

School Leaders

PRINCIPALS



IMPACT

DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2023
2024

TABLE OF CONTENTS

| | |
|-----------|---------------------------------------|
| 2 | Putting Growth First |
| 4 | Overview |
| 5 | School Leader IMPACT Components |
| 42 | School Leader IMPACT Process |
| 44 | Supporting Your Success |
| 46 | Putting It All Together |
| 50 | IMPACT <i>plus</i> for School Leaders |
| 52 | Concluding Message |

PUTTING GROWTH FIRST

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

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

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

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



Andrea Leoncavallo



Bel Perez Gabilondo



OVERVIEW

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

What are the guiding principles for School Leader IMPACT?

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

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

What are the IMPACT components for principals?

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

Leadership Framework Standards

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

Student Outcome Goals

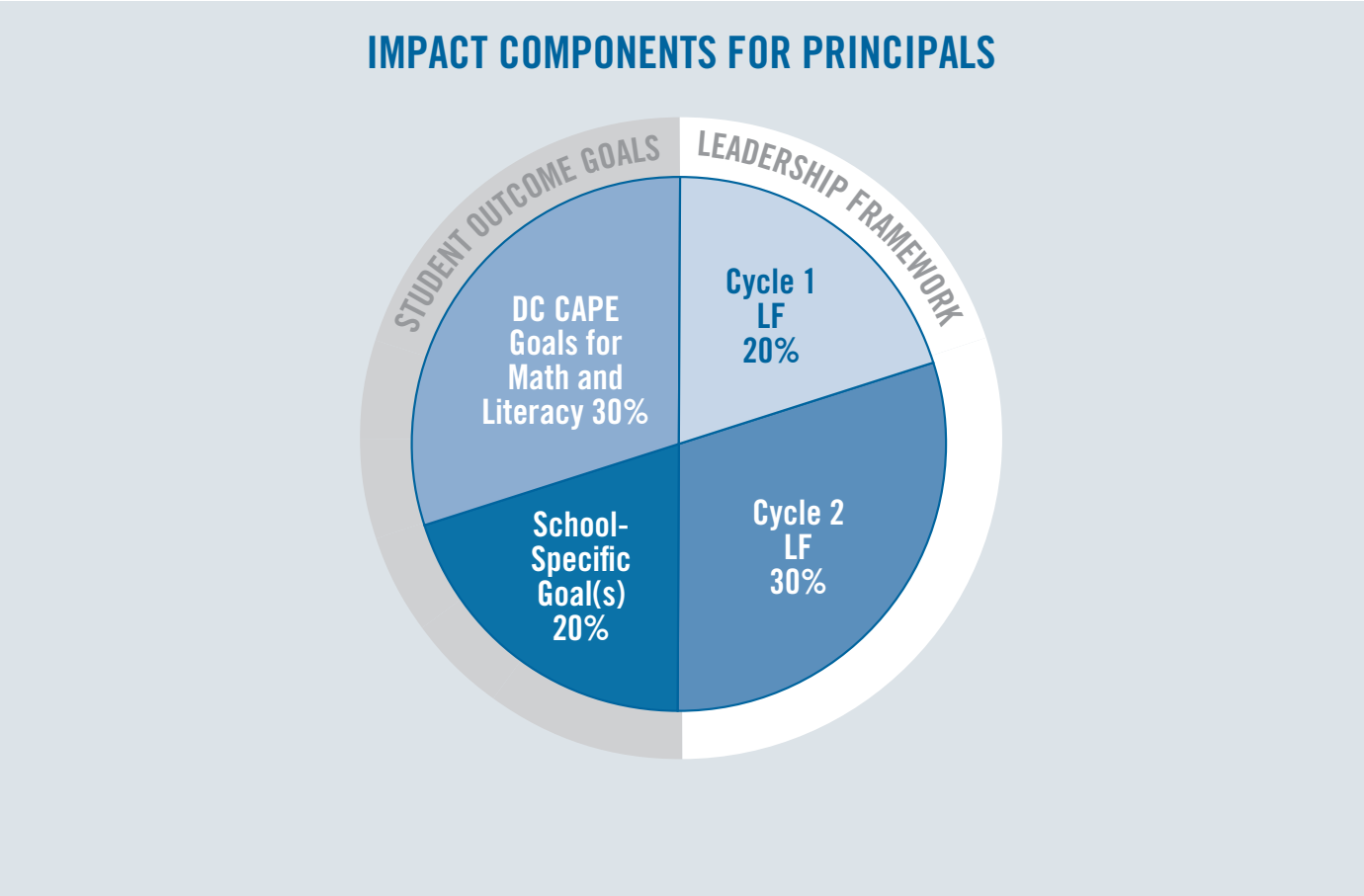
Each student outcome goal emphasizes a different aspect of a principal's school-level impact on student learning outcomes and will help DCPS ultimately meet its Capital Commitment Goals. Also, Student Outcome Goals are differentiated by school level to reflect the unique priorities and needs of different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

