

School Leaders

ASSISTANT
PRINCIPALS



IMPACT



DISTRICT OF COLUMBIA
PUBLIC SCHOOLS

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

2015
2016

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LETTER FROM THE CHANCELLOR

Dear Educators,

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

Equity across the curriculum

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

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

Equity in our high schools

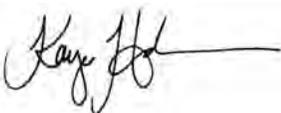
We are building upon previous years' support of our elementary and middle schools by now focusing on our high schools. We want to offer our students courses that prepare them for college and allow them the opportunity to explore their career interests. We also want to give students unique, formative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

Equity for our young men of color

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

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

Sincerely,



Kaya Henderson

Chancellor, District of Columbia Public Schools



Michael DeAngelis



Simona Monnatti



Bel Perez Gabilondo

PUTTING GROWTH FIRST

How does IMPACT support my growth?

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

- **Clarifying Expectations** — IMPACT outlines clear performance expectations for all school-based employees. We have worked to ensure that the performance metrics and supporting rubrics are clear and aligned to your specific responsibilities.
- **Providing Feedback** — Quality feedback is a key element of the improvement process. You will receive formal feedback, including discussion of your strengths as well as your areas of growth, from your 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 at mid-year and end-of-year by logging into your IMPACT account at <http://impactdcps.dc.gov>.
- **Facilitating Collaboration** — By providing a common language to discuss school leader performance, IMPACT helps support the collaborative process. This is essential, as we know that communication and teamwork create the foundation for student success.
- **Driving Professional Development** — The information provided by IMPACT helps DCPS make strategic decisions about how to use our resources to best support you. 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



Bel 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.

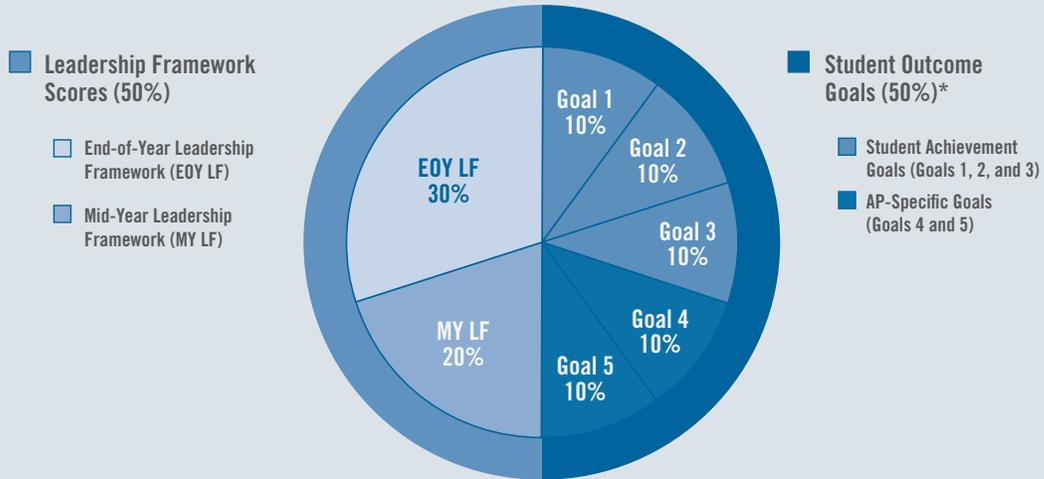
Student Outcome Goals

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

IMPACT COMPONENTS FOR ASSISTANT PRINCIPALS



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

What is the purpose of goal setting?

In order to meet the ambitious district-wide goals outlined in *A Capital Commitment*, it is essential that we set interim milestones along the way to ensure that we are on track and able to make adjustments as necessary. As you plan for the upcoming school year, you will work with your 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 to reflect the unique priorities and needs of different schools.

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

- **Student Achievement Goals** — Your principal will set three annual goals focused on increasing student achievement. The targets will reflect your leadership team's collective goals for student achievement, and you and your principal will be expected to achieve these same goals.
- **AP-Specific Goals** — You will set two role-specific goals that address high-need areas for your school's overall success. These goals should focus on increased student achievement or improving a key aspect of the school culture that will help improve student learning. They should be set based on centrally tracked, approved metrics, and you will receive a bank of eligible metrics to choose from.

