School Leaders

ASSISTANT PRINCIPALS

IMPACT

DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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

2021
2022

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PUTTING GROWTH FIRST

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

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

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

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

Andrea Leoncavallo

Bel Perez Gabilondo

OVERVIEW

As a school leader, you help 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 assistant principals?

Your evaluation as an assistant principal (AP) 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. Assistant principal LEAP Leaders receive feedback on their LEAP leadership through the Instruction, Talent, School Culture, and Operations standards of the LF.

Student Outcome Goals

Each student outcome goal emphasizes a different aspect of an assistant 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 and content focus of the assistant principal, as applicable, to reflect the unique priorities and needs of different schools.

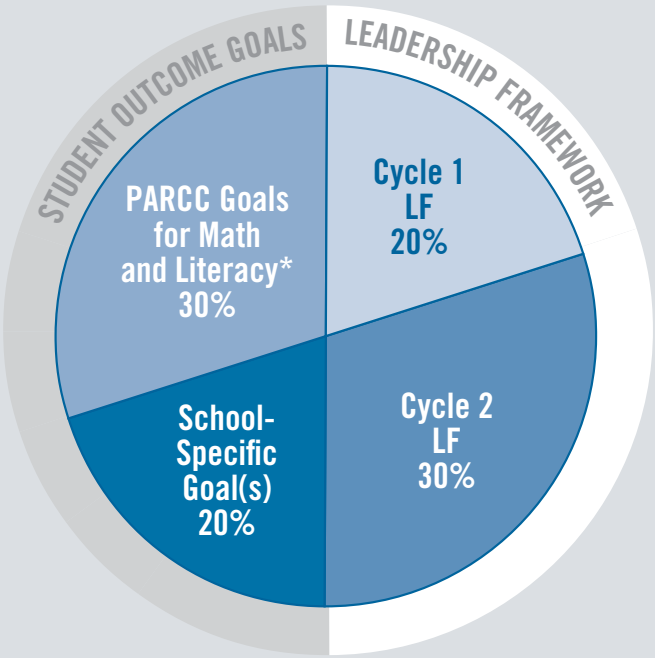
Elementary Schools, Education Campuses, Middle Schools, and High Schools

- **PARCC Goals** — This is a measure of achievement over the course of the year as it relates to the annual PARCC exam. The focus of these goals will be increasing student proficiency and reducing the percentage of students scoring at the lowest levels. These goals may be adjusted depending on the baseline of the school. Assistant principals who focus on a particular content area may have PARCC goals aligned to their content area at the discretion of their principal. There will be no PARCC goals for SY 2020-2021. The weight from this component will shift to Leadership Framework (LF) Assessments.
- **School-Specific Goals** — These are student outcome goals, based on measures other than the PARCC, that are pertinent to your school context. These goals are either specific to your area of focus or, when applicable, shared with your principal.

Non-Traditional Elementary Schools, Education Campuses, Middle Schools, and High Schools Using an Assessment Other Than PARCC

- **School-Specific Goals** — You will share any of your principal's school-specific goals that you and your principal deem relevant for you. You may also set goals that are specific to you based on your areas of focus within your school.

IMPACT COMPONENTS FOR ASSISTANT PRINCIPALS



** PARCC Goals are exempt for SY21-22. The weight of the PARCC Goals will be split across the two LF Cycles. LF Cycle 1 will have a weight of 35%, and LF Cycle 2 will have a weight of 45%.*

LF LEADERSHIP FRAMEWORK STANDARDS

What are DCPS' core expectations for school leaders?

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

What is the Leadership Framework?

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

Why do we need a Leadership Framework?

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

Who developed the Leadership Framework?

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

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

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

LEADERSHIP FRAMEWORK FOR ASSISTANT PRINCIPALS

**Applicable to assistant principal LEAP Leaders only.*

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

How is the Leadership Framework rubric structured?

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

LF STANDARD

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

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

LEADERSHIP ACTIONS

INSTRUCTION (INST) Uses a deep knowledge of curriculum, instruction, and asses improve student achievement.

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's ac*
Supports effective school- and classroom-level planning	
■ Leads the development of key parts of the comprehensive school plan (CSP) that clearly indicate how the school's goals will be achieved, with staff input and the principal's guidance (e.g., conducting the needs assessment, identifying high-impact improvement strategies with staff members). ■ Supports the principal in periodically monitoring CSP implementation, including discussing the school's progress towards its goals with staff members and collaborating with the leadership team to address areas where the school is not on target.	■ Shares specific, targeted input on comprehensiv (CSP) development that clearly indicates how the will be achieved through the use of high-impact strategies. ■ Supports the principal in periodically monitoring implementation, including discussing the school' towards its goals with staff members.
■ Implements strong collaborative planning structures that provide ample time for all teachers to work together on classroom-level instructional planning and to share high-impact instructional strategies through professional learning communities or peer	■ Encourages all teachers to take advantage of col planning structures and schedules to work toget level instructional planning and follows up to see have. If strong collaborative planning structures

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

ON-TRACK INDICATORS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
■ % of Students On-Track (MS only) ■ GOLD™: % of Students Meeting Expectations by Domain ■ i-Ready BOY, MOY & EOY Performance ■ TRC BOY, MOY & EOY Performance	■ # & % of Students On-Track to Promote ■ # and % of CTE students On-Track to Completion ■ # of 12th Graders With 1+ College Application Submi ■ % of 11th / 12th Graders Who Took SAT ■ % of 12th Graders Com FAFSA

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

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
■ Academic Interventions ■ Academic Interventions Grouping ■ Book Room Level of Completion ■ Common Core Literacy Instruction ■ Common Core Math Instruction ■ Class Usage	■ Classroom Observation of Teaching Strategies: Common Core Math & Literacy ■ Documentation of work-based learning experiences (career guest speakers, industry site visits, industry placements) ■ Implementation of Tenacity Employability Curriculum ■ Informal & Formal Classroom Observations

