



District of Columbia Public Schools

DCPS (GA)

MISSION

The mission of DCPS is to ensure that all students acquire the knowledge, skills, and values necessary to live rich and fulfilling lives as responsible, productive, and enlightened members of a democratic society. DCPS has the long-term vision of graduating students who are prepared to attend college or join the workforce, becoming the nation's highest-performing urban school district and the district of choice for DC families, and closing the achievement gap that exists today.

SUMMARY OF SERVICES

DCPS is the largest local education agency, serving more than 55,000 students in grades PreK – 12. DCPS's four objectives, elaborated below, include: increasing student achievement; ensuring schools are safe and modern; engaging parents and the community as partners; and creating a Central Office that effectively serves schools.

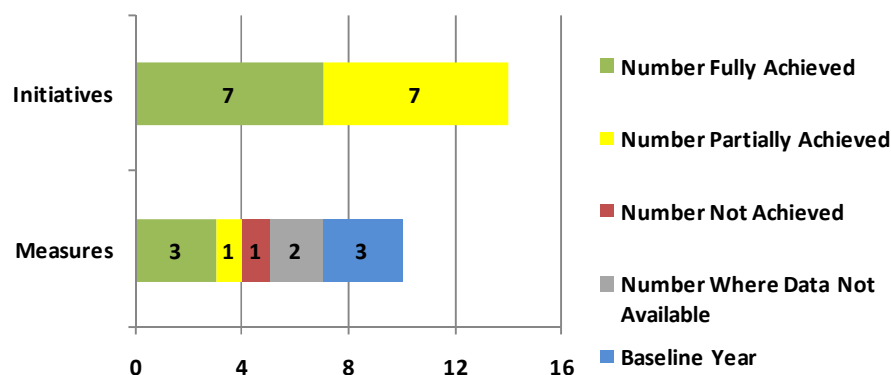
AGENCY OBJECTIVES

1. Increase student achievement.
2. Ensure schools are safe and modern.
3. Engage parents and the community as partners.
4. Create a central office that effectively serves schools.

4 KEY ACCOMPLISHMENTS

- ✓ DCPS increased the percent of elementary students proficient on the end-of-year DC Comprehensive Assessment (DC-CAS) by 8 points in reading (to 46%) and by 11 points in math (to 40%). Similarly, the percent of secondary students proficient increased by 9 points in both reading (to 39%) and math (to 36%).
- ✓ DCPS reduced the achievement gap between black and white students by 6 points in reading and 5 points in math as well as between Hispanic and white students by 5 points in both reading and math.
- ✓ DCPS increased the timely completion of Individualized Education Plans for students with special needs from 43% in FY 07 to 75% in FY 08.
- ✓ DCPS significantly improved the corps of DCPS principals by identifying a candidate pool of more than 700 principals to fill 49 vacancies.

OVERVIEW OF AGENCY PERFORMANCE





Performance Initiatives – Assessment Details

Performance Assessment Key:

Fully achieved Partially achieved Not achieved Data not reported

Green denotes that all planned activities for FY 08 were completed. In many cases, work remains to fully achieve the initiative. See the FY 09 Performance Plan to see what additional work is on-going.

OBJECTIVE 1: Increase student achievement.

INITIATIVE 1.1: Focus teacher training on achievement.

FY 08 Planned Activities: Administer DIBELS to all K-3 students; train teachers in constructed response; provide model student responses for constructed response.

Status: Fully Achieved. Overall, DCPS achieved significant increases in student achievement on the DC CAS. This achievement was supported by investing professional development resources in teacher training on “constructed responses”. In addition, DCPS rolled out DIBELS, an early childhood assessment of reading in grades K-3, in 60 elementary schools. DCPS’s completion rate for students was 94%.

INITIATIVE 1.2: Utilize data to inform instruction.

FY 08 Planned Activities: Increase the alignment of DC Benchmark Assessment (DC-BAS) to the DC-CAS; provide schools with available student data through scorecards.

Status: Partially Achieved. At the beginning of the year DCPS created a new benchmark assessment that was aligned with the end-of-year high-stakes CAS assessment. DCPS provided professional development to teachers and principals to utilize this data as well as the DIBELS data described above in Initiative 1.1 to improve instruction. DCPS provided additional training to principals and teachers on the definition of No Child Left Behind’s Adequate Yearly Progress in order to improve instruction and clarify achievement targets.

INITIATIVE 1.3: Create a college-going/work-ready culture.

FY 08 Planned Activities: Develop and implement a plan to transform secondary schools; implement Individualized Graduation Plans; increase students taking PSAT; increase the number of certified AP courses.