Alternative Schools

- **Student Achievement Goals** — You will set two annual goals focused on increasing student achievement. The targets will reflect your leadership team's collective goals for student achievement, and you and your principal will be expected to achieve these same goals.
- **AP-Specific Goals** — You will set two annual goals that address a high-need area for your school's overall success. These goals should focus on measuring student achievement, or they can focus on improving a key aspect of the school culture that will help improve student learning. Each year, you may focus on a different area of need as outlined by your comprehensive school plan. They should be set based on centrally tracked, approved metrics.



Michael DeAngelis

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 four years to ensure assistant principals and principals become more familiarized with the tool and to collect feedback over four years on key areas for enhancement.

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

- City Schools' *School Leader Effectiveness Rubric*
- Georgia's *School Standards*
- Kim Marshall's *Principal Evaluation Rubrics*
- KIPP's *Leadership Framework and Competency Model*
- Kyla L. Wahlstrom et al.'s, *Investing the Links to Improved Student Learning*
- Marzano Center's *Marzano School Leadership Evaluation Model*
- Massachusetts' *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.

LF STANDARD

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

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

LEADERSHIP ACTIONS	
INSTRUCTION (INST)	Establishes a shared vision and goals for student achievement and uses a deep knowledge of curriculum, instruction, and assessment to achieve the school's vision and goals.
LEVEL 4 (HIGHLY EFFECTIVE) <i>The following best describes the principal's actions:</i>	LEVEL 3 (EFFECTIVE) <i>The following best describes the principal's actions:</i>
Develops the school's instructional vision and goals	
<ul style="list-style-type: none"> ■ Develops a vision of high achievement for all students in collaboration with all staff members and based on extensive data review. ■ Shares the vision with staff members, students, and key external stakeholders, and always refers to it during the school year. All staff members demonstrate ownership of realizing the vision. 	<ul style="list-style-type: none"> ■ Develops a vision of high achievement for all students in collaboration with the leadership team. Vision is based on extensive data review and staff members' input. ■ Shares the vision with staff members and students, and periodically refers to it during the school year. Most staff members demonstrate ownership of realizing the vision (e.g., vision is reflected in daily instructional practices, as well as staff and student language).
<ul style="list-style-type: none"> ■ Sets ambitious yet realistic annual and multi-year school goals with the leadership team and other key internal and external stakeholders. Goals are based on an analysis of multiple years of aggregated and disaggregated data. All staff members are able to articulate the alignment between the goals, the school's vision, and DCPS' five-year strategic targets. 	<ul style="list-style-type: none"> ■ Sets ambitious yet realistic annual school goals with the leadership team. Goals are based on an analysis of the previous year's aggregated and disaggregated data (by content area and by student subgroups). Most staff members are able to articulate the alignment between the goals and the school's vision.

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

ON-TRACK INDICATORS	
INSTRUCTION (INST)	
ELEMENTARY SCHOOLS	EDUCATION CAMPUSES
<ul style="list-style-type: none"> ■ DIBELS & TRC Progress Monitoring ■ DIBELS BOY, MOY & EOY Performance ■ TRC BOY, MOY & EOY Performance ■ Gold: % of Students Meeting Expectations by Domain ■ mClass Usage ■ i-Ready BOY, MOY, & EOY Performance 	<ul style="list-style-type: none"> ■ DIBELS & TRC Progress Monitoring ■ DIBELS BOY, MOY & EOY Performance ■ TRC BOY, MOY & EOY Performance ■ Gold: % of Students Meeting Expectations by Domain ■ mClass Usage ■ i-Ready BOY, MOY, & EOY Performance

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

OTHER INDICATORS AND ARTIFACTS	
INSTRUCTION (INST)	
ELEMENTARY SCHOOLS, EDUCATION CAMPUSES & MIDDLE SCHOOLS	
<ul style="list-style-type: none"> ■ Informal Classroom Observations/Walkthrough Reports (walkthrough) ■ Collaborative Planning Time & Advisory (walkthrough) ■ Book Room Level of Completion (walkthrough) ■ Common Core Literacy Instruction (walkthrough) ■ Common Core Math Instruction (walkthrough) ■ Academic Intervention (walkthrough) 	<ul style="list-style-type: none"> ■ Data Walls (artifact) ■ Professional Development Attendance (artifact) ■ Short-Cycle Assessment Performance (artifact) ■ Academic Interventions Grouping (artifact) ■ Coaching Plans & ILC Topics (artifact) ■ Reach Plans/Data Analysis Plans (artifact) ■ Professional Learning Plans (artifact)



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LEADERSHIP ACTIONS

INSTRUCTION (INST)

Uses a deep knowledge of curriculum, instruction, and assessment to improve student achievement.

