



FY 2014 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 its five-year strategic plan, A Capital Commitment. FY 14 is the second full year of the plan and DCPS is organizing toward the achievement of five goals by 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 FY 14 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 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 DIVISIONS¹²

- Office of Teaching and Learning³
- Office of Human Capital
- Office of Specialized Instruction⁴
- Office of the Chief of Schools⁵
- Office of Family and Public Engagement
- Office of Data & Strategy⁶
- Office of the Deputy Chancellor for Operations⁷

AGENCY WORKLOAD MEASURES

Metric	FY 2011 Actual	FY 2012 Actual	FY2013 Actual
# of Title I schools	96	99	98
% of students qualified for Free or Reduced Lunch	76%	70%	77% ⁸

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 numerous offices and initiatives, this method can appear opaque to some readers. For example, the Office of Human Capital has no mention in the FY 2014 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 office.

² In September 2013, DCPS finalized a reorganization of several central office functions and reporting structures. This list of divisions reflects the organization’s new organizational chart (attached). Once the budget reprogramming for these changes is final, DCPS will update the Office of the City Administrator with a cross-walk of these reporting structure changes to the FY2014 budget book upon request.

³ The Office of Teaching and Learning (OTL) is a new division in FY14. This new office was created to focus on the previous Office of the Chief Academic Officer’s Common Core implementation work.

⁴ The Office of Specialized Instruction is a new division in FY14. It was created to expand the work of the Office of Special Education to include two teams previously part of the Office of the Chief Academic Officer – the Office of Bilingual Education and the Office of Early Childhood Education – and to ensure greater alignment between these teams.

⁵ The Office of the Chief of Schools has an expanded role in FY14 which includes the work of two teams previously part of the Office of the Chief Academic Officer – the Office of Youth Engagement and the Office of Career and College Readiness – to ensure better alignment between these teams.

⁶ The Office of Data & Accountability and Office of Strategy were merged and renamed the Office of Data & Strategy to more closely align the new office’s data, strategy and accountability functions.

⁷ The Office of the Deputy Chancellor for Operations is a new division in FY14. It combines the work and objectives of two previous DCPS divisions – the Chief of Staff and the Office of the Chief Operating Officer – to ensure better alignment between these two teams.

⁸ Part of the change in students eligible for Free/Reduced Lunch is because some schools have been certified for the Community Eligibility Option, under which all students receive lunch meals at no charge.



Office of Teaching and Learning

SUMMARY OF SERVICES

The Office of Teaching and Learning delivers high-quality instructional resources, enhance classroom practice and scale 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. (One City Action Plan Actions 2.2.2, 2.2.4, 2.2.5, 2.2.6 and Indicator 2D).

INITIATIVE 1.1: Develop core curricular resources for continued support of the Common Core Standards implementation. (One City Action Plan - Actions 2.2.4, 2.2.5, 2.2.6 and Indicator 2D)

Over the last two years, DCPS has undertaken a district-wide alignment to the Common Core State Standards (CCSS) – instructional standards which map what a student needs to know to be ready for college and careers. A major focus of the district’s CCSS work in SY2013-2014 will be to increase the amount of curricular resources (e.g. texts, textbooks, etc.) for our schools, including detailed unit plans. Through the Common Core Reading Corps Curriculum Fellowship, DCPS teachers and coaches will work to create a more detailed, robust and descriptive curriculum. Similarly, in Science, Technology, Engineering and Math (STEM), DCPS will continue to acquire and create resources (e.g. texts, textbooks, and consumables) aligned to the CCSS. The next phase of this work will be complete by **June 30, 2014**.

INITIATIVE 1.2: Implement a focused literacy strategy and provide targeted supports to accelerate reading achievement.

Since reform efforts began in 2007, DCPS has made great strides in reading. Yet, over half of students attending DC Public Schools cannot read on grade level. DCPS rolled out an integrated academic plan in SY 2011-2012 and is accelerating this work in SY2013-2014. To that end, DCPS will support all elementary schools in a chosen literacy focus area with resources and regular professional development. Targeted schools will receive additional literacy personnel (e.g. Assistant Principals of Literacy, Reading Specialists) whose work will be overseen by the Office of Teaching & Learning. DCPS will also begin implementing the Common Core Writing Standards at the elementary level. This work will be complete by **June 30, 2014**.

INITIATIVE 1.3: Increase access to advanced and enriched programming in our schools.

