

School Leaders

ASSISTANT
PRINCIPALS



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2016
2017

TABLE OF CONTENTS

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

LETTER FROM THE CHANCELLOR

Dear School Leaders,

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

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

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

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

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

Second, we are making updates to school leader IMPACT:

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

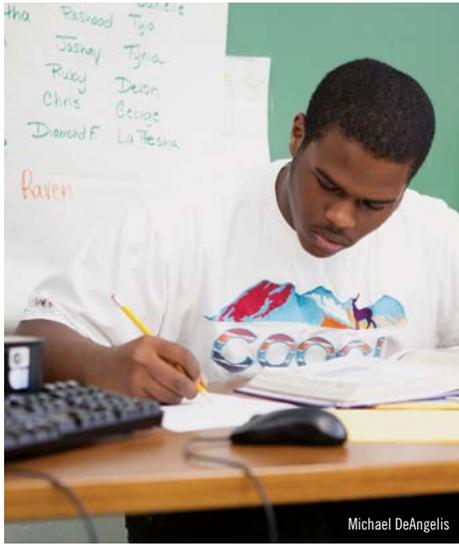
I am so proud of the work we have done together, and I am excited to see our district continue to move forward with innovation, urgency, and optimism. Thank you for all that you do for our teachers, students, and families every day. We are DCPS, and we **are** doing this!

With great appreciation,



Kaya Henderson

Chancellor, District of Columbia Public Schools



Michael DeAngelis



Simona Monnatti



Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

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

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

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



Andrea Leoncavallo



Bet Perez Gabilondo



Andrea Leoncavallo

OVERVIEW

As a school leader, you 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: Student Outcome Goals and Leadership Framework Standards. The evaluation components emphasize the importance of both student achievement growth and the leadership practices that demonstrate your impact on your students and your school community. Each is explained in greater detail in the following sections of this guidebook.

Student Outcome Goals

- **PARCC Goals** — This is a measure of achievement over the course of the year as it relates to the annual PARCC exam. The focus of these goals will be increasing student proficiency and reducing the percentage of students scoring at the lowest levels.
- **School-Specific Goals (SSG)** — This is a measure, shared with your principal, that reflects your leadership team's collective goals for student achievement.
- **AP-Specific Goals (ASG)** — This is a measure of your students' learning over the course of the year that will address a high-need area for the school's overall success. These goals will reflect the key outcome to which you directly contributed as an assistant principal and will focus on increasing student achievement outcomes and/or aspects of the school culture that will ultimately help drive student learning.

Leadership Framework Standards

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

What is the purpose of goal setting?

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

What types of Student Outcome Goals will assistant principals set?

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 in the level 1 range. Assistant principals will share the PARCC goals with their principal that are aligned with their content area(s).
- **School-Specific Goals** — All assistant principals will share the school-specific goals set by their principal that align with their content area(s) of focus or are aligned to school-wide work (e.g. attendance or reduction in suspension rate).
- **AP-Specific Goals** — When applicable, you will also set role-specific goals that address high-need areas for your school's overall success and are aligned to critical elements of your work. These goals should focus on increased student achievement or improving a key aspect of the school culture that will help improve student learning.

Non-Traditional Schools Using an Assessment Other Than PARCC

- **School-Specific Goals** — All assistant principals will share the school-specific goals set by their principal that align with their content area(s) of focus or are aligned to school-wide work (e.g., attendance or reduction in suspension rate).
- **AP-Specific Goals** — You will set annual goals that address a high-need area for your school's overall success. These goals should focus on measuring student achievement, or they can focus on improving a key aspect of the school culture that will help improve student learning. Each year, you may focus on an area of need as outlined by your comprehensive school plan. They should be set based on centrally tracked, approved metrics.

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. As the graphic to the right illustrates, the framework has six Leadership Framework standards. The six LF standards are: Instruction, Talent, School Culture, Operations, Family & Community, and Personal Leadership.

