



FY 2015 PERFORMANCE PLAN DC Public Schools

MISSION

Our purpose is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life.

A CAPITAL COMMITMENT

In spring 2012, DCPS launched a five-year strategic plan, A Capital Commitment. Fiscal year 2015 (FY15) is the third full year of the plan that set five goals for 2017:

1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district.
2. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points.
3. At least 75% of entering 9th graders will graduate from high school in four years.
4. 90% of students will say they like their school.
5. DCPS will increase its enrollment over five years.

The initiatives chronicled in the FY15 DCPS Performance Plan directly support the achievement of these goals.

SUMMARY OF SERVICES

DCPS delivers all services required to provide students with a quality education. These include:

- Operating schools that provide a consistent foundation in academics, strong support for social emotional needs, and challenging themes and programs;
- Hiring, developing, and rewarding effective teachers, principals, aides, and other staff
- Developing and implementing academic programs that provide all students with meaningful options for life;
- Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing;
- Providing schools the administrative and operational support they need to foster student achievement; creating forums for interaction and continued dialogue between DCPS and its community stakeholders.



PERFORMANCE PLAN DIVISIONS¹

- Office of Teaching and Learning
- Office of Human Capital
- Office of Specialized Instruction
- Office of the Chief of Schools
- Office of Planning & Postsecondary Readiness²
- Office of Family and Public Engagement
- Office of Data & Strategy
- Office of the Deputy Chancellor for Operations

AGENCY WORKLOAD MEASURES

Metric	FY 2012 Actual	FY 2013 Actual	FY 2014 YTD
Number of Title I schools	98	85	84
Percentage of students qualified for Free or Reduced Lunch	70%	78% ³	76%

¹ Every year the Mayor publishes a budget book detailing spending by agency for the upcoming fiscal year. To ensure consistency and parity across agencies, the budget book publishes data regarding agency “activities.” These refer to initiatives within a cost center. For instance, the budget for the Office of the Chief Financial Officer (cost center) is presented in terms of accounting operations, budget operations, and CFO operations (activities). At DCPS, an agency supporting functions within numerous offices, this method can appear opaque to some readers. For example, the Office of Human Capital has no mention in the FY15 DCPS agency budget chapter. Instead, that office’s budget is represented by the following activities:

- Labor Management & Partnerships
- Master Educators
- Personnel
- School Transformation

These activities do not present a clear picture of the office, whose mission is to ensure that DCPS has the most effective teachers, principals, and central office staff in the nation. As such, we have organized this plan by DCPS office.

² The Office of Planning & Postsecondary Readiness is a new office in FY15. It is responsible for college and career readiness programs and developing new or reopening school plans that ensure every student has access to exciting and engaging educational options.

³ In the FY14, DCPS reported 77% students receive a free or reduced price lunch in FY13. The value is revised to 78% based on a final review of the data.



Office of Teaching and Learning

SUMMARY OF SERVICES

The Office of Teaching and Learning delivers high-quality instructional resources, enhances classroom practice and scales effective programs to increase DCPS student achievement and prepare all students for success in college, career, and life.

OBJECTIVE 1: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

INITIATIVE 1.1: Develop core curricular resources aligned to the Common Core State Standards.

Four years ago, DCPS began aligning curriculum to the Common Core State Standards (CCSS) – instructional standards which map what a student needs to know to be ready for college and careers. In school year 2014-2015, DCPS will continue to increase curricular resources that support teaching the CCSS. In addition, this year, through the Common Core Reading Corps curriculum fellowship, DCPS teachers and coaches will create new text modules, resources that help teachers teach students rigorous texts. The next phase of this work will be complete by **June 30, 2015**.

INITIATIVE 1.2: Provide teachers with professional development in five core instructional focus areas.

In school year 2013-2014, the Office of Teaching & Learning (OTL) piloted a focus area strategy for professional development in literacy instruction. Elementary school principals selected one of three areas of literacy instruction on which to focus teacher professional development (PD). In school year 2014-2015, based on feedback and lessons learned, OTL will expand this strategy by offering five focus areas, including a mathematics cohort, for schools serving grades K-8. DCPS will also continue expanding resources to support teaching of the Common Core Writing standards through expanding focused writing models. The next phase of this work will be complete by **June 30, 2015**.

INITIATIVE 1.3: Provide additional literacy staff and resources to support instruction at targeted low-performing schools.

In school year 2013-2014, DCPS hired and trained Assistant Principals of Literacy and Reading Specialists to lead and support literacy instruction at a targeted group of schools. Assistant Principals of Literacy are charged with developing school-wide plans and interventions to raise student achievement in literacy while Reading Specialists work individually with struggling readers. In school year 2014-2015, eight new Reading Specialists will support middle grade students at several new schools. In addition, students at six middle grade schools will partner with The Writing Revolution, a national non-profit focused on helping students express their thinking more clearly in writing. This work will be complete by **June 30, 2015**.