LEADERSHIP ACTIONS

INSTRUCTION (INST)	Uses a deep knowledge of curriculum, instruction, and assessment to improve student achievement
LEVEL 4 *The following best describes the AP's actions:*	**LEVEL 3** *The following best describes the AP's actions:*
Supports effective school- and classroom-level planning	
■ Leads the development of key parts of the comprehensive school plan (CSP) that clearly indicate how the school's goals will be achieved, with staff input and the principal's guidance (e.g., conducting the needs assessment, identifying high-impact improvement strategies with staff members). ■ Supports the principal in periodically monitoring CSP implementation, including discussing the school's progress towards its goals with staff members and collaborating with the leadership team to address areas where the school is not on target.	■ Shares specific, targeted input on comprehensive school plan (CSP) development that clearly indicates how the school's goals will be achieved through the use of high-impact improvement strategies. ■ Supports the principal in periodically monitoring CSP implementation, including discussing the school's progress towards its goals with staff members.
■ Implements strong collaborative planning structures that provide ample time for all teachers to work together on classroom-level instructional planning and to share high-impact instructional strategies through professional learning communities or peer coaching. ■ Identifies teachers who are struggling and coaches them to use individual and team planning time effectively to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to their annual student achievement goals as well as DCPS scope and sequence documents and unit overviews.	■ Encourages all teachers to take advantage of collaborative planning structures and schedules to work together on classroom-level instructional planning and follows up to see if the teachers have. If strong collaborative planning structures and schedules do not exist, partners with the principal to create them. ■ Coaches teachers in assigned grade levels and/or content areas or teachers who work in high-priority content areas to create standards-based unit plans, daily lesson plans, and short-cycle assessments aligned to their annual student achievement goals as well as DCPS scope and sequence documents and unit overviews.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Shares general input on comprehensive school plan (CSP) development, including similar improvement strategies to those used in the past or strategies that previously yielded minimal impact on student achievement. ■ Supports the principal in monitoring CSP implementation at specific times (e.g., when important data becomes available or when key stakeholders ask about school's progress towards its goals).	■ The expectation of level 2 practice is not met.
■ Encourages some teachers to take advantage of collaborative planning structures and schedules, if they exist, to work together on classroom-level instructional planning, but does not follow up to see if the teachers have. ■ Provides support only to teachers who seek out help in creating standards-based unit plans, daily lesson plans, and short-cycle assessments that are aligned to their annual student achievement goals as well as DCPS scope and sequence documents and unit overviews.	■ The expectation of level 2 practice is not met.

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Supports effective classroom instruction	
■ Periodically conducts informal classroom observations of assigned teachers or teachers who work in high-priority content areas to assess the quality of instructional practices and to share feedback on how they can improve their instructional practices *[Same as Level 3]*. ■ Conducts some informal classroom observations together with the principal to discuss how to best improve teachers' instructional practices. ■ Leverages instructional strengths of each assigned teacher or each teacher working in a high-priority content area for maximum impact and plays a pivotal role in collaborating 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 classrooms of all assigned teachers.	■ Periodically conducts informal classroom observations of assigned teachers or teachers who work in high-priority content areas to assess the quality of instructional practices and to share feedback on how they can improve their instructional practices. ■ Provides differentiated coaching and support for assigned teachers or teachers who work in high-priority content areas based on their key instructional areas of growth. High-impact instructional practices are demonstrated in classrooms of most assigned teachers.
■ Leads 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. ■ Frequently engages teachers in discussions about current research on high-impact instructional strategies, and encourages them to develop and implement research-based ideas and strategies to improve student learning.	■ Serves as a key member of 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. ■ Periodically engages teachers in discussions about current research on high-impact instructional strategies and application to their own practice to ensure ongoing learning.
Uses data to monitor teaching and learning	
■ Maintains a culture of data driven instruction by supporting the principal to find authentic opportunities to review and discuss key data trends as a whole school, and use data to guide school-wide decisions regarding curriculum, instruction, and professional development. All assigned teachers are able to identify and implement targeted academic or socio-emotional interventions that address the diverse needs of all of their students.	■ Provides differentiated coaching to all assigned teachers or teachers who work in high-priority content areas on how to analyze and interpret data as well as modify instruction, as needed, to accelerate student learning. Most assigned teachers are able to differentiate instruction that meets the specific needs of all of their students.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Sometimes conducts informal classroom observations of assigned teachers or teachers who work in high-priority content areas, particularly those who reach out for help, to understand the key instructional areas in which they are having difficulty in order to help them improve. ■ Provides general support for assigned teachers or teachers who work in high-priority content areas on how to improve instructional practices. High-impact instructional practices are demonstrated in classrooms of some assigned teachers.	■ The expectation of level 2 practice is not met.
■ Sometimes participates in designing and delivering general professional development to teachers. Professional development is minimally aligned to the school's goals. ■ Sometimes gives reading assignments to teachers to stay abreast of current research on high-impact instructional strategies.	■ The expectation of level 2 practice is not met.
■ Coaches assigned teachers who seek help on how to analyze and interpret data as well as how to modify instruction, as needed, to accelerate student learning. Some assigned teachers are able to differentiate instruction based on the data analysis.	■ The expectation of level 2 practice is not met.

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Plans for purposeful LEAP Seminars *(Assistant principal LEAP Leaders only)*	
■ LEAP Leader differentiates seminar content and/or activities to meet the needs of individual LEAP Team teachers.	■ LEAP Leader prepares for the seminar by internalizing the content and plans challenging seminars with clear outcomes tailored to the needs of the LEAP Team.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Tailors the seminar to a teacher's skill level and/or learning style* ■ *Conducts artifact analysis to identify individual teacher needs* ■ *Adapts seminar content and delivery to address misconceptions of individual teachers* ■ *Modifies tasks and activities to promote planning and practice around areas of need*	*For example, the LEAP Leader:* ■ *Reviews the module content such that he/she can deliver content fluently* ■ *Prepares materials (e.g., handouts, anchor charts, PowerPoints) in advance* ■ *Anticipates teachers' misconceptions and plans to address them* ■ *Strategically leverages the specialized instruction (SPED, ESL) resources when planning for LEAP Seminars* ■ *Collects and analyzes teacher artifacts and student work to inform seminar outcomes*
Facilitates purposeful LEAP Seminars *(Assistant principal LEAP Leaders only)*	
■ LEAP Seminars are well-facilitated and teachers consistently spend the majority of the time doing meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.	■ LEAP Seminars are well-facilitated and include sufficient opportunities for teachers to do meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.
For example, the LEAP Seminar: ■ *Includes opportunities for feedback during the application portion of the seminar* ■ *Encourages participation so the conversation is balanced, diverse, and inclusive* ■ *Connects agenda items to seminar outcomes* ■ *Thoughtfully addresses needs and priorities of SPED and ESL teachers, as applicable* ■ *Includes observable, sequential directions, clear and concise explanations, and/or emphasizes key points* ■ *Includes opportunities for teachers to engage in student work analysis* ■ *Includes regular checks for understanding to assess teachers' progress* ■ *Supports shared learning with and among teachers* ■ *Features mostly open-ended, non-rhetorical questions to deepen awareness and create new insight, includes think time, listens actively, and probes to follow up*	*For example, the LEAP Seminar:* ■ *Includes opportunities for feedback during the application portion of the seminar* ■ *Encourages participation so the conversation is balanced, diverse, and inclusive* ■ *Connects agenda items to seminar outcomes* ■ *Thoughtfully addresses needs and priorities of SPED and ESL teachers, as applicable* ■ *Includes observable, sequential directions, clear and concise explanations, and/or emphasizes key points* ■ *Includes opportunities for teachers to engage in student work analysis* ■ *Includes regular checks for understanding to assess teachers' progress* ■ *Supports shared learning with and among teachers* ■ *Features mostly open-ended, non-rhetorical questions to deepen awareness and create new insight, includes think time, listens actively, and probes to follow up*