Essential features of the LF include the following:

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

LEADERSHIP FRAMEWORK FOR ASSISTANT PRINCIPALS



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

Why do we need a Leadership Framework?

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

Who initially developed the Leadership Framework?

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

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

What research informed the current Leadership Framework?

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

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

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

How is the Leadership Framework rubric structured?

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

LEADERSHIP ACTIONS

LF STANDARD
Uses a deep knowledge of curriculum, instruction, and assessment to plan, implement, and improve student achievement.

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 assessment to plan, implement, and improve student achievement.	
LEVEL 4 <i>The following best describes the AP's actions:</i>	LEVEL 3 <i>The following best describes the AP's actions:</i>
Supports effective school- and classroom-level planning	
<ul style="list-style-type: none"> 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. 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 	<ul style="list-style-type: none"> Shares specific, targeted input on comprehensive (CSP) development that clearly indicates how the goals will be achieved through the use of high-impact strategies. Supports the principal in periodically monitoring implementation, including discussing the school's progress towards its goals with staff members. 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 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
<ul style="list-style-type: none"> % of Students On-Track (MS only) Gold: % of Students Meeting Expectations by Domain i-Ready BOY, MOY & EOY Performance TRC BOY, MOY & EOY Performance 	<ul style="list-style-type: none"> # & % of Students On-Track to Promote # and % of CTE students On-Track to Completion # of 12th Graders With 1+ College Application Submitted % 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 AP®

LEAP INDICATORS & ARTIFACTS

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

LEAP INDICATORS AND ARTIFACTS	
INSTRUCTION (INST)	
ASSISTANT PRINCIPAL LEAP LEADERS	
<ul style="list-style-type: none"> Developed professional learning goals for teachers and differentiated academic learning goals for students to monitor progress throughout the LEAP module Customized LEAP Seminar and/or SP Debrief materials to meet teacher and student needs Adjusted pacing of LEAP Seminars grounded in precise and intentional student work analysis and teacher needs 	<ul style="list-style-type: none"> Facilitation of LEAP Seminars in which teachers anticipate student misconceptions/learning needs and are supported and engaged in meaningful application through intentional planning and practice Teacher action steps shared in the SP Debrief that are high-leverage, address root causes affecting student learning, and are aligned to content-specific best practices Plans developed in LEAP Seminars and SP Debriefs promote

OTHER INDICATORS AND ARTIFACTS

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

OTHER INDICATORS AND ARTIFACTS	
INSTRUCTION (INST)	
ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> Academic Interventions Academic Interventions Grouping Book Room Level of Completion Common Core Literacy Instruction Common Core Math Instruction Class Usage 	<ul style="list-style-type: none"> 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



Michael DeAngelis



Bel Perez Gablondo



Michael DeAngelis

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.

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

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4

The following best describes the 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.

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

ON-TRACK INDICATORS

INSTRUCTION (INST)

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

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.

LEAP INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

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

**While rare, some assistant principals do not lead LEAP Teams.*

ALL SCHOOLS

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

ASSISTANT PRINCIPALS

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

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS	HIGH SCHOOLS
<ul style="list-style-type: none"> ■ Academic Interventions ■ Academic Interventions Grouping ■ Book Room Level of Completion ■ Common Core Literacy Instruction ■ Common Core Math Instruction ■ mClass Usage 	<ul style="list-style-type: none"> ■ 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 ■ Interventions for Students On-Track to Repeat ■ Repeater Student Promotion Plans

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.



Bel Perez Gabilondo



Michael DeAngelis

ALL SCHOOLS

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



LEADERSHIP ACTIONS

TALENT (TAL)

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 retention of most high performers.