INITIATIVE 1.4: Increase access to advanced programming in our schools.

DCPS will continue to increase access to high quality college-preparatory courses and advanced programming in our schools. DCPS' official program for nurturing creativity and finding talent in students, the School-wide Enrichment Model (SEM), is entering its third year and expanding into four new school in school year 2014-2015. The district will also continue to provide a Junior Great Books supplementary curriculum to expose elementary students to challenging literature to increase their literacy. Finally, DCPS will offer Advanced Readers Extensions (DARE) so that English/Language Arts teachers in grades 2-5 can offer advanced readers an enrichment extension to their regular curricular units. This work will be complete by **June 30, 2015**.

INITIATIVE 1.5: Increase access to Advanced Placement courses and improve instructional quality and rigor.

DCPS graduates must be prepared to succeed in postsecondary education. To that end, DCPS will work to increase the access to and the quality of Advanced Placement (AP) courses. DCPS will partner with the College Board and The National Math and Science Initiative (NMSI) to provide teachers professional development to increase the quality of AP instruction. DCPS will also purchase new curricular materials and textbooks for AP courses. Finally, by leveraging the College Board's "AP Potential" selection tool, DCPS will increase the number of students enrolled in AP courses. This work will be complete by **June 30, 2015**.

INITIATIVE 1.6: Expand the Embassy Adoption Program in Middle Grades. In 2014-2015, DCPS's Embassy Adoption Program (EAP) will celebrate 40 years of innovative global education programming in DCPS. Each year, EAP matches 50 fifth and sixth grade classrooms with an embassy partner. The program creates direct interaction between DCPS students and diplomats from around the world, allowing students to learn about the language, customs, history and culture of their embassy's country. This year, the program is growing to support more middle grade students by partnering with more embassies. The next phase of this work will be complete by **June 30, 2015**.

OBJECTIVE 2: Develop the most highly effective educators in the country.

INITIATIVE 2.1: Provide schools with high quality instructional coaches.

In school year 2014-2015, DCPS will support a strategic recruitment and staffing campaign to recruit and select high quality instructional coaches whose skills align to each school's 2014-2015 literacy and math focus area. In addition, DCPS will work to ensure that instructional coaches have a strong knowledge base of literacy content areas through regular professional development and in-depth training on literacy focus areas over the summer prior to the school year. This work will be complete by **September 30, 2015**.

INITIATIVE 2.2: Provide teachers with instructional coach-led job-embedded professional development.

Research shows that stand-alone workshops simply do not change instructional practice. As such, DCPS instructional coaches use Individual and Collaborative Learning Cycles (ILCs and



CLCs) to embed training in the daily work of teachers. In particular, the Office of Teaching & Learning will prepare instructional coaches during summer 2014 on how to use data connected to schools' instructional focus areas, so that teacher workshop professional development is reinforced on the job throughout school year 2014-2015. This work will be complete by **September 30, 2015**.

KEY PERFORMANCE INDICATORS – Office of Teaching & Learning

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Percentage of students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5]	47%	51%	48%	PARCC Baseline	N/A ⁴	N/A
Percentage of students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5]	50%	53%	51%	PARCC Baseline	N/A	N/A
Reading achievement gap (% proficient or advanced) between black and white students	53%	49%	53%	PARCC Baseline	N/A	N/A
Math achievement gap (% proficient or advanced) between black and white students	51%	49%	51%	PARCC Baseline	N/A	N/A
Percentage of HS students taking at least 1 AP exam	23%	24%	24%	26%	28%	30%
Percentage of AP exams passed	31%	33%	33%	35%	37%	40%

⁴ As of the 2014-2015 school year, all public schools in the District of Columbia have replaced the DC CAS with the Partnership for the Assessment of Readiness in College and Careers assessments. After the baseline year of data is available, projections for FY16 and beyond will be provided.



Office of Human Capital

SUMMARY OF SERVICES

The Office of Human Capital (OHC) works to ensure that DCPS has the most effective teachers, principals and central office staff in the nation. Its work is organized into the following four areas:

- **Teacher Effectiveness:** Responsible for recruitment, selection, and onboarding of new teachers, as well as the evaluation, development, recognition, and retention of classroom teachers and other school staff
- **Principal Effectiveness:** Responsible for recruitment, selection, and onboarding of new school leaders, as well as the evaluation, development, recognition, and retention of school leaders
- **Central Office Effectiveness:** Responsible for recruitment, selection, and onboarding of new Central Office staff, as well as the evaluation, development, recognition, and retention of staff
- **Human Resources:** Responsible for providing outstanding customer service to DCPS employees on all staffing, benefits, payroll, and other related issues

OBJECTIVE 1: Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work..

INITIATIVE 1.1: Rigorously evaluate teacher performance.

