

# IMPACT

2022  
2023





# PUTTING GROWTH FIRST

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

IMPACT reflects our belief that everyone in our system plays a critical role in improving student outcomes. With an emphasis on teacher effectiveness, IMPACT is designed to provide meaningful feedback to help teachers improve their practice and ensure that every student has the opportunity to succeed.



Andrea Leoncaval



Bel Perez Gabilon



Non-Traditional Schools Using an Assessment Other Than PARCC

- q Student Achievement Goals — You will set at least two annual goals focused on increasing student achievement. re ect your leadership team's collectiws foosal7fac student acevementl

### What are DCPS' core expectations for school leaders?

As the public face of their schools and the district, principals are expected to model integrity, ethics, and professionalism. They 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, and other community members as valued partners, showing respect, humility, and integrity in all of their interactions.

### What is the Leadership Framework?





# LEADERSHIP FRAMEWORK FOR PRINCIPALS

All children, regardless of background or circumstance, can achieve at the highest levels. • Achievement is a function of effort, not innate ability.



LEADERSHIP ACTIONS

INSTRUCTION (INST)

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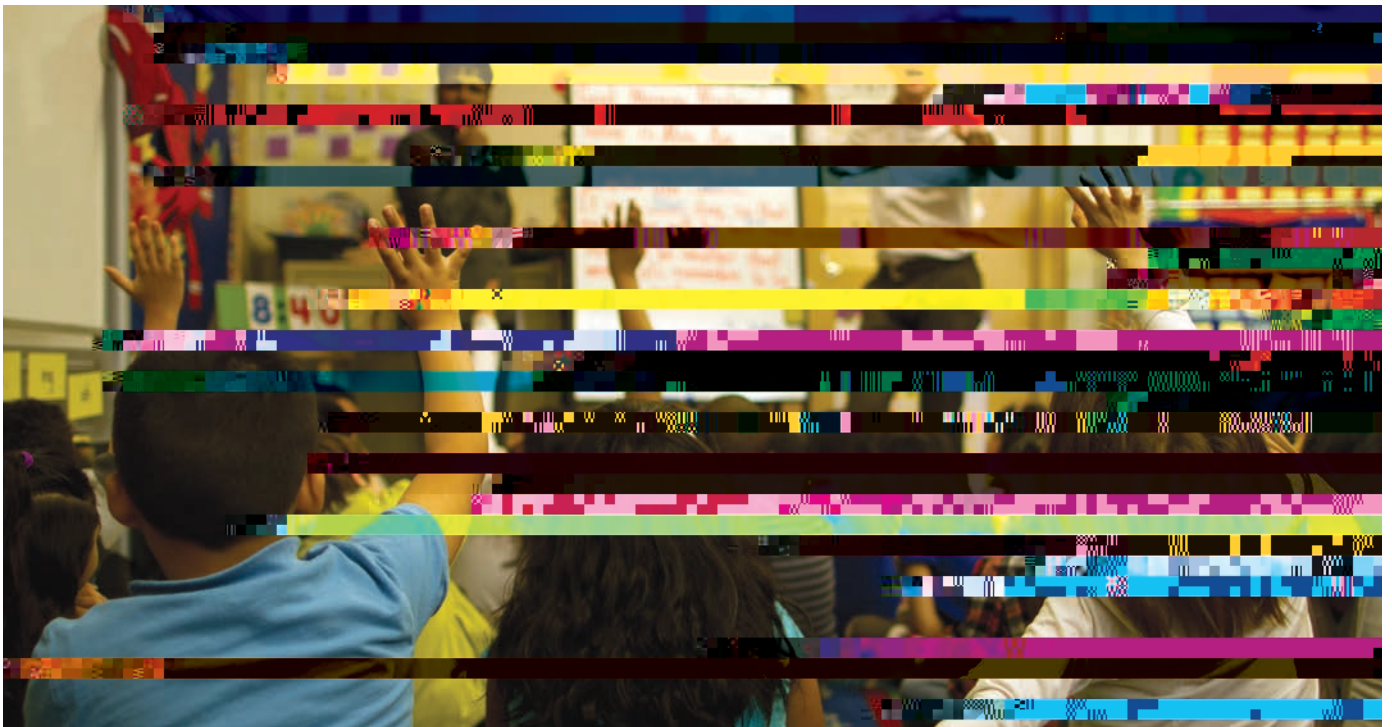
## ON-TRACK INDICATORS



## ALL SCHOOLS

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

.F Assessments.