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

LEADERSHIP ACTIONS

TALENT (TAL)

<p>LEVEL 4</p> <p><i>The following best describes the AP's actions:</i></p>	<p>LEVEL 3</p> <p><i>The following best describes the AP's actions:</i></p>
<p>Evaluates staff members and provides support</p>	
<ul style="list-style-type: none"> ■ Always completes assigned staff members' evaluations with full fidelity to IMPACT policies and procedures <i>[Same as Level 3]</i>. ■ Always shares robust supporting evidence for IMPACT ratings as well as clear and actionable suggestions for improvement. ■ Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed <i>[Same as Level 3]</i>. 	<ul style="list-style-type: none"> ■ 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.
<ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. ■ 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. 	<ul style="list-style-type: none"> ■ 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.

LEVEL 2

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.
- 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.

LEVEL 1

The following best describes the AP's actions:

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

ON-TRACK INDICATORS

TALENT (TAL)

ALL SCHOOLS

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

LEAP INDICATORS AND ARTIFACTS

TALENT (TAL)

ASSISTANT PRINCIPAL LEAP LEADERS*

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

ASSISTANT PRINCIPALS

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

**While rare, some assistant principals do not lead LEAP Teams.*

OTHER INDICATORS AND ARTIFACTS

TALENT (TAL)

ALL SCHOOLS

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

Note: 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

- | | |
|--|--|
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ 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. |
| <ul style="list-style-type: none"> ■ 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. | <ul style="list-style-type: none"> ■ Periodically recognizes school-wide accomplishments and those of individual students and staff members. |



Andrea Leoncavallo of Lionhorse Productions

LEVEL 2

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.
- Sometimes recognizes accomplishments of individual students and staff members.

LEVEL 1

The following best describes the AP's actions:

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

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.

<p>LEVEL 2 <i>The following best describes the AP's actions:</i></p>	<p>LEVEL 1 <i>The following best describes the AP's actions:</i></p>
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Sometimes reviews key student behavior data with staff members, parents, and students, as appropriate, after many challenges surface. ■ Struggles to enlist key staff members' help in effectively addressing challenges highlighted by the data. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.

ON-TRACK INDICATORS

SCHOOL CULTURE (SC)

HIGH SCHOOLS

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

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.

LEAP INDICATORS AND ARTIFACTS

SCHOOL CULTURE (SC)

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

**While rare, some assistant principals do not lead LEAP Teams.*

ALL SCHOOLS

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

OTHER INDICATORS AND ARTIFACTS

SCHOOL CULTURE (SC)

ALL SCHOOLS

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

Note: 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

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.

<p>LEVEL 2</p> <p><i>The following best describes the AP's actions:</i></p>	<p>LEVEL 1</p> <p><i>The following best describes the AP's actions:</i></p>
<ul style="list-style-type: none"> ■ Inconsistently communicates high expectations for campus order, cleanliness, and safety with custodial and security staff members and sometimes monitors their performance. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Develops school schedules with minimal input from staff members. Schedules do not maximize student learning time. ■ Sometimes monitors the implementation of schedules, but does not make necessary adjustments. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.

ON-TRACK INDICATORS

OPERATIONS (OPS)

ALL SCHOOLS

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

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.

LEAP INDICATORS AND ARTIFACTS

OPERATIONS (OPS)

ASSISTANT PRINCIPAL LEAP LEADERS*

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

**While rare, some assistant principals do not lead LEAP Teams.*

OTHER INDICATORS AND ARTIFACTS

OPERATIONS (OPS)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- School Schedules

HIGH SCHOOLS

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

Note: 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 PRINCIPALS

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

ALL SCHOOLS

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

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)

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.

<p>LEVEL 2</p> <p><i>The following best describes the AP's actions:</i></p>	<p>LEVEL 1</p> <p><i>The following best describes the AP's actions:</i></p>
<ul style="list-style-type: none"> ■ Is sometimes available to families and community members, but does not prioritize this over other activities. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Attempts to interact and build relationships with families 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.

ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

EDUCATION CAMPUSES & MIDDLE SCHOOLS

- # of Home Visits

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.