DCPS has set a goal to increase in the number of students scoring at the advanced level on the DC CAS. In pursuit of this goal, DCPS continues to increase access to high quality college-preparatory curricula and advanced and enriched programming in our schools. For instance, DCPS will provide teachers at targeted schools training on implementing Enrichment Clusters for high ability students. In addition, the district will continue to offer DCPS Advanced Readers Extensions (DARE) – previously called Advanced Readers Extension Modules – so that English/Language Arts teachers in grades 2-5 can offer advanced readers an enrichment extension to their regular circular units. Finally, DCPS will direct more resources into procuring commercially-produced programming (e.g. Junior Great Books) for high ability



students to maximize their experience in DCPS schools. This work will be complete by **June 30, 2014**.

INITIATIVE 1.4: Increase access to rigorous Advanced Placement courses in schools.

DCPS graduates must be prepared to succeed in postsecondary education. To that end, DCPS is increasing access to and quality of Advanced Placement courses. DCPS will partner with the College Board to provide teachers year-round professional development on targeted AP courses to increase the quality of instruction. By leveraging the College Board’s “AP Potential” selection tool, DCPS will also identify more students for AP courses. This work will be complete by **June 30, 2014**.

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

INITIATIVE 2.1: Provide schools with high quality instructional coaches.

In FY14, DCPS will support a strategic recruitment and staffing campaign to recruit and select high quality instructional coaches to serve in our schools, with particular attention to aligning efforts to each school’s SY2013-2014 literacy focus area. DCPS will work to ensure that all instructional coaches have a strong knowledge base of the 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, 2013**.

INITIATIVE 2.2: Train and support coaches on running Collaborative and Individual Learning Cycles on schools’ literacy focus areas.

Research shows that stand-alone workshops simply do not change instructional practice. As such, our instructional coaches use Individual and Collaborative Learning Cycles (CLCs) to embed training in the daily work of teachers. The Office of Teaching & Learning will prepare all instructional coaches on literacy focus areas during summer 2013, particularly on how to use the data connected to schools’ literacy focus areas, so that coaches run effective CLCs on the focus areas throughout SY2013-2014. This work will be complete by **June 30, 2014**.



KEY PERFORMANCE INDICATORS – Office of Teaching & Learning

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
% of students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] ⁹	43%	N/A ¹⁰	47%	51%	N/A ¹¹	N/A
% of students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5]	46%	N/A	50%	53%	N/A	N/A
Reading achievement gap (% proficient or advanced) between black and white students	55%	46%	54%	49%	N/A	N/A
Math achievement gap (% proficient or advanced) between black and white students	52%	49%	51%	49%	N/A	N/A
% of HS students taking at least 1 AP exam	22%	24%	23%	24%	26%	28%
% of AP exams passed	30%	33%	31%	33%	36%	39%

⁹ As of 2013, the Office of the State Superintendent of Education (OSSE) no longer reports aggregate DC CAS proficiency rates by elementary and secondary because of the district's waiver from No Child Left Behind which designated these aggregations. Instead, OSSE reports district-wide proficiency rates. These KPIs have been modified to conform to this city-wide change.

¹⁰ Because of the modification to this data reporting by OSSE occurred in 2013, there was no target set using the new reporting aggregation when this report was submitted in 2012.

¹¹ In 2015, DC will transition from the DC CAS to the Partnership for the Assessment of Readiness in College and Careers (PARCC) assessments. PARCC is a group of 20 states working together to develop a common set of K-12 assessments in English language arts/literacy and mathematics anchored in what it takes to be ready for college and careers. Once baseline data for PARCC is available in 2014, DCPS will provide projections for future years.



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 activities:

- **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 (One City Action Plan Action 2.2.6).

INITIATIVE 1.1: Recruit and select the best possible teacher talent.

In FY14, DCPS will significantly 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. 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, 2014.

INITIATIVE 1.2: Rigorously evaluate teacher performance.

In order to ensure valid data on employees, 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 and train and assess their assessment of the 9 Teach Standards. This work will be complete by **September 30, 2014**.

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 LIFT (Leadership Initiative for Teachers) career ladder system. DCPS will continue performance pay, including aligning compensation structure for WTU members to the LIFT career ladder. DCPS will also design and implement new initiatives to support teacher leadership in schools, including piloting new teacher leadership roles and implementing teacher leadership roles over the course of the SY2013-2014. This work will be complete by **June 30, 2014**.



INITIATIVE 1.4: Provide Master Educator pedagogical support to the 40 targeted schools.

Quality of instruction in the 40 lowest-performing schools will drive overall achievement growth (Goal 2 of A Capital Commitment). OHC will extend its investment in high quality incumbent and new educators by providing Master Educator pedagogical support for new teachers in the 40-targeted schools at the beginning of the year, optional CLCs by content area, and intensive coaching support throughout SY2013-2014. This work will be complete by June 30, 2014.

INITIATIVE 1.5: Recruit and select the best possible school leadership talent.