In order to ensure valid data on teacher effectiveness, DCPS will continue to implement the IMPACT evaluation system with fidelity. OHC will provide school leaders and Master Educators with instructional templates to guide their assessment of the 9 Teach standards that underpin the evaluation system. OHC will develop and maintain videos of instruction that have been normed by Master Educators and school leaders to train and assess their evaluation of the 9 Teach Standards. This work will be complete by **September 30, 2015**.

INITIATIVE 1.2: Recruit and select the best possible teacher talent.

In school year 2014-2015, DCPS will continue to expand recruitment capacity to support principals in hiring great talent, with a particular focus on an elite corps of veteran teachers known as the Capital Commitment Fellowship and recruiting great talent from across the country. OHC will use social networks, videos that profile DCPS schools and staff members, and create partnerships with local universities to attract talent. OHC will continue to revise and implement its teacher selection model using IMPACT data to determine what parts of the selection process are most predictive of success in the classroom and by seeking feedback from principals and candidates on the selection process. This work will be completed by **June 30, 2015**.

INITIATIVE 1.3: Retain the best teacher talent.

Now that IMPACT allows DCPS to identify the highest performers, the district must invest renewed energy in recognizing and retaining them. The centerpiece of this work will continue to be the Leadership Initiative for Teachers (LIFT) career ladder system. DCPS will continue performance pay and will also design and implement new initiatives to support teacher leadership in schools, including piloting new teacher leadership roles over the course of school year 2014-2015. This work will be complete by **June 30, 2015**.



INITIATIVE 1.4: Recruit and select the best possible school leadership talent.

DCPS will expand school leader recruitment capacity with a particular focus on the 40 targeted schools. To build the pipeline of future principals, OHC will continue to support the Mary Jane Patterson Fellowship, our internal pipeline that recruits Assistant Principals, Coaches, Teachers, and Central Office Leaders into a 1.5 year fellowship to prepare them for the principal-ship. OHC will revise its selection model for principals, APs, and instructional superintendents, using School Leader IMPACT data to determine what parts of the selection process are most predictive of success in the classroom. This work will be complete by **June 30, 2015**.

INITIATIVE 1.5: Retain the best school leader talent.

DCPS will continue to implement an aggressive pay for performance system for school leaders, including special incentives to serve in the 40 targeted schools. DCPS will also continue to target training and support to existing school leaders in a number of ways, including high quality Leadership Academy sessions for principals, using small-group learning cohorts to differentiate for school leaders' needs, and continuing to support and assess the effectiveness of the Executive Masters in Leadership (EML) program at Georgetown University for selected DCPS principals. This work will be complete by **September 30, 2015**.

OBJECTIVE 2: Provide schools with the central office support they need to foster student achievement.

INITIATIVE 2.1: Provide efficient and customer service-oriented Human Resources.

To ensure that DCPS employees are provided outstanding customer service, the Office of Human Capital will maintain its current HR Answers helpline, which includes both a phone number and email address to receive inquiries each day. We will also proactively provide more information to our employees via our website, including information about basic HR policies and procedures, benefits, retirement, compensation, and union contracts. We will measure our success toward this goal by surveying our employees annually. This work will be complete by **June 30, 2015**.

INITIATIVE 2.2: Continue to streamline, improve and procure new technology infrastructure to support efficient customer service.

In school year 2014-2015, the Office of Human Capital will continue to collaborate with DCHR and OCTO to upgrade and enhance technology systems, including integrating FileNet and our Talent Selection, Hiring, and Onboarding (TSHO) platform in order to improve our document management system. This will allow us to more easily manage our data. We will also continue to focus on improving the accuracy of the data by improving the user experience in PeopleSoft and TSHO, and thus decreasing user error. This work will be complete by **September 30, 2015**.



INITIATIVE 2.3: Ensure schools have the staff to meet their needs by providing strategic staffing support.

In school year 2014-2015, we will work to provide more high-value, proactive support to school leaders throughout the district as they develop staffing plans, budgets, and identify personnel vacancies. We will do this in service of our goal that 100% of vacancies identified by July 15 are filled with quality candidates by August 1. In addition, DCPS will pilot a Strategic School Operations (SSO) pilot that will provide nine schools with a school operations specialist who will ensure high functioning operations and allow school leaders to focus on instruction and student achievement. This work will be complete by **August 30, 2015**.

KEY PERFORMANCE INDICATORS – Office of Human Capital

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Percentage of teachers rated Effective or Highly Effective on IMPACT ⁵	73%	N/A	77%	73%	81%	90%
Retention rate of teachers rated Effective or Highly Effective on IMPACT ⁶	83%	N/A	83%	88%	89%	90%
Percentage of teachers with value-added data	14%	22%	13%	N/A ⁷	15%	15%
# HR constituent cases open 50+ days	2	0	0	2	2	2

⁵ This metric replaces a key performance indicator in the FY14 performance plan, percentage of teachers highly qualified. IMPACT is DCPS’s system for assessing the performance of teachers and other school-based staff.