LEAP INDICATORS AND ARTIFACTS

FAMILY & COMMUNITY (FC)

ASSISTANT PRINCIPAL LEAP LEADERS*

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

**While rare, some assistant principals do not lead LEAP Teams.*

OTHER INDICATORS AND ARTIFACTS

FAMILY & COMMUNITY (FC)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

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

HIGH SCHOOLS

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

Note: 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 PRINCIPALS

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

ALL SCHOOLS

- # of Parent Complaints to Cluster Office
- Anchor /Rubric for Family Engagement Expectations
- ESSA Site Visits
- Family Engagement Training/PD Minutes
- Insight Survey Action Plans
- Parent-Teacher Conference/APTT Sign-in Sheets
- Quality of Community Partnerships
- Recruitment and Partnerships with Feeder Schools
- School Social Media Accounts
- School Tour/Open House Calendar and Sign-In
- School Assemblies
- Signs Posted in English and Other Languages Commonly Spoken in the School Community
- Use of Online Grading System

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.

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

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

<p>LEVEL 4 <i>The following best describes the AP's actions:</i></p>	<p>LEVEL 3 <i>The following best describes the AP's actions:</i></p>
<p>Demonstrates cultural competence</p>	
<ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. ■ Is always effective in working with students, staff, and families of diverse backgrounds. 	<ul style="list-style-type: none"> ■ 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.
<ul style="list-style-type: none"> ■ 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 <i>[Same as Level 3]</i>. ■ Works with the principal to ensure that school policies and practices do not limit opportunities for groups of students or their families. 	<ul style="list-style-type: none"> ■ 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.
<p>Perseveres in the face of obstacles</p>	
<ul style="list-style-type: none"> ■ Always maintains mental focus, energy, and resilience in the face of obstacles. ■ Achieves positive outcomes in almost all challenging situations <i>[Same as Level 3]</i>. ■ Encourages and expects others to take initiative of their own and models the importance of taking personal responsibility for achieving results. 	<ul style="list-style-type: none"> ■ 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.
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ Effectively overcomes resistance. ■ Rarely allows momentary setbacks or isolated failings to impede progress towards the school's goals.

<p>LEVEL 2 <i>The following best describes the AP's actions:</i></p>	<p>LEVEL 1 <i>The following best describes the AP's actions:</i></p>
<ul style="list-style-type: none"> ■ 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. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Engages in open and honest conversations with staff members about diversity only in response to acute problems (e.g., a staff member's use of biased language). 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Sometimes maintains mental focus and energy in the face of obstacles. ■ Achieves positive outcomes in some challenging situations. ■ Takes initiative in situations that match personal strengths. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.
<ul style="list-style-type: none"> ■ Is sometimes overtaken by resistance, setbacks, or failure, allowing them to impede progress towards the school's goals. 	<ul style="list-style-type: none"> ■ The expectation of level 2 practice is not met.

ON-TRACK INDICATORS

PERSONAL LEADERSHIP (PL)