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

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.

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

- Shares general input on comprehensive school plan (CSP) development, including similar improvement strategies to those used in the past or strategies that previously yielded minimal impact on student achievement.
- Supports the principal in monitoring CSP implementation at specific times (e.g., when important data becomes available or when key stakeholders ask about school's progress towards its goals).
- 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.

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

- Provides no to minimal input on comprehensive school plan (CSP) development.
- Rarely or never supports the principal in monitoring CSP implementation.
- Takes no action in ensuring that structures and time are set aside for teachers to work together on classroom-level instructional planning.
- Leaves teachers in the assigned grade levels and/or content areas to work independently on standards-based unit plans, daily lesson plans, and short-cycle assessments.

LEADERSHIP ACTIONS

INSTRUCTION (INST)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

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.

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.

ASSISTANT PRINCIPAL

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

- Sometimes conducts informal classroom observations of assigned teachers or teachers who work in high-priority content areas, particularly those who reach out for help, to understand the key instructional areas in which they are having difficulty in order to help them improve.
- Provides general support for assigned teachers or teachers who work in high-priority content areas on how to improve instructional practices. High-impact instructional practices are demonstrated in classrooms of some assigned teachers.

- 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.

- 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.

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

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

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

- Does not provide adequate support to assigned teachers or teachers who work in high-priority content areas on how to analyze and interpret data or modify instruction. Few assigned teachers use data to inform instruction.

ON-TRACK INDICATORS

INSTRUCTION (INST)

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

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

MIDDLE SCHOOLS

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

HIGH SCHOOLS

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

OTHER INDICATORS AND ARTIFACTS

INSTRUCTION (INST)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

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

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



HIGH SCHOOLS

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



LEADERSHIP ACTIONS

TALENT (TAL)

Supports talent recruitment, development, and retention to maximize staff performance and student learning.

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

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.

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

- Sometimes leverages DCPS' central recruitment and staffing team and personal networks to find high-quality candidates.
- Leverages DCPS' central and school-based selection processes and tools to screen some candidates.

- 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.

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

- Rarely or never leverages DCPS' central or school-based recruitment and selection processes, but instead relies on personal networks to support the principal in finding and screening candidates in an ad-hoc fashion.

- Provides little or no additional recognition for high performers and their accomplishments.
- Coaches a few or no teacher leaders to strengthen their leadership skills. The result is a failure to retain most high performers.

LEADERSHIP ACTIONS

TALENT (TAL)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the AP's actions:

Evaluates staff members and provides support

- Always completes assigned staff members' evaluations with full fidelity to IMPACT policies and procedures *[Same as Level 3]*.
- Always shares robust supporting evidence for IMPACT ratings as well as clear and actionable suggestions for improvement.
- Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed *[Same as Level 3]*.

- Always completes assigned staff members' evaluations with full fidelity to IMPACT policies and procedures.
- Almost always shares robust supporting evidence for IMPACT ratings as well as clear and actionable suggestions for improvement.
- Gives honest and timely feedback to low performers throughout the school year and has difficult conversations, as needed.

- Cultivates and maintains positive interpersonal relationships with all assigned teachers, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.
- Is able to describe all assigned teachers' individual strengths and areas of growth *[Same as Level 3]*.
- Creates a learning and development culture that empowers all assigned teachers to take the initiative to share their areas of growth and to lead their own professional learning communities.

- Cultivates and maintains positive interpersonal relationships with most teachers in the assigned grade levels and/or content areas, ensuring that they feel valued and believe their work directly supports the achievement of the school's goals.
- Is able to describe all assigned teachers' individual strengths and areas of growth and provides targeted professional development opportunities that address assigned teachers' individual areas of growth.

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.

LEVEL 2 (MINIMALLY EFFECTIVE)

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 (INEFFECTIVE)

The following best describes the AP's actions:

- Violates one or more IMPACT policies and procedures while completing assigned staff members' evaluations.
- Rarely or never provides effective supporting evidence for IMPACT ratings or suggestions for improvement.
- Rarely or never gives feedback to low performers.
- Does not establish positive interpersonal relationships with most assigned teachers, such that they do not feel valued nor do they believe their work matters in achieving the school's goals. Has a negative rapport with a few teachers.
- Has a limited or no sense of assigned teachers' strengths and areas of growth.
- Provides little or no professional development opportunities that address assigned teachers' areas of growth.