⁶ In the FY14 performance plan, this KPI focused only on the retention of highly effective teachers. This year, the KPI is expanded to cover the retention rate of both effective and highly effective teachers. No target was set for this metric last year.

⁷ DCPS uses what is known as a “value-added” measure to quantify the impact that a teacher has on student learning. For the past four years, DCPS has calculated value-added scores for teachers whose students take DC’s “state” assessment, the DC CAS. Though it is possible to do the same with the PARCC assessment, DCPS has decided to pause this calculation for one year because the data from the new test may not be available in time for the school system to generate reliable and final teacher ratings by mid-summer, when it traditionally informs educators of their scores. DCPS will return to using value-added measurements during the 2015-16 school year (FY16).



Office of Specialized Instruction

SUMMARY OF SERVICES

The Office of Specialized Instruction (OSI), formerly the Office of Special Education (OSE), is working to make DCPS schools the schools of choice for students requiring additional supports by providing high quality instruction and services as close to home as possible in a timely and consistent manner. This includes:

- Building neighborhood school capacity
- Managing non-public enrollment and costs for students receiving special education services
- Expanding early identification of students to allow for timely intervention
- Prioritizing academic achievement for all students requiring additional supports
- Creating a culture of inclusiveness for all students

OBJECTIVE 1: Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging programs .

INITIATIVE 1.1: Increase the percentage of students with disabilities served in general education classes to exceed the national average by the end of SY2014-2015.

The Office of Specialized Instruction (OSI) is undertaking a number of strategies to increase the number of students with disabilities served in general education classes. This includes providing guidance and support to ensure that neighborhood schools are prioritizing inclusive opportunities for students while offering a full continuum of need-based services to students with disabilities. OSI will maximize exposure to instruction while ensuring related service delivery. Finally, OSI will monitor neighborhood school performance and provide support to schools struggling to meet this goal. This work will be complete by **September 30, 2015**.

INITIATIVE 1.2: Reduce special education enrollment to 15% by the end of SY2014-2015

DCPS has set a goal to reduce special education enrollment to 15% overall by the end of school year 2014-2015. To meet this goal, OSI will ensure that the percentage of three-to-five year-old children who are eligible to receive special education services remains at the established benchmark of 8.5%. Additionally, DCPS is committed to building capacity with external partners to support a sustainable Child Find system by increasing awareness around developmental screenings and expanding the network of partners who will provide these screenings. Lastly, DCPS will develop a framework for exiting students from Special Education services that is aligned to eligibility criteria and individualized student needs. This next phase of work will be complete by **September 30, 2015**.

INITIATIVE 1.3: Expand and improve engagement with families with preschool age children.

The Office of Specialized Instruction believes that strong family engagement results in greater academic success for children. Empowering parents and families to be actively engaged in their children's learning and development, their own learning, and the Early Childhood program assists the District in identifying any delays that a child may have as early as possible and



provide appropriate services to help address those delays. This work will be completed **September 30, 2015**.

INITIATIVE 1.4: Expand the DCPS early childhood curriculum.

The Office of Specialized Instruction will maximize the blended funding used in the Head Start School-Wide Model (HSSW), which supports investments in curricula, comprehensive services, instructional materials, and extensive professional development in Title I schools. DCPS will also ensure that non-Title I schools are implementing research-based curricula in their pre-kindergarten (PK) classrooms and support implementation by teachers. DCPS will continue investments in the Tools of the Mind curriculum and promote research-based approaches in other classrooms. This work will be complete by **September 30, 2015**.

OBJECTIVE 2: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

INITIATIVE 2.1: Improve access for students with disabilities to post-secondary opportunities that are aligned with their interests.

The Office of Specialized Instruction will offer courses in school year 2014-2015 that were designed by the Transition team. This will complement DCPS's commitment to providing a seamless postsecondary transition program beginning in pre-kindergarten and ending at high school. OSI will monitor transition plans on a monthly and quarterly schedule and provide feedback to schools. This next phase of this work will be complete by **June 30, 2015**.

INITIATIVE 2.2: Focus on improving academic achievement for students requiring additional supports.

The Office of Specialized Instruction will expand investments to improve instruction and student outcomes for English language learners through the implementation of programming at the high school and middle school grades for newcomers to the United States and through focused language acquisition training and support. For students receiving special education services, OSI will continue the development and implementation of a staff training model that focuses on literacy, behavior, IEP quality, transition services, paraprofessional training, and more. OSI will continue providing a suite of reading interventions for students in full-time classrooms and expand reading interventions to students in middle grade resource rooms (directly supporting Goals 1 and 2 of A Capital Commitment). The next phase of this work will be complete by **June 30, 2015**.