- N/A

LEAP INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

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

**While rare, some assistant principals do not lead LEAP Teams.*

OTHER INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

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

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



DC Public Schools



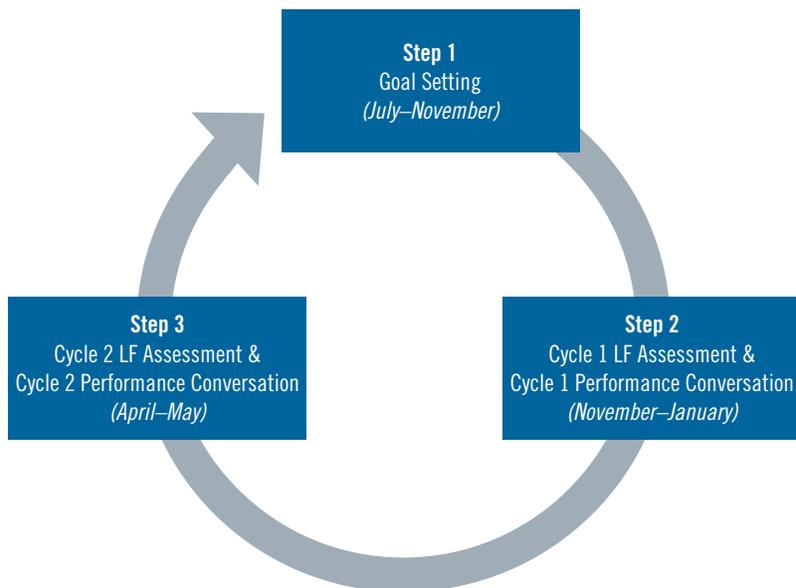
Michael DeAngelis



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 starts in July as part of the development of the Comprehensive School Plan (CSP). Over the summer, you will participate in a needs assessment with your principal and other staff members, reflecting on last year's school challenges and root causes. The principal will then strategically set initial Student Outcome Goals with his/her instructional superintendent to support the Capital Commitment Goals.

Your principal's meeting with the deputy chief of schools and/or the chief of schools to finalize Student Outcome Goals is the next phase of this process, which begins in October following the beginning-of-year testing window. The goal setting meeting will give your principal an opportunity to discuss your goals and plans for the upcoming school year together with his/her instructional superintendent and the deputy chief and/or chief of schools.

To ensure a data-driven discussion, your principal will review, in advance, school-specific data. Data sources will include: School Performance Data Initiative (SPDI) and the latest version of the school's Comprehensive School Plan (CSP).

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

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

Your principal will leave the meeting with final goals for the school year, which he/she will share with you. You will be accountable for achieving some of the same Student Outcome Goals.

During the same time period as the goal setting process, you will meet with your principal to set your AP-Specific Goals.

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

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

SELECT EXAMPLES

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

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

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

Assistant principals have differentiated responsibilities across schools. As such, we recognize that some assistant principals may not demonstrate all leadership actions that are reflected in all of the LF standards. However, given the critical role the assistant principals play as members of their school's leadership team, we expect that assistant principals will be able to demonstrate aspects of each of the six LF standards. Thus, principals will score assistant principals on each LF standard with clear supporting evidence

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

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

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

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

Once your self-assessment has been completed, your principal will complete initial Cycle 2 LF scores and comments based on your performance, taking into account various data points from your self-assessment, On-Track Indicators, Other Indicators and Artifacts, and his/her own observation notes since the middle of the school year. Once Cycle 2 LF scores and comments are finalized, your principal will hold a one-on-one performance conversation with you to review your performance to date.



SUPPORTING YOUR SUCCESS

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

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.

Mary Jane Patterson Fellowship (DCPS Aspiring Principals Program)

Mary Jane Patterson (1840–1894) was the first black principal at Paul Laurence Dunbar High School. The Patterson Fellowship, a high-quality program named in her honor, is the district's internal aspiring principals program. This Fellowship prepares high-performing DCPS employees for principal positions in DCPS schools. Fellows will complete a 30-month journey characterized by rich learning experiences aligned to our rigorous LF standards. Fellows will serve in school leadership roles while participating in intensive, cohort-based leadership training. The goal of the program is to develop leadership capacity within DCPS and create a pipeline of highly-skilled candidates for principal vacancies. Highly Effective and Effective principals will be tapped and trained to help support the Patterson Fellows throughout their learning journey, which will help strengthen their own mentoring and coaching skills. The fifth cohort of Patterson Fellows will begin their leadership training in January 2017.

Instructional Culture Insight Survey

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

LEAP Support for Assistant Principals

LEAP supports assistant principals who serve as LEAP leaders in three ways:

- **Content Development:** On a weekly basis, LEAP Leaders will receive content resources and support from content-specific teams in OIP to ensure that they are setup to successfully lead their LEAP Teams and support their teachers at the school level.
- **Weekday Workshops:** Throughout the 2016–2017 school year, LEAP Leaders will have four additional opportunities to participate in workshops to develop and refine adult leadership skills, building off of the learning from LEAP Summer Intensive. These workshops, which will take place during the school week, will focus on leading LEAP Teams, facilitating adult learning, coaching, and developing personal leadership skills.
- **LEAP Leadership Coaching:** During the 2016–2017 school year, LEAP Leadership Coaching will be provided to 31 Title 1 schools, offering personalized development for LEAP Leaders to grow their adult and instructional leadership capacity. Leadership Coaches also offer support to principals in developing LEAP Leaders and in creating systems for distributed leadership. This individualized coaching will be offered in partnership with Leading Educators.



