



FY09 PERFORMANCE PLAN DC Public Schools

MISSION

The mission of the DC Public Schools is to educate all children in the District of Columbia, providing the knowledge and skills they need to achieve academic success and choose a rewarding professional path.

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 teachers, principals, aides, and other staff
- Developing and implementing academic tools 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 families and community members.

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

INITIATIVE 1.1: Enhance the quality of our school portfolio.

DCPS' schools do not adequately provide compelling, rigorous academic programs to all students, as evidenced by poor student achievement, declining enrollment, and high rates of truancy. DCPS will simultaneously increase the quality of all schools and the diversity of school programs available to students. Specifically, in FY 09, DCPS will:

- a. Expand our curriculum to provide art, music and PE at all schools.
- b. Implement the first phase of our comprehensive staffing model to ensure that each school can provide the full range of academic, administrative, enrichment, and wellness services.
- c. Improve the quality and quantity of our out-of-school services to students, including placing after-school coordinators at 92 sites, implementing credit recovery programs for every high school student at 15 schools, and opening Saturday Academies in at least two high schools.
- d. Open new programs, including the Youth Engagement high school at Eliot and the Phelps Architecture, Construction, and Engineering high school.
- e. Begin Phase I implementation for three partnership high schools.
- f. Initiate professional development for teachers and provide equipment to the first wave of theme schools, such as STEM, fine arts integration, and dual language.

INITIATIVE 1.2: Ensure accountability for school performance and district operations.

Going into the second round of No Child Left Behind (NCLB) restructuring, DCPS will build on the work started last year to carry out NCLB's mandate in a way that truly moves schools towards significant academic improvement. As a part of this effort, DCPS will engage school communities in a focused and extensive way to determine restructuring options for schools newly in restructuring status.

For all schools, DCPS will roll out three additional accountability mechanisms:



- a. Develop School Scorecards in 2008-2009 (for roll out in 2009-2010). The scorecards will measure each school's progress toward a pre-defined set of key performance indicators including student achievement, school climate, etc).
- b. Conduct surveys of stakeholders in 2008-2009 to measure satisfaction with district services and schools, obtain feedback on school climate and safety, and identify needs to raise student achievement levels.
- c. As is described in greater detail in Initiative 2.1, DCPS will pilot a new teacher evaluation process linked to student achievement, with full rollout planned for 2009-10.

For all programs and offices, DCPS will:

- a. Align performance management systems across the organization through a “plan, do, assess” model. This includes ensuring that planning documents build on each other at each level of the organization, and that accountability tools and forums (including SchoolStat and performance evaluations) link directly to the those plans.
- b. Finalize and roll-out Chief level scorecards, which will drive the realignment of SchoolStat.
- c. Build on recent rounds of central office performance evaluations by offering performance management training and support for central office managers.

INITIATIVE 1.3: Make school environments safe, modern, and conducive to learning.

To achieve this, DCPS will:

- a. Work with the Office of Public Facilities Modernization (OPEFM) to create and begin to implement a Master Facilities Plan designed to deliver world-class public school facilities over the next five years. Ensure that facilities improvements are aligned with academic priorities and specific school programs.
- b. Revise Chapter 25 of the District of Columbia Municipal Regulations. Chapter 25 governs student discipline and will be a critical component of any effort to improve school climate.
- c. Continue to partner with the Mayor’s Office and the Metropolitan Police Department to improve school safety. DCPS and MPD will review the existing school security contract to determine how school security can be improved through programs such as guard training and peer mediation.
- d. In partnership with OCTO, issue all students grades 6 through 12 a “One Card”, which will both improve security within schools while also avail students to a wide network of District support services.
- e. Closely monitor the impact of the 23 school closings to determine the impact on student’s safety, and address any resulting problems.

INITIATIVE 1.4: Increase student engagement in their academic success and deliver non-academic supports.

