Time 9th Graders
- Algebra I: # & % of Students Completing
- Algebra, Geometry & English: # & % of Students Earning a C or Better
- Honors/Advanced Placement: # & % of Students Enrolled for Next Yr.
- Program Interventions: # & % of Students Identified & Enrolled
- Rigorous Courses: # & % of Students Enrolled

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- Informal Classroom Observations/Walkthrough Reports (walkthrough)
- Collaborative Planning Time & Advisory (walkthrough)
- Book Room Level of Completion (walkthrough)
- Common Core Literacy Instruction (walkthrough)
- Common Core Math Instruction (walkthrough)
- Academic Intervention (walkthrough)
- ELL/SPED Walkthroughs (walkthrough)
- First Week Plans (artifact)
- Data Walls (artifact)
- Professional Development Attendance (artifact)
- Short-Cycle Assessment Performance (artifact)
- Academic Interventions Grouping (artifact)
- Coaching Plans & ILC Topics (artifact)
- Reteach Plans/Data Analysis Plans (artifact)
- Comprehensive School Plan Reflection (artifact)
- Chancellor Goal Setting Preparation (artifact)
- School Schedule (artifact)

Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.



HIGH SCHOOLS

- Classroom Observation of Teaching Strategies: Common Core Math & Literacy (walkthrough)
- Informal & Formal Classroom Observations (walkthrough)
- PSAT: Participation of 9th & 10th Graders (artifact)
- PSAT/SAT: Participation & Performance of Students (artifact)
- October SAT Results: Participation & Performance of Students (artifact)
- November SAT Administrations: # & % of Students Registered to Take the Test (artifact)
- May SAT Registration (artifact)
- # of 11th Graders Registered to Take the SAT (artifact)
- Progress Reports: Distribution & Analysis of Potential Failures (artifact)
- Community Service Hours: Ensure That All 12th Graders Are on Track (artifact)
- Seniors on Track to Graduate: Plan for Seniors Not on Track (artifact)



LEADERSHIP ACTIONS

TALENT (TAL)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Identifies and strategically places outstanding talent

- | | |
|---|--|
| <ul style="list-style-type: none"> Always stays abreast of all of the school's current and upcoming vacancies and quickly fills all vacancies. As a result, always hires high-quality candidates for all roles. Uses all available avenues, including DCPS' central recruitment and staffing team, to find high-quality candidates. Leverages DCPS' central and school-based selection processes to screen all candidates. | <ul style="list-style-type: none"> Prioritizes filling critical vacancies early, resulting in hiring high-quality candidates for these positions. Leverages DCPS' central and school-based recruitment and selection processes to find and screen most candidates. |
| <ul style="list-style-type: none"> Engages in annual reviews of staff assignments to ensure that all staff members are in positions that best suit their skillsets, areas of expertise, and passions to maximize student learning outcomes, even if this requires significant changes to current placements. | <ul style="list-style-type: none"> Strategically places new staff members where their individual skillsets can be best used to help increase student achievement, even if this requires some changes to current placements. |



Andrea Leoncavallo

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

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

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Makes last-minute hiring decisions to fill vacancies based on available candidates, resulting in hiring many low-quality hires.
- Rarely or never leverages DCPS' central or school-based recruitment and selection processes, but instead relies on personal networks to find and screen candidates in an ad-hoc fashion.
- Places new staff members in vacant roles in an ad-hoc fashion.



LEADERSHIP ACTIONS

TALENT (TAL)

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Always completes all staff members' evaluations with full fidelity to IMPACT policies and procedures, but conducts evaluations as more of a compliance activity (e.g., misses the opportunities to clarify high expectations or provide coaching during post observation conferences, uses the same supporting evidence for multiple staff members).
- Sometimes shares robust supporting evidence for IMPACT ratings, as well as clear and actionable suggestions for improvement.

- Cultivates and maintains positive interpersonal relationships with some staff members, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.
- Is able to summarize common strengths and areas of growth across all staff members.
- Provides school-wide professional development opportunities that address staff members' top common areas of growth.

- Avoids giving feedback, as well as having difficult conversations with low performers by giving higher than appropriate IMPACT ratings.
- Documents poor performance based on formal and informal observations, but struggles to determine when dismissal is necessary.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Violates one or more IMPACT policies and procedures while completing staff members' evaluations.
- Rarely or never provides effective supporting evidence for IMPACT ratings or suggestions for improvement.

- Does not establish positive interpersonal relationships with most staff members, such that they do not feel valued nor do they believe their work matters in achieving the school's goals. Has negative rapport with a few staff members.
- Has a limited or no sense of staff members' strengths and areas of growth.
- Provides little or no school-wide professional development to staff members.

- Rarely or never gives feedback to low performers and does not dismiss consistently low performers.

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Retains key staff and builds leadership capacity

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|--|--|
| <ul style="list-style-type: none"> ■ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school [<i>Same as Level 3</i>]. ■ Identifies and develops high performers with leadership potential for key school or district leadership roles (e.g., giving them opportunities to work on stretch assignments, coach others, lead task forces). The result is the retention of all high performers except for those who are promoted, retire, or resign for reasons unrelated to the school. | <ul style="list-style-type: none"> ■ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school. The result is the retention of most high performers. |
| <ul style="list-style-type: none"> ■ Identifies and cultivates a highly effective leadership team that has the credibility and skillset to keep the school effectively driving towards its goals even in the principal's absence. ■ Actively coaches all leadership team members to strengthen their leadership skills and engages in school-based succession planning. | <ul style="list-style-type: none"> ■ 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. ■ Actively coaches most leadership team members to strengthen their leadership skills. |

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Recognizes high performers by showing public and individual appreciation for their accomplishments in helping to achieve the school's goals. The result is the retention of some high performers.