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

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

Non-Traditional Schools Using an Assessment Other Than DC CAPE

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



What are DCPS' core expectations for school leaders?

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

What is the Leadership Framework?

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

Why do we need a Leadership Framework?

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

Who initially developed the Leadership Framework?

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

- City Schools' *School Leader Effectiveness Rubric*
- Council of Chief State School Officers' *Interstate School Leaders Licensure Consortium*
- Denver Public Schools' *School Performance Framework*
- Douglas Reeves' *Assessing Educational Leaders*
- Georgia Leadership Institute for Instructional Improvement's *The 8 Roles of School Leaders*
- Kati Haycock's *Closing the Achievement Gap*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Framework and Competency Model*
- Kyla L. Wahlstrom et al.'s, *Investing the Links to Improved Student Learning*
- Linda Darling-Hammond's *Excellent Teachers Deserve Excellent Leaders*
- Louisiana's *Standards for School Principals*
- Marzano Center's *Marzano School Leadership Evaluation Model*

- Massachusetts' *A New Framework for Leadership Standards*
- Mike Schmoker's *Results Now*
- Montgomery County's *Principal Standards*
- National Association of Elementary School Principals' *Standards for What Principals Should Know and Be Able To Do*
- National Association of Secondary School Principals' *Leadership Skills Assessment*
- National Board of Professional Teaching Standards' *Core Propositions for Accomplished Educational Leaders*
- New Leaders for New Schools' *Evaluating Principals*
- New Leaders for New Schools' *Urban Excellence Framework*
- New York City Department of Education's *Quality Review Rubric*
- New York City Department of Education's *School Leadership Competencies*
- North Carolina & McREL's *Principal and Assistant Principal Evaluation Process*
- NYC Leadership Academy's *Leadership Performance Standards Matrix*
- Ohio's *Standards for Principals*
- Palo Alto's *Leadership Standards for Principals*
- Pittsburgh's *Pittsburgh Urban Leadership System for Excellence (PULSE)*
- Research for Better Teaching's *The Skillful Leader*
- Rich Halverson & University of Wisconsin-Madison's *School Leadership Rubrics*
- Robert Marzano et al.'s *Balanced Leadership*
- Robert Marzano et al.'s *School Leadership that Works*
- Southern Regional Education Board's *SREB Critical Success Factors for Principals*
- Southern Regional Education Board's *The District Leadership Challenge*
- Stephen Davis & Michelle LaPointe's *Effective Schools Require Effective Principals*
- The New Teacher Project's *The Irreplaceables*
- Walton Foundation's *School Leadership Study: Developing Successful Principals*