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ LEAP Leader prepares for the seminar by internalizing the content, but seminar outcomes are not challenging, unclear, and/or misaligned to the needs of the LEAP Team.	■ The expectation of Level 2 practice is not met.
For example, the LEAP Leader: ■ *Reviews the module content such that he/she can deliver content fluently* ■ *Prepares materials (e.g., handouts, anchor charts, PowerPoints) in advance* ■ *Provides seminar outcomes that are too easy or too difficult for the LEAP Team* ■ *Does not account for the needs of specialized instruction teachers when planning seminars* ■ *Does not tailor provided seminar outcomes to identified teacher needs*	*For example, the LEAP Leader:* ■ *Rarely or never prepares materials in advance* ■ *Reads seminar plan scripts verbatim*
■ Some aspects of LEAP Seminars are not well-facilitated and/or seminars include insufficient opportunities for teachers to do meaningful cognitive work such as planning/practice, reflection, challenging tasks, or other forms of application.	■ The expectation of Level 2 practice is not met.
For example, the LEAP Leader: ■ *Provides few opportunities for teachers to discuss the content* ■ *Does not effectively pace seminars* ■ *Facilitates conversations in which some teachers participate less often that others* ■ *Provides confusing/overly-complicated directions and does not highlight key points* ■ *Misses opportunities to be inclusive of SPED and ESL teachers* ■ *Conducts too few checks for understanding or does not adjust facilitation in response to misunderstanding* ■ *Asks mostly closed-ended questions and/or provides insufficient think time*	*For example, the LEAP Leader:* ■ *Does not provide opportunities for planning/practice* ■ *Does not include opportunities for teachers to discuss the content* ■ *Reads the module script verbatim*

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Plans for meaningful coaching conversations *(Assistant principal LEAP Leaders only)*	
■ LEAP Leader explicitly connects feedback and action steps to a larger, long-term arc of professional learning.	■ LEAP Leader uses data* to assess teachers' coaching needs and effectively plans for application of high-leverage action steps.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Connects action steps/priorities to prior feedback/ suggestions for improvement* ■ *Provides specific action steps/priorities that are relevant to both upcoming lessons and long-term planning* ■ *Establishes purpose for action steps/priorities by explaining how they promote progress toward larger goals*	*For example, the LEAP Leader:* *Level 2 examples AND* ■ *Prepares action steps/priorities for teachers aligned to their skill level and the LEAP module* ■ *Plans probing questions and/or prompts that promote teachers' reflection* ■ *Strategically chooses artifacts from the observation to prompt reflection* ■ *Analyzes teacher practice data and uses data to inform action steps/priorities* ■ *Identifies appropriately granular instructional adjustments* ■ *Uses knowledge of best practices for SPED and ESL teachers (e.g., co-teaching) to create appropriate action steps/priorities*
Facilitates meaningful coaching conversations *(Assistant principal LEAP Leaders only)*	
■ LEAP Leader meets teachers where they are and empowers them with appropriate ownership of the debrief.	■ LEAP Leader consistently provides meaningful coaching support and teachers spend the majority of the time engaged in planning/ practice.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Provides either facilitative or directive coaching aligned to teacher needs* ■ *Provides teachers with frequent opportunities to reflect on their own practice* ■ *Reinforces growth mindset when delivering constructive feedback*	*For example, the LEAP Leader:* ■ *Efficiently highlights teacher and student actions that are going well* ■ *Asks probing questions to support teachers in identifying appropriate action steps/priorities* ■ *Analyzes lessons and student work with teachers to identify areas for improvement* ■ *Provides feedback on lesson plans/planning done during the debrief* ■ *Provides feedback on teacher's practice of upcoming lessons from the coach and/or student perspective* ■ *Facilitates joint meetings with general education teacher and SPED and ESL teachers to align action steps/ priorities*

**LEAP Leaders may use a variety of data to assess teacher needs, including observation notes, lesson plans, student work, and other formative assessment data.*

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ LEAP Leader identifies action steps for teachers but they are not high-leverage because they are overly general and/or misaligned to teacher need.	■ The expectation of Level 2 practice is not met.
For example, the LEAP Leader: ■ *Sets action steps/priorities without considering teacher practice data* ■ *Uses action steps/priorities verbatim from the module* ■ *Provides action steps/priorities misaligned to teacher needs such that they are too easy or too difficult for teachers to implement*	*For example, the LEAP Leader:* ■ *Does not set clear learning outcomes for debriefs* ■ *Does not provide action steps/priorities for teachers*
■ LEAP Leader consistently provides coaching support but insufficient time (i.e., less than 50%) is spent on planning/practice.	■ The expectation of Level 2 practice is not met.
For example, the LEAP Leader: ■ *Efficiently highlights teacher and student actions that are going well* ■ *Asks probing questions to support teachers in identifying appropriate action steps/priorities* ■ *Analyzes lessons and student work with teachers to identify areas for improvement* ■ *Provides feedback on lesson plans/planning done during the debrief* ■ *Provides feedback on teacher's practice of upcoming lessons from the coach and/or student perspective* ■ *Facilitates joint meetings with general education teacher and SPED and ESL teachers to align action steps/priorities*	*For example, the LEAP Leader:* ■ *Is unresponsive to teacher needs* ■ *Spends too much time (i.e., more than 50%) on praise, process, and prioritize when facilitating coaching conversations*

ON-TRACK INDICATORS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS & MIDDLE SCHOOLS
■ GOLD™: % of Students Meeting Expectations by Domain ■ i-Ready BOY, MOY & EOY Performance ■ DIBELS BOY, MOY & EOY Performance ■ STAR Spanish Literacy Assessment for DL Schools (K-5)	■ Course Specific Pass Rate Data ■ 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: Principals will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

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

Note: Principals will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant 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
- RI: % of Students Proficient/Advanced
- RI: % of Students Making Expected Growth
- # & % 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
- Professional Development Attendance
- Comprehensive School Plan Implementation and Feedback
- Comprehensive School Plan Reflection
- School Schedule
- ALT/MTSS Leadership Team Meeting Information
- MTSS Collaboration Meeting Information
- MTSS Screening, Referral, and Progress Monitoring Systems
- Data Walls
- First Week Plans
- Informal Classroom Observations/Walkthrough Reports
- Insight Survey Action Plans
- Quality of Teacher Made Assessments
- Reteach Plans/Data Analysis Plans
- School-Specific Professional Development Agendas, Protocols, Student Work Analysis, etc.
- Short-Cycle Assessment Performance
- Student Outcome Goal Setting Preparation
- Informal & Formal Classroom Observations
- Gradebook Data Compliance
- Implementation and Scoring of Unit Tests
- Proper and Consistent Use of Data Platforms (e.g., mClass, i-Ready, Panorama MTSS, etc.)