Status: Partially Achieved. Consistent with the agency’s commitment to increase the number of high school students striving towards college, DCPS increased the % of 9th -11th grade students taking the PSAT to 72% (from 51% the previous year). DCPS also laid the foundation for tracking student readiness for graduation by conducting an intensive audit of transcripts to inform future scheduling and course development. DCPS introduced integrated course plans to ensure that each student knew what courses they needed to take in order to graduate from high school.

INITIATIVE 1.4: Utilize academic interventions to provide learning support to students.

FY 08 Planned Activities: Utilize Student Support Teams (SSTs) to provide academic interventions to students.

Status: Partially Achieved. DCPS expanded the use of Student Support Teams as means of proactive, peer-driven intervention from 10 schools in FY 07 to 22 schools in FY 08. It also identified best practices in the use of SSTs from within our own schools as well as from other jurisdictions and disseminated those practices to DCPS schools. DCPS piloted a tutoring program for students at-risk of not graduating, resulting in the successful graduation of 21 of the 33 participating students. DCPS also introduced a Saturday Academy in which 3500 students in grades 3-6 received additional instruction. DCPS expanded the after-school program to 101 schools



and vetted the nearly 200 community-based organizations (CBOs) involved in order to improve their placement based on schools' needs. This effort included initiating a weekly steering committee to coordinate the involvement of all CBOs and government agencies.

● **INITIATIVE 1.5: Create a quality educator pipeline.**

FY 08 Planned Activities: Provide each community panel for schools seeking a principal with a pool of up to 3 qualified applicants from which to choose.

Status: Fully Achieved. DCPS dramatically increased the number of principal applicants from 188 in FY 07 to 704 in FY 08 to fill 49 vacancies. This resulted in a ratio of 14 candidates per vacancy. DCPS also increased the number of teachers and aides defined as Highly Qualified by No Child Left Behind by replacing 200 unlicensed teachers and 400 aides.

OBJECTIVE 2: Ensure schools are safe and modern.

● **INITIATIVE 2.1: Dramatically improve facilities and conditions at the schools with the highest needs.**

FY 08 Planned Activities: Collaborate with OPEFM to: track the timeliness of work-order resolution to ensure that service expectations are met; ensure that all heaters are operating by October and AC units are functioning by summer.

Status: Fully Achieved. DCPS and OPEFM worked in partnership to improve our school facilities during FY 08 at 85 schools at a cost of \$490 million. In the past two fiscal years, DCPS and OPEFM have improved the facilities at every school in their current portfolio.

● **INITIATIVE 2.2: Enforce consistent student discipline policies throughout the district.**

FY 08 Planned Activities: Formalize revisions to Chapter 25 of the DCMR; include these revisions in the student handbook; continue to monitor satisfaction with school safety and climate.

Status: Partially Achieved. DCPS drafted proposed revisions to the existing language within Chapter 25 to improve student discipline throughout the district. This proposed language has been presented for public comment and input. DCPS also conducted a survey of parents and staff resulting in 62% of staff and 67% of parents voicing satisfaction with the safety and modernity of our school facilities.

● **INITIATIVE 2.3: Improve coordination with the Mayor's office, Metropolitan Police Department and other city agencies in enforcing school safety.**

FY 08 Planned Activities: Support Mayoral safety programs for students; coordinate with MPD and other government agencies to improve school safety; consider the renegotiation of the school security contract; create individual school safety plans; identify programs that provide alternatives to school suspensions to improve in-school safety.

Status: Fully Achieved. DCPS played an integral role in a taskforce formed in April 2008 to identify routes that students should take to and from their respective schools to avoid incidents, i.e. gang/crews or serious accidents that occur with students crossing dangerous intersections. DCPS also participated in a task force to address the quality of security services provided at the school level by DCPS's current security contractor, resulting in a renegotiation of their scope of work. Last, DCPS created two programs to support 9th grade students at risk of becoming disengaged and to provide alternatives to suspensions and expulsions: the Youth Engagement Academy and the Ballou Twilight Academy.



● **INITIATIVE 2.4: Develop and execute school consolidation and closure plan.**

FY 08 Planned Activities: Identify, sequence, and implement school closures and consolidations.

Status: Fully Achieved. DCPS closed 23 schools and successfully transferred 21 of them to the City for non-DCPS use. To support those affected by the closures, the agency created transition teams for every closing and receiving school. These teams, which included parents, teachers, administrators, and students, worked with the support of central office staff to ensure that stakeholders had information and that newly blended communities were working together.