Nearly 20% of DCPS students had at least 15 unexcused absences in SY 07-08. To address this, DCPS will:

- a. Pilot alternative twilight programs for secondary school students, including rolling out twilight program at Ballou in the fall and explore options to expand the program to additional schools.
- b. Embed attendance counselors in each school support cluster to support schools in taking a more proactive approach to reducing truancy.
- c. Increase the use of student support teams to identify students showing early signs of absenteeism and to develop support mechanisms to address the problems.
- d. Launch Capital Gains program at 15 randomly selected middle and PK-8 schools. The programs tracks student attendance, behavior, and academic achievement on a daily basis and rewards student monetarily. The program will be assessed at the end of the year by comparing outcomes with the control group of schools.



INITIATIVE 1.5: Improve the delivery of special education services to schools.

In FY 09, DCPS will improve service delivery and promote interagency connections that ultimately lead to increases in student achievement and success. To achieve this, DCPS will focus on a range of improvement efforts, including:

- a. Launching 16 exemplary schools focused on highly supportive and integrated learning environments for students with disabilities and their peers. These include piloting Schoolwide Application Model (SAM) schools at eight elementary schools and a Full Service Schools (FSS) model at eight middle schools.
- b. Increasing the number of students returning to DCPS from non-public placements by reducing caseloads and developing programs that more effectively meet the needs of students ready to return to DCPS.
- c. Revising and improving the Individualized Education Plan (IEP) process so that each plan better reflects each student's needs and abilities.
- d. Providing real-time information to schools and instructional superintendents on IEP and assessment timeliness.
- e. Creating and implementing a plan to improve the provision of related services, including a mechanism to address lapses in service provision.
- f. Creating a legal unit within the OSE to reduce the backlog and increase the timely resolution of Hearing Officer Decisions (HODs) and Settlement Agreements (SAs).
- g. Launching accountability mechanisms within OSE including regular SPEDStat sessions, school summary sheets to provide principals the data they need, and performance plans for OSE.

OBJECTIVE 2: Retain the most highly effective and highly compensated educators in the country.

INITIATIVE 2.1: Strengthen professional development for principals, teachers, and DCPS staff.

- a. Dramatically reposition our professional development programs by embedding on-the-job coaches in each school to improve literacy and numeracy teaching.
- b. Introduce a new PD Planner web-application to track the supply and demand of PD opportunities.
- c. Complete design and begin implementation of the School Leadership Academy to ensure enhanced professional development for existing administrators and a recruitment pipeline for administrative candidates.
- d. Develop a comprehensive central office professional development strategy to build the skills and capacity of existing central office staff, including a formal on-boarding process to ensure that new employees are well-oriented.
- e. Pilot anchor assignments in select MS and HS.
- f. Improve the induction program for beginning teachers.

INITIATIVE 2.2: Improve teacher, aide and substitute recruitment, compensation, and evaluation.

Specifically, DCPS will:

- a. Create a targeted teacher recruitment initiative to ensure an adequate supply of teachers in high-need subject areas.
- b. Pilot a new teacher evaluation process linked to student achievement, with full roll-out in 2009-10.
- c. Train principals on how to recognize and recruit high quality teachers and on how to utilize mechanisms remove ineffectual teachers.
- d. Develop a comprehensive teacher recognition program to reward high performing teachers.



- e. Rollout an evaluation system as well as conduct a recruitment effort for educational aides and substitute teachers.
- f. Complete and implement a labor contract with the Washington Teachers' Union (WTU).

INITIATIVE 2.3: Improve principal recruitment and compensation.

As instructional leaders in each school, DCPS principals need to possess a dizzying array of skills, including awareness of educational and instructional best practices, mastery of administrative and operational functions, and the ability to motivate and engage students, teachers, and parents. To support our principals, DCPS will:

- a. Expand principal and assistant principal recruitment to bring the best talent into our schools.
- b. Negotiate a new principal compensation system through the Council for School Officers union contract to ensure competitive wages and to reward outstanding performance.