LEADERSHIP ACTIONS

TALENT (TAL)	Supports talent recruitment, development, and retention to maximize staff performance and student learning
LEVEL 4 *The following best describes the AP's actions:*	**LEVEL 3** *The following best describes the AP's actions:*
Supports the recruitment, recognition, and retention of outstanding talent	
■ Supports the principal to quickly fill all vacancies by alerting the principal of potential resignations or retirements and leveraging all available avenues, including DCPS' central recruitment and staffing team and established talent pipelines, to find high-quality candidates. ■ Seeks opportunities to improve school-based selection processes. If none exists, leads the development of an effective school-based selection process to screen all candidates.	■ Leverages strong relationships with DCPS' central recruitment and staffing team and personal networks to find high-quality candidates. ■ Leverages DCPS' central and school-based selection processes and tools to screen most candidates.
■ Recognizes high performers by frequently showing public and individual appreciation for their accomplishments in helping to achieve the school's goals *[Same as Level 3]*. ■ Works with the principal to invest in high performers by offering them special professional development opportunities, giving them greater responsibility, involving them in key decisions that affect the school, and identifying some of them with leadership potential for key school or district leadership roles. The result is the retention of all high performers except for those who are promoted, retire, or resign for reasons unrelated to the school.	■ Recognizes high performers by frequently showing public and individual appreciation for their accomplishments in helping to ach etention of most high performers.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Sometimes leverages DCPS' central recruitment and staffing team and personal networks to find high-quality candidates. ■ Leverages DCPS' central and school-based selection processes and tools to screen some candidates.	■ The expectation of level 2 practice is not met.
■ Recognizes high performers by occasionally showing appreciation for their accomplishments in helping to achieve the school's goals. ■ Coaches some teacher leaders to strengthen their leadership skills. The result is the retention of some high performers.	■ The expectation of level 2 practice is not met.

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Evaluates staff members and provides support	
■ Always completes assigned staff members' evaluations with full fidelity to IMPACT policies and procedures *[Same as Level 3].* ■ Always shares robust supporting evidence for IMPACT ratings as well as clear and actionable suggestions for improvement. ■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed *[Same as Level 3].*	■ Always completes assigned 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. ■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed.
■ Cultivates and maintains positive interpersonal relationships with all assigned teachers, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals. ■ Is able to describe all assigned teachers' individual strengths and areas of growth *[Same as Level 3].* ■ Creates a learning and development culture that empowers all assigned teachers to take the initiative to share their areas of growth and to lead their own professional learning communities.	■ Cultivates and maintains positive interpersonal relationships with most teachers in the assigned grade levels and/or content areas, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals. ■ Is able to describe all assigned teachers' individual strengths and areas of growth and provides targeted professional development opportunities that address assigned teachers' individual areas of growth.

Bel Perez Gabilondo

Michael DeAngelis

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Always completes assigned 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. ■ Avoids giving feedback as well as having difficult conversations with low performers by giving higher than appropriate IMPACT ratings.	■ The expectation of level 2 practice is not met.
■ Cultivates and maintains positive interpersonal relationships with some assigned teachers, 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 assigned teachers, but provides general professional development opportunities.	■ The expectation of level 2 practice is not met.

Michael DeAngelis

Michael DeAngelis

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Drives improvements in teacher practice* *(Assistant principal LEAP Leaders only)*	
■ All or almost all LEAP Team teachers' practice significantly improves as a result of their learning through LEAP.	■ All or almost all LEAP Team teachers' practice improves as a result of their learning through LEAP.
For example, the LEAP Team teachers: *Level 3 examples AND* ■ *Achieve excellence with LEAP module Look Fors* ■ *Consider student work and LEAP Leader's feedback when crafting lessons* ■ *Foster students' interest in the content* ■ *Plan student-centered, inquiry-based learning experiences* ■ *Effectively co-plan with LEAP team teachers, including those of different specialties or grades (e.g., SPED, ESL)*	*For example, the LEAP Team teachers:* ■ *Achieve the LEAP module Look Fors* ■ *Embed skills and strategies learned through LEAP in upcoming lessons/lesson plans* ■ *Adjust lesson plans to meet the needs of diverse learners, including SPED and ESL students* ■ *Develop lessons that address identified student misconceptions* ■ *Collect and analyze student work samples indicative of improved student learning* ■ *Complete tasks and activities in seminars and debriefs indicative of improved content pedagogy knowledge/skill* ■ *Skillfully facilitate student discourse* ■ *Improve student work analysis skills*

**Evaluators may assess improvements to teacher practice using a variety of data sources including, but not limited to, informal observations, student work analysis, formative assessments, and teacher artifacts such as unit plans.*

ON-TRACK INDICATORS

TALENT (TAL)

ALL SCHOOLS

- Highly Effective & Effective Teacher Retention Rate
- IMPACT Observation Pacing
- Evidence of High-Quality LEAP Seminars and Coaching Conversations
- Evidence of Strong LEAP Implementation, Including All Components of the LEAP Cycle
- Same Day Teacher Attendance Entry
- Teacher Attendance Rate

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

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Most LEAP Team teachers' practice improves as a result of their learning through LEAP.	■ The expectation of Level 2 practice is not met.
For example, the LEAP Team teachers: ■ *Achieve the LEAP module Look Fors* ■ *Embed skills and strategies learned through LEAP in upcoming lessons/lesson plans* ■ *Adjust lesson plans to meet the needs of diverse learners, including SPED and ESL students* ■ *Develop lessons that address identified student misconceptions* ■ *Collect and analyze student work samples indicative of improved student learning* ■ *Complete tasks and activities in seminars and debriefs indicative of improved content pedagogy knowledge/skill* ■ *Skillfully facilitate student discourse* ■ *Improve student work analysis skills*	*For example, fewer than half of the LEAP Team teachers:* ■ *Improve practice as a result of participation in LEAP*

OTHER INDICATORS AND ARTIFACTS

TALENT (TAL)

ALL SCHOOLS

- Review of Sample Staff IMPACT Comments
- Timeliness of Filling Vacancies According to the Hiring Report
- Professional Development Attendance
- Strategic Plan for Professional Development
- AP Needs Assessments
- Alignment of Personnel Budget with School Priorities and Initiatives
- Staff Satisfaction Survey Results
- Professional Development Plans for Teachers
- 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: Principals will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant principals will also review these indicators and artifacts to complete their Self-Assessments.