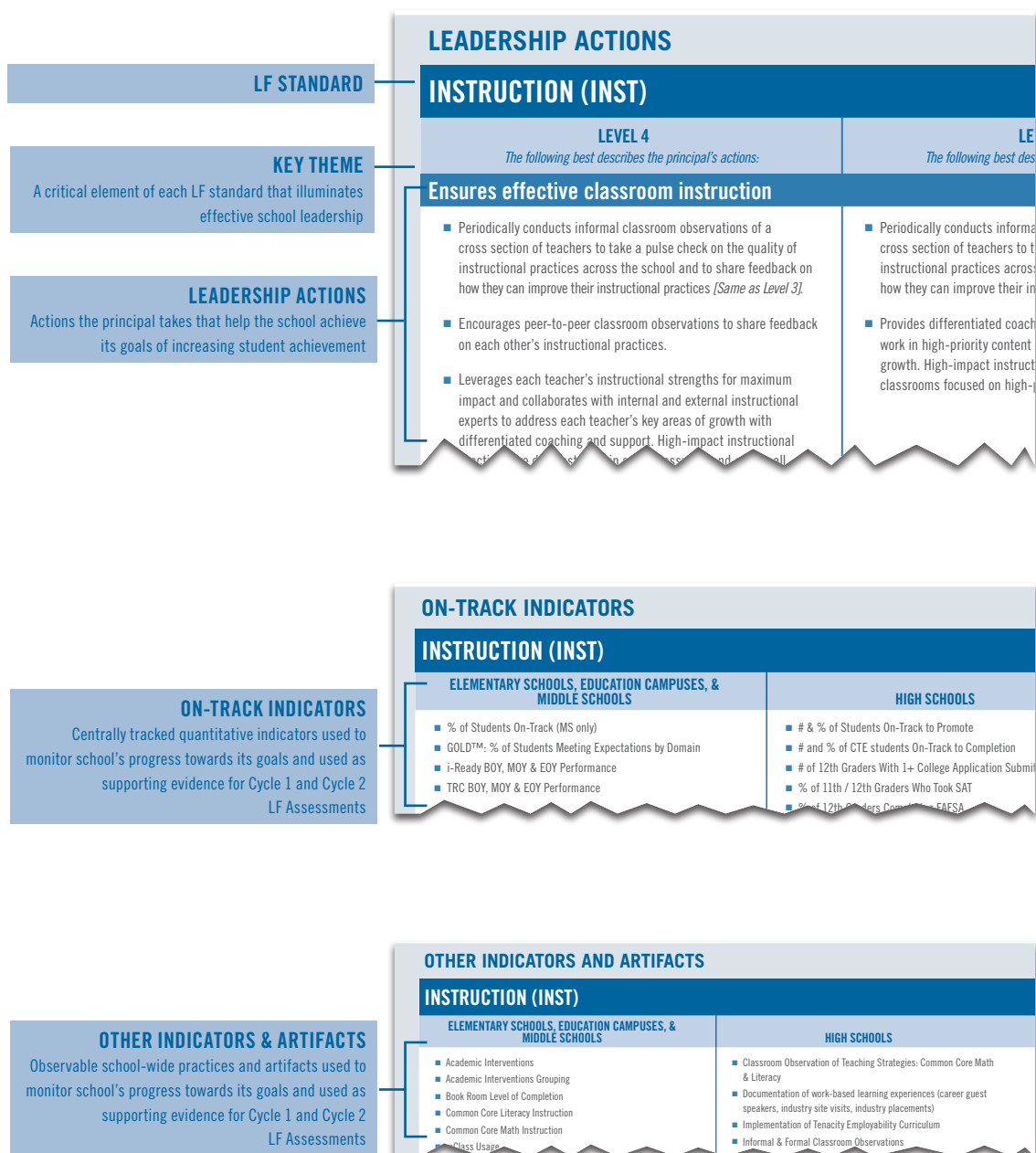
LEADERSHIP FRAMEWORK FOR PRINCIPALS



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

How is the Leadership Framework rubric structured?

