

- Programa Cardia r a d Dea S a dard (PCD)*
- Sc i IEP T meli e (SIEPT)
- Sc i Eli:ibili T meli e (SELT)
- Commi ne e Sc i Comu i (CSC)

SAMPLE SCORE CHART
PROGRAM COORDINATOR AND DEAN STANDARDS (PCD)



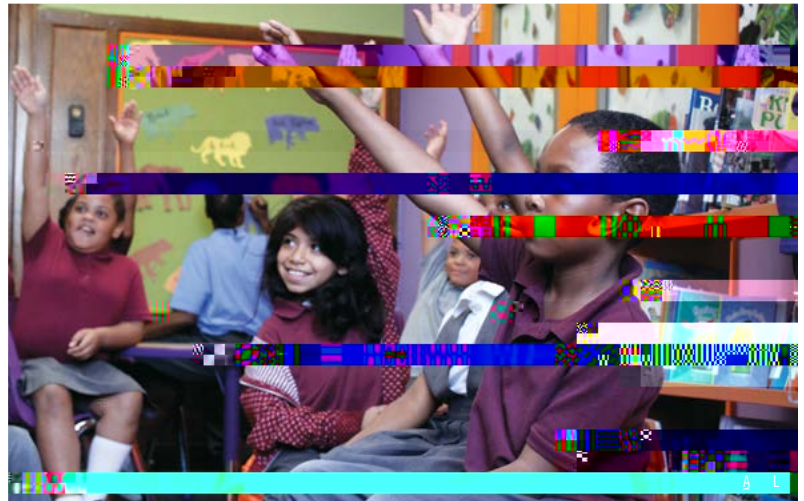
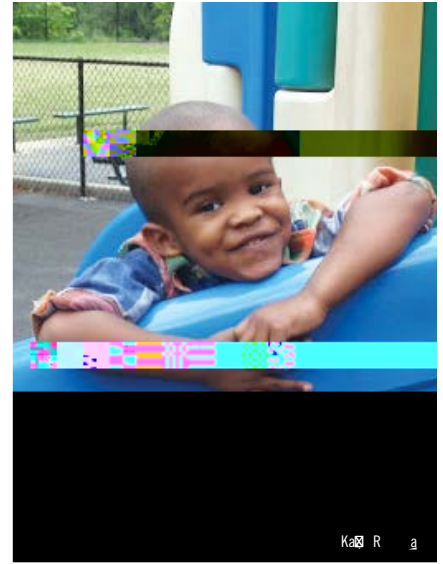
LEVEL 4 (HIGHEST)

LEVEL 3

PCD 1


CORE JOB FUNCTIONS

P, Hc7.5 ()-12.Hc7.5 ()c 45 0()13 ()









 T h a a f i n n v c a a a f

 c n c v n c a ca b n c f



McA D.A.



Bla Tka

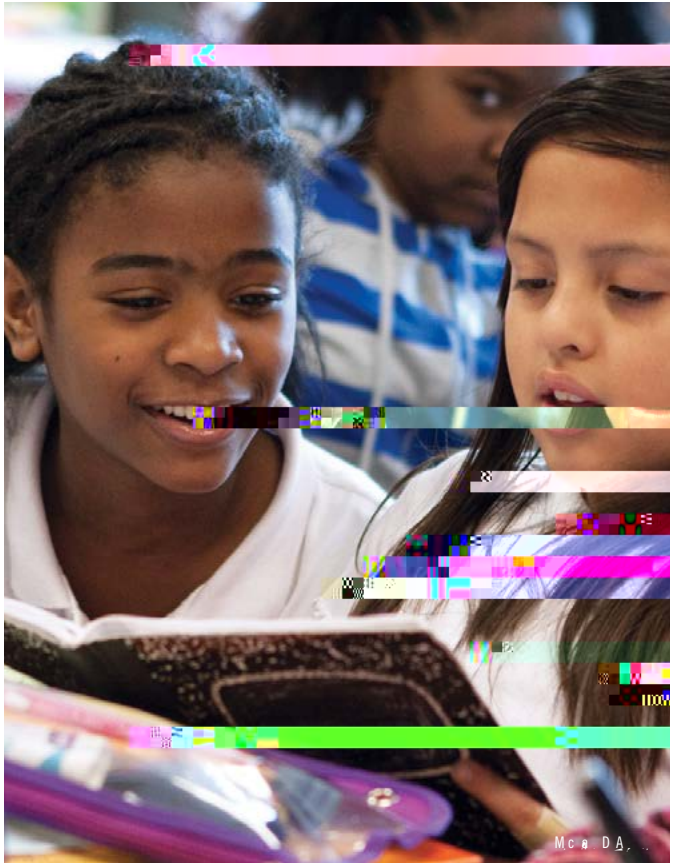
LEVEL 4 (HIGHEST)

LEVEL 3

SELT 1 SCHOOL ELIGIBILITY TIMELINESS

Sc... 100% ... DCPS C...