ON-TRACK INDICATORS

TALENT (TAL)

ALL SCHOOLS

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

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

OTHER INDICATORS AND ARTIFACTS

TALENT (TAL)

ALL SCHOOLS

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

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

ASSISTANT PRINCIPAL



LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

Maintains a strong school culture that supports an effective learning environment.

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

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. |

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.



Andrea Leoncavallo

LEVEL 2 (MINIMALLY EFFECTIVE)

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 (INEFFECTIVE)

The following best describes the AP's actions:

- Does not actively promote a positive rapport between staff members and students. There is little or no evidence of a positive rapport between staff members and students; there is evidence that some staff members have a negative rapport with a few students.
- Rarely or never recognizes staff member or student accomplishments. At times, inappropriately takes personal credit for successes.



LEADERSHIP ACTIONS

SCHOOL CULTURE (SC)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the AP's actions:

Supports implementation of effective interventions that support student success

<ul style="list-style-type: none"> ■ 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 [<i>Same as Level 3</i>]. ■ 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. 	<ul style="list-style-type: none"> ■ 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).
<ul style="list-style-type: none"> ■ Frequently reviews key student behavior data with staff members, parents, and students, as appropriate, to identify immediate challenges and emerging issues. ■ 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. 	<ul style="list-style-type: none"> ■ Periodically reviews key student behavior data (e.g., absences, suspensions, office referrals) with staff members, parents, and students, as appropriate, to identify immediate challenges. ■ Leverages strong relationships with key staff members to effectively address challenges highlighted by the data.
<ul style="list-style-type: none"> ■ 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 [<i>Same as Level 3</i>]. 	<ul style="list-style-type: none"> ■ 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.

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

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

- 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.

- 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.

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

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

- Rarely or never reviews key student behavior data with others, and attempts to address challenges with minimal to no success.

- Does not implement proactive, evidence-based interventions, such that staff members need to focus a significant amount of time addressing acute behavioral challenges.
- Does not support any school-based intervention staff members to better understand how their different roles will maximize their impact on student learning and development.

ON-TRACK INDICATORS

SCHOOL CULTURE (SC)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- In-Seat Attendance
- Truancy Rate
- # of Suspensions
- # of Students Suspended More than Once
- Tardiness
- Teacher Attendance
- After School Attendance
- Office Referrals to Suspensions
- # of CFSA Referrals

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

OTHER INDICATORS AND ARTIFACTS

SCHOOL CULTURE (SC)

ALL SCHOOLS

- School Culture (walkthrough)
- School-wide Behavior Plan: Rules, Procedures, Rewards, & Consequences (artifact)
- School Plans: Activities Implemented for Students and Staff Members that Build Spirit/Morale (artifact)
- Behavior Improvement Plans (artifact)
- Special Activities for Students, Staff Members, Community Prior to Winter Break (artifact)
- Transition Routine/School Process (walkthrough)
- Field Trip Plans (artifact)

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

HIGH SCHOOLS

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

LEADERSHIP ACTIONS

OPERATIONS (OPS)

Supports efficient operations and resource management to maximize student learning.

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

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.

ASSISTANT PRINCIPAL

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

- Inconsistently communicates high expectations for campus order, cleanliness, and safety with custodial and security staff members and sometimes monitors their performance.
- 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.
- 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.
- Fulfills the most urgent and important compliance and reporting responsibilities on time and with no errors, but delays fulfilling other responsibilities.

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

- Does not clearly or consistently communicate high expectations for campus order, cleanliness, and safety with custodial and security staff members and rarely or never monitors their performance.
- Develops ineffective school schedules, and rarely or never monitors implementation, resulting in significant loss in student learning time.
- Rarely or never supports the principal in monitoring the school's finances, such that the school either significantly underspends or is in danger of overspending by the end of the school year.
- Responds to central office requests, but does not build relationships with central office staff members.
- Fulfills some compliance and reporting responsibilities on time and without errors, but not with other responsibilities.

ON-TRACK INDICATORS

OPERATIONS (OPS)

ALL SCHOOLS

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

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

OTHER INDICATORS AND ARTIFACTS

OPERATIONS (OPS)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

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

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

HIGH SCHOOLS

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

LEADERSHIP ACTIONS

FAMILY & COMMUNITY (FC)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

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.

Note: Many DCPS principals assign teachers in specific grade levels and/or content areas to their assistant principals and expect them to serve as instructional leaders for their assigned teachers. For example, an assistant principal at an elementary school is responsible for evaluating and providing instructional coaching and support to third and fourth grade math teachers.