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



LEADERSHIP ACTIONS

INSTRUCTION (INST)

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

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Develops the school's instructional vision and goals

- | | |
|---|--|
| <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. |

Oversees effective school- and classroom-level planning

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|--|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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). | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Ensures effective classroom instruction

- | | |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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

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| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> 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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> Sometimes offers general professional development to teachers with some support from instructional coaches. Professional development is minimally aligned to the school's goals. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |

ON-TRACK INDICATORS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES,
& MIDDLE SCHOOLS

- GOLD™: % of Students Meeting Expectations by Domain
- i-Ready BOY, MOY & EOY Performance
- DIBELS BOY, MOY & EOY Performance
- STAR Spanish Literacy Assessment for DL Schools (K-5)

HIGH SCHOOLS & MIDDLE SCHOOLS

- Course Specific Pass Rate Data
- RI: % of Students Proficient/Advanced
- RI: % of Students Making Expected Growth
- Honors/Advanced Placement: # & % of Students Enrolled for Next Year
- # & % of Students On-Track to Promote
- % of 11th/12th Graders Who Took SAT
- % of 12th Graders Completing FAFSA
- % of 9th-11th Graders Who Took PSAT
- Students On-Track to Promote According to ACGR
- SAGE Student Performance and/or SAGE Completion %
- ANet Participation
- % of College Bound 12th Graders with 1+ Smart College Application Submitted
- % of Identified CTE Students Take 1+ Industry Certification

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

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES,
& MIDDLE SCHOOLS

- Academic Interventions
- Common Core Literacy Instruction
- Common Core Math Instruction
- NGSS Instruction
- C3/SS Instruction
- ECE CLASS Scores

HIGH SCHOOLS & MIDDLE SCHOOLS

- Interventions for Students On-Track to Repeat
- Repeater Student Promotion Plans
- Classroom Observation of Teaching Strategies: Common Core Math & Literacy
- STAMP Assessment Data
- AP Language Exam Data

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

ALL SCHOOLS

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

ALL SCHOOLS

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

LEADERSHIP ACTIONS

TALENT (TAL)

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

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Identifies and strategically places outstanding talent

- | | |
|---|--|
| <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 Leonecavallo of Lionhorse Productions

LEVEL 2

The following best describes the principal's actions:

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

LEVEL 1

The following best describes the principal's actions:

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



LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Evaluates staff members, provides support, and removes low performers

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|---|---|
| <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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|--|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

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. |

ON-TRACK INDICATORS

TALENT (TAL)

ALL SCHOOLS

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| <ul style="list-style-type: none"> ■ Highly Effective & Effective Teacher Retention Rate ■ IMPACT Observation Pacing ■ Evidence of High-Quality LEAP Seminars and Coaching Conversations | <ul style="list-style-type: none"> ■ Evidence of Strong LEAP Implementation, Including All Components of the LEAP Cycle ■ Same Day Teacher Attendance Entry ■ Teacher Attendance Rate |
|---|--|

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

| LEVEL 2 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|---|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |

OTHER INDICATORS AND ARTIFACTS

TALENT (TAL)

ALL SCHOOLS

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|--|--|
| <ul style="list-style-type: none"> ■ Review of Sample Staff IMPACT Comments ■ Timeliness of Filling Vacancies According to the Hiring Report ■ Professional Development Attendance ■ Strategic Plan for Professional Development ■ AP Needs Assessments ■ Alignment of Personnel Budget with School Priorities and Initiatives ■ Staff Satisfaction Survey Results ■ Professional Development Plans for Teachers | <ul style="list-style-type: none"> ■ Student Caseload Assignments for Support Positions ■ Teachers Are Assigned to Specific Area ■ MTSS Lead Identified and Supported ■ Accurate Assessment of the Quality of Teaching at the School Using the Essential Practices Rubric ■ Evidence of Response to Insight Feedback ■ Delegation of Responsibilities Aligned to the Comprehensive School Plan |
|--|--|

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

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

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

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Creates a positive, student-centered environment

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Models having a positive rapport and interactions with students, such that most staff members follow suit <i>[Same as Level 3]</i>. ■ Establishes many school-wide structures that facilitate positive relationship building between staff members and students, as well as positive student-student interactions. | <ul style="list-style-type: none"> ■ 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. |
| <ul style="list-style-type: none"> ■ Creates appropriate structures for periodically recognizing school-wide accomplishments and those of individual students and staff members <i>[Same as Level 3]</i>. ■ Creates a culture where students take ownership for praising and celebrating one another's individual and collective successes. | <ul style="list-style-type: none"> ■ 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