Sc... 95-99% ... DCPS C...

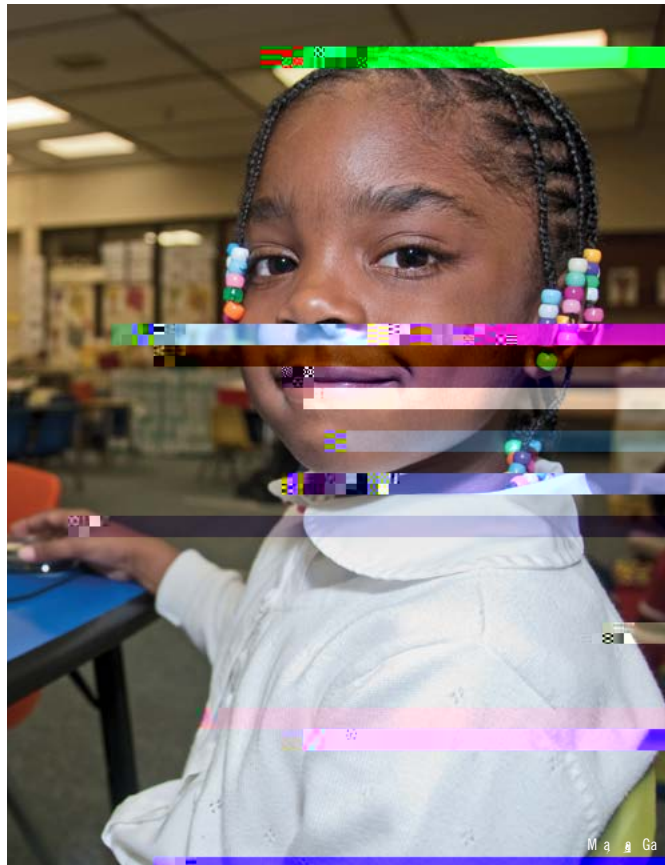


LEVEL 2

Sc...c...ca...ca...b...c...f...
90-94% f...v...a...acc...a...c...
b...b...DCPS...C...a...c...

LEVEL 1 (LOWEST)

Sc...c...ca...ca...b...c...f...
less than 90% f...v...a...acc...a...c...
v...b...b...DCPS...C...a...c...



SAMPLE SCORE CHART
COMMITMENT TO THE SCHOOL COMMUNITY (CSC)

COMMITMENT TO THE SCHOOL COMMUNITY (CSC)	CYCLE 1	CYCLE 3	OVERALL <i>(Average of Cycles)</i>
CSC 1: School Leadership			

LEVEL 4 (HIGHEST)

LEVEL 3

CSC 1

SUPPORT OF THE LOCAL SCHOOL INITIATIVES

↓ ... a meets Level 3 ~~AND~~ AND extends impact b



LEVEL 2

LEVEL 1 (LOWEST)

LEVEL 2		LEVEL 1 (LOWEST)	

C ?

T. n. c. ... a ... ba, c ... a ...

1) a ... c ... ab, c ... ; 2) a ... c ... a ... a ... a ... ; 3) f ... c ... a ... c ... f ... c ... (...) a ... c ... ; a 4) ... ac ... v ... c ... a ... , ... , fa ... , a c ... b ... a ... c ... a ...

C ?

Y ... a ... a ... a ... acc ... b ... c ... f ... c ...

A ... f ac ... c ... ca ... v ... a ... C ... P ... a ... IMPACT a ... ba (... // ... ac ... c ... c ...). W ... ac ... f ... c ... c ... C ... P ... a ... a ... a ... c ... a ... ac ... n ... a ... a ... a ... a ... c ... c ...

C ?