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)	Maintains a strong school culture that supports an effective learning environment
LEVEL 4 *The following best describes the AP's actions:*	**LEVEL 3** *The following best describes the AP's actions:*
Maintains a positive, student-centered environment	
■ Models having a positive rapport and interactions with students, such that most staff members follow suit. ■ Works with the leadership team to establish and implement many school-wide structures that facilitate positive relationship building between staff members and students as well as positive student-student interactions.	■ Promotes a positive rapport between staff members and students and works with the leadership team to establish and implement 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.
■ Works with the leadership team to create and implement appropriate structures for systematically celebrating school-wide successes and recognizing accomplishments of individual students and staff members. ■ Works with the leadership team and staff members to create and sustain a culture where students take ownership for praising and celebrating one another's individual and collective successes.	■ Periodically recognizes school-wide accomplishments and those of individual students and staff members.

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LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Promotes a positive rapport between staff members and students, but does not introduce 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.	■ The expectation of level 2 practice is not met.
■ Sometimes recognizes accomplishments of individual students and staff members.	■ The expectation of level 2 practice is not met.

Bel Perez Gabilondo

Michael DeAngelis

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Supports implementation of effective interventions that support student success	
■ Collaborates with the leadership team to define rigorous academic and behavioral expectations, aligned to college and career readiness, for all students. Communicates the expectations widely to staff members. ■ Embeds school-wide expectations for positive behavior and good academic work by ensuring that assigned teachers use meaningful positive reinforcements in their interactions with students *[Same as Level 3].* ■ Encourages positive student-student interactions in which students lead their peers toward positive behavior choices with little or no prompting from the adults in the school.	■ Communicates to staff members rigorous academic and behavioral expectations, aligned to college and career readiness, for all students, and formally and informally keeps them in the forefront of the conversation about student achievement. ■ Embeds school-wide expectations for positive behavior and good academic work by ensuring that assigned teachers use meaningful positive reinforcements in their interactions with students (e.g., offering specific praise to students).
■ Frequently reviews key student behavior data with staff members, parents, and students, as appropriate, to identify immediate challenges and emerging issues. ■ Collaborates with the leadership team and other key staff members to quickly and creatively address challenges highlighted by the data before they become larger concerns.	■ Periodically reviews key student behavior data (e.g., absences, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges. ■ Leverages strong relationships with key staff members to effectively address challenges highlighted by the data.
■ Collaborates with the leadership team to develop and implement proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of all students. ■ Supports all assigned school-based intervention staff members (e.g., social workers, psychologists, counselors) to better understand how their different roles will maximize their impact on student learning and development *[Same as Level 3].*	■ Collaborates with the leadership team to develop and implement proactive, school-wide support system of evidence-based interventions to address the socio-emotional needs of most students. ■ Supports all assigned school-based intervention staff members (e.g., social workers, psychologists, counselors) to better understand how their different roles will maximize their impact on student learning and development.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Communicates 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 assigned teachers on how to address students' positive and negative behavior choices.	■ The expectation of level 2 practice is not met.
■ 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.	■ The expectation of level 2 practice is not met.
■ Supports the principal in ensuring that staff members are able to implement targeted interventions for high-need students, but does not prioritize developing a proactive, school-wide support system. ■ Supports some assigned school-based intervention staff members to better understand how their different roles will maximize their impact on student learning and development.	■ The expectation of level 2 practice is not met.

LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Fosters a positive LEAP Team culture* *(Assistant principal LEAP Leaders only)*	
■ LEAP Team teachers demonstrate ownership of and investment in their own and peers' professional learning.	■ LEAP Leader demonstrates positive rapport with the LEAP Team, and teachers are consistently engaged in seminars/debriefs.
For example, the LEAP Team teachers: *Level 3 examples AND* ■ *At times lead portions of seminar discussion and/or student work analysis* ■ *Are supportive of one another and positively reinforce risk-taking, vulnerability, and problem solving* ■ *Review observation notes in advance of debriefs and reflect on practice* ■ *Own the norms and hold one another accountable to them* ■ *Seek out support from fellow teachers, as needed and appropriate* ■ *Proactively share resources (e.g., strategies, student tasks)* ■ *Model humility and a culture of feedback*	*For example, the LEAP Leader:* ■ *Demonstrates trust, vulnerability, and growth mindset with LEAP Team teachers* ■ *Holds equitably high expectations for students and teachers* ■ *Demonstrates interest and investment in LEAP Team teachers as individuals* ■ *Leverages the expertise in the room, utilizing other teachers and colleagues to problem solve and provide support* ■ *Prioritizes time and space for LEAP Team teachers to build relationships by allotting time for personal and professional updates/success stories during and outside of seminars* ■ *Leads a fully inclusive team community of general education, SPED, and ESL teachers by including all LEAP Team teachers in seminar components, discussions, and activities* ■ *Invites disengaged teachers back in to seminars and debriefs, as applicable* *For example, the LEAP Team teachers:* ■ *Offer relevant and insightful questions, comments, and solutions* ■ *Actively listen to each other and promote equity of voice by contributing to discussions and asking probing questions of one another* ■ *Complete specified deliverables in seminars/debriefs* ■ *Maintain focus on LEAP activities/tasks designed to promote student learning* ■ *Share instructional resources upon request* ■ *Co-create and maintain LEAP Team norms*

**Because team culture develops and evolves over the course of the year, evaluators may consider time of year when gathering evidence of positive team culture (e.g., first or second semester).*

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ LEAP Leader demonstrates positive rapport with the LEAP Team, but teachers are inconsistently engaged in seminars/debriefs.	■ The expectation of level 2 practice is not met.
For example, the LEAP Leader: ■ *Demonstrates trust, vulnerability, and growth mindset with LEAP Team teachers* ■ *Holds equitably high expectations for students and teachers* ■ *Demonstrates interest and investment in LEAP Team teachers as individuals* ■ *Leverages the expertise in the room, utilizing other teachers and colleagues to problem solve and provide support* ■ *Prioritizes time and space for LEAP Team teachers to build relationships by allotting time for personal and professional updates/success stories during and outside of seminars* ■ *Leads a fully inclusive team community of general education, SPED, and ESL teachers by including all LEAP Team teachers in seminar components, discussions, and activities* ■ *Invites disengaged teachers back in to seminars and debriefs, as applicable* *For example, the LEAP Team teachers:* ■ *Offer relevant and insightful questions, comments, and solutions* ■ *Actively listen to each other and promote equity of voice by contributing to discussions and asking probing questions of one another* ■ *Complete specified deliverables in seminars/debriefs* ■ *Maintain focus on LEAP activities/tasks designed to promote student learning* ■ *Share instructional resources upon request* ■ *Co-create and maintain LEAP Team norms*	*For example, the LEAP Leader:* ■ *Demonstrates negative rapport with LEAP Team teachers* *For example, the LEAP Team teachers:* ■ *Are rarely or never engaged in seminars/debriefs*