- Identifies leadership team members with diverse backgrounds and skillsets. Structures the team with generally clear norms, roles, and responsibilities, but the team does not always function effectively to achieve the school's goals.
- Coaches some leadership team members to strengthen their leadership skills.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Provides little or no additional recognition for high performers and their accomplishments. The result is a failure to retain most high performers.

- Does not consider backgrounds or skillsets when identifying leadership team members (e.g., selects team members based on their interest only, selects team members who are easy to work with). Uses weak team structures and team-building strategies, resulting in a leadership team that makes minimal to no contribution to achieving the school's goals.
- Coaches a few leadership team members to strengthen their leadership skills.

ON-TRACK INDICATORS

TALENT (TAL)

ALL SCHOOLS

- Same Day Attendance Entry
- Teacher Attendance Rate
- Highly Effective & Effective Teacher Retention Rate

Note: Instructional superintendents will review data reports containing these On-Track Indicators in November and in April to inform their Mid-Year and End-of-Year 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

- Administrative Team Instructional Assignments (artifact)
- Professional Development Attendance (artifact)
- Staff Satisfaction Survey Results (artifact)
- Staffing Model & Assignments (artifact)
- AP/API Needs Assessments (artifact)
- Teachers are Assigned to Specific Area (walkthrough)
- Timeliness of Filling Vacancies (artifact)
- Review of Sample Staff IMPACT Comments (artifact)
- Student Caseload Assignments for Support Positions (artifact)
- Strategic Plan for Professional Development (artifact)

Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.



Bel Perez Gabilondo



Michael DeAngelis



Brian Tropiano

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Creates a positive, student-centered environment

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

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

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

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

Ensures students meet high academic and behavioral expectations

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

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

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

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Promotes a positive rapport between staff members and students, but does not establish any structures that facilitate positive relationship building. Some staff members have a positive rapport with some students, and there is no evidence of negative rapport.

- Sometimes recognizes school-wide accomplishments and those of individual students and staff members.

- Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for some students.
- Attempts to embed school-wide expectations for positive behavior and good academic work by sharing policies with staff members on how to address students' positive and negative behavior choices.

- Invests some staff members and external resource providers in school-wide academic and behavioral expectations.
- Provides occasional feedback to families regarding student progress towards meeting key expectations.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Does not actively promote a positive rapport between staff members and students. There is little or no evidence of a positive rapport between staff members and students; there is evidence that staff members have a negative rapport with a few students.

- Rarely or never recognizes staff member or student accomplishments. At times, inappropriately takes personal credit for successes.

- Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for a few students.
- Does not effectively embed school-wide expectations for positive behavior and good academic work.

- Does not effectively invest staff members and external resource providers in school-wide academic and behavioral expectations.
- Provides minimal to no feedback to families regarding student progress towards meeting key expectations.

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Implements effective interventions that support student success

- Frequently reviews key student behavior data with staff members, parents, and students, as appropriate, to identify immediate challenges and emerging issues.
- Enlists the help of the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns *[Same as Level 3]*.

- Periodically reviews key student behavior data (e.g., absences, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges.
- Enlists the help of the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns.

- Develops proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of all students.
- Clarifies roles and responsibilities for all school-based intervention staff members to maximize their impact on student learning and development *[Same as Level 3]*.
- Leverages central office and external resources (e.g., DCPS' Office of Specialized Instruction, DCPS' Office of Family and Public Engagement, community-based organizations) to effectively meet struggling students' needs.

- Develops proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of most students.
- Clarifies roles and responsibilities for all school-based intervention staff members (e.g., social workers, psychologists, counselors) to maximize their impact on student learning and development.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Sometimes reviews key student behavior data with staff members, parents, and students, as appropriate, after many challenges surface.
- Struggles to enlist key staff members' help in effectively addressing challenges highlighted by the data.

- Ensures that staff members are able to implement targeted interventions for high-need students, but does not develop a proactive, school-wide support system.
- Clarifies roles and responsibilities for some school-based intervention staff members on how they will maximize their impact on student learning and development.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Rarely or never reviews key student behavior data with others, and attempts to address challenges with minimal to no success.
- Does not implement proactive, evidence-based interventions, such that staff members need to focus a significant amount of time addressing acute behavioral challenges.
- Does not clarify roles and responsibilities for any school-based intervention staff members.