KEY PERFORMANCE INDICATORS – Office of Specialized Instruction

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Number of students served in non-public placements (new in FY13)	1,218	1,100	1,005	N/A ⁸	N/A	N/A
Reduction in special education non-public enrollment (new in FY13)	45% ⁹	50%	54%	N/A	N/A	N/A
Percentage of SPED students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] (new in FY13)	18%	23%	18%	PARCC Baseline	N/A ¹⁰	N/A
Percentage of SPED students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5] (new in FY13)	20%	29%	21%	PARCC Baseline	N/A	N/A
Percentage of ELL students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] (new in FY15) ¹¹	37%	N/A	36%	PARCC Baseline	N/A	N/A

⁸ The Mayor's goal is to decrease non-public enrollments to 1,100 (50% reduction) by the end of FY15. This target means DCPS would reach that goal a year early. Therefore, no additional target is set for FY15.

⁹ This KPI was reported differently in the FY13 and FY14 MPPs and FY13 PAR. In those documents, the current non-public enrollment was reported as a percentage of the baseline non-public enrollment of 2,200 at the beginning of Mayor Gray's term. In this version, the KPI is reported as percentage point reduction in non-public enrollment since the baseline.

¹⁰ As of the 2014-2015 school year, all public schools in the District of Columbia have replaced the DC CAS with the Partnership for the Assessment of Readiness in College and Careers assessments. After the baseline year of data is available, projections for FY16 and beyond will be provided.

¹¹ This metric is new in FY15 and reflects the expanded scope of the Office of Specialized Instruction to include the Language Acquisition Division, which focuses on programming for English language learners (ELLs).



Office of Chief of Schools

SUMMARY OF SERVICES

The mission of the Office of the Chief of Schools (OCOS) is to ensure that every DCPS school provides a world-class education that prepares all students, regardless of background or circumstance, for success in college, career, and life. The Office of the Chief of Schools provides the following services:

- Planning, monitoring, and feedback to schools regarding efforts to ensure that DCPS students attain proficiency in reading and math.
- Technical assistance in comprehensive school planning and aligning procured resources to school need, particularly in the lowest 40 schools; Monitoring fidelity to comprehensive school plans and approved federal grant applications for School Improvement Grant (SIG) schools
- Ensuring students are in school and ready to learn by coordinating student supports and creating the conditions for the engagement of healthy, present and positive members of safe learning environments
- Ensuring student success in college, careers and life through access to high-quality programming and essential supports

OBJECTIVE 1: Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

INITIATIVE 1.1: Ensure that schools promptly identify struggling students and assign them intervention services.

Response-to-Intervention (RTI) is a student assessment and early intervention strategy that focuses on preventing failure and maximizing academic, behavioral and social emotional outcomes for students. In school year 2014-2015, the Office of the Chief of Schools will partner with the Office of Teaching and Learning to ensure that schools have clearly articulated and universally known RTI plans that integrate academic, behavioral and attendance interventions. School support will include diagnostic assessments, professional development and technical assistance in identifying appropriate interventions. Each school will be monitored to ensure they are implementing plans with fidelity. The first phase of this work will be complete by **June 30, 2015**.

INITIATIVE 1.2: Extend the school day in more schools.

To increase the amount of learning time for our students, DCPS will continue to offer extended day programming in targeted DCPS schools in school year 2014-2015. Staffed by DCPS teachers, extended day programming will include opportunities for differentiated instruction, like remediation and enrichment, and will stress consistency in schedule and programs for students. The goal of each extended day site is to enhance student learning and thereby increase academic and other student outcomes. The next phase of this work will be complete by **June 30, 2015**.



INITIATIVE 1.3: Support incoming freshmen at comprehensive high schools through Ninth Grade Academies.

Ninth Grade Academy is a grade level academy designed and established to help first-year ninth grade students successfully transition to high school and promote to the tenth grade. DCPS created these academies in school year 2013-2014 based on best practices, research and successful programs in other urban school districts. In school year 2014-2015, DCPS will focus on continuous improvement of ninth grade academies as well as develop effective tenth grade support systems that focus on foundational skills required for graduation in four years and college and career readiness. The next phase of this work will be complete by **September 30, 2015**.

OBJECTIVE 2: Ensure that schools provide support for present and healthy students.

INITIATIVE 2.1: Reduce all absences and expand interventions for excused and unexcused absences.

In recent years, DCPS attendance policies have focused on mandated responses to truancy, or the persistent absence of a student ages 5 – 17 years old without a valid excuse. This work includes attendance referrals to other city agencies, data tracking, and the presence of student support teams in DCPS schools. In school year 2014-2015, DCPS will expand this work to increasing In-Seat Attendance, a more comprehensive measure of whether students are present in school. In particular, the Office of Youth Engagement (OYE) will provide school leaders and staff with training on addressing excused and unexcused absences and additional funding to support attendance outreach. OYE will also partner with outside organizations to provide targeted supports (e.g., Attendance Matters Campaign, t-shirts, back-to-school flyers, radio ads, student incentives, etc.) for high absentee schools. The next phase of this work will be complete by **June 30, 2015**.