ON-TRACK INDICATORS

SCHOOL CULTURE (SC)

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

Note: Principals will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant 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)

HIGH SCHOOLS	ALL SCHOOLS
■ Documentation of Work-Based Learning Experiences (career guest speakers, industry site visits, industry placements)	■ Transition Routines ■ Building Reset Plans: January & Post Spring Break ■ DCMR Chapter 25 Due Process Compliance for Established Timelines and Documentation ■ School Culture Walkthrough ■ School Plans: Activities Implemented for Students and Staff Members That Build Spirit/Morale ■ School-Wide Discipline Policy: Rules, Procedures, Rewards, & Consequences with Incorporated Referral Ladders ■ Behavior Improvement Plans ■ Special Activities for Students, Staff Members, Community 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

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

Can you help the kittens find their mittens?

LEADERSHIP ACTIONS

OPERATIONS (OPS)	Supports efficient operations and resource management to maximize student learning
LEVEL 4 *The following best describes the AP's actions:*	**LEVEL 3** *The following best describes the AP's actions:*
Supports school operations and resource management	
■ Stands in for and/or supports the principal in conducting frequent facility walkthroughs with custodial and security staff members to ensure campus order, cleanliness, and safety. ■ Identifies ways to improve the effectiveness of established school-based operational routines and procedures to eliminate any barriers to teaching and learning.	■ Supervises and/or supports custodial and security staff members by clearly and consistently communicating high expectations for campus order, cleanliness, and safety and periodically monitoring their performance. ■ Helps the principal execute school-based operational routines and procedures (e.g., develops a protocol for class transitions, leads the development of a comprehensive safety and security plan).
■ Collaborates with key staff members 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. ■ Gathers ongoing feedback from the leadership team, other staff members, and students about the implementation of schedules. Makes necessary adjustments throughout the school year.	■ Develops school schedules (e.g., master schedule for teaching and learning, assessment calendar, school calendar, IEP calendar) with extensive input from the leadership team and other staff members and with guidance from the principal to maximize student learning time. ■ Periodically monitors the implementation of schedules by gathering feedback from selected staff members and makes necessary adjustments.
■ Supports the principal in frequently monitoring the school's finances and supports the business manager or other key staff members in managing the day-to-day operating budget, such that 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.	■ Supports the principal in frequently monitoring the school's finances and addressing issues as they arise, such that the school has rare incidents of unspent budgeted resources for the year. ■ Maintains existing and cultivates new relationships with a cross section of central office staff members in order to seek their help in supporting the school's initiatives, as needed.
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 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Inconsistently communicates high expectations for campus order, cleanliness, and safety with custodial and security staff members and sometimes monitors their performance.	■ The expectation of level 2 practice is not met.
■ 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.	■ The expectation of level 2 practice is not met.
■ Supports the principal in periodically reviewing the school's 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 to support the achievement of the school's goals, but does not cultivate new partnerships.	■ The expectation of level 2 practice is not met.
■ Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities.	■ The expectation of level 2 practice is not met.

LEADERSHIP ACTIONS

OPERATIONS (OPS)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Implements LEAP with fidelity *(Assistant principal LEAP Leaders only)*	
■ LEAP Leader consistently provides appropriate documentation in the LEAP Platform.	■ LEAP Leader consistently implements LEAP model components (e.g., LEAP Seminars, observations, coaching touchpoints) with the expected frequency* and content focus.
For example, the LEAP Leader: *Level 3 examples AND* ■ *Tracks seminar attendance, content focus, and date* ■ *Records and shares observation notes* ■ *Electronically shares action steps* ■ *Notes type and frequency of additional coaching touchpoints*	*For example, the LEAP Leader:* ■ *Leads seminars and debriefs with appropriate frequency, per the guidance of DCPS Central Office and other instructional leaders* ■ *Attends professional learning opportunities offered by DCSP Central Office* ■ *Delivers content-aligned seminars and debriefs* ■ *Supports all LEAP Team teachers, including SPED and ESL*

**Expected frequency may be differentiated per teacher need and as agreed upon by the principal and LEAP Leader.*

ON-TRACK INDICATORS

OPERATIONS (OPS)

ALL SCHOOLS

- % of Students with Residency Verified
- % Projected Enrollment Reached
- % Timely Attendance Data Entry
- % In Seat Attendance
- % Withdrawals Completed in Alignment with Procedural Requirements (including Special Education)
- % Timely IEPs (initial and annual)
- % Timely Eligibility Determinations (initial evaluations and reevaluations)
- % Timely 504 Service Plans
- % Quarterly Progress Reports Completed
- School Activity Fund Compliance (as of most recent audit)
- Building Use Agreement (BUA) Compliance
- Overtime Use (measured against budget)
- 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: Principals will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant principals will also review the same data reports and refer to these On-Track Indicators to complete their Self-Assessments.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ LEAP Leader inconsistently implements LEAP model components (e.g., LEAP Seminars, observations, coaching touchpoints) with the expected frequency* and content focus.	■ The expectation of Level 2 practice is not met.
For example, the LEAP Leader: ■ *Leads seminars and debriefs with appropriate frequency, per the guidance of DCPS Central Office and other instructional leaders* ■ *Attends professional learning opportunities offered by DCPS Central Office* ■ *Delivers content-aligned seminars and debriefs* ■ *Supports all LEAP Team teachers, including SPED and ESL*	*For example, the LEAP Leader:* ■ *Does not implement one or more of the components of the LEAP cycle* ■ *Fails to document required data points in the LEAP Platform*

OTHER INDICATORS AND ARTIFACTS

OPERATIONS (OPS)