ON-TRACK INDICATORS

SCHOOL CULTURE (SC)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ In-Seat Attendance ■ Truancy Rate ■ # of Suspensions ■ # of Students Suspended More than Once ■ Tardiness | <ul style="list-style-type: none"> ■ Teacher Attendance ■ After School Attendance ■ Office Referrals to Suspensions ■ # of CFSA Referrals |
|---|---|

Note: Instructional superintendents will review data reports containing these On-Track Indicators in November and in April to inform their Mid-Year and End-of-Year 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

SCHOOL CULTURE (SC)

ALL SCHOOLS

- | | |
|---|--|
| <ul style="list-style-type: none"> ■ School Culture (walkthrough) ■ School-wide Behavior Plan: Rules, Procedures, Rewards, & Consequences (artifact) ■ School Plans: Activities Implemented for Students and Staff Members that Build Spirit/Morale (artifact) | <ul style="list-style-type: none"> ■ Behavior Improvement Plans (artifact) ■ Special Activities for Students, Staff Members, Community Prior to Winter Break (artifact) ■ Transition Routines/School Process (walkthrough) ■ Field Trip Plans (artifact) |
|---|--|

Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.

HIGH SCHOOLS

- # & % of Students with High Absenteeism
- # & % of 9th Graders Suspended for the First Time
- Tardiness
- # & % of 9th Graders Suspended More Than Once
- # & % of Total Suspensions
- Teacher Attendance

LEADERSHIP ACTIONS

OPERATIONS (OPS)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Efficiently manages school operations

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

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

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

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

Maximizes impact of limited resources

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

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

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

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

Fulfills all legal and policy requirements

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

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Conducts occasional facility walkthroughs to monitor how well custodial and security staff members are ensuring campus order, cleanliness, and safety.
- Frequently relies on DCPS' school operations team to address barriers to teaching and learning that the school should be able to address on its own. The result is occasional lapses that interfere with teaching and learning.

- Develops school schedules with minimal input from staff members. Schedules do not maximize student learning time.
- Sometimes monitors the implementation of schedules, but does not make necessary adjustments.

- Periodically reviews the school budget and finances but not in detail, such that the school year ends with a substantial amount of unspent resources.

- Leverages relationships with a small set of central office staff members, but does not cultivate new partnerships.

- Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Clarifies high expectations for campus order, cleanliness, and safety with custodial and security staff members, but does not monitor their performance. Low performers often are allowed to stay in these roles even though they are not meeting expectations. The result is frequent lapses that significantly interfere with teaching and learning.

- Develops ineffective school schedules, and rarely or never monitors implementation, resulting in significant loss in student learning time.

- Rarely or never monitors the school budget and finances, such that the school either significantly underspends or is in danger of overspending by the end of the school year.

- Does not leverage central office relationships to support the achievement of the school's goals.

- Fulfills some compliance and reporting responsibilities on time and without errors, but not with other responsibilities.

ON-TRACK INDICATORS

OPERATIONS (OPS)

ALL SCHOOLS

- % of Projected Enrollment Reached
- % of Students with Residency Verified
- Enrollment Demographics: Free/Reduced Lunch
- Enrollment Demographics: Special Education
- Enrollment Demographics: # of Students by Grade Level
- Special Education: IEP Timeliness
- Special Education: Assessment Timeliness
- Caseloads Completed by May

Note: Instructional superintendents will review data reports containing these On-Track Indicators in November and in April to inform their Mid-Year and End-of-Year 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)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- School Opening Completion (walkthrough)
- School Cleanliness (walkthrough)
- Teacher Monthly Observation Schedule (artifact)
- School Schedules (artifact)
- School Budget Preparation Based on Student Needs (artifact)
- Plan for School Year Closeout (artifact)
- Spring Break Plans: Building Coverage/Admin in Charge (artifact)

Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.

HIGH SCHOOLS

- Opening Day Procedures: Distribution of Schedules, Bells & Parent Information (artifact)
- Master Schedule (artifact)
- PSAT Admin Plan (artifact)
- Teacher Monthly Observation Schedule (artifact)
- Plan for School Year Closeout (artifact)
- Building Cleanliness & Transition Management (walkthrough)
- Spring Break Plans: Building Coverage/Admin in Charge (artifact)
- Action Plans for Targeting Key Areas (artifact)
- Discussions with Feeder Middle Schools Regarding Course Offerings & Programs
- School Budget Preparation Based on Student Needs (artifact)

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Builds relationships with families and community members

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

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

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

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

Efficiently responds to families’ inquiries and concerns

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

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

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

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Is sometimes visible and available to families and community members, but does not prioritize this over other activities.
- Attempts to interact and build relationships with families and community members at school functions, but does not proactively work to enlist a broad base of support for achieving the school's goals.
- 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.
- Clearly communicates expectations that staff members work with families to quickly and effectively resolve student issues, but does not model or coach staff members on how to engage in effective collaborative problem-solving.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Is rarely or never available to families and communities members.
- Does not effectively interact and build relationships with families and community members, resulting in a lack of support for important school initiatives.
- Does not clearly or consistently communicate customer service expectations.
- Does not clearly communicate expectations about collaborative problem-solving with families or does not model this behavior.

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Shares information with families to support their children's success

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

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

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Rarely or never informs families about the school's progress towards its goals.
- Does not clearly or consistently communicate expectations that staff members provide families with basic information about school events. Most families miss opportunities to participate in key school activities.
- Does not clearly or consistently communicate expectations for how teachers should connect with families about student progress, such that few teachers reach out to families.

ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

EDUCATION CAMPUSES & MIDDLE SCHOOLS

- # of Phone Calls Home to Students with First Day Absences

Note: Instructional superintendents will review data reports containing these On-Track Indicators in November and in April to inform their Mid-Year and End-of-Year 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

- Back to School Date and Plans (artifact)
- LSAT Meeting Schedule (artifact)
- PTA Meeting Schedule (artifact)
- First Newsletter to Parents/Community (artifact)
- Parent Outreach Activities: Meetings, Events, Newsletters (artifact)
- School Assemblies (artifact)
- Signs Posted in English & Other Languages Commonly Spoken in the School Community (walkthrough)
- Parent Materials, Brochures, & Internet-Connected Computers in Parent Resource Room (walkthrough)

Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.

HIGH SCHOOLS

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

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Engages in continuous self-improvement

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

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

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

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

Communicates effectively

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

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

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

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

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Sometimes gives constructive feedback to staff members based on observations of their work.
- Sometimes asks for staff members' feedback but often does not act on their suggestions.
- Demonstrates some humility.

- Expresses an interest in own learning and growth, but only sometimes seeks out professional development opportunities.
- Sometimes uses mistakes as learning opportunities.

- Sometimes tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue.

- Struggles to fully hear and understand what stakeholders are communicating.
- Relies on a narrow set of perspectives when making key decisions.

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Rarely or never gives constructive feedback to staff members.
- Rarely or never acts on unsolicited feedback from staff members.
- Demonstrates little or no humility.

- Rarely or never participates in professional development opportunities outside of centrally mandated ones.
- Rarely or never admits responsibility for, or learns from, mistakes.

- Does not effectively tailor verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue.

- Does not fully hear and understand what stakeholders are communicating.
- Makes key decisions with minimal or no input from others.

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the principal's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the principal's actions:

Demonstrates cultural competence

- Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic *[Same as Level 3]*.
- Is always effective in working with students, staff, and families of diverse backgrounds.
- Proactively engages in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning *[Same as Level 3]*.
- Proactively ensures that school policies and practices do not limit opportunities for groups of students or their families.

- Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic.
- Is almost always effective in working with students, staff, and families of diverse backgrounds.
- Proactively engages in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning.

Perseveres in the face of obstacles

- Always maintains mental focus, energy, and resilience in the face of obstacles.
- Achieves positive outcomes in almost all challenging situations *[Same as Level 3]*.
- Develops a relentless drive for results in others.
- Anticipates and proactively addresses potential resistance.
- Does not allow momentary setbacks or isolated failings to impede progress towards the school's goals.
- Models using resistance, setbacks, and failure as opportunities to learn and grow.

- Almost always maintains mental focus, energy, and resilience in the face of obstacles.
- Achieves positive outcomes in almost all challenging situations.
- Effectively overcomes resistance.
- Rarely allows momentary setbacks or isolated failings to impede progress towards the school's goals.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the principal's actions:

- Creates an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic, but struggles to sustain it.
- Is sometimes effective in working with students, staff, and families of diverse backgrounds.
- Engages in open and honest conversations with staff members about diversity only in response to acute problems (e.g., a staff member's use of biased language).

LEVEL 1 (INEFFECTIVE)

The following best describes the principal's actions:

- Does not create an inclusive environment and frequently has difficulty working effectively with students, staff, and families of diverse backgrounds.
- Rarely or never engages in open and honest conversations with staff members about diversity.

- Sometimes maintains mental focus and energy in the face of obstacles.
- Achieves positive outcomes in some challenging situations.

- Rarely or never maintains mental focus and energy in the face of obstacles.
- Achieves positive outcomes in few challenging situations.

- Is sometimes overtaken by resistance, setbacks, or failure, allowing them to impede progress towards the school's goals.

- Frequently becomes defensive or defeated in the face of resistance, setbacks, or failure, such that the school's progress often stalls.

ON-TRACK INDICATORS

PERSONAL LEADERSHIP (PL)

- N/A

OTHER INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

ALL SCHOOLS

- | | |
|--|---|
| ■ Participation in Optional Internal or External Professional Learning Opportunities | ■ Chancellor Goal Setting Preparation (artifact) |
| ■ Participation in Advisory Committees or Task Forces | ■ Comprehensive School Plan Reflection (artifact) |
| | ■ Discussion of Student Outcome Goals |

Note: Instructional superintendents will review these other performance indicators and select artifacts to inform their Mid-Year and End-of-Year LF Assessments. Principals will also review these indicators and artifacts to complete their Self-Assessments.



