



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FY 2025 PERFORMANCE PLAN

NOVEMBER 26, 2024

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1 INTRODUCTION

This document presents the Fiscal Year 2025 Performance Plan for the District of Columbia Public Schools.

This Performance Plan is the first of two agency performance documents published each year. The Performance Plan is published twice annually – preliminarily in March when the Mayor’s budget proposal is delivered, and again at the start of the fiscal year when budget decisions have been finalized. A companion document, the Performance Accountability Report (PAR), is published annually in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

Performance Plan Structure: Performance plans are comprised of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects and related performance measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

Objectives: Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

Administrative Structures: Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

Activities: Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

Projects: Projects are planned efforts that end once a particular outcome or goal is achieved.

Measures: Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can answer broad questions about an agency’s overall performance or the performance of an organizational unit, a program or service, or the implementation of a major project. Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below. Measures are printed throughout the Performance Plan, as they may be measuring an objective, an administrative structure, an activity, or be related to the agency performance as a whole.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”

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Measure Type	Measure Description	Example
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	"Percent of claims processed within 10 business days"
Outcome	Outcome measures assess the results or impact of an agency's work. These measures describe the intended ultimate benefits associated with a program or service.	"Percent of families returning to homelessness within 6-12 months"
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

Agencies set targets for most performance measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in the subsequent Performance Accountability Report. Not all measures are associated with a target. For example, newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Additionally, change in some quantity or context measures and District-wide indicators may not indicate better or worse performance, but are "neutral" measures of demand or input, or are outside of the agency's direct control. In some cases the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

2 DISTRICT OF COLUMBIA PUBLIC SCHOOLS OVERVIEW

Mission: Our mission is to ensure that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

Summary of Services: DCPS delivers all services required to provide students with a quality education. These include: 1. Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs; 2. Hiring, developing, and rewarding teachers, principals, aides, and other staff; 3. Developing and implementing academic programs that provide all students with meaningful options for life; 4. Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing; 5. 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.

Objectives:

1. Ensure an equitable and inclusive school system
2. Provide a well-rounded education
3. Ensure a safe, supportive and culturally affirming learning environment
4. Ensure students are prepared to graduate on time and participate in a postsecondary pathway
5. Recruit, develop and retain a talented, caring, and diverse team
6. Establish and maintain meaningful partnerships with our community
7. Efficient, transparent, and responsive District government

Activities:

1. Math Excellence
2. Literacy Achievement
3. Key Transitions
4. Operations Management
5. Talent & Staffing
6. Community & Partnership Engagement

3 OBJECTIVES

3.1 ENSURE AN EQUITABLE AND INCLUSIVE SCHOOL SYSTEM

DCPS will provide intensive, targeted support based on the need to eliminate barriers to academic and social success for our students furthest from opportunity: Black and Hispanic/Latino students, students receiving special education services, and multilingual learners.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of Black students who pass, meet, or exceed performance expectations on the math state standardized assessment	Outcome	Up is Better	New in 2024	30%	32%
Percent of Black students who pass, meet, or exceed performance expectations on the English state standardized assessment	Outcome	Up is Better	New in 2024	45.7%	48%
Percent of Hispanic students who pass, meet, or exceed performance expectations on the English state standardized assessment	Outcome	Up is Better	New in 2024	52.9%	55%
Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the English state standardized assessment	Outcome	Up is Better	New in 2024	87.8%	90%
Percent of Special Education students who pass, meet, or exceed performance expectations on the English state standardized assessment	Outcome	Up is Better	New in 2024	23.1%	25%
Graduation rate of Black students	Outcome	Up is Better	New in 2024	Data is pending	76%
Graduation rate of Hispanic students	Outcome	Up is Better	New in 2024	Data is pending	68%
Graduation rate of Multilingual Learner students	Outcome	Up is Better	New in 2024	Data is pending	55%
Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the math state standardized assessment	Outcome	Up is Better	New in 2024	83.9%	86%
Percent of Special Education students who pass, meet, or exceed performance expectations on the math state standardized assessment	Outcome	Up is Better	New in 2024	18.1%	20%

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Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of Hispanic students that pass, meet, or exceed performance expectations on the math state standardized assessment	Outcome	Up is Better	New in 2024	NA	46%