ALL SCHOOLS

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

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

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)	Supports 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 AP's actions:*	**LEVEL 3** *The following best describes the AP's actions:*
Builds relationships with families and community members	
■ Proactively finds opportunities to engage with families and community members. ■ Models positive interactions with families and community members, inspiring staff members to follow suit.	■ Sets aside time to interact with families and community members who contact the school.
■ 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]*. ■ Publicly acknowledges families and community members for their contributions toward achieving the school's goals at every opportunity.	■ 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. ■ Periodically shares appreciation for families and community members' time and contributions toward achieving the school's goals.
Shares information with families to support their children's success	
■ Periodically communicates with families about the school's progress towards its goals *[Same as Level 3]*. ■ Maintains a culture in which all assigned teachers 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.	■ Periodically communicates with families about the school's progress towards its goals. ■ Clearly and consistently communicates expectations that assigned teachers share timely and relevant information about school events, programs, and interventions with families in a language accessible format.
■ Maintains a culture in which all assigned teachers 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.	■ Clearly and consistently communicates expectations that assigned teachers proactively provide up-to-date information about student progress towards individual learning goals. ■ Periodically follows up with assigned teachers to ensure that they have reached out to families about student progress.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Is sometimes available to families and community members, but does not prioritize this over other activities.	■ The expectation of level 2 practice is not met.
■ Attempts to interact and build relationships with families at school functions, but does not proactively keep families and community members well-informed about the school's goals and initiatives. ■ Sometimes shares appreciation for families and community members' time and contributions.	■ The expectation of level 2 practice is not met.
■ Sometimes informs families about the school's progress towards its goals. ■ Inconsistently communicates expectations that assigned teachers provide families with basic information about school events.	■ The expectation of level 2 practice is not met.
■ Inconsistently communicates expectations that assigned teachers proactively reach out to families to provide information about student progress towards individual learning goals with minimal follow up, such that some assigned teachers reach out to families.	■ The expectation of level 2 practice is not met.

ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

ALL SCHOOLS

- N/A

Note: Principals will review data reports containing these On-Track Indicators to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant 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: Principals will review these other performance indicators and select artifacts to inform their Cycle 1 and Cycle 2 LF Assessments. Assistant 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 AP's actions:*	**LEVEL 3** *The following best describes the AP's actions:*
Engages in continuous self-improvement	
■ Maintains 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 actively seeks to improve own practice based on the feedback. ■ Appropriately balances humility and confidence.
■ Always seeks out opportunities to learn and grow with support from the principal *[Same as Level 3].* ■ Always applies new learning from professional development opportunities to own practice, and shares learning with staff members. ■ Maintains 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 with support from the principal. ■ 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 staff members, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues *[Same as Level 3].* ■ Listens to all staff members openly and with empathy.	■ Actively listens to staff members, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP'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.	■ The expectation of level 2 practice is not met.
■ Expresses an interest in own learning and growth, but only sometimes seeks out professional development opportunities. ■ Sometimes uses mistakes as learning opportunities.	■ The expectation of level 2 practice is not met.
■ Sometimes tailors verbal and written communication style and messaging, as appropriate, given the desired outcomes, audience, and venue.	■ The expectation of level 2 practice is not met.
■ Struggles to fully hear and understand what staff members are communicating.	■ The expectation of level 2 practice is not met.

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

LEVEL 4 *The following best describes the AP's actions:*	LEVEL 3 *The following best describes the AP's actions:*
Demonstrates cultural competence	
■ Supports the principal to create and sustain 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.	■ Supports the principal to create and sustain 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.
■ Works with the principal to proactively engage 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].* ■ Works with the principal to ensure that school policies and practices do not limit opportunities for groups of students or their families.	■ Works with the principal to proactively engage 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].* ■ Encourages and expects others to take initiative of their own and models the importance of taking personal responsibility for achieving results.	■ Almost always maintains mental focus, energy, and resilience in the face of obstacles. ■ Achieves positive outcomes in almost all challenging situations. ■ Consistently goes above and beyond typical expectations to achieve results. At times, takes personal sacrifices and takes responsibility for making sure results are achieved.
■ 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.	■ Effectively overcomes resistance. ■ Rarely allows momentary setbacks or isolated failings to impede progress towards the school's goals.

LEVEL 2 *The following best describes the AP's actions:*	LEVEL 1 *The following best describes the AP's actions:*
■ Contributes to the creation of 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.	■ The expectation of level 2 practice is not met.
■ 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).	■ The expectation of level 2 practice is not met.
■ Sometimes maintains mental focus and energy in the face of obstacles. ■ Achieves positive outcomes in some challenging situations. ■ Takes initiative in situations that match personal strengths.	■ The expectation of level 2 practice is not met.
■ Is sometimes overtaken by resistance, setbacks, or failure, allowing them to impede progress towards the school's goals.	■ The expectation of level 2 practice is not met.

LEADERSHIP FRAMEWORK RUBRIC

ON-TRACK INDICATORS

PERSONAL LEADERSHIP (PL)

- N/A

OTHER INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

ALL SCHOOLS

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

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

ASSISTANT PRINCIPAL

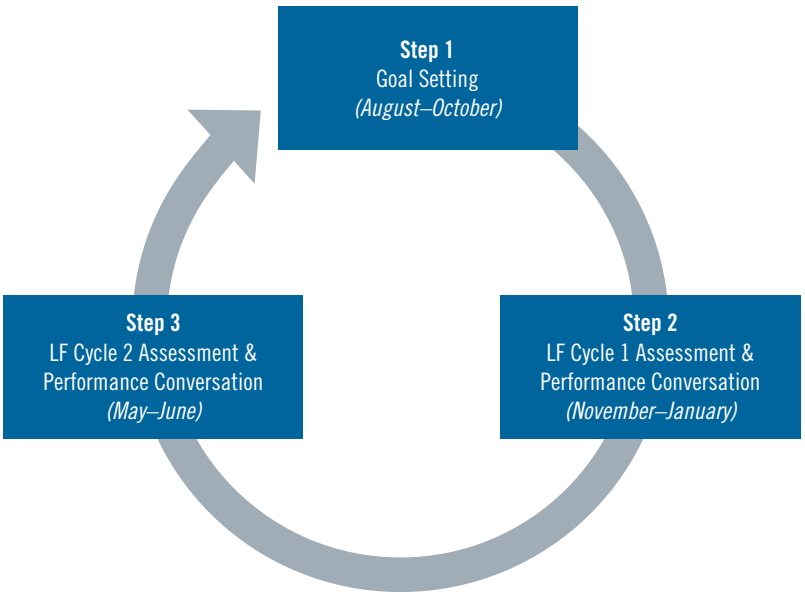
Michael DeAngelis

Michael DeAngelis

Stephen Simpson

SCHOOL LEADER IMPACT PROCESS

The annual evaluation process for assistant principals* has the following three 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. After principals have selected their metrics, you may meet with your principal to discuss your goals for the upcoming school year and to select the metrics on which you would like to focus.

After selecting metrics, you will select targets for those metrics. These targets will be approved by your principal, superintendent, and school-level chief. For any metrics that have standardized targets, the targets for your goals will be populated onto your IMPACT dashboard once baseline data is available. 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).

**Assistant principals are evaluated by their principal. If the principal is unable to act as the evaluator, the instructional superintendent may evaluate the assistant principal.*

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. 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. Your principal 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 principal will complete 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.

Once LF Cycle 1 scores and comments are finalized, your principal may then hold a one-on-one performance conversation with you to review your performance to date, celebrate key accomplishments, and identify key areas where you will need to focus more of your attention to meet your goals.