Katarina Price



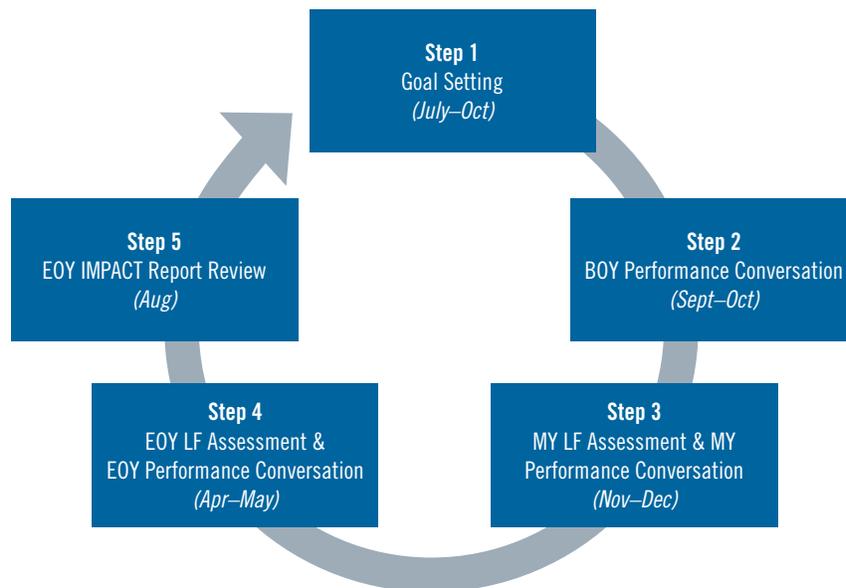
Michael DeAngelis



Stephen Simpson

SCHOOL LEADER IMPACT PROCESS

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



Step 1: Goal Setting

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

Meeting to finalize your goals is the next phase of this process. In 2015–2016, select principals will meet with the chancellor in August to discuss expectations for the upcoming school year as well as preliminary goals and/or focus areas for the year. Following the end of the beginning-of-year testing window in October, all principals will then meet with the deputy chief and/or chief of schools to finalize their goals. The goal setting meeting will give you an opportunity to discuss your goals and plans for the upcoming school year in more detail together with your instructional superintendent and the deputy chief and/or chief of schools.

To ensure a data-driven discussion, you will have an opportunity to review, in advance, school-specific data. Data sources will include: SPDI data sheets (on Teaching and Learning, Job-Embedded Professional Development, Safe and Effective Learning Environment, Special Education, and Leadership), and the latest version of the school's CSP.

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

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

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

Step 2: Beginning-of-Year Performance Conversation

In the fall, you will meet with your instructional superintendent to:

- Reflect on last year's accomplishments;
- Revisit the finalized Student Outcome Goals and the key strategies for meeting the goals;
- Identify priority Leadership Framework aligned metrics (Refer to the "On-Track Indicators" and "Other Indicators and Artifacts" sections of the enhanced LF rubric) that you will use to monitor your progress towards your Student Outcome Goals; and
- Discuss key areas of growth and the targeted professional learning opportunities you should engage in for continuous self-improvement.

We all know that great school leadership matters a lot in ensuring that our students learn and grow. As a district, we recognize the need to provide additional professional learning opportunities to our school leaders. For further information about job-specific resources and professional development designed to help you grow, see the *Supporting Your Success* section at the end of this guidebook.

Step 3: Mid-Year LF Assessment and Mid-Year Performance Conversation

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

SELECT EXAMPLES

		Instruction	Talent	School Culture	Operations	Family & Community	Personal Leadership
EVALUATOR COLLECTS	Observations	■ Strengths & areas of development observed during walkthroughs					
LF DATA REPORT	On-Track Indicators	<ul style="list-style-type: none"> ■ TRC ■ DIBELS ■ Gold ■ SRI ■ Course Pass Rate 	<ul style="list-style-type: none"> ■ Same Day Attendance Entry ■ Teacher Attendance Rate ■ Highly Effective and Effective Teacher Retention Rate 	<ul style="list-style-type: none"> ■ In-Seat Attendance ■ Truancy Rate ■ Suspension Rate ■ Tardiness ■ After School Attendance 	<ul style="list-style-type: none"> ■ Projected Enrollment Reached ■ Residency Verified ■ IEP Timeliness ■ Special Ed Assessment Timeliness 	<ul style="list-style-type: none"> ■ Phone Calls Home to Students with First Day Absences 	<ul style="list-style-type: none"> ■ N/A
EVALUATOR REVIEWS	Other Indicators and Artifacts	<ul style="list-style-type: none"> ■ CCSS Literacy and Math Instruction ■ Academic Intervention ■ ELL/SPED Walkthroughs ■ First Week Plans ■ Short-Cycle Assessment 	<ul style="list-style-type: none"> ■ Staff Satisfaction Survey Results ■ Staffing Model & Assignments ■ Timeliness of Filling Vacancies ■ Review of Sample Staff IMPACT Comments 	<ul style="list-style-type: none"> ■ School-Wide Behavior Plan ■ School Plans ■ Special Activities for Students, Staff Members, Community Prior to Winter Break ■ Behavior Improvement Plan 	<ul style="list-style-type: none"> ■ School Opening Completion ■ School Cleanliness ■ School Schedules ■ School Budget Preparation Based on Student Needs 	<ul style="list-style-type: none"> ■ Back to School Date and Plans ■ LSAT Meeting Schedule ■ PTA Meeting Schedule ■ First Newsletter to Parents/Community ■ School Assemblies 	<ul style="list-style-type: none"> ■ Participation in Advisory Committees or Task Forces ■ Participation in Optional PD

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

Key Dates: Mid-Year LF self-assessments must be completed by all principals by November 19, 2015. Instructional superintendents will complete initial Mid-Year LF assessments by December 3, 2015.

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

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

Step 4: End-of-Year LF Assessment and End-of-Year Performance Conversation

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

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

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

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

Key Dates: End-of-Year LF self-assessments must be completed by all principals by April 7, 2016. Instructional superintendents will complete initial End-of-Year LF assessments by April 21, 2016.

Step 5: End-of-Year IMPACT Report Review

When end-of-year data becomes available in late July or early August, we will be able to assess whether or not you have met the Student Outcome Goals you set at the beginning of the year.