LEVEL 2 (MINIMALLY EFFECTIVE) <i>The following best describes the AP's actions:</i>	LEVEL 1 (INEFFECTIVE) <i>The following best describes the AP's actions:</i>
<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"> ■ Is rarely or never available to families or community members.
<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"> ■ Does not effectively interact and build relationships with families and community members, resulting in a lack of support for important school initiatives. ■ Rarely or never acknowledges the families and community members' efforts to help the school.
<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"> ■ Rarely or never informs families about the school's progress towards its goals. ■ Does not clearly or consistently communicate expectations that assigned teachers provide families with basic information about school events.
<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"> ■ Does not clearly or consistently communicate expectations for how assigned teachers should connect with families about student progress, such that few assigned teachers reach out to families.

ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

EDUCATION CAMPUSES & MIDDLE SCHOOLS

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

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

OTHER INDICATORS AND ARTIFACTS

FAMILY & COMMUNITY (FC)

ELEMENTARY SCHOOLS, EDUCATION CAMPUSES, & MIDDLE SCHOOLS

- Back to School Date and Plans (artifact)
- Parent Outreach Activities: Meetings, Events, Newsletters (artifact)
- School Assemblies (artifact)
- Parent Materials, Brochures, & Internet-Connected Computers in Parent Resource Room (walkthrough)

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

HIGH SCHOOLS

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

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

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

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the AP's actions:

Engages in continuous self-improvement

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

- Almost always gives constructive feedback to staff members based on observations of their work.
- Almost always solicits constructive feedback from staff members and actively seeks to improve own practice based on the feedback.
- Appropriately balances humility and confidence.

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

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

Communicates effectively

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

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

- Actively listens to staff members, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues *[Same as Level 3]*.
- Listens to all staff members openly and with empathy.

- Actively listens to staff members, asks probing questions to check for understanding, and responds effectively to both verbal and nonverbal cues.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

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

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

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

- Struggles to fully hear and understand what staff members are communicating.

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

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

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

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

- Does not fully hear and understand what staff members are communicating.

LEADERSHIP ACTIONS

PERSONAL LEADERSHIP (PL)

LEVEL 4 (HIGHLY EFFECTIVE)

The following best describes the AP's actions:

LEVEL 3 (EFFECTIVE)

The following best describes the AP's actions:

Demonstrates cultural competence

- Supports the principal to create and sustain an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic *[Same as Level 3]*.
- Is always effective in working with students, staff, and families of diverse backgrounds.

- Supports the principal to create and sustain an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, language status, or any other characteristic.
- Is almost always effective in working with students, staff, and families of diverse backgrounds.

- Works with the principal to proactively engage in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning *[Same as Level 3]*.
- Works with the principal to ensure that school policies and practices do not limit opportunities for groups of students or their families.

- Works with the principal to proactively engage in open and honest conversations with all staff members about diversity, in an effort to bring staff members together to support student learning.

Perseveres in the face of obstacles

- Always maintains mental focus, energy, and resilience in the face of obstacles.
- Achieves positive outcomes in almost all challenging situations *[Same as Level 3]*.
- Encourages and expects others to take initiative of their own and models the importance of taking personal responsibility for achieving results.

- Almost always maintains mental focus, energy, and resilience in the face of obstacles.
- Achieves positive outcomes in almost all challenging situations.
- Consistently goes above and beyond typical expectations to achieve results. At times, takes personal sacrifices and takes responsibility for making sure results are achieved.

- Anticipates and proactively addresses potential resistance.
- Does not allow momentary setbacks or isolated failings to impede progress towards the school's goals.
- Models using resistance, setbacks, and failure as opportunities to learn and grow.

- Effectively overcomes resistance.
- Rarely allows momentary setbacks or isolated failings to impede progress towards the school's goals.

LEVEL 2 (MINIMALLY EFFECTIVE)

The following best describes the AP's actions:

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

LEVEL 1 (INEFFECTIVE)

The following best describes the AP's actions:

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

- Sometimes maintains mental focus and energy in the face of obstacles.
- Achieves positive outcomes in some challenging situations.
- Takes initiative in situations that match personal strengths.