OBJECTIVE 3: Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs

INITIATIVE 3.1: Develop and implement school climate improvement plans in a targeted group of underperforming schools.

In school year 2014-2015, the Office of Youth Engagement (OYE) will provide professional development and technical assistance to a pilot group of 14 schools' leaders to help them create uniform and comprehensive school climate plans to improve behavior and satisfaction. At another five schools, the OCOS will train teachers in evidence based classroom management and behavior modification modules that will help reduce disruptions to the delivery of instruction. Lessons from these pilots will be extrapolated to ensure that every one of the 40 lowest performing schools receives training and develops school climate plans in future school years. The first phase of this work will be complete by **September 30, 2015**.



INITIATIVE 3.2: Provide Proving What’s Possible (PWP) school grants to increase students’ satisfaction with their schools.

In school year 2014-2015, DCPS has provided targeted funding at the rate of \$100 per student (based on projected enrollment) – and a minimum of \$10,000 – to schools with the goal of increasing student satisfaction as measured by DCPS’ annual stakeholder survey of students. In the spring of FY14, school leaders were charged with submitting proposals that detailed various ways in which they would use awarded funds to improve the percentage of students who report that they like coming to school. The majority of student activities funded by PWP grants group into the following categories: assemblies, field trips and experiential learning; clubs and teams; bullying and/or socialization programming; incentives and awards; and, improved programming and technology. This work will be complete by **September 30, 2015**.

INITIATIVE 3.3: Improve HIV/STI prevention through enhanced sexual health curriculum and services.

DCPS’s HIV/STI Prevention Grant is a five-year grant funded by the Centers for Disease Control and Prevention through 2018. Over this five-year grant window, DCPS will work with 22 priority schools to provide intensive support and technical assistance in the implementation of the sexual health curriculum, sexual health services, safe and supportive school environments and policies. Strong relationships with priority school staff, local and national partners are essential in the success of the program goals. The next phase of this work will be complete by **September 30, 2015**.

KEY PERFORMANCE INDICATORS – Office of the Chief of Schools

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
In-seat attendance (ISA) rate	86%	88%	89%	89%	90%	90%
% students proficient in reading at the 40 lowest-performing schools [One City Action Plan Action 2.2.6] (new in FY13)	28%	35%	27%	N/A ¹²	N/A	N/A
% students proficient in math at the 40 lowest-performing schools [One City Action Plan Action 2.2.6] (new in FY13)	30%	35%	31%	N/A	N/A	N/A
4-year graduation rate [One City Action Plan Action 2.2.4 and Indicator 2D]	56% ¹³	59%	58%	60%	65%	75%

¹² As of the 2014-2015 school year, all public schools in the District of Columbia have replaced the DC CAS with the Partnership for the Assessment of Readiness in College and Careers assessments. After the baseline year of data is available, projections for FY16 and beyond will be provided.

¹³ OSSE has reported a 4-year ACGR of 58% for DCPS for FY13 (http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%202013%20ADJUSTED%20COHORT%20GRADUATION%20RATE%20state%20summary_0.pdf). This calculation excludes non-public students. Once non-public students are included, DCPS’s 4-year ACGR for FY2013 is 56%.



Office of Planning & Postsecondary Readiness¹⁴

SUMMARY OF SERVICES

The Office of Planning and Postsecondary Readiness (OPPR) is responsible for guiding and implementing school plans that will support every student's access to exciting and engaging educational options that will prepare them for future college and career opportunities. The office is comprised of three divisions for the purpose of coordinating the following key functions:

- Create and support district- and school-level innovations designed to foster student-centered learning environments;
- Coordinate other key departments in DCPS to plan and deliver high-quality schools;
- Promote college and career preparedness through programming, partnerships, resources, and high-quality career and technical education.

OBJECTIVE 1: Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

INITIATIVE 1.1: Increase student access to and success in courses worth college credit.

A dual-enrollment program enables high school students to enroll in approved college courses, taken on a college campus, and simultaneously earn high school and college credit. Students who pursue dual enrollment courses graduate high school and enroll and persist in college at higher rates, earn higher college grades, and complete college more quickly than their peers. Dual enrollment also exposes our students to the rigors of college, and gives them a better understanding of what it takes to succeed in the college classroom. In the year ahead, DCPS will improve and expand our dual enrollment course offerings for high school students at the excellent local postsecondary institutions. The next phase of this work will be complete by **September 30, 2015**.