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ Defines and shares rigorous academic and behavioral expectations, aligned to college and career readiness, for all students <i>[Same as Level 3]</i>. ■ 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 <i>[Same as Level 3]</i>. ■ Creates an environment in which students lead their peers toward positive behavior choices with little or no prompting from the adults in the school. | <ul style="list-style-type: none"> ■ 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). |
| <ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. ■ Partners with families to support student progress toward key expectations by ensuring their voices are included in key decision-making processes. | <ul style="list-style-type: none"> ■ 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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> Sometimes recognizes school-wide accomplishments and those of individual students and staff members. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Implements effective interventions that support student success

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. | <ul style="list-style-type: none"> ■ 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. |
| <ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. ■ 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. | <ul style="list-style-type: none"> ■ 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. |

ON-TRACK INDICATORS

SCHOOL CULTURE (SC)

HIGH SCHOOLS

- Documentation of College Readiness Events or Activities (college fairs, college tours, etc.)

ALL SCHOOLS

- Suspension Days/100 Students
- Tardiness
- Teacher Attendance
- Truancy Rate
- % In Seat Attendance
- Evidence of High-Quality LEAP Seminars, MTSS Collaboration Meetings, and Coaching Conversations

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

| LEVEL 2 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|--|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |

OTHER INDICATORS AND ARTIFACTS

SCHOOL CULTURE (SC)

ALL SCHOOLS

- | | |
|--|---|
| <ul style="list-style-type: none"> Transition Routines Building Reset Plans: January & Post Spring Break DCMR Chapter 25 Due Process Compliance for Established Timelines and Documentation School Culture Walkthrough School Plans: Activities Implemented for Students and Staff Members That Build Spirit/Morale School-Wide Discipline Policy: Rules, Procedures, Rewards, & Consequences with Incorporated Referral Ladders Behavior Improvement Plans | <ul style="list-style-type: none"> Special Activities Prior to Winter Break After-School Program Attendance Field Trip Calendar for All Students Connected to the Curriculum Chronic Absenteeism Evidence of Response to Insight Feedback Evidence of SEL and Behavior (MTSS) Success Plans for Students Receiving Tier 2 and 3 Supports Documentation of Work-Based Learning Experiences (career guest speakers, industry site visits, industry placements) |
|--|---|

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

LEADERSHIP ACTIONS

OPERATIONS (OPS)

Ensures efficient school operations and resource management to maximize student learning

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Efficiently manages school operations

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

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

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

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

Maximizes impact of limited resources

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

- 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 (e.g., staffing and budget season, school opening, DC CAPE 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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|---|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ Periodically reviews the school budget and finances but not in detail, such that the school year ends with a substantial amount of unspent resources. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ Leverages relationships with a small set of central office staff members, but does not cultivate new partnerships. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |

ON-TRACK INDICATORS

OPERATIONS (OPS)

ALL SCHOOLS

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ % of Students with Residency Verified ■ % Projected Enrollment Reached ■ % Timely Attendance Data Entry ■ % Withdrawals Completed in Alignment with Procedural Requirements (including Special Education) ■ % Timely IEPs (initial and annual) ■ % Timely Eligibility Determinations (initial evaluations and reevaluations) ■ % Timely 504 Service Plans ■ % Quarterly Progress Reports Completed | <ul style="list-style-type: none"> ■ School Activity Fund Compliance (as of most recent audit) ■ Building Use Agreement (BUA) Compliance ■ Overtime Use (measured against budget) ■ Timely and Complete Emergency Response Plan and Monthly Drill Compliance ■ % Staff Completion of Mandated Reporter Training ■ % Partner, Contractor, and Volunteer Clearance Compliance ■ Student Scheduling Accuracy and Timeliness ■ Grading Accuracy and Timeliness ■ Report Card Distribution Compliance |
|---|---|

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

OTHER INDICATORS AND ARTIFACTS

OPERATIONS (OPS)