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

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

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

ON-TRACK INDICATORS

PERSONAL LEADERSHIP (PL)

- N/A

OTHER INDICATORS AND ARTIFACTS

PERSONAL LEADERSHIP (PL)

ALL SCHOOLS

- Participation in Optional Internal or External Professional Learning Opportunities
- Participation in Advisory Committees or Task Forces

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

ASSISTANT PRINCIPAL



Katarina Price



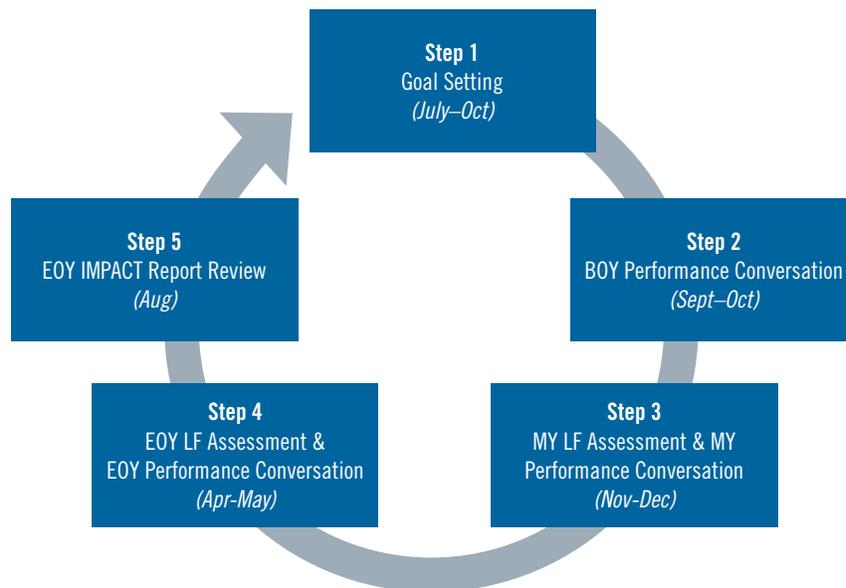
Michael DeAngelis



Stephen Simpson

SCHOOL LEADER IMPACT PROCESS

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



Step 1: Goal Setting

You will be accountable for the same Student Outcome Goals that your principal will set with the instructional superintendent and the deputy chief and/or chief of schools. 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: SPDI data sheets (on Teaching and Learning, Job-Embedded Professional Development, Safe and Effective Learning Environment, Special Education, and Leadership), and the latest version of the school's 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: Beginning-of-Year Performance Conversation

In the fall, you will meet with your principal to:

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

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

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

In November, the Mid-Year LF Assessment process will begin with a self-assessment of your performance in leading your school towards your goals since the beginning of the school year. When completing your self-assessment, you will only write comments for each of the six LF standards; you will not be expected to give a score of 1–4 for each LF standard. In your comments, you will use the Leadership Framework metrics as evidence. In other words, you will highlight the interim results you were able to achieve that support your accomplishments and areas of growth. To facilitate this process, you will review data that captures your school's results-to-date on the On-Track Indicators for all LF standards outlined in the enhanced LF rubric. See the next page for some examples of these indicators. Your 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	■ Strengths & areas of development observed during walkthroughs					
LF DATA REPORT	On-Track Indicators	<ul style="list-style-type: none"> ■ TRC ■ DIBELS ■ Gold ■ SRI ■ Course Pass Rate 	<ul style="list-style-type: none"> ■ Same Day Attendance Entry ■ Teacher Attendance Rate ■ Highly Effective and Effective Teacher Retention Rate 	<ul style="list-style-type: none"> ■ In-Seat Attendance ■ Truancy Rate ■ Suspension Rate ■ Tardiness ■ After School Attendance 	<ul style="list-style-type: none"> ■ Projected Enrollment Reached ■ Residency Verified ■ IEP Timeliness ■ Special Ed Assessment Timeliness 	<ul style="list-style-type: none"> ■ Phone Calls Home to Students with First Day Absences 	<ul style="list-style-type: none"> ■ N/A
EVALUATOR REVIEWS	Other Indicators and Artifacts	<ul style="list-style-type: none"> ■ CCSS Literacy and Math Instruction ■ Academic Intervention ■ ELL/SPED Walkthroughs ■ Short-Cycle Assessment 	<ul style="list-style-type: none"> ■ Staff Satisfaction Survey Results ■ Timeliness of Filling Vacancies ■ Review of Sample Staff IMPACT Comments 	<ul style="list-style-type: none"> ■ School-Wide Behavior Plan ■ School Plans ■ Special Activities for Students, Staff Members, Community Prior to Winter Break ■ Behavior Improvement Plan 	<ul style="list-style-type: none"> ■ School Opening Completion ■ School Cleanliness ■ School Schedules ■ School Budget Preparation Based on Student Needs 	<ul style="list-style-type: none"> ■ Back to School Date and Plans ■ PTA Meeting Schedule ■ School Assemblies 	<ul style="list-style-type: none"> ■ Participation in Advisory Committees or Task Forces ■ Participation in Optional PD

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

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 Mid-Year 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.