LEVEL 2 The following best describes the principal's actions:	LEVEL 1 The following best describes the principal's actions:

## LEADERSHIP ACTIONS

### TALENT (TAL)

<p style="text-align: center;">LEVEL 4</p> <p style="text-align: center;">The following best describes the principal's actions:</p>	<p style="text-align: center;">LEVEL 3</p> <p style="text-align: center;">The following best describes the principal's actions:</p>
<p><b>Retains key staff and builds leadership capacity</b></p>	
<ul style="list-style-type: none"> <li>□ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school [Same as Level 3].</li> <li>□ Identifies and develops high performers with leadership potential for key school or district leadership roles (e.g., giving them opportunities to work on stretch assignments, coach others, lead task forces). The result is the retention of all high performers except for those who are promoted, retire, or resign for reasons unrelated to the school.</li> </ul>	<ul style="list-style-type: none"> <li>□ Invests in high performers by offering them special professional development opportunities, giving them greater responsibility, and involving them in the key decisions that affect the school. The result is the retention of most high performers.</li> </ul>

LEVEL 2 The following best describes the principal's actions:	LEVEL 1 The following best describes the principal's actions:





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LEVEL 2 The following best describes the principal's actions:	LEVEL 1 The following best describes the principal's actions:
<ul style="list-style-type: none"><li>◦ Promotes a positive rapport between staff members and students, but does not establish any structures that facilitate positive relationship building. Some staff members have a positive rapport with some students, and there is no evidence of negative rapport.</li></ul>	<p>The expectation of level 2 practice is not met.</p>
<ul style="list-style-type: none"><li>◦ Sometimes recognizes school-wide accomplishments and those of individual students and staff members.</li></ul>	<p>The expectation of level 2 practice is not met.</p>
<ul style="list-style-type: none"><li>◦ Defines and shares rigorous academic and behavioral expectations aligned to college and career readiness, for some students.</li><li>◦ Attempts to embed school-wide expectations for positive behavior and good academic work by sharing policies with staff members on how to address students' positive and negative behavior choices.</li></ul>	<p>The expectation of level 2 practice is not met.</p>

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## LEADERSHIP ACTIONS

### SCHOOL CULTURE (SC)

LEVEL 4 The following best describes the principal's actions:	LEVEL 3 The following best describes the principal's actions:

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

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## LEADERSHIP ACTIONS

### OPERATIONS (OPS)

Ensures efficient school operations and resource management to maximize student learning

#### LEVEL 4

The following best describes the principal's actions:

#### LEVEL 3

The following best describes the principal's actions:

#### Efficiently manages school operations

- Conducts frequent facility walkthroughs with custodial and security staff members to ensure campus order, cleanliness, and safety

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LEVEL 2 The following best describes the principal's actions:	LEVEL 1 The following best describes the principal's actions:
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<ul style="list-style-type: none"><li>□ Conducts occasional facility walkthroughs to monitor how well custodial and security staff members are ensuring campus order, cleanliness, and safety.</li><li>□ Frequently relies on DCPS' school operations team to address barriers to teaching and learning that the school should be able to address on its own. The result is occasional lapses that interfere with teaching and learning.</li></ul>	<p>□ The expectation of level 2 practice is not met.</p>
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## ON-TRACK INDICATORS