ALL SCHOOLS

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ School Schedules ■ Comprehensive School Plan Completion ■ Consistent Check-Ins with DSL, MSL, or Operations Staff ■ Action Plans for Targeting Key Focus Areas with Evidence of Implementation ■ School Data Quality Validation & Certification ■ Building Cleanliness and Inventory Management | <ul style="list-style-type: none"> ■ School Budget Completion ■ Follow Up on Employee Licensure Communications ■ School Opening Procedures: Completion of School Readiness Requirements, Distribution of Key Policies and Procedures to Staff and Families, Distribution of Student Schedules and Supplies, and Hosting of Back-to-School Event for Families ■ School Year Closeout Procedures: Completion of School Closeout Requirements |
|--|--|

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



LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)

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

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Builds relationships with families and community members

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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. |
| <ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. ■ 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. | <ul style="list-style-type: none"> ■ 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

- | | |
|---|---|
| <ul style="list-style-type: none"> ■ Creates a customer service culture in which staff members prioritize responding to all external inquiries 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 <i>[Same as Level 3]</i>. | <ul style="list-style-type: none"> ■ Clearly and consistently communicates the expectation that staff members need to respond to all family inquiries 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. |
| <ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. | <ul style="list-style-type: none"> ■ 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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|---|---|
| <ul style="list-style-type: none"> ■ Is sometimes visible and available to families and community members, but does not prioritize this over other activities. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Shares information with families to support their children's success

- | | |
|--|---|
| <ul style="list-style-type: none"> ■ 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 the 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

The following best describes the principal's actions:

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

LEVEL 1

The following best describes the principal's actions:

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

ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

ALL SCHOOLS

- N/A

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

OTHER INDICATORS AND ARTIFACTS

FAMILY & COMMUNITY (FC)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- LSAT Meeting Schedule
- Parent Outreach Activities: Meetings, Events, Newsletter, Surveys
- Parent Facing Engagement Meeting Minutes/Agenda (Principal Chat, Family Engagement Lab, Table Discussions)
- Consistent Family Communication Plan

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

ALL SCHOOLS

- Recruitment and Partnerships with Feeder Schools
- Quality of Community Partnerships
- Back to School Date and Agenda
- Parent-Teacher Conference/APTT Schedule, Agenda, or Family Feedback Form Responses
- Family/Teacher Relationship Building Strategy and Tracking in Place
- Families Have Access to Aspen Parent Portal to Track Student Attendance and Access Grades
- Family Communications Are Translated into Appropriate Languages
- Title 1 Family Engagement Meeting Where Families Can Provide Feedback on the Title 1 Plan (Title 1 Schools)
- Completed School Level Family Engagement Policy (Title 1 Schools)
- Completed School Family Engagement Compact (Title 1 Schools)
- Calendar of Events and Opportunities for Family and Community Engagement
- Parent/Student Handbooks or Website
- Parent/Family Engagement in Tier 3 Collaboration (MTSS) Meetings

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

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

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

Engages in continuous self-improvement

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

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

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

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

Communicates effectively

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

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

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

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

| LEVEL 2 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|---|---|
| <ul style="list-style-type: none"> 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. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> Expresses an interest in own learning and growth, but only sometimes seeks out professional development opportunities. Sometimes uses mistakes as learning opportunities. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> Sometimes tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> Struggles to fully hear and understand what stakeholders are communicating. Relies on a narrow set of perspectives when making key decisions. | <ul style="list-style-type: none"> The expectation of level 2 practice is not met. |

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

LEVEL 4

The following best describes the principal's actions:

LEVEL 3

The following best describes the principal's actions:

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 <i>The following best describes the principal's actions:</i> | LEVEL 1 <i>The following best describes the principal's actions:</i> |
|--|---|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ 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). | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ Sometimes maintains mental focus and energy in the face of obstacles. ■ Achieves positive outcomes in some challenging situations. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |
| <ul style="list-style-type: none"> ■ Is sometimes overtaken by resistance, setbacks, or failure, allowing them to impede progress towards the school's goals. | <ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met. |