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

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

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

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

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

Step 5: End-of-Year IMPACT Report Review

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

To ensure accurate and fair ratings for all school leaders, all principals will discuss each assistant principal's final IMPACT rating with their instructional superintendent. Once the overall IMPACT ratings have been finalized, you will be able to view your End-of-Year IMPACT report in the IMPACT database.

SUPPORTING YOUR SUCCESS

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

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

Principals' Targeted Support

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 members' capacities, provide targeted professional learning opportunities that address individual developmental needs, and groom future leaders from within the school community.

Leadership Academy

Throughout the year, assistant principals may accompany their principals to periodic Leadership Academy sessions. The Leadership Academy supports school leaders to ensure that our work drives us toward bold ambitions. Leadership Academy builds school leaders' capacity to:

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

Support for New School Leaders

To ensure that our new school leaders — those who are new to school leadership or those who are new to DCPS — are set up for success, support for new principals and assistant principals begins with a New Principal Orientation (NPO) over the summer. NPO's overall objective is to expose new school leaders to a broad array of system-wide priorities and initiatives as well as specific policies and procedures to help them start the school year on a positive note.

Mary Jane Patterson Fellowship (DCPS Aspiring Principals Program)

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

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

Instructional Culture Insight Survey

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

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

We are able to make this explicit link because the enhanced LF rubric is more rigorous and robust and LF scores will be based on data-driven evidence. We believe that the On-Track Indicators and Other Indicators outlined in the LF rubric will be indicative of each 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:

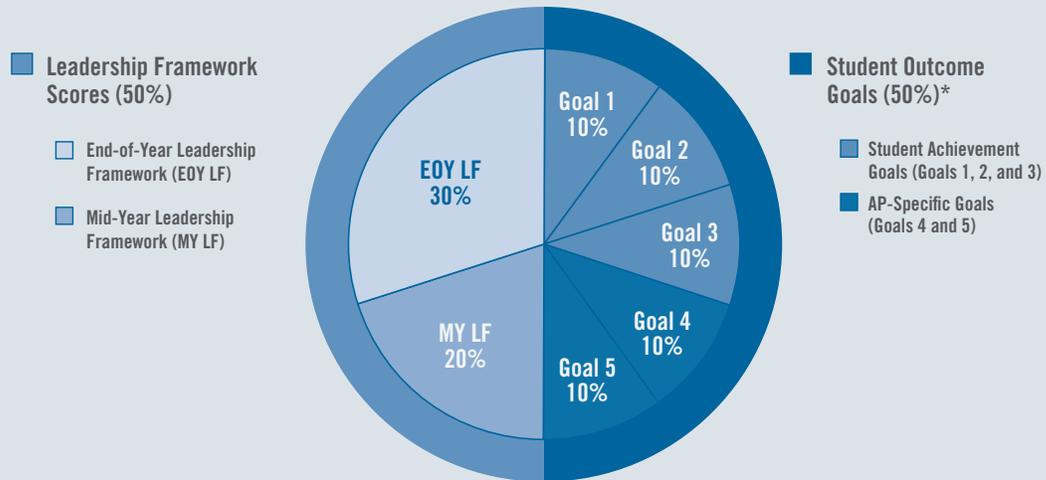
- School leader's length of time in the school;
- School leader's performance history;
- Student achievement performance trends over time; and
- School context. (i.e., significant shifts in student population, school level/size, the school's staffing model)

Similar to timelines in previous years, assistant principals will receive reappointment decisions before the end of the school year. Final ratings will then be included in your End-of-Year IMPACT reports.

What are the components of SL IMPACT?

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

IMPACT COMPONENTS FOR ASSISTANT PRINCIPALS



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

How will final IMPACT ratings be determined?