U ... b ... c ... IMPACT, ... a ... f ... C ... P ... a ... : M ... S ... a ... , S ... B ... v ... S ... a ... a ... S ... , ca ... B ... v ... S ... a ...

f ... c ... a ... C ... P ... a ... a ... f ... M ... S ... a ... C ... c ... 1a ... C ... c ... 3(a ... c ... a ... f ... S ... B ... v ... S ... a ... f ... S ... , ca ... B ... v ... S ... a ...) , f ... a ... a ... f ... c ... v ... b ... M ... S ... a ... a ... c ... a ... a ... IMPACT c ...

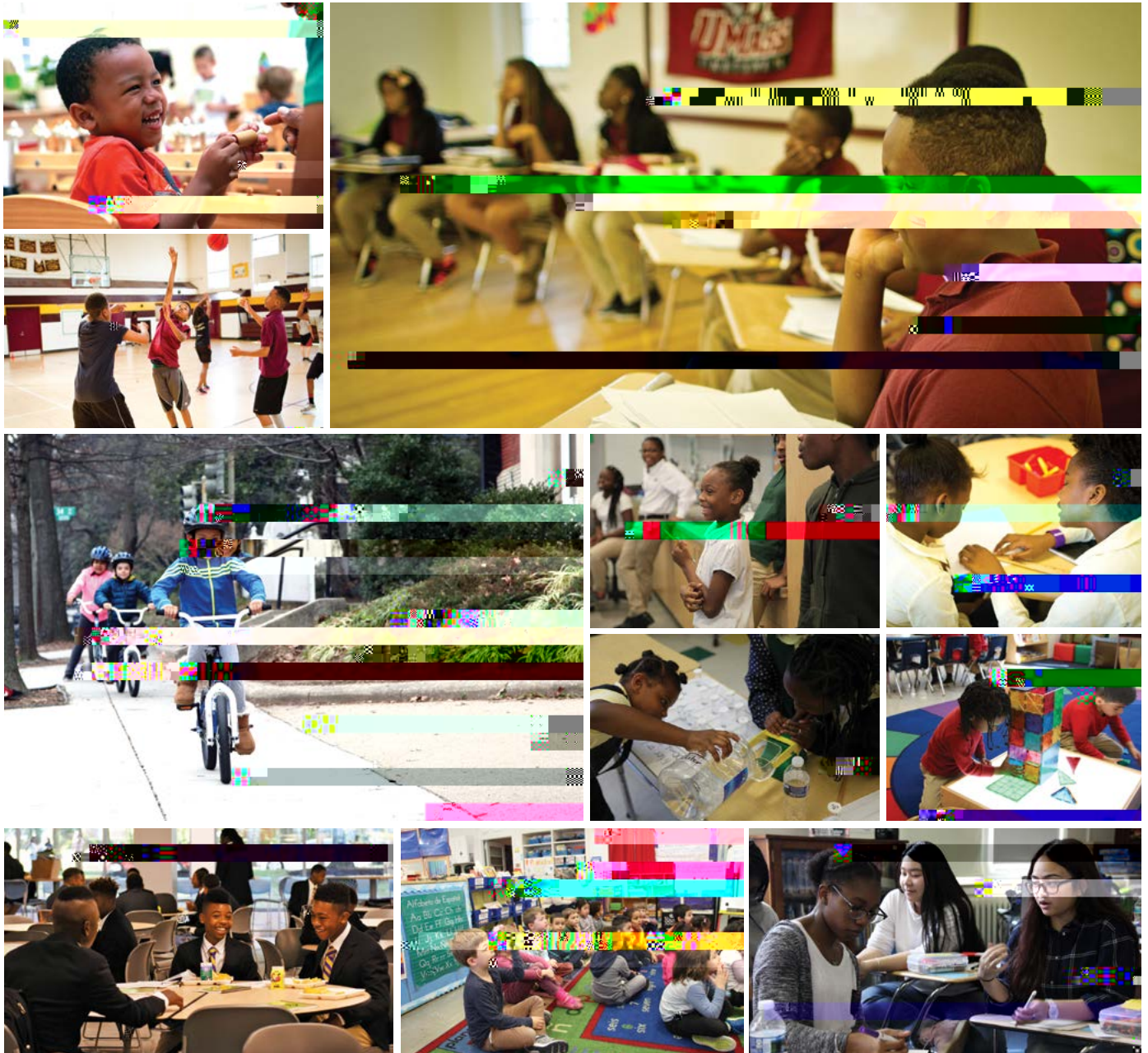
f ... c ... a ... a ... f ... S ... B ... v ... S ... a ... a ... a ... f ... C ... P ... a ... b ... c ... a ... c ... c (a ... c ... a ... f ... S ... , ca ... B ... v ... S ... a ...) , v ... c ... a ... a ... a ... f ... S ... B ... v ... S ... a ... f ... a ... c ... c ... a ... v ... b ... c ... f ... a ... IMPACT c ... T ... ca ... a ... a ... c ... a ... b ... v ...