3.2 PROVIDE A WELL-ROUNDED EDUCATION

DCPS will ensure students are mathematically strong and are reading and writing across all subjects.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of students who pass, meet, or exceed performance expectations on the math state standardized assessment	Outcome	Up is Better	New in 2024	45.80%	48%
Percent of students who pass, meet, or exceed performance expectations on the English state standardized assessment	Outcome	Up is Better	New in 2024	57.2%	60%
Percent of middle school students who pass, meet, or exceed performance expectations on the Algebra I state assessment	Outcome	Up is Better	New in 2024	64.3%	66%
Percent of students enrolled in Algebra 1 in middle school	Outcome	Up is Better	New in 2024	37%	40%
Percent of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment	Outcome	Up is Better	New in 2024	76.9%	79%
Percent of students who pass, meet, or exceed performance expectations on the science state standardized assessment	Outcome	Up is Better	New in 2024	Data is pending	15%

3.3 ENSURE A SAFE, SUPPORTIVE AND CULTURALLY AFFIRMING LEARNING ENVIRONMENT

DCPS will ensure students are safe and have a sense of belonging and have equitable access to opportunities.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of students who feel a sense of belonging at schools that are fully implementing the Connected Schools initiative per the Panorama survey data	Outcome	Up is Better	New in 2024	56.2%	58%
Percent of students that feel safe and have a sense of belonging according to Panorama survey results	Outcome	Up is Better	New in 2024	54.5%	57%
In-seat attendance rate for 6th Grade Academy Students	Outcome	Up is Better	New in 2025	New in 2025	New in 2025

3.4 ENSURE STUDENTS ARE PREPARED TO GRADUATE ON TIME AND PARTICIPATE IN A POSTSECONDARY PATHWAY

Our students graduate on time and participate in a postsecondary pathway.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
4-year graduation rate	Outcome	Up is Better	75.3%	Data is pending	77%
On-time, 9th grade student promotion	Outcome	Up is Better	82%	87%	89%

3.5 RECRUIT, DEVELOP AND RETAIN A TALENTED, CARING, AND DIVERSE TEAM

DCPS is committed to valuing our people by boosting professional development, supporting employee wellness and establishing new pathways for support staff to become educators in our schools.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of employees that are District residents	Outcome	Up is Better	47.92%	48.30%	No Target Set
Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia	Outcome	Up is Better	No data available	No data available	No Target Set
Percent of new hires that are District residents	Outcome	Up is Better	51.22%	52.33%	No Target Set

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Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Retention rate of teachers rated effective or highly effective on IMPACT	Outcome	Up is Better	94.7%	94%	95%
Percent of teachers retained in the District	Quality	Up is Better	New in 2025	New in 2025	New in 2025
Percent of Black and Hispanic/Latino teachers retained in the District	Quality	Up is Better	New in 2025	New in 2025	New in 2025

3.6 ESTABLISH AND MAINTAIN MEANINGFUL PARTNERSHIPS WITH OUR COMMUNITY

Maintain communication and deepen partnerships with families, DC government agencies, local businesses and community-based organizations.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Number of views of on-demand Parent University sessions in English and Spanish	Outcome	Up is Better	New in 2024	206	250

3.7 EFFICIENT, TRANSPARENT, AND RESPONSIVE DISTRICT GOVERNMENT

DCPS Strives for Operational Excellence by maintaining a highly efficient, transparent, and responsive District government.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years	Outcome	Up is Better	NA	41.29%	No Target Set
Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time	Outcome	Up is Better	No incidents	No data available	No Target Set

4 ACTIVITIES

4.1 OPERATIONS MANAGEMENT

We will provide schools with administrative and operational support to foster student achievement while creating opportunities for interaction and continued dialogue between DCPS and all stakeholders.

Related Measures	Measure Type	Directionality FY2023		FY2024	FY2025 Target
Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years	Outcome	Up is Better	NA	41.29%	No Target Set
Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time	Outcome	Up is Better	No incidents	No data available	No Target Set
Percent of proposed Network Infrastructure projects completed	Efficiency	Neutral	New in 2025	New in 2025	New in 2025

4.2 LITERACY ACHIEVEMENT

A well-rounded education marked by achievement in literacy is key to unlocking academic success for our students. DCPS students will receive a stronger foundation in literacy, starting in PreK and leading to accelerated outcomes for middle and high school students.