INITIATIVE 2.4: Improve central office staff recruitment and compensation.

In the past, central office inefficiencies have detracted from student achievement rather than supported it. To reverse this dynamic, DCPS will work with its central office staff to ensure that they provide high quality support to our schools. In addition to continuing our performance evaluation efforts for all central office staff, DCPS will conduct the following activities in FY 09:

- a. Build upon the successful Urban Education Leadership Internship Program (UELIP) by bringing in additional young education professionals.
- b. Create a teacher rotation program to allow teachers to work in central office.

INITIATIVE 2.5: Improve relations with key labor organizations.

DCPS will create and implement a strategic plan for labor relations to ensure more effective partnerships with our unions.

INITIATIVE 2.6: Improve the capacity of Human Resources to more effectively serve schools and district departments.

In order to improve the functioning of HR, DCPS will take the following steps. First, DCPS will hire a Director of Human Resources to provide day-to-day management and oversight of the department. Second, DCPS will launch and implement PeopleSoft to more effectively manage employee data and information.

OBJECTIVE 3: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

INITIATIVE 3.1: Support Standards-Based Instruction.

To align our instructional methods with the school districts content standards, DCPS will:

- a. Roll out pacing guides for all core content areas.
- b. Begin tiered reading interventions.
- c. Produce an academic course guide for HS students, their parents, and educators. This guide will also provide a standard description of our graduation requirements across all schools.
- d. Pilot the Individual Graduation Plan (IGP) initiative for secondary school students. In 2008-2009, all students will have an access account, while individual schools will have the option to participate in a pilot of the full initiative. By 2009-2010, expand the program to additional schools.

INITIATIVE 3.2: Strengthen student assessments.

DCPS will expand upon the successful DC BAS assessment program by administering baseline assessments at the start of the school year for all students in grades 3-8 and 10. In addition, we will develop and pilot end-of-course tests in biology and algebra I.



OBJECTIVE 4: Support decision-making with accurate information about how our students and the school district are performing.

INITIATIVE 4.1: Place high-quality data at the fingertips of the DCPS community.

DCPS will increase the usefulness of the DC STARS student information system in several ways. We will add Data Dashboards to DC STARS, which will allow school staff to easily review fresh, critical data. Also, we will begin offering DCPS families online access to student information at select DCPS high schools.

Second, DCPS will rollout Schools Data Link, a web-accessible database developed to serve as an accurate, centralized repository for school-level information data. Schools Data Link is based on a new model for data governance that supports the accurate and timely collection and reporting of data.

INITIATIVE 4.2: Support teachers to use data to inform instruction.

Historically, teachers at DCPS have neither had the systems to supply the student achievement data nor the training to utilize that information in the classroom. To address these problems, DCPS will:

- a. Expand last year's pilot of Wireless Generation's delivery of the DIBELS early literacy assessment. Wireless Generation provides a range of value-added services such as grouping students into learning cohorts as well as providing teachers with instructional approaches that have proved effective at improving literacy among students in grades K-3.
- b. Utilize the DataWise process to further the development of district staff in regards to data collection, analysis and instructional effectiveness.
- c. Utilize our school-based coaches (see initiative 2.1) to support teachers in data analysis and the requisite instructional response.

OBJECTIVE 5: Provide schools with the central office support they need to foster student achievement.

INITIATIVE 5.1: Ensure all students eat meals that are nutritious while reducing cost.