To ensure accurate and fair ratings for all school leaders, all instructional superintendents will meet with the chancellor one more time to collectively discuss all principals' final IMPACT ratings. The purpose of this Final IMPACT Ratings Meeting will be discussed in more detail in the Putting It All Together section of the guidebook.

Once the overall IMPACT ratings have been finalized, you will be able to view your End-of-Year IMPACT report in the IMPACT database.

SUPPORTING YOUR SUCCESS

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

During the 2010–2011 school year, we doubled the number of instructional superintendents to provide increased capacity for them to support school leaders. This shift 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, you will come together periodically with your fellow school leaders at Leadership Academy to ensure that our work drives us toward bold ambitions. Leadership Academy builds your capacity as school leaders to:

- Manage schools with strong performance in academic, cultural, and socioemotional areas;
- Connect and collaborate with your colleagues within and across clusters; and
- Motivate your school communities through leadership full of energy, excitement, and inspiration.

Support for New School Leaders

To ensure that our new school leaders — those who are new to the principalship or those who are new to DCPS — are set up for success, support for new principals and assistant principals begins with a New Principal Orientation (NPO) over the summer. NPO's overall objective is to expose new school leaders to a broad array of system-wide priorities and initiatives as well as specific policies and procedures to help them start the school year on a positive note. New principals are also supported throughout the year by Lead Mentors, current DCPS principals who serve as non-supervisory, non-evaluative resources to new DCPS leaders. Through individual coaching and a cohort-based learning community, Lead Mentors help new principals to become more familiar with DCPS policies and procedures and to build relationships with community partners and with the central office.

Lead Mentors

The Lead Mentor role is an opportunity for DCPS principals to build their skills at coaching and mentoring other leaders by strategically supporting new DCPS principals throughout their first year. Lead Mentors work with new principals on specific problems of practice, help them to overcome challenges, and serve as resources for skill-building and troubleshooting issues. Lead Mentors receive a small annual stipend as well as targeted professional development to build their coaching and mentoring skills. The Lead Mentor application for the 2016–2017 school year will open in early May 2016.

Instructional Culture Insight Survey

During the 2015–2016 school year, DCPS will pilot the Instructional Culture Insight survey in all schools. With the guiding principle that feedback from teachers can help guide school improvement, the survey will offer two opportunities each year for leadership teams to review their school's progress on teacher development and support efforts. School leaders will 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 will also enable DCPS to develop more targeted professional development for school leaders and support from instructional superintendents.

Mary Jane Patterson Fellowship (DCPS Aspiring Principals Program)

Mary Jane Patterson (1840–1894) was the first black principal at Paul Laurence Dunbar High School. The Patterson Fellowship, a high-quality program named in her honor, is DCPS' internal aspiring principals program. This Fellowship prepares high-performing DCPS employees for principal positions in DCPS schools. Fellows will complete a 30-month journey characterized by rich learning experiences aligned to our rigorous LF standards. Fellows will serve in school leadership roles while participating in intensive, cohort-based leadership training. The goal of the program is to develop leadership capacity from within DCPS and create a pipeline of highly-skilled candidates for principal vacancies. Highly Effective and Effective principals will be tapped and trained to help support the Patterson Fellows throughout their learning journey, which will help strengthen their own mentoring and coaching skills.

Patterson Fellows are DCPS employees whose personal leadership has contributed to school improvement. The third cohort of Patterson Fellows will begin their leadership training in January 2016.

PUTTING IT ALL TOGETHER

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

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

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

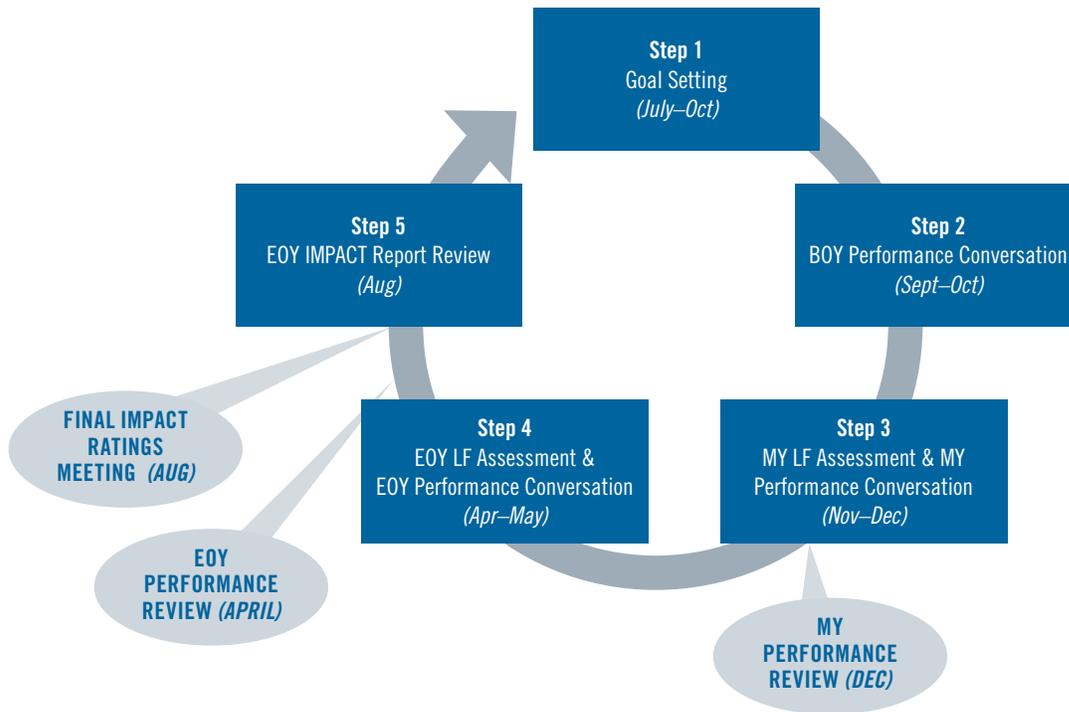
We are able to make this explicit link because the enhanced LF rubric is more rigorous and robust and LF scores will be based on data-driven evidence. We believe that the On-Track Indicators and Other Indicators outlined in the LF rubric will be indicative of each principal's progress towards achieving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