ON-TRACK INDICATORS

PERSONAL LEADERSHIP (PL)

ALL SCHOOLS

- N/A

OTHER INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

ALL SCHOOLS

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

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



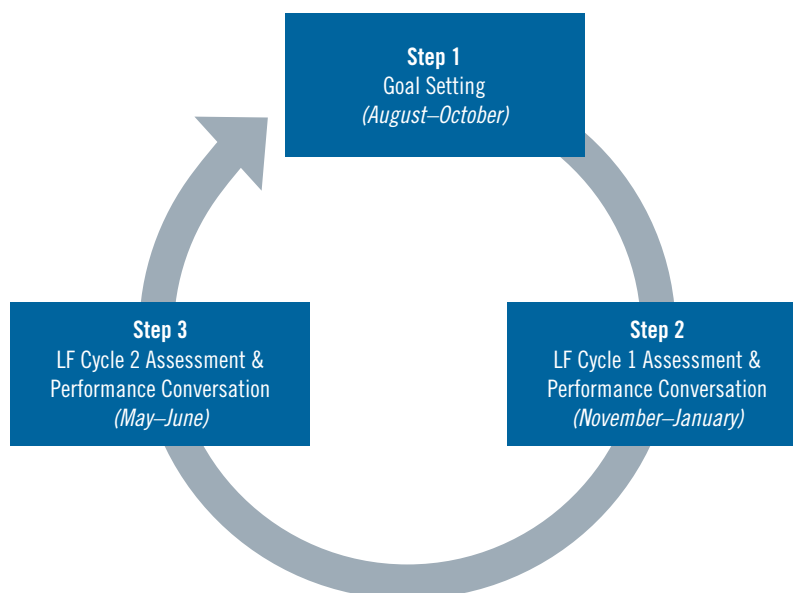
Michael DeAngelis



Stephen Simpson

SCHOOL LEADER IMPACT PROCESS

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



Step 1: Goal Setting

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

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

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

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

Step 2: LF Cycle 1 Assessment and Performance Conversation

In November, the LF Cycle 1 Assessment process will begin with a self-assessment of your performance in leading your school since your appointment or reappointment date. When writing your self-assessment, you will highlight actions and results aligned to each of the six LF standards. Your instructional superintendent will review the same data as he/she assesses your performance at mid-year, helping to ensure consistency and transparency in the evaluation process.

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

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

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

Step 3: LF Cycle 2 Assessment and Performance Conversation

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

Your instructional superintendent will complete your LF Cycle 2 assessment, including scores and comments based on your performance, taking into account various data points from your self-assessment, On-Track Indicators, Other Indicators and Artifacts, and his/her own observation notes since the end of LF Cycle 1.

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

BOY School Leader IMPACT Conference

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

SUPPORTING YOUR SUCCESS

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

Instructional Superintendents' Targeted Support

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

Leadership Academy

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

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

Support for New School Leaders

To ensure that our new school leaders are set up for success, support begins with an orientation over the summer in support of building a strategic entry. The overall objective is to expose new school leaders to a broad array of system-wide priorities and initiatives, as well as specific policies and procedures to foster a strong start to the school year. There is additional and differentiated programming during this orientation for those leaders who are new to DCPS, as well.

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

Principal Partners

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

Instructional Culture Insight Survey

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



PUTTING IT ALL TOGETHER

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

In addition to the LF scores, which include concrete indicators and evidence, reappointment decisions are made considering the following factors:

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

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

How will final IMPACT ratings be determined?