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

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

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

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

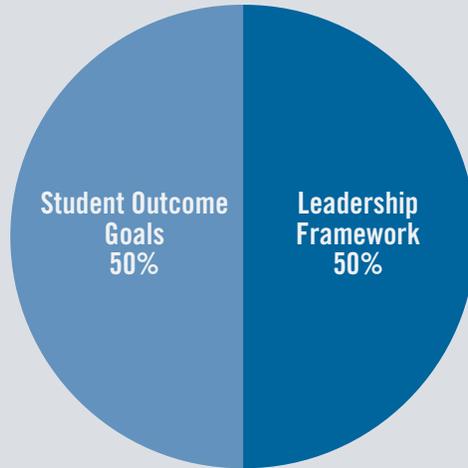
- School leader's length of time in the school;
- School leader's performance history;
- Student achievement performance trends over time; and
- School context. (i.e., significant shifts in student population, school level/size, the school's staffing model)

Similar to timelines in previous years, assistant principals will receive reappointment decisions before the end of the school year.

What are the components of SL IMPACT?

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

PUTTING IT ALL TOGETHER



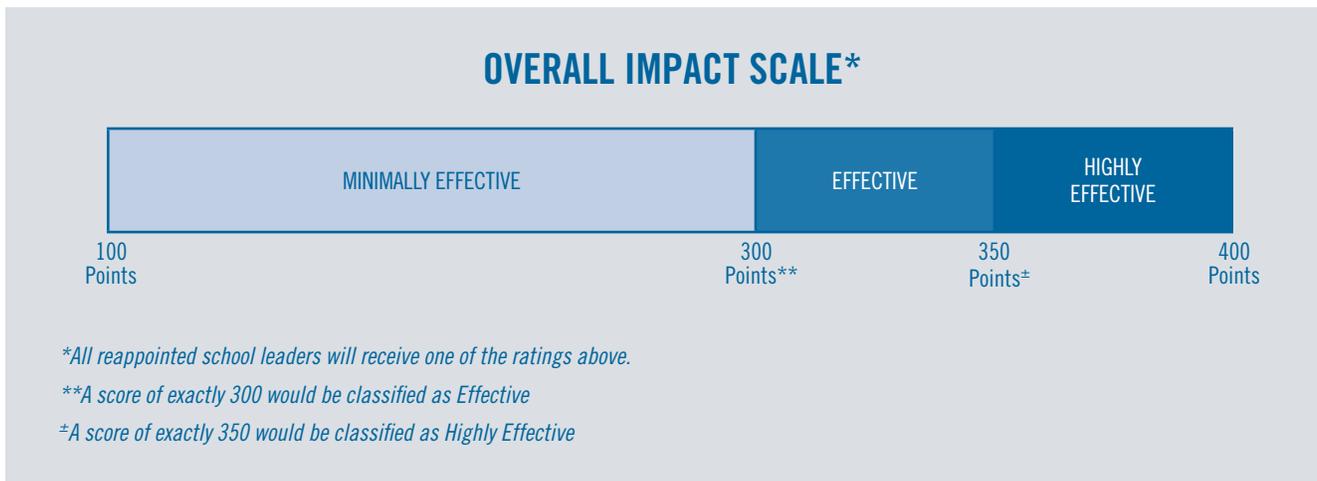
How will final IMPACT ratings be determined?