Annually, DCPS provides over 8.8 million breakfasts, lunches and snacks to students. The federal government reimburses school districts for meals for students living at or near the poverty line. To receive reimbursement, DCPS collects school food applications from parents. Burdens related to collections are reduced under a federal program known as "Provision 2." Food service operations in large urban school districts should break-even or operate at a profit. At the start of the 2007-2008 school year, DCPS projected to lose \$11.6 million with respect to its food service operation as a result of its failure to collect food applications and expenses associated with the program. During the 2008-2009 school year, DCPS will:

- a. Increase food quality and reduce costs through outsourcing its food service operation.
- b. Increase the number of schools which are eligible to participate in Provision 2 of the federal government's free and reduced lunch program.
- c. Conduct an information campaign for parents about the free and reduced lunch program to increase the number of applications submitted and ultimately increase participation.
- d. Increase the quality of the meals served by expanding the lunch pilot that began in 2007-2008 to include additional high schools and elementary/k-8 schools.

INITIATIVE 5.2: Implement a school-based budgeting system that is equitable and meets the unique needs of individual schools.

To improve the equitable allocation of dollars for schools, DCPS shifted from the Weighted Student Formula (WSF) to the Comprehensive Staffing Model (CSM) in school year 08-09. This model is



designed to establish a sense of uniformity by focusing on outcomes and academic achievement rather than per pupil spending. It establishes a base level of services and learning opportunities across the District. This year, DCPS will:

- a. Evaluate the effectiveness of the CSM and identify next steps.
- b. Train all school principals relative to budget development, resource allocation and staffing. The training and process should be completed before the close of the 2008-2009 school year.

INITIATIVE 5.3: Strengthen coordination with District agencies to improve services provided to schools.

The Education Reform Act of 2007 affords DCPS the unprecedented opportunity to partner with various city agencies to improve services provided to schools and the students and families they serve. During the 2008-2009, DCPS will partner with several agencies to implement key initiatives to:

- a. Create and begin to implement a Master Facilities Plan with OPEFM to deliver world-class public school facilities over the next five years.
- b. Address the needs of at-risk children through the Interagency Collaboration and Services Integration Commission (ICSIC) with the Office of the Deputy Mayor for Education. This includes the launching of 4 evidence-based programs (DC START, Second Step, Life Skills Training, and Primary Project) serving 80 schools across the district.
- c. Revise portions of Title V of the District Code of Municipal Regulations in partnership with the Office of the Attorney General (OAG) and OSSE.
- d. Review the existing inventory of school buildings with the DME and the Office of Property Management to assess the most cost-effective and efficient location for the central headquarters.

INITIATIVE 5.4: Open all schools smoothly and on-time.

A successful school opening requires early planning and year-long implementation. To achieve this for SY 09-10, DCPS will:

- a. Review our current registration and enrollment procedures in order to put a simpler, more effective process in place for SY 09-10.
- b. Announce new school programs and grade configuration in early 2009 to afford families an opportunity to make meaningful decisions relative to their student's school assignment.
- c. Complete and distribute school budgets and staffing allocations prior to the end of the current school year.
- d. Improve the textbook procurement and distribution process by rolling out a simple, electronic textbook ordering system for every school and by improving the organization and functioning of our textbook warehouse.

OBJECTIVE 6: Partner with families and community members who demand better schools.

INITIATIVE 6.1: Determine parent desires and the extent of existing parent involvement.

In FY 09, DCPS will collect accurate data on parent involvement. In order to plan our activities with parents in a way that meets their needs, DCPS will:

- a. Release the results of the FY08 parent survey results in the fall and will conduct that survey again in the spring.
- b. Create a parent advisory committee for the Chancellor.
- c. Audit parent involvement and review Local School Restructuring Team (LSRT) policies and practices at each DCPS school.

INITIATIVE 6.2: Share information and promote dialogue with and among parents, families, and community members on their roles in student achievement.



DCPS will initiate a series of living room meetings and will hold two larger town meetings between the Chancellor and parents and families. DCPS will strengthen the services and operations of our three Parent Resource Centers (PRC), in part by providing professional development for school parent coordinators and PRC staff.

INITIATIVE 6.3: Communicate consistently with external members of the public.