### OPERATIONS (OPS)

ALL SCHOOLS

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## LEADERSHIP ACTIONS

### FAMILY & COMMUNITY (FC)

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

<p><b>LEVEL 4</b> The following best describes the principal's actions:</p>	<p><b>LEVEL 3</b> The following best describes the principal's actions:</p>
<p><b>Builds relationships with families and community members</b></p>	
<ul style="list-style-type: none"> <li>□ Prioritizes being visible and available to families and community members, and proactively finds opportunities to engage with them</li> <li>□ Establishes a school-wide “open door” culture, in which all staff members are focused on high quality customer service, and all welcome and engage with families and community members.</li> </ul>	<ul style="list-style-type: none"> <li>□ Prioritizes being visible and available to families and community members, and sets aside time to interact with those who contact the school.</li> <li>□ Models positive interactions with families and community members, inspiring most staff members to follow suit.</li> </ul>
<ul style="list-style-type: none"> <li>□ 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].</li> <li>□ Cultivates a strong base of supporters among families and community members who are passionate about the school’s vision and are willing to contribute their time and talents at any given time to achieve the school’s goals.</li> <li>□ Motivates disengaged or resistant external stakeholders to help achieve the school’s goals.</li> </ul>	<ul style="list-style-type: none"> <li>□ 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.</li> <li>□ Keeps a strong base of supporters among families and community members well-informed about the school’s goals and initiatives in order to seek their assistance during critical times.</li> </ul>
<p><b>Efficiently responds to families’ inquiries and concerns</b></p>	
<ul style="list-style-type: none"> <li>□ Creates a customer service culture in which staff members prioritize responding to all external inquiries and concerns respectfully, comprehensively, and promptly.</li> <li>□ Models and coaches staff members on how to diplomatically handle family members’ concerns and requests, and follow up until the inquiries are satisfactorily addressed [Same as Level 3].</li> </ul>	<ul style="list-style-type: none"> <li>□ Clearly and consistently communicates the expectation that staff members need to respond to all family inquiries and concerns respectfully, comprehensively, and promptly, as well as consistently monitors whether staff members are meeting the expectation.</li> <li>□ Models and coaches staff members on how to diplomatically handle family members’ concerns and requests, and follow up until the inquiries are satisfactorily addressed.</li> </ul>
<ul style="list-style-type: none"> <li>□ Creates a problem-solving culture, in which staff members proactively reach out to and partner with families to resolve student issues before they become larger concerns.</li> <li>□ Models collaborative problem-solving with families on school-wide challenges [Same as Level 3].</li> </ul>	<ul style="list-style-type: none"> <li>□ Coaches staff members on how to engage families as partners in addressing student issues and developing an action plan with clearly defined next steps for all parties involved.</li> <li>□ Models collaborative problem-solving with families on school-wide challenges.</li> </ul>









ON-TRACK INDICATORS

FAMILY & COMMUNITY (FC)

ALL SCHOOLS

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## LEADERSHIP ACTIONS

### PERSONAL LEADERSHIP (PL)

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

#### LEVEL 4

The following best describes the principal's actions:

#### LEVEL 3

The following best describes the principal's actions:

#### Engages in continuous self-improvement

- Creates a school-wide culture of continuous improvement, in which staff members and students (including school leader) always give, solicit, and act on positive and constructive feedback.
- Appropriately balances humbers and s5tcon >>B33.6 .6 (b410.1 (i)-6.)6.3 (s i)16 (m)11ID 20 8.6 (.9 (l)12.6 (u(e)-3.1 (r)-13.0.035 0.