f ... c ... a ... a ... f ... S ... , ca ... B ... v ... S ... a ... a ... a ... f ... C ... P ... a ... b ... c ... a ... c ... , v ... c ... a ... a ... a ... f ... S ... , ca ... B ... v ... S ... a ... f ... a ... c ... c ... a ... v ... b ... c ... f ... a ... IMPACT c ...

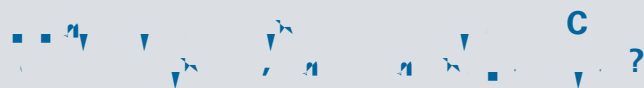
f ... c ... C ... P ... a ... c ... ac ... n ... c ... c ... , n ... c ... v ... b ... c ... b ... a ... a ... a ... a ... a ... IMPACT c ... (, a 10 ... c ... C ... c ... 1a ... a 20 ... c ... C ... c ... 3 ... a 30 ... c ... f ... a ... IMPACT c ...) .

P ... a ... a ... f ... a ... b ... c ... c ... , n ... v ... f ... C ... P ... a ... a ... f ... ac ... c ... v ... b ... f ... a ... IMPACT c ...

F ... f ... f ... a ... ab ... c ... c ... , a ... a ... P ... A ... T ... c ... f ... b ...



IMPACT Cycle dates are



Participate in IMPACT at 202-719-6553 or impact@dcps.dc.gov


MEETS STANDARD

SLIGHTLY BELOW STANDARD

CP 1	ATTENDANCE
	<p>↓ ... a a no_ c ab_ c (ab_ c ☒☒a☒_ a☒ f_ c ☒ ☒b_ ca c n_ c a b ☒n_ a ☒ c_ c☒ ba_a_ a_ ☒.</p>
CP 2	ON-TIME ARRIVAL
	<p>↓ ... a a 1_ c a☒ a☒ a (a a☒ a☒ a☒_ a☒ a☒ f_ c ☒ ☒b_ ca c n_ c a b ☒n_ a ☒ a☒ c_ c☒ ba_a_ a_ ☒.</p>
CP 3	POLICIES AND PROCEDURES
	<p>↓ ... a alwaysf ... DCPS a_ ca c n_ c a f_ c ☒ ☒a_ c_ f_ b_ ☒_ ☒_ c_</p>

SIGNIFICANTLY BELOW STANDARD

PUTTING IT ALL TOGETHER



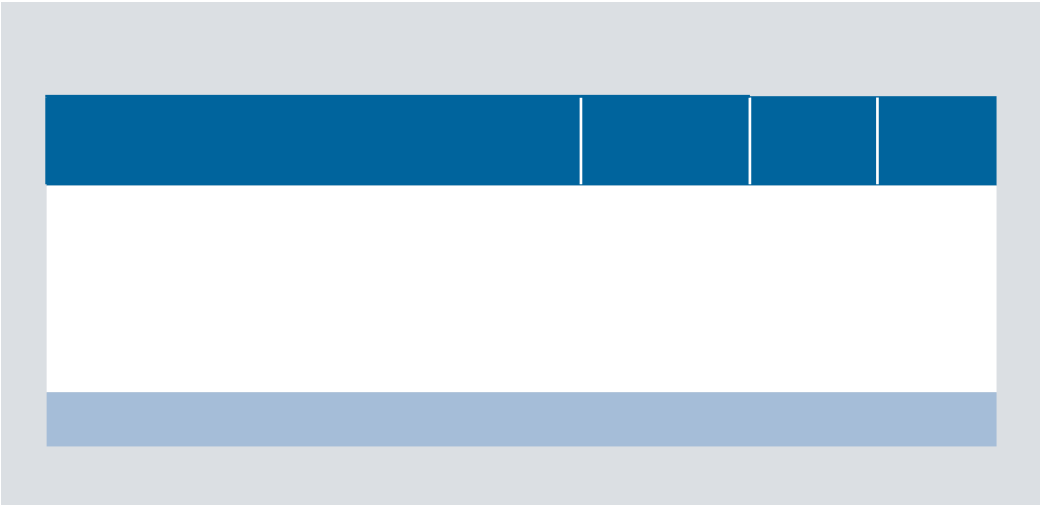
 The **IMPACT** **Component Score** is calculated by averaging the scores for each of the four components.