INITIATIVE 1.2: Launch Career Academies to better equip high school students with the skills necessary for college and careers. In school year 2014-2015, DCPS will launch seven new National Academy Foundation (NAF) Career Academies at six high schools, serving approximately 400 students. The seven Academies feature programming in engineering, information technology and hospitality. Students will learn skills necessary to prepare them for college and to secure high skill, high wage, and high demand jobs in the District in these industries. The Academy model includes strong college and industry partnerships as well as work-based learning experiences and rigorous content. Academy students will also participate in internships and upon completion of their program, students will receive an industry recognized certification. The first phase of this work will be complete by **June 30, 2015**.

¹⁴ The Office of Planning & Postsecondary Readiness is a new office in FY15. It is responsible for college and career readiness programs and developing new or reopening school plans that ensure every student has access to exciting and engaging educational options.



INITIATIVE 1.3: Provide middle grades students exposure to college and career experiences through the DC Meets Washington (DCMW) program.

DC Meets Washington (DCMW) is a program piloted in Summer 2014 that provides rising 7th and 8th grade students with college and career exposure and planning that will help them prepare for their futures and provide relevance to their middle grade studies. During the program, students will be exposed to college and career opportunities within the IT, Engineering, Hospitality, and Government sectors, which are among the top high-wage and high-demand career sectors in the District. They will meet with local leaders from each of these sectors, and participate in site visits in which they can directly experience different professional and postsecondary opportunities in each of these fields. In addition, students will receive academic supports to prevent them from experiencing summer learning loss. The next phase of this work will be complete by **September 30, 2015**.

KEY PERFORMANCE INDICATORS – Office of Planning & Postsecondary Readiness

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Percentage of 9-11th grade students taking the PSAT/ReadiStep ¹⁵	73%	90%	72%	75%	80%	85%

¹⁵ In FY15, the Office of Planning and Postsecondary Readiness will be held accountable for this KPI which was previously owned by the Office of the Chief of Schools. In FY16, more KPIs will be added for OPPr once more baseline data is captured.



Office of Family and Public Engagement

SUMMARY OF SERVICES

The Office of Family and Public Engagement (OFPE) works to accelerate the rate of achievement in DC Public Schools by investing families and the greater DC community in student and school success by providing the following services:

- Strengthening school-based family engagement
- Developing school, family, and community partnerships
- Engaging DCPS stakeholders in collaborative planning and implementation of district-wide initiatives
- Cultivating strategic community partnerships district-wide that contribute to student achievement

OBJECTIVE 1: Partner with families and community members who demand better schools.

INITIATIVE 1.1: Teach mindsets and skills to improve and sustain academically-focused relationships with families.

This year, DCPS will expand the Family Engagement Partnership (FEP) – an innovative family engagement partnership with the Flamboyant Foundation – to 21 schools. The FEP is an intensive, school-wide intervention designed to support student success by transforming the ways in which teachers and families collaborate with one another – in particular through home visits and whole-class family meetings focused on academic performance and strategies for home support (Academic Parent Teacher Teams). To support this work, OFPE and the Flamboyant Foundation provide resources, training and support to help school staff build relationships with families and leverage them as academic partners. This work will be complete by **September 30, 2015**.

INITIATIVE 1.2: Teach mindsets and skills to improve and sustain academically-focused relationships with families.

In school year 2014-2015, DCPS will continue to expand the Family Engagement Collaborative (FEC) Teacher Fellowship to 110 teachers from 39 schools. The FEC initiative provides teachers with an intensive, year-long professional development opportunity where they gain family engagement strategies including relationship building (home visits) and academic partnering. Teachers will be responsible for conducting home visits and attending professional learning community sessions. This work will be complete by **September 30, 2015**.



KEY PERFORMANCE INDICATORS – Office of Family and Public Engagement

Measure	FY 2013 Actual	FY 2014 Projection	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Percentage of surveyed parents who agree or strongly agree with the statement “this school helps me be the best partner I can be in my child's education.” ¹⁶	N/A	N/A	87%	90%	90%	90%
Combined Number of public stakeholder interactions, including but not limited to: news subscribers, Facebook fans, Twitter followers, Instagram followers, text messages subscribers, and YouTube channel subscribers. EXCLUDES unique website visitors.	23,188	24,000	TBD	25,000	26,000	27,000
Unique website visitors	1,554,770	1,600,000	2,007,591	1,500,000	1,500,000	1,500,000

¹⁶ This metric is revised from FY14 because the parent survey items have changed. The new metric is the appropriate measure of success for the district’s focus on school-level family engagement.



Office of Data and Strategy

The Office of Data and Strategy (ODS) keeps DCPS focused on its strategic goals by using research, analysis, and robust data to drive planning, direct funding to support key initiatives, hold the organization accountable for getting results, and communicate success. The Office of Data and Strategy includes the following teams:

- Federal Programs and Grants
- Data Systems
- Data and Strategy
- Assessments
- Intergovernmental Affairs

OBJECTIVE 1: Support decision-making with accurate information about how our students and the school district are performing.