Related Measures	Measure Type	Directionality FY2023		FY2024	FY2025 Target
Percent of students who pass, meet, or exceed performance expectations on the English state standardized assessment	Outcome	Up is Better	New in 2024	57.2%	60%
Percent of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment	Outcome	Up is Better	New in 2024	76.9%	79%

4.3 COMMUNITY & PARTNERSHIP ENGAGEMENT

The Office of Family and Parent Engagement will provide families with information via Parent University content, district-wide emails, focused listening sessions with target school communities, and more. Additionally, the Office

of External Affairs will explore various platforms to increase engagement with families to increase parent knowledge and engagement in academic partnerships with teachers.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Number of views of on-demand Parent University sessions in English and Spanish	Outcome	Up is Better	New in 2024	206	250

4.4 TALENT & STAFFING

DCPS aims to recruit, select, and retain top instructional talent in its pursuit to leverage talent as a lever for equity. Through various initiatives, we will continue to maintain a sustainable and effective talent ecosystem necessary for fostering cohesive, supportive, and equitable educational community for all students.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of teachers retained in the District	Quality	Up is Better	New in 2025	New in 2025	New in 2025
Percent of Black and Hispanic/Latino teachers retained in the District	Quality	Up is Better	New in 2025	New in 2025	New in 2025

4.5 KEY TRANSITIONS

To ensure students are prepared for what's next at every stage, DCPS will guide students through their entire PreK-12 experience. With additional reinforcement for critical grade level transitions, this guidance will include providing individualized planning, multiple pathways, and alumni support.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of 6th Grade Academy Students promoted to the next grade level	Outcome	Up is Better	New in 2024	90%	92%
Percent of graduates enrolled in one or more college-level courses during high school	Outcome	Up is Better	New in 2024	75%	79%
Percent of all 6th Grade Students promoted to the next grade level	Outcome	Up is Better	New in 2025	New in 2025	New in 2025
In-seat attendance rate for 9th Grade Academy students	Quantity	Up is Better	New in 2025	New in 2025	New in 2025

4.6 MATH EXCELLENCE

A well-rounded education marked by math excellence is key to unlocking academic success for our students. By focusing on early numeracy, mathematical reasoning, and algebra readiness, we will drive math excellence across the district and prepare students for advanced courses in high school and STEM-focused career opportunities.

Related Measures	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
Percent of students who pass, meet, or exceed performance expectations on the math state standardized assessment	Outcome	Up is Better	New in 2024	45.80%	48%
Percent of middle school students who pass, meet, or exceed performance expectations on the Algebra I state assessment	Outcome	Up is Better	New in 2024	64.3%	66%

5 ADDITIONAL MEASURES

Measure	Measure Type	Directionality	FY2023	FY2024	FY2025 Target
In-seat attendance (ISA) rate	Outcome	Up is Better	86%	87.4%	*
School Year Enrollment Total	Quantity	Up is Better	50,131	51,293	*
Year over year change in student enrollment	Outcome	Up is Better	1,096	1,162	*

*Specific targets are not set for this measure

6 PROJECTS

6.1 PILOT PATHWAY EXPLORERS PROGRAM

Proposed Completion Date: September 30, 2029

During FY25, we will design and pilot a plan that supports all 6th grade students on a pathway to Algebra 1. Participating schools will receive both program resources and coaching, in addition to closely monitoring student data.

6.2 HIGH QUALITY INSTRUCTIONAL MATERIALS (HQIM) IN K-5 LITERACY CLASSROOMS

Proposed Completion Date: September 30, 2029

During FY25, we will convene a Curriculum Steering Committee to support deciding on a pathway to implementing high quality instructional materials (HQIM) in grades K-5 literacy classrooms. The committee will articulate a vision for our literacy curriculum, conduct a curriculum review, and decide on an implementation plan. This will support DCPS with meeting OSSE's FY26 requirements for implementing HQIM in Elementary literacy classrooms.

6.3 DC READING CLINIC (DCRC) SECONDARY EXPANSION PILOT

Proposed Completion Date: September 30, 2025

During FY25, we launch the DC Reading Clinic (DCRC) Secondary Expansion Pilot into 4 DCPS Middle Schools. Through this pilot, DCRC will support a strategy for developing knowledge of The Science of Reading and implementing Structured Literacy-aligned intervention with our secondary educators.

6.4 FOSTERING COMMUNICATION AND ENGAGEMENT

Proposed Completion Date: September 30, 2025

In alignment with our Capital Commitment, DCPS' Office of External Affairs will build upon its Parent University initiative with a hybrid of virtual and in-person (4) experiences to inform and empower parents to partner with the district on their child's education. Additionally, DCPS will streamline its digital footprint by auditing and consolidating Central Service digital platforms and accounts, to ensure ease of family communication and resource sharing.