OBJECTIVE 3: Engage parents and the community as partners.

● **INITIATIVE 3.1: Expand infrastructure and opportunities for engagement and communication with parents and the community.**

FY 08 Planned Activities: Provide clear information to parents and community members about major transformation issues; introduce the city's correspondence tracking system, IQ; reinstitute DC STARS reporting functions for parents through the roll-out of the Parent Assistant module.

Status: Partially Achieved. In FY08, DCPS created the Office of Family and Community Engagement to lead the efforts to engage more effectively with parents, families, and the broader DC community. The office coordinated community meetings to discuss more fully the proposed budget and school closings, facilitated transition teams in consolidating schools, and launched a series of monthly forums to take place throughout the year. Three Parent Resource Centers were opened, offering programs and services on topics suggested by parents in surveys and focus groups.

● **INITIATIVE 3.2: Build strong and effective partnerships with local organizations and businesses.**

FY 08 Planned Activities: Create an Office of Partnerships; match schools with partnership opportunities and maximize the impact that partners achieve on the overall goals of the district.

Status: Fully Achieved. DCPS created the Office of Partnerships to build strong and effective partnerships with local organizations and businesses. They catalogued all existing partnerships at every school to allow more targeted and coordinated investments of community partners. DCPS also developed improved procedures for engaging partners and volunteers, and developed a corporate tutoring program that engaged community members in supporting and mentoring individual students.

OBJECTIVE 4: Create a central office that effectively serves schools.

● **INITIATIVE 4.1: Build performance management systems for Central Office employees and departments.**

FY 08 Planned Activities: Develop a SchoolStat accountability program; develop departmental scorecards; monitor stakeholders' satisfaction with Central Office customer service; develop a performance evaluation template.

Status: Partially Achieved. DCPS integrated accountability into all aspects of central office performance. DCPS created Schoolstat, a performance management system for the Chancellor. DCPS conducted stakeholder surveys for teachers and staff, parents, and students to gauge external satisfaction with the agency's performance. Last, DCPS conducted the first round of an on-going process to evaluate all central office employees.



● **INITIATIVE 4.2: Improve the operational efficiency of the central office.**

FY 08 Planned Activities: Conduct a comprehensive review of Central Office operations; develop a centralized call center; analyze customer responsiveness data in order to improve the level of support provided by the Central Office to schools; pilot an Energy Savings Plan.

Status: Fully Achieved. DCPS created the critical response team, a centralized call center to monitor the responsiveness of central office departments to customer demands. In addition, DCPS analyzed customer satisfaction with central office services through the first annual customer survey. DCPS developed organizational charts for central office programs. Last, DCPS provided all schools with materials on energy conservation, monitored school-level energy usage for the first time ever, and is launching a partnership with the Alliance to Conserve energy to further explore means to conserve energy at our schools.

● **INITIATIVE 4.3: Enforce fiscal discipline and responsibility.**

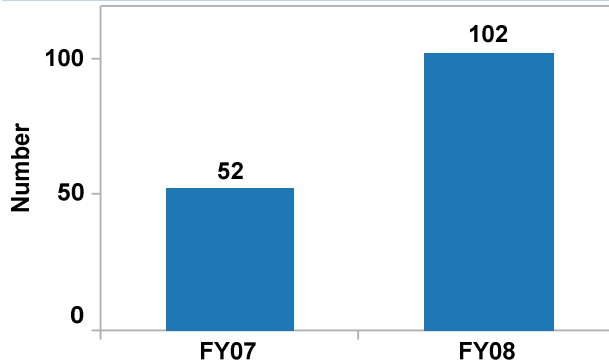
FY 08 Planned Activities: Create multi-year financial forecasts; build compliance and corrective action plans; create transparent grant and private funds budgets; improve DCPS Medicaid collection process; train school and central office staff in budget development.

Status: Partially Achieved. DCPS developed a five-year financial forecast based on three years of historical data. DCPS began digitizing all Medicaid-required records and worked with the DOH and City Administrator's Office to improve reimbursement. DCPS also began training central office and school-based staff on budget development and financial management. Last, DCPS created an office of compliance to serve as a single point of contact for audits, to monitor compliance with external audit, and to conduct internal audits.