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

## LEADERSHIP ACTIONS

### PERSONAL LEADERSHIP (PL)

#### LEVEL 4

The following best describes the principal's actions:

#### LEVEL 3

The following best describes the principal's actions:

#### Demonstrates cultural competence

- Creates and sustains an inclusive environment that respects students, their families, and their communities, regardless of background, income, race, gender, sexual orientation, disability, lanbf ë"žÊiÖ €re0 Tc 14 0 0 TJ EMC /P <<9 At<6: ,





## ON-TRACK INDICATORS

### PERSONAL LEADERSHIP (PL)

ALL SCHOOLS

□ N/A

## OTHER INDICATORS AND ARTIFACTS

### PERSONAL LEADERSHIP (PL)

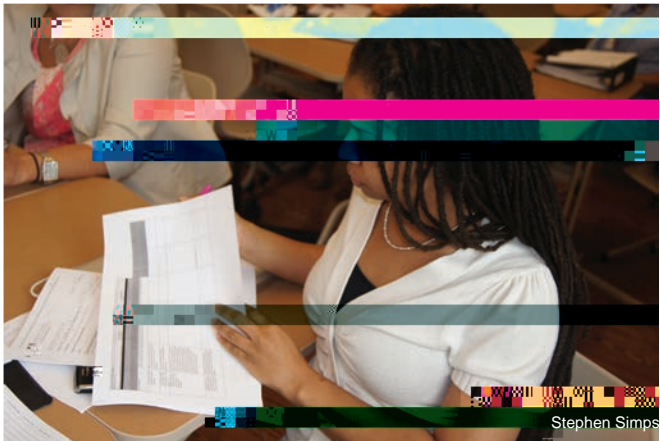
ALL SCHOOLS

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

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



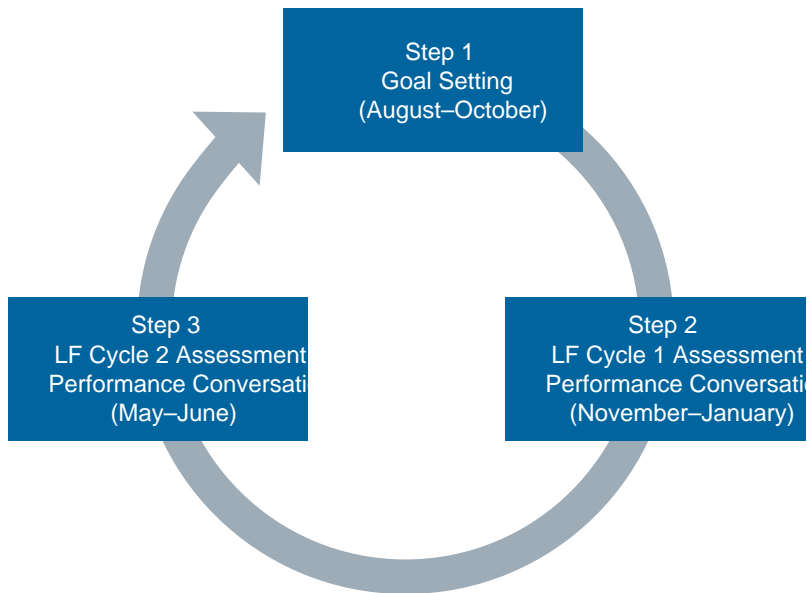
Michael DeAngelis



Stephen Sims

# SCHOOL LEADER IMPACT PROCESS

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



## Step 1: Goal Setting

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

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

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

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

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

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

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

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

Shortly after this Cycle 1 Performance Review meeting, your instructional superintendent may hold a one-on-one performance conversation with you to review performance to date, celebrate key accomplishments, and identify key areas of focus for the next cycle.

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

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

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

All instructional superintendents will meet with the Chancellor to normalize LF Cycle 2 scores. Your instructional superintendent will then hold a one-on-one performance conversation in June with you to review your performance and to begin planning for the next school year.