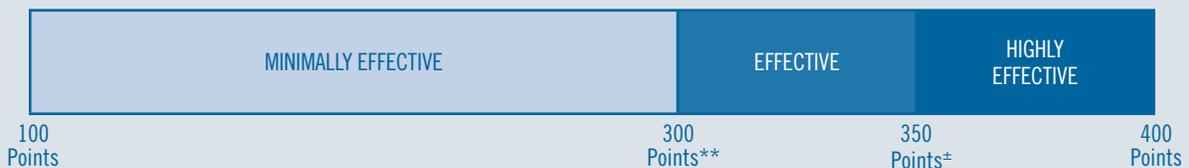
Leadership Framework scores and Student Outcome Goal results are a prerequisite for determining IMPACT ratings. Once each component is scored in August, its score is multiplied by its percentage from the pie chart presented on page 57. This creates “weighted scores” for each component, and the table below provides an example.

SAMPLE SCORE

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

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

OVERALL IMPACT SCALE*



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

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

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

To ensure accurate and fair ratings for all school leaders, all instructional superintendents will then meet with the chief of schools 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 a school leader has the ability to teach other school leaders. School leaders who earn Highly Effective ratings are considered for Standing Ovation Awards, tapped for district leadership opportunities, and will receive performance bonuses.
- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Minimally Effective:** This rating signifies that a school leader is experiencing challenges and/or struggles, and may need additional support to improve. 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 2016–2017 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.



IMPACT^{plus} FOR SCHOOL LEADERS

What is IMPACT^{plus} for School Leaders?

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

Why does DCPS have a performance-based pay system?

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

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

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

How does the annual bonus work?

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

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

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

If I retire at the end of the 2015–2016 school year, will I be eligible for IMPACT^{plus}?

Yes, you will be eligible for the bonus as long as you have a Highly Effective rating.

If I resign at the end of the 2015–2016 school year, will I be eligible for IMPACT^{plus}?

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

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

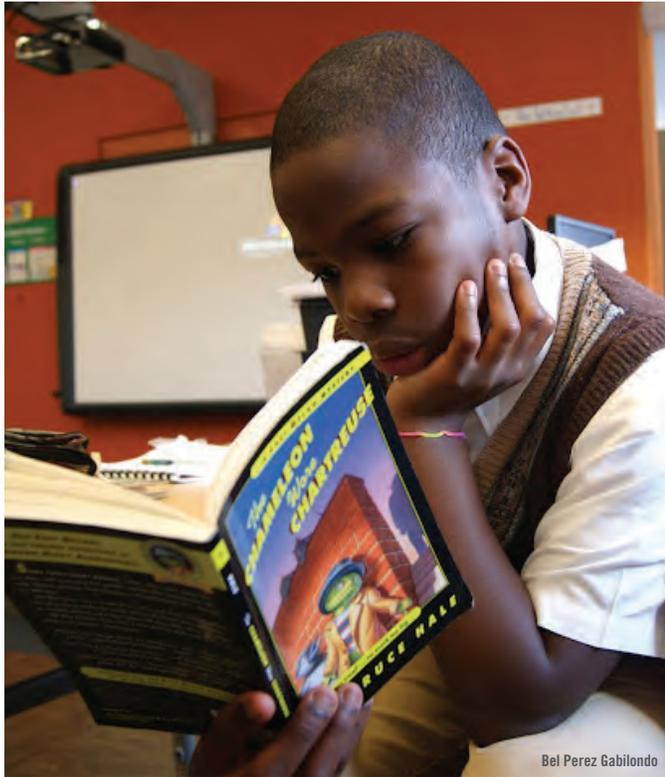
No.

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

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

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

Yes.



Bel Perez Gabilondo



Bel Perez Gabilondo



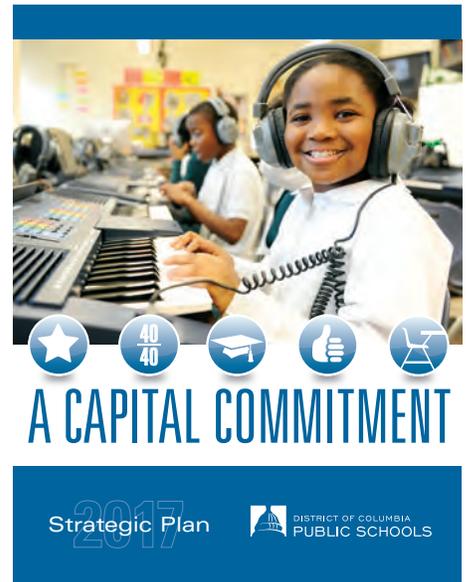
Michael DeAngelis

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.





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PUBLIC SCHOOLS

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