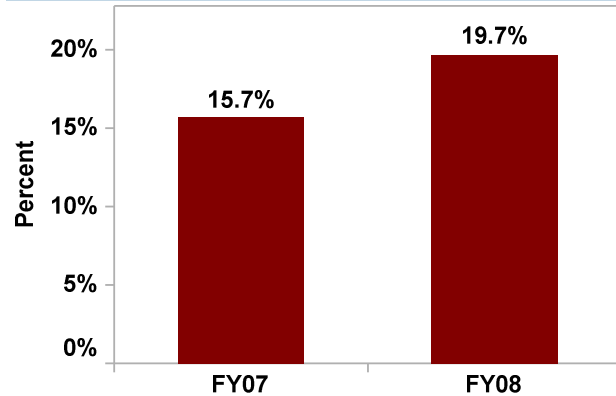
Key Performance Indicators – Highlights

From Objective 1: Number of schools with improved DC CAS scores




FULLY ACHIEVED


From Objective 1: Truancy Rate at DC Public Schools




NOT ACHIEVED


More About These Indicators:

How did the agency's actions affect this indicator?

- DCPS increased the academic time of students on the cusp of proficiency through out-of-school academic opportunities such as Saturday Academies
- DCPS trained teachers to introduce effective test-taking strategies to students
- DCPS provided professional development to teachers on how to build student capacity in analytic thinking and expression, targeting the Brief Constructed Response portion of the DC CAS.

How did the agency's actions affect this indicator?

- DCPS identified a significant problem caused by schools not entering attendance data into the student information system. In May 2007, DCPS piloted a reformed approach to attendance entry at two schools (Ron Brown and Cardozo) and saw significant improvements.
- With these improvements, it is likely that a portion of the increase in the percent of students with 15 or more unexcused absences was due to improved record keeping.
- In FY 09, DCPS is undertaking several reforms to reduce truancy, including:
 - Clarifying the scope of the problem.
 - Embedding attendance counselors to improve student attendance.
 - Piloting a twilight academic program tailored to meet the needs of overage and under-credited high school students.
 - Piloting an adult advisory program at 5 high schools to increase student connections with adults.
 - Piloting the Capital Gains program to improve attendance among 15 participating middle schools.



Key Performance Indicators – Details

| Performance Assessment Key: | | | | |
|--------------------------------------|---------------------------------------|------------------------------------|-------------------------------------|-------------------------------------|
| ● | ● | ● | ● | ● |
| Fully achieved | Partially achieved | Not achieved | Baseline Data | Data not reported |

| | FY06 Actual | FY07 Actual | FY08 Target | FY08 Actual | FY09 Projection |
|--|----------------|------------------------|-------------------------|---------------------------------------|--------------------------|
| OBJECTIVE 1: Increase student achievement. | | | | | |
| ● Increase # of schools with annual improvement in both DC-CAS ELA and Math scores. | N/A | 52 | 57 | 102 | 68 |
| ● Increase % of 9 th , 10 th and 11 th grade students taking PSAT | N/A | 51% | 75% | 72% | 70% |
| ● Increase on-time completion rate for IEPs and triennial evaluations. | N/A | IEP – 43% Tri – 45% | IEP – 65% Tri – 65% | IEP – 75% Tri – 72% | IEP – 80% Tri – 80% |
| ● Increase the pool of potential principal candidates. . . | N/A | 188 applicants | 300 | 704 | 350 |
| ● Increase the graduation rate. | 66% | 68% | No target for year 1 | N/A ¹ | +3% over prior year |
| ● Decrease the dropout rate. | 6.0% | 6.3% | No target for year 1 | N/A ² | -0.2% from prior year |
| ● Decrease the truancy rate. | N/A | 15.7% | No target for year 1 | 19.7% | -2% from prior year |
| OBJECTIVE 2: Ensure schools are safe and modern. | | | | | |
| ● Improve, from prior year, principal, teacher, student and parent assessment of the school environment. | N/A | N/A | Setting Baseline | Staff=62% ³ Parents=67% | N/A |
| OBJECTIVE 3: Engage parents and the community as partners. | | | | | |
| ● Improve, from prior year, parent satisfaction with schools and district | N/A | N/A | Setting Baseline | Staff=50% ⁴ Parents=77% | N/A |
| OBJECTIVE 4: Create a central office that effectively serves schools. | | | | | |
| ● Improve, from prior year, teacher and principal satisfaction with Central Office service | N/A | N/A | Setting Baseline | 54% | N/A |

¹ Graduation rates are reported after publication of this report. Graduation rate for SY 09 will be determined using a new calculation. DCPS will recalculate historical graduation rates for comparison.

² Dropout rates are reported after publication of this report.

³ Percentages refer to those satisfied with school facilities. Additionally, 76% of parents satisfied with safety.

⁴ Percentages refer to those satisfied with engagement.