# SUPPORTING YOUR SUCCESS

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

## Instructional Superintendents' Targeted Support

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

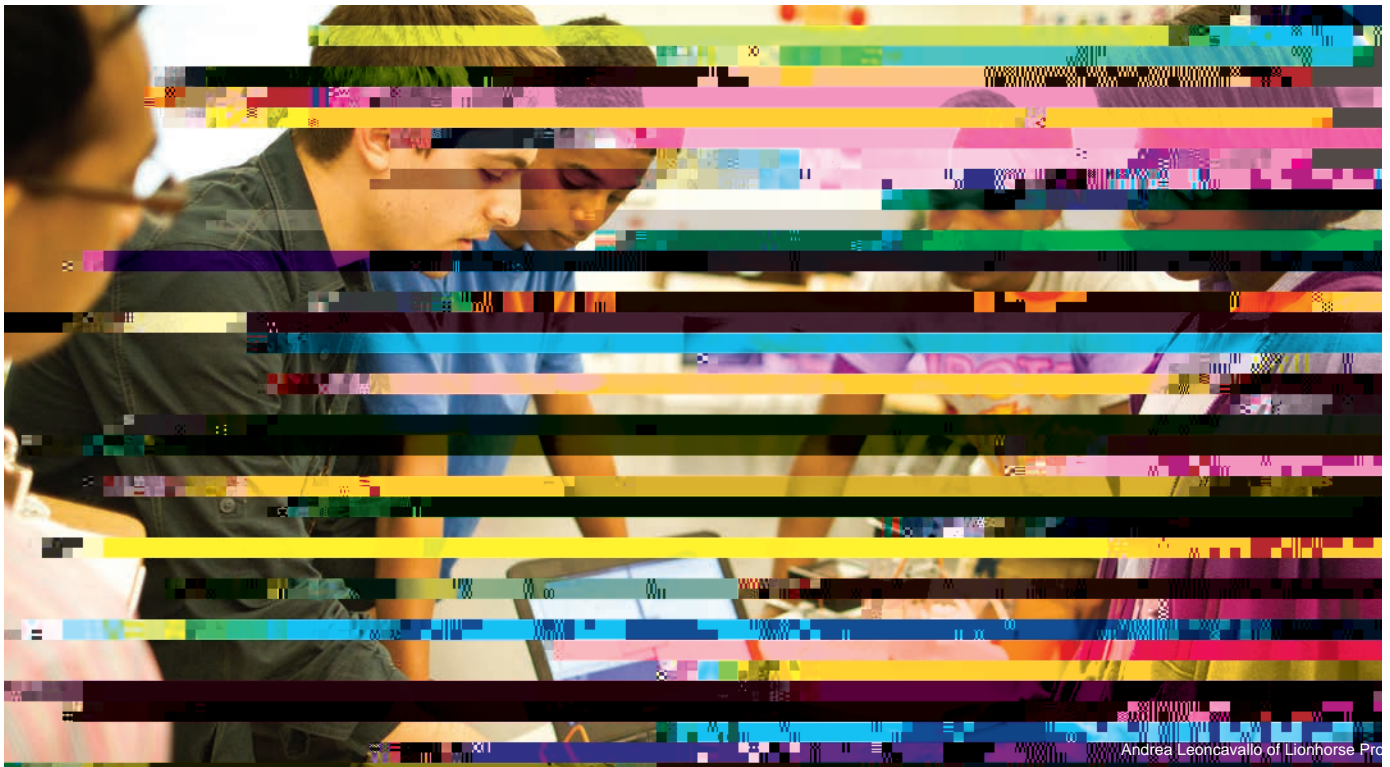
## Leadership Academy

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

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Andrea Leoncavallo of Lionhorse Pro



Andrea Leoncavallo of Lionhorse Pro

# PUTTING IT ALL TOGETHER

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

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

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

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



## How will annual IMPACT ratings be determined?

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

### SAMPLE SCORE (ELEMENTARY)

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

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

To ensure accurate and fair ratings for all school leaders, all instructional superintendents will then meet with the Chief of School-Level Operations and school-level chiefs to collectively discuss and finalize all principals' annual IMPACTs for all schools.

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

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

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

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

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

We acknowledge that change and impact take time, and evaluators will take into consideration the fact that it is a priority







Bel Perez Gabillon



Bel Perez Gabillon



Michael DeAngelis

# CONCLUDING MESSAGE

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

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

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