6.5 STRATEGIC RECRUITMENT OF INSTRUCTIONAL TALENT

Proposed Completion Date: September 30, 2025

Our priority this year is to ensure we have the instructional talent (i.e., teachers, educational aides, related service providers) to meet the needs of our school communities. Through our strategic recruitment, marketing, and selection efforts, we will work to provide a deep pool of teacher talent that is racially representative of our student population. We will also strengthen our efforts around pipeline development, credentialing oversight, and retention as we know these are key components of a sustainable talent strategy.

6.6 MAINTAIN EFFECTIVE 9TH GRADE ACADEMIES

Proposed Completion Date: September 30, 2028

Effective Ninth Grade Academies in DCPS provide rich, responsive, and well-rounded educational experiences, as well as personalized instruction, solid connections to adults and clear expectations about school for students transitioning from 8th grade to succeed in 9th grade and beyond. The goal is for students to have meaningful

reasons to engage with school, experience energetic learning to work toward individual and shared goals for future studies and work to build a mutual support network by maintaining a high-quality learning environment. By the end of school year 24-25, at least 82% of 9GA students will be on track to promote or promoted.

6.7 6TH GRADE ACADEMY

Proposed Completion Date: September 30, 2025

In SY23-24, 6th Grade Academies increased the pass rate from 83% to 90% among 11 Academy schools. This year, there is a pass rate goal for both 6GA students and all 6th graders in DCPS. The goal: At least 92% of 6GA students will pass their core classes, and at least 90% of all 6th graders in DCPS will pass their core classes. Meeting this goal will mean more 6th grade students are promoted to 7th grade and on track to graduate from middle school and high school on time.

6.8 6TH GRADE ACADEMY: CHRONIC ABSENTEEISM

Proposed Completion Date: September 30, 2025

In SY23-24, 6th Grade Academies decreased chronic absenteeism from 41% to 31% among 11 Academy schools. For SY24-25, the goal is for at least 75% of 6GA students to have in-seat attendance over 90%, resulting in a chronic absenteeism of 25% or less.

6.9 SCHOOL YEAR 2024-2029 MODERNIZATIONS

Proposed Completion Date: September 30, 2025

DCPS has shifted our existing three-year model to four years to improve modernization planning and execution. This shift gives DGS & DCPS more time to sort out the scope, procurement, permitting, site surveying, and pre-design activities. During SY24-25, DCPS will complete modernizations for about 5 campuses, continue major renovations and additions and transition some schools into swing spaces before the start of the school year.

6.10 SMALL CAPITAL PROJECTS

Proposed Completion Date: June 30, 2025

During FY25, we will deliver about 100+ small capital projects across all DC Public schools. Small capital projects are (relatively) small renovation projects that solve a specific problem or make a targeted improvement to a building. They are typically completed within one-two fiscal years and are implemented at schools to meet the occupancy, safety, programmatic, or ADA needs of staff and students. Exceptions to the one fiscal year norm are full HVAC replacements, building additions, and elevators, which take approximately two fiscal years.

6.11 FY2025-2030 BIG BOX A/V EQUIPMENT UPGRADE

Proposed Completion Date: September 30, 2025

Upgrade the audio/visual technology in all 'big box' spaces at schools (e.g., auditoriums, gymnasiums, black boxes, multipurpose rooms, etc.) including displays, projectors, speakers, microphones, sound controllers, etc.

6.12 FY2025-2030 NETWORK INFRASTRUCTURE UPGRADE

Proposed Completion Date: April 30, 2025

All DC Public Schools receive a network infrastructure update every 5-7 years. For FY25, we will upgrade the network, Wi-Fi components and bandwidth in 15-20 DC Public Schools.

6.13 IMPLEMENT CONNECTED SCHOOLS MODEL

Proposed Completion Date: September 30, 2025

To better support students feeling connected to school, we will implement and expand the Connected Schools Model with a focus on Anacostia and Ballou feeder patterns. The Connect Schools model takes a whole child, whole school, whole community approach by creating schools spaces that support a student's academic development, but also a family's overall wellbeing through access to resources related to health, employment, housing, and more. DCPS will collaborate with school leaders in the Anacostia and Ballou feeder pattern on how to leverage local school budgets to fund the Connected School Manager role and core services for students and families.