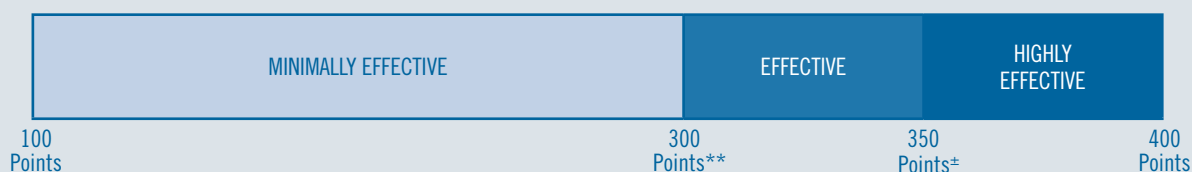
Leadership Framework scores and Student Outcome Goal results are a prerequisite for determining IMPACT ratings. Once each component is scored, its score is multiplied by its percentage from the pie chart presented on page 5 of this guidebook. This creates “weighted scores” for each component, and the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

SAMPLE SCORE (ELEMENTARY)

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

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

OVERALL IMPACT SCALE*



*All reappointed school leaders will receive one of the ratings above

**A score of exactly 300 would be classified as Effective

±A score of exactly 350 would be classified as Highly Effective

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

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

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

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

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 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 Minimally Effective is followed by two staff IMPACT ratings of Developing, this will also result in separation from DCPS.

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

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

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

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

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

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



IMPACT^{plus} FOR SCHOOL LEADERS

What is IMPACT^{plus} for School Leaders?

IMPACT^{plus} for School Leaders is the performance-based compensation system for all DCPS principals and assistant principals.

Why does DCPS have a performance-based pay system?

We feel that it is essential to demonstrate how much we value the work that you do. We recognize that you did not choose to enter the field of education for monetary reasons. But we also recognize that you deserve to be compensated as true professionals.

Who is eligible for IMPACT^{plus} for School Leaders?

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

How does the annual bonus work?

To qualify for an IMPACT^{plus} annual bonus, you must have an IMPACT rating of Highly Effective. With this rating, you will be eligible for an annual bonus according to the chart below.

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

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

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

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

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

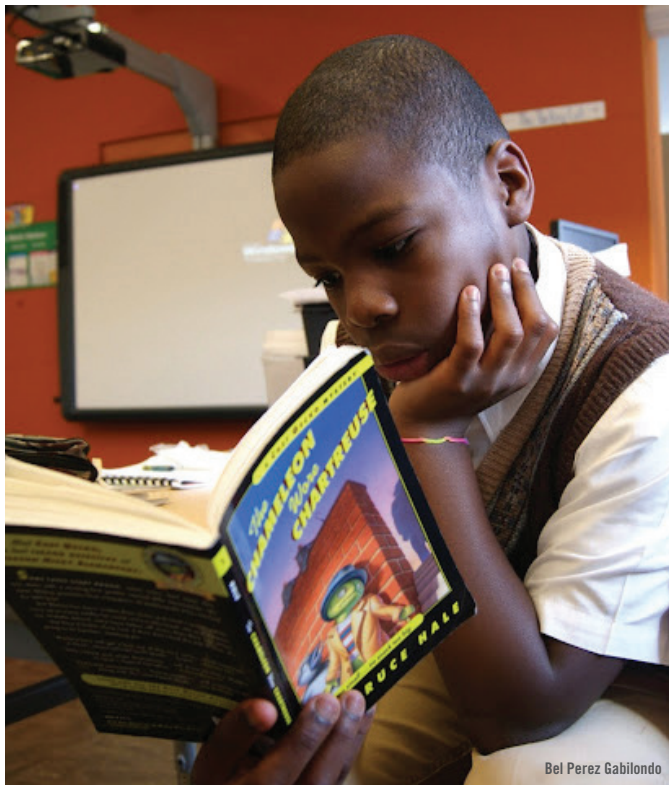
No. In addition to recognizing and rewarding excellent school leaders, IMPACT^{plus} aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS at the time of award distribution, unless you have retired.

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

All payments will be made in the following academic year.

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

Yes.



CONCLUDING MESSAGE

This system is called “IMPACT” because you, the adults serving in our schools, have the ability to make a dramatic, positive impact on our students’ lives. In fact, DCPS is on the rise because great educators and staff like you support our students in and outside the classroom. The vibrant, dedicated, and diverse adults in our schools drive our achievements, including a rising enrollment rate, improved student achievement, and increased student satisfaction.

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

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





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