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

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

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

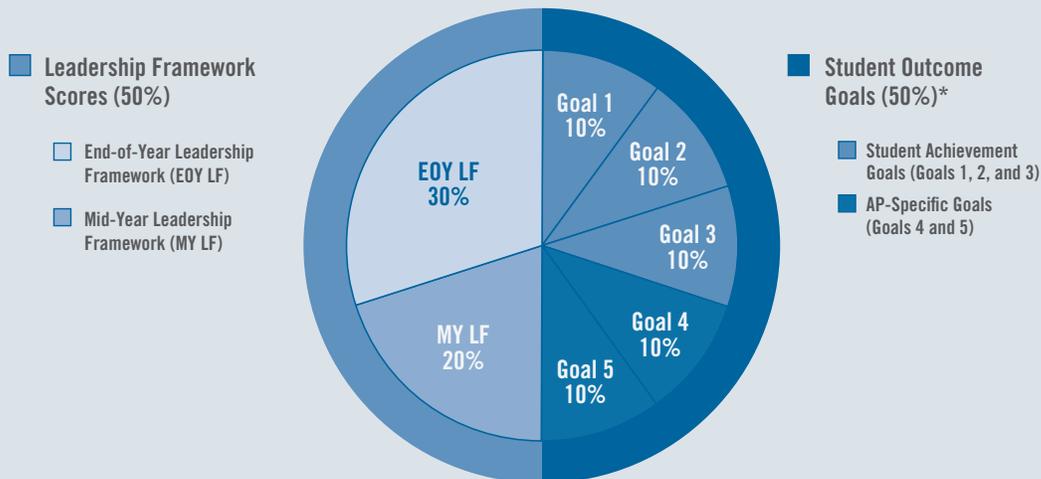
- **Mid-Year Performance Review:** The first of these meetings occurs during the middle of the school year. The instructional superintendents will use this time to review and discuss each other's initial MY LF scores and metrics. This will be our continuous effort as a district to discuss and agree on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



What are the components of SL IMPACT?

Each school leader’s Leadership Framework scores and Student Outcome Goal results are combined to determine an IMPACT rating. These components each constitute 50% of a school leader’s overall score. The Mid-Year and End-of-Year Leadership Framework scores will make up 20% and 30% of the school leader’s evaluation, respectively. Each of the five goals will make up 10% of the evaluation.

IMPACT COMPONENTS FOR PRINCIPALS



**If a school leader has set more or fewer than five goals, each goal will carry an equal weight and the total percentage assigned to goals will equal 50%.*

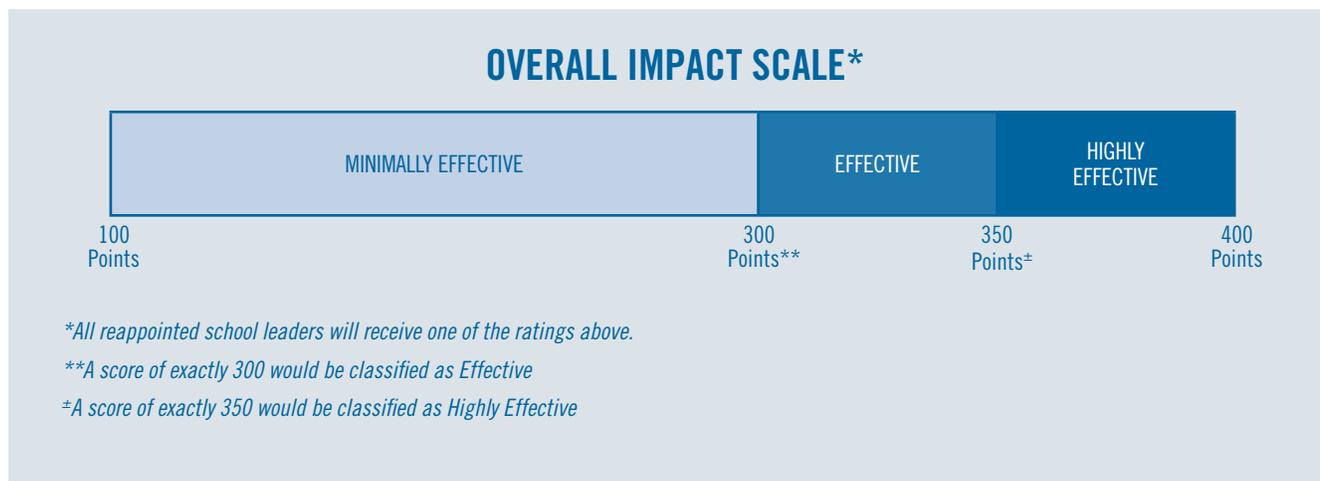
How will final IMPACT ratings be determined?