Leadership Framework scores and Student Outcome Goal results are a prerequisite for determining IMPACT ratings. Once each component is scored in August, its score is multiplied by its percentage from the pie chart presented on page 57. 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	
	AP-Specific Goal 1	3	X 10	
	AP-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:



To ensure accurate and fair ratings for all school leaders, the chancellor and chief of schools 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 joined the school system partway through the year), or if, while employed by DCPS, you have an absence which causes you to miss one or more of your LF assessments, DCPS may at its discretion make adjustments to the IMPACT system to ensure that you receive a final IMPACT score for the year. DCPS will provide notice of any such modifications prior to their implementation.

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

- **Highly Effective:** This rating signifies outstanding performance and indicates that an assistant principal has the ability to teach other school leaders. Assistant principals who earn Highly Effective ratings are considered for Standing Ovation Awards, 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.
- **Ineffective:** Individuals who are non-reappointed will receive this rating and will be removed from an assistant principal position in the system.

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

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

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

IMPACT^{plus} FOR SCHOOL LEADERS

What is IMPACT^{plus} for School Leaders?

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

Why does DCPS have a performance-based pay system?

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

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

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

How does the annual bonus work?

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

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

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

If I retire at the end of the 2016–2017 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 2016–2017 school year, will I be eligible for IMPACT^{plus}?

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

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

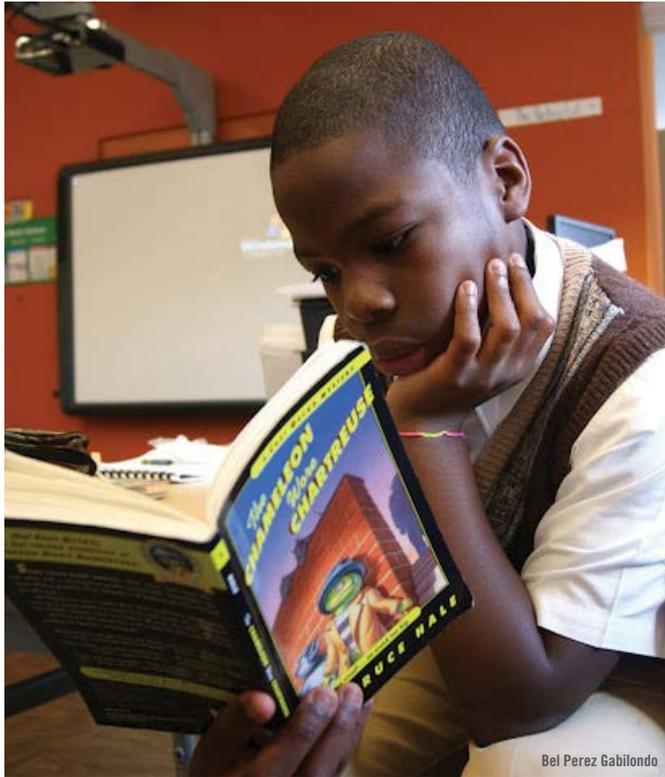
No.

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

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

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

Yes.



Bel Perez Gabilondo



Bel Perez Gabilondo



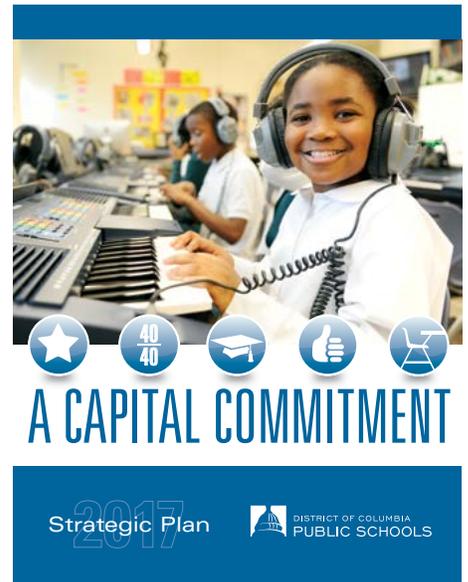
Michael DeAngelis

CONCLUDING MESSAGE

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

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

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





DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

1200 First Street, NE
Washington, DC 20002
www.dcps.dc.gov