DCPS will launch a new website in the spring to offer our community and parents new tools to access information about DCPS. DCPS will develop and initiate a communications strategy, including articulating overarching messages that we want to deliver and working with the media to place stories about those messages.

INITIATIVE 6.4: Pursue partnerships with businesses and community organizations.

DCPS has been the beneficiary of many volunteers in our schools. In past years, these programs have neither been coordinated to ensure that the neediest students receive the most assistance nor have they been monitored to replicate what is working and eliminate what is not. To address this, DCPS will:

- a. Launch additional hub structures through which DCPS can more easily and effectively manage partners working on similar issues.
- b. Launch a centralized volunteer network to manage and maximize volunteers in our public schools.
- c. Create and rollout new district-wide, high profile opportunities for partner engagement in our schools (such as a Principal for a Day program).
- d. Expand the corporate tutoring program



PROPOSED KEY PERFORMANCE INDICATORS

Measure	FY07 Actual	FY08 Target	FY08 YE Actual	FY09 Projection	FY10 Projection	FY11 Projection
Objective 1						
% elementary students proficient in reading	38%	N/A	46%	49%	54%	59%
% elementary students proficient in math	29%	N/A	40%	43%	48%	53%
% secondary students proficient in reading	30%	N/A	39%	42%	47%	52%
% secondary students proficient in math	27%	N/A	36%	39%	44%	49%
Black-White reading achievement gap	57	N/A	52	49	44	39
Black-White math achievement gap	58	N/A	53	50	45	40
Hispanic-White reading achievement gap	46	N/A	39	36	31	26
Hispanic-White math achievement gap	46	N/A	41	38	33	28
Timely completion rate for IEPs	N/A	65%	75%	80%	85%	90%
Timely completion rate for OSE assessments	N/A	65%	72%	78%	82%	87%
# of students referred to non-public schools by DCPS	N/A	N/A	N/A	TBD	TBD	TBD
Decrease in the # categorized security incidents per 100 students	N/A	N/A	3.8	3	4	5
% faculty and staff satisfied with school facilities	N/A	N/A	62%	67%	72%	77%
% parents satisfied with safety inside school	N/A	N/A	76%	76%	80%	85%
Objective 2						
Principal applicant to hire ratio	N/A	N/A	14:1	14:1	14:1	14:1
Days to process new hires from date of initial offer	N/A	N/A	N/A	TBD	TBD	TBD
Objective 3						
Increase in the graduation rate	68%	N/A	N/A	3%	5%	5%
% high school students taking at least 1 AP exam	N/A	N/A	14%	17%	20%	24%
% tests scored at 3 or better	27%	N/A	21%	25%	30%	35%
% 9-11 th grade students taking PSAT	N/A	75%	72%	78%	80%	85%
% HS students with IGPs	N/A	N/A	N/A	TBD	TBD	TBD
Objective 4						
Number of active STARS users	N/A	N/A	N/A	TBD	TBD	TBD
Number of active users of benchmark assessment system	N/A	N/A	N/A	TBD	TBD	TBD
Objective 5						
% of students completing free and reduced meal	N/A	N/A	N/A	TBD	TBD	TBD



applications						
# schools eligible for Provision 2	N/A	N/A	N/A	24	58	70
Food service participation rate	N/A	N/A	48%	55%	65%	70%
Days to complete small purchase	N/A	N/A	6	5	5	5
Days to complete purchase off DC Supply Schedule	N/A	N/A	6.5	6.5	6	5
% faculty and staff satisfied with central office services	N/A	N/A	54%	59%	65%	70%
Objective 6						
% parents satisfied with opportunities for engagement	N/A	N/A	77%	85%	85%	85%
% students missing 15 or more days unexcused	15.7%	N/A	19.7%	17%	15%	10%
Number of parents utilizing PRC resources and programs	N/A	N/A	N/A	TBD	TBD	TBD
Number of users of DCPS website	N/A	N/A	N/A	TBD	TBD	TBD