Leadership Framework scores and Student Outcome Goal results are a prerequisite for determining IMPACT ratings. Once each component is scored in August, its score is multiplied by its percentage from the pie chart presented on page 61 of this guidebook. This creates “weighted scores” for each component, and the table below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE		PIE CHART PERCENTAGE	WEIGHTED SCORE
Mid-Year Leadership Framework (MY LF)	3.50		X 20	= 70.0
End-of-Year Leadership Framework (EOY LF)	3.72		X 30	= 111.6
Student Outcome Goals	Goal 1	4	X 10	= 180.0
	Goal 2	3	X 10	
	Goal 3	4	X 10	
	Goal 4	4	X 10	
	Goal 5	3	X 10	
Total				362

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:



To ensure accurate and fair ratings for all school leaders, all instructional superintendents will then meet with the chancellor 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, tapped for district leadership opportunities, and will receive performance bonuses.
- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Minimally Effective:** This rating signifies that a school leader is experiencing challenges and/or struggles, and may need additional support to improve. Instructional superintendents will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources. Principals with a Minimally Effective rating will not receive a step increase for the 2016–2017 school year.
- **Ineffective:** Individuals who are non-reappointed will receive this rating and will be removed from a principal position in the system.

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

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

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

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

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

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

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

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

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

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

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

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



Bel Perez Gabilondo



Michael DeAngelis



Michael DeAngelis

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 TARGETED 40 SCHOOL	YOUR TOTAL POSSIBLE ANNUAL BONUS
Principal	Highly Effective	\$20,000	\$5,000	\$5,000	\$30,000
Assistant Principal	Highly Effective	\$10,000	\$2,500	\$2,500	\$15,000

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

If I retire at the end of the 2015–2016 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 I resign at the end of the 2015–2016 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 or base salary increase, you must be employed by DCPS as a school leader or in a comparable position or higher at the time of award distribution, unless you have retired.

If I am separated from the school system for disciplinary reasons, will I be eligible for IMPACT^{plus}?

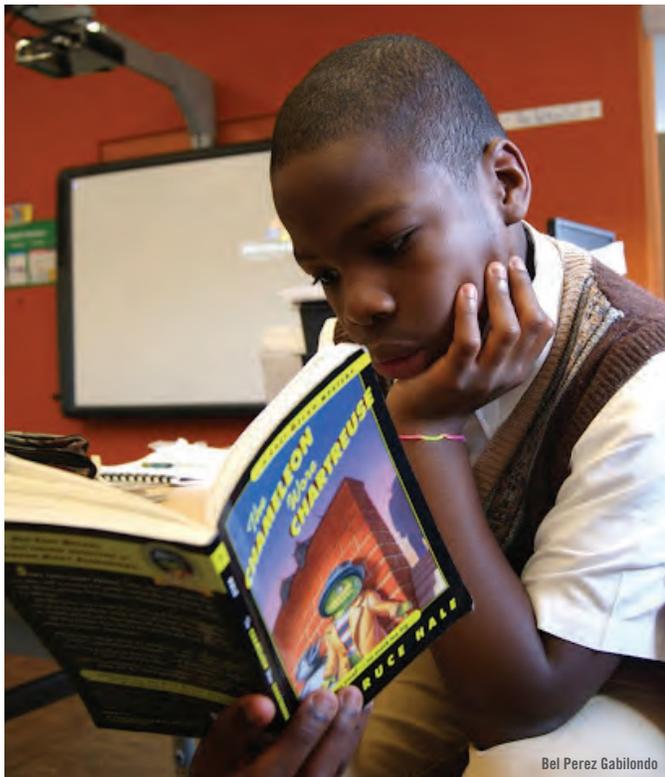
No.

When will I receive any payments associated with IMPACT^{plus}?

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

Will payments associated with IMPACT^{plus} be subject to District of Columbia and federal income taxes?

Yes.



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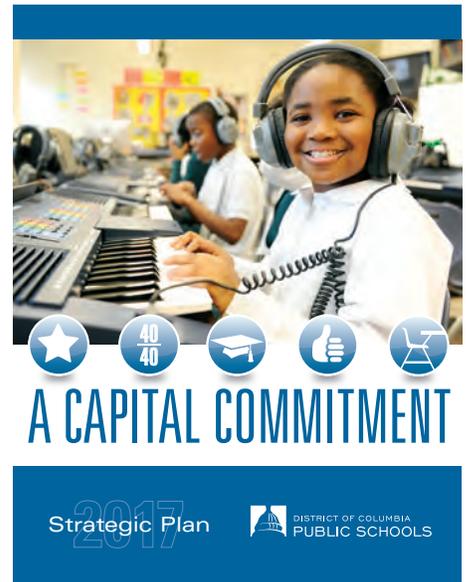
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CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. You are the most important lever of change in our school system.

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

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





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