1

When a student scores 4.0 on the **Component Score** and 1.0 on the **Component Score**, the **Component Score** is 2.5.

2

When a student scores 3.0 on the **Component Score** and 2.0 on the **Component Score**, the **Component Score** is 2.5.



3

When a student scores 3.0 on the **Component Score** and 3.0 on the **Component Score**, the **Component Score** is 3.0.

4

When a student scores 3.0 on the **Component Score** and 3.0 on the **Component Score**, the **Component Score** is 3.0.

Highly Effective: T... a c. M b f Wa T ac U (WTU) a C c. f Sc n. Q, c (CSO) a b f a a c a a IMPACT c f n. b .A. a a a H n Et c v... a n a ca .

Effective: T... a c. T... a v... a n a ca .

Developing: T... a c a b v. c . A WTU CSO b k n a a D ... a v... b n a n c a a a n a a a f Et c H n Et c . f a a a, a ... a, a a f j a a a c a, b n D ... a, n n v... b b c a a .

Minimally Effective: T... a c a ca a b v. c . A WTU CSO b k n a a M . a. Et c a v... b n a n c a a a n a a a f Et c H n Et c . f a ... a, a a f j a a a c a, c. c c M . a. Et c a, n n v... b b c a a .

Ineffective: T... acc, b, a c. j ... a, a a f j a a a c a, v. n c. n a, f a v... b b c a a .

N : W n a ... a a a f IMPACT, n, n a) IMPACT a, () v... b ... a b IMPACT a, f a a a .



1. What are the key components of the DCPS Strategic Plan?

The DCPS Strategic Plan is a blueprint for the future of the District of Columbia Public Schools. It is built on three pillars: **Learning**, **Equity**, and **Leadership**. The plan focuses on improving student outcomes, ensuring that every student has the opportunity to succeed, and strengthening the school system through effective leadership and governance.

2. How does the DCPS Strategic Plan align with the District of Columbia's goals?

The DCPS Strategic Plan is closely aligned with the District of Columbia's goals, particularly the goal of becoming a world-class city. By focusing on high-quality education, the plan supports the city's vision of a vibrant, equitable, and prosperous community. The plan also aligns with the state's goal of ensuring that every child has the opportunity to succeed.

3. What are the key strategies for improving student outcomes?

Key strategies for improving student outcomes include: **Implementing high-quality standards and assessments**, **Strengthening teacher and leader effectiveness**, **Ensuring equitable access to high-quality programs and services**, and **Engaging families and the community**. These strategies are designed to create a supportive learning environment for all students.

IMPACT AC ?

IMPACT a c -ba c a
b Wa T ac U (WTU) a
C c Sc Q, c (CSO) a a
IMPACT.

IMPACT AC ?

A WTU b a IMPACT H,
Et c b f a a a b .

?

T ac c a c ac n , c b, a a



CONCLUDING MESSAGE

The DCPS IMPACT system is designed to help school-based personnel understand the impact of their work on student learning. This system provides a clear and concise way to measure and report on the effectiveness of instruction. The DCPS IMPACT system is a key component of the DCPS strategic plan, and it is essential for ensuring that all students receive a high-quality education.

When used effectively, the DCPS IMPACT system can help school-based personnel identify areas for improvement and make data-driven decisions about instruction. This system is a valuable tool for school-based personnel, and it is essential for ensuring that all students receive a high-quality education.

The DCPS IMPACT system is a key component of the DCPS strategic plan, and it is essential for ensuring that all students receive a high-quality education. This system provides a clear and concise way to measure and report on the effectiveness of instruction. The DCPS IMPACT system is a key component of the DCPS strategic plan, and it is essential for ensuring that all students receive a high-quality education.