INITIATIVE 1.1: Provide support to schools and central office to ensure a smooth and gradual transition to the PARCC assessments in SY2014-2015¹⁷.

In school year 2014-2015, all public schools in the District of Columbia will transition from the DC-CAS assessment to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Unlike the DC CAS, PARCC will be a fully-online assessment and schools will need various supports to ensure a successful transition. The Office of Data & Strategy (ODS) is leading a task force of school and central office representatives that is identifying all the necessary steps for this change. ODS support will include, but will not be limited to, training, communication materials, coordination, and alignment of existing supports for assessments. The first year of implementation will be complete by **September 30, 2015**.

INITIATIVE 1.2: Ensure DCPS has cost-effective, user-friendly data systems and increase data use and quality across schools and central office.

In FY14, the Office of Data & Strategy (ODS) developed the scope for a new student information system (SIS) and transitioned elementary schools to the new system in August. ODS will continue to build on the system framework and will implement it in secondary schools beginning in spring 2015. ODS will also begin to install and deploy the infrastructure necessary to integrate other internal and external DCPS data systems to create a comprehensive reporting system, or “platform,” that will more efficiently satisfy all data reporting needs once fully implemented. This first phase of this work will be complete by **September 30, 2015**.

KEY PERFORMANCE INDICATORS – Office of Data & Strategy

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Percentage of schools receiving benchmark data within 3 days	98%	98%	99%	99%	99%	99%

¹⁷ This is the inaugural year for the PARCC assessments.



Office of the Deputy Chancellor for Operations

SUMMARY OF SERVICES

The Office of the Deputy Chancellor for Operations coordinates school and central operations services, school budgets, and the enrollment process to ensure that DCPS schools will be ready on the first day of school and every day after. The Office of the Deputy Chancellor provides the following services:

- School budget and enrollment oversight including the pre-kindergarten and out-of-boundary lotteries
- School Operations
- Food Services
- Technology infrastructure and support, acting as the liaison between DCPS and OCTO
- Procurement, including ordering of textbooks and instructional materials
- Realty functions and management of the warehouse for the school district
- Facilities planning and coordination with Department of General Services and Deputy Mayor for Education
- Audit Compliance

OBJECTIVE 1: Provide schools with the central office support they need to foster student achievement.

INITIATIVE 1.1: Ensure schools are prepared for computer-based assessments by upgrading and aligning hardware, network, and IT support.

Unlike the DC CAS, the Partnership for Assessment of Readiness for College and Careers (PARCC) is an online, computer-based test. As a result, schools must have the hardware, IT and support infrastructure to execute the assessment by spring 2015. Based on a pilot in spring 2014, the Office of the Deputy Chancellor will work to provide the following supports to ensure schools are ready for PARCC: hardware upgrades (schools will have the computers they need), network upgrades (schools will have the internet capabilities needed for online testing), and increased IT support (technical support staff will be assigned to schools). The next phase of this work will be complete by **June 30, 2015**.

OBJECTIVE 2: Increase enrollment in DCPS.

INITIATIVE 2.1: Increase enrollment.

DCPS has set a strategic goal to increase enrollment by 2017. There were several unique challenges with enrollment in FY14, including the unified lottery system (MySchoolDC) implemented for the first time in spring 2014, yet DCPS increased enrollment by nearly 1,000 students. In school year 2014-2015, the Office of the Deputy Chancellor for Operations will build on this success. In particular, ODC will provide professional development to 30 schools' leaders on creating targeted walk lists and employing canvassing strategies to reach out to returning families and boost re-enrollment rates. This work will be complete by **June 30, 2015**.



OBJECTIVE 3: Oversee the implementation of agency-wide priorities.

INITIATIVE 3.1: Conduct agency sustainability assessment using OCA approved criteria developed by DDOE and OP in accordance with Mayor’s Order 2013-209 (Sustainable DC Governance Goal 1, Action 1.2; Built Environment Goal 3)

Within one hundred twenty (120) days after the City Administrator approves sustainability assessment criteria developed jointly by the District Department of the Environment and the Office of Planning, each agency head subject to the authority of the mayor shall use the criteria to evaluate the sustainability of their respective operations in accordance with the requirements of Mayor’s Order 2013-209, the Sustainable DC Transformation Order, and submit to his or her responsible Deputy Mayor and the Office of the City Administrator the results of the agency’s internal assessment. **This work will be complete by April 2015.**

KEY PERFORMANCE INDICATORS – Office of the Deputy Chancellor for Operations

Measure	FY 2013 Actual	FY 2014 Target	FY 2014 Actual	FY 2015 Projection	FY 2016 Projection	FY 2017 Projection
Student enrollment (Audited) [One City Action Plan 2.2.7]	45,557	45,926	46,393	47,592	48,000	48,500
Percentage of principals certifying that their schools have the necessary textbooks and instructional materials	100%	100%	100%	100%	100%	100%