Step 3: LF Cycle 2 Assessment and Performance Conversation

In May, the LF Cycle 2 Assessment process will begin with your self-assessment of your performance in leading the school since LF Cycle 1. When writing your self-assessment, you will highlight key leadership actions and data that supports the six LF standards.

Your principal will complete LF Cycle 2 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 LF Cycle 1. Once LF Cycle 2 scores and comments are finalized, your principal may then hold a one-on-one performance conversation with you to review your performance to date.

SUPPORTING YOUR SUCCESS

Professional development is critical to our success as a school system. Research shows that the best schools are those focused on the learning of children *and* adults. This is why providing school leaders and educators with outstanding support is a top district priority.

Below you will find more information about professional learning opportunities designed to help you improve your leadership practice.

Targeted Support from Principal

As outlined in the Leadership Framework rubric, we expect principals to understand each leadership team member's strengths and areas of growth, build their team member's capacities, provide targeted professional learning opportunities that address individual developmental needs, and groom future leaders from within the school community.

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.

LEAP Support for Assistant Principals

LEAP Leaders receive content resources to ensure they are setup to successfully lead their LEAP Teams and support their teachers at the school level. They also have opportunities to participate in workshops to develop adult leadership skills and build off of their learning. Finally, many LEAP Leaders in high-needs schools receive leadership coaching, which offers personalized development for LEAP Leaders to grow their adult and instructional leadership capacity.

For more information about LEAP, please contact the LEAP Team at LEAP@k12.dc.gov or visit the LEAP webpage at https://dcps.dc.gov/page/leap-teacher-professional-development or the LEAP page on Canvas at https://dcps.instructure.com.

Andrea Leoncavallo of Lionhorse Productions

Andrea Leoncavallo of Lionhorse Productions

PUTTING IT ALL TOGETHER

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

In order to effectively transition out a current school leader and bring a new school leader on board to plan for the upcoming school year, DCPS needs to confirm reappointment decisions before student achievement results become available in the summer. Thus, school leader IMPACT results inform, but do not dictate, AP reappointment decisions.

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

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

How will final IMPACT ratings be determined?

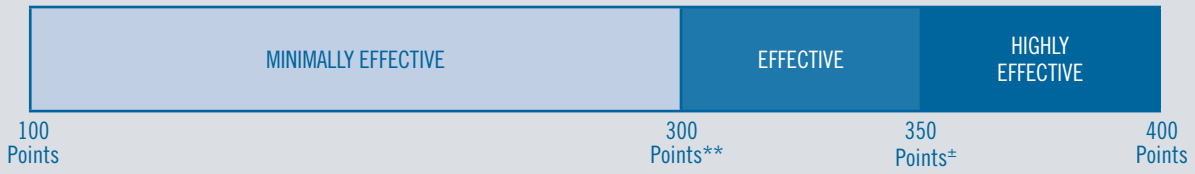
Once each component is scored, its score is multiplied by its percentage. This creates "weighted scores" for each component, and the table below provides an example.

SAMPLE SCORE

COMPONENT	COMPONENT SCORE		PIE CHART PERCENTAGE	WEIGHTED SCORE
Cycle 1 Leadership Framework	3.50		X 20	= 70.0
Cycle 2 Leadership Framework	3.72		X 30	= 111.6
Goal Scores	PARCC Goal 1	2	X 7.5	= 145.0
	PARCC Goal 2	4	X 7.5	
	PARCC Goal 3	1	X 7.5	
	PARCC Goal 4	3	X 7.5	
	School-Specific Goal 1	3	X 10	
	School-Specific Goal 2	4	X 10	
Total				**327**

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, the Chancellor and school-level chiefs will meet to collectively discuss and finalize all assistant principals' final IMPACT ratings.

Note: If you are not employed by DCPS for the entire year (for example, because you join 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 an assistant principal has the ability to teach other school leaders. Assistant principals who earn Highly Effective ratings are considered for Standing Ovation Awards, may be tapped for district leadership opportunities, and will receive an IMPACT*plus* performance bonus.
- **Effective:** This rating signifies solid performance. Assistant principals 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 an assistant principal is experiencing challenges and/or struggles, and may need additional support to improve. Principals will prioritize working with these assistant principals to identify their specific developmental needs and provide targeted professional development resources. Assistant 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.

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.

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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 CS1 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, type 1 (CS1) 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 I resign at the end of the school year, will I be eligible for IMPACT*plus*?

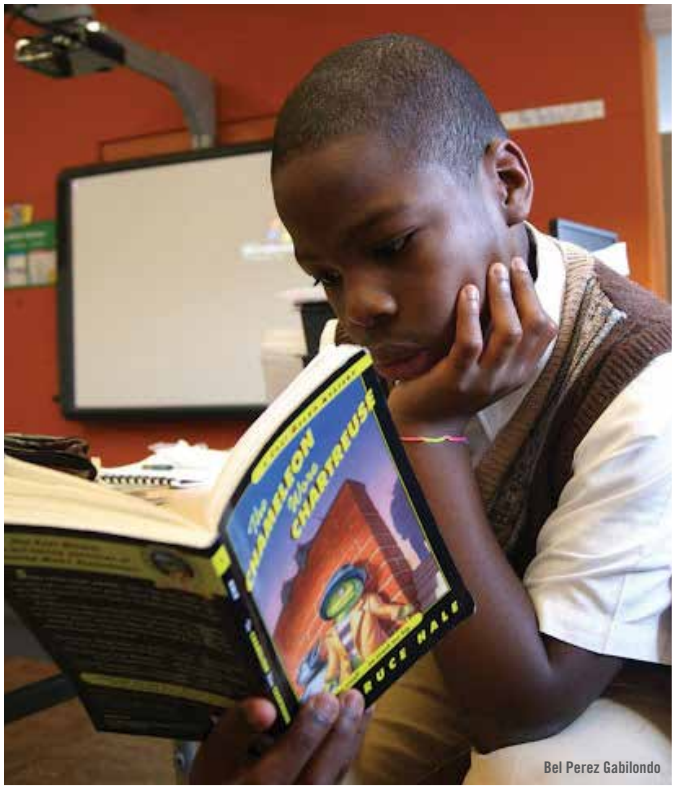
No. In addition to recognizing and rewarding excellent school leaders, IMPACT*plus* aims to retain them. Thus, to be eligible for the bonus, you must be employed by DCPS as a school leader or in a comparable position or higher at the time of award distribution, unless you have retired.

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

All payments will be made in the following academic year.

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

Yes.



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Michael DeAngelis

CONCLUDING MESSAGE

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

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

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

NOTES

NOTES

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PUBLIC SCHOOLS

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