DCPS will significantly expand school leader recruitment capacity with a particular focus on the 40 targeted schools. In SY2013-2014, DCPS will focus on filling principal vacancies with outstanding, external and internal talent with the intention of a majority of principal candidates coming from the AP ranks in future school years. To build the pipeline of future principals, 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. In addition, OHC will continue to support the Mary Jane Patterson Fellowship inaugural cohort so each Fellow earns a principal ship for SY2014-2015, and will launch the second cohort in January 2014. This work will be complete by June 30, 2014.

INITIATIVE 1.6: Retain the best school leader talent.

DCPS will implement an aggressive performance-based salary scale for APs, and a bonus system for all Highly Effective 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 all principals, using external experts to provide high-quality professional development to existing school leaders, 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 June 30, 2014.

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.

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

In FY14, the Office of Human Capital will continue to collaborate with DCHR and OCTO to upgrade/enhance technology systems, including PeopleSoft (PS), the talent, selection, hiring,



and on-boarding tool's (TSHO's) tracking and reporting functionality, and an electronic application system for the Teacher's Retirement Plan. OHC will also create a new Quickbase (QB) Separations database and will collaborate with eSchool Solutions (vendor for substitute platform) to enhance SmartFind Express to include subject-area expertise and a pool of candidates dedicated to the targeted 40 schools. This work will be complete by June 30, 2014.

KEY PERFORMANCE INDICATORS – Office of Human Capital

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Retention rate of teachers rated highly effective on IMPACT	91%	95%	91%	95%	95%	95%
Percentage of teachers Highly Qualified ¹²	73%	73%	70%	75%	75%	75%
# HR constituent cases open 50+ days	N/A	0	2	0	0	0

¹² Highly Qualified is defined in the legislation authorizing No Child Left Behind as a teacher holding a bachelor's degree and holding a state certification and demonstrating subject matter knowledge.



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 the school 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 early intervention
- Implementing timely interventions
- 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 (One City Action Plan Actions 2.1.1 and 2.2.3).

INITIATIVE 1.1: Reduce non-public enrollment by 50% by the end of SY2014-2015.

In alignment with the Mayor's Office (EOM) and the Office of the State Superintendent of Education (OSSE), DCPS is working to reduce non-public enrollment by 50%. The Office of Specialized Instruction is focusing on engaging families to encourage students to return to the District in placements that are suited to student needs. This work requires neighborhood schools to increase their offerings, transition non-public students to appropriate academic or career opportunities, define clear criteria for identifying students who need a non-public academic setting, and communicate with families about the services they can provide to help students achieve. The next phase of this work will be complete by **September 30, 2014**.

INITIATIVE 1.2: Increase the percentage of students with disabilities served in general education classes to exceed the national average by SY2014-2015.

The Office of Specialized Instruction 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 all 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, 2014**.

INITIATIVE 1.3: Reduce Special Education enrollment to 15% by SY2016-2017.

DCPS has set a goal to reduce special education enrollment to 15% overall by the end of SY2016-2017. 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 9%. 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 standardized exit criteria for students receiving special education services. This next phase of this work will be complete by **September 30, 2014**.

INITIATIVE 1.4: Serve all families who want to place their three and four-year-old children in high-quality, comprehensive DCPS classrooms.

Participation in early childhood education provides a foundation for future achievement. Therefore, DCPS is expanding the number of classroom spaces, including locations in underserved wards, through modernizations and other mechanisms while improving the quality of programming overall.

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

INITIATIVE 2.1: Empower DCPS schools to provide a positive, inclusive environment for all students with disabilities. (One City Action Plan – Action 2.2.1)

The Office of Specialized Instruction will work to empower DCPS schools to provide a positive, inclusive environment for all students. Targeted strategies include: aligning principal training and performance measures; identifying, developing, and conducting trainings and professional development for school staff, and partnering with schools to develop and execute family- and community-focused engagement strategies. The next phase of this work will be complete by **June 30, 2014**.

INITIATIVE 2.2: Improve access for students with disabilities to post-secondary opportunities aligned with interests. (One City Action Plan – Action 2.2.1)

The Office of Specialized Instruction will offer courses in SY13-14 that were designed by the Transition team. This will complement DCPS's commitment to providing a seamless postsecondary transition program beginning at pre-K 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, 2014**.

INITIATIVE 2.3: Focus on academic achievement for students requiring additional supports.

The Office of Specialized Instruction will expand investments to improve instruction through the development and implementation of a staff-training model that focuses on literacy, behavior, IEP quality, transition services and paraprofessional training, and more. Specifically, a suite of reading interventions aligned to individual students' needs will be provided in all self-contained classrooms (directly supporting Goals 1 and 2 of A Capital Commitment). This work will be complete by **June 30, 2014**.

INITIATIVE 2.4: Expansion of 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 continue investments in the Tools of the Mind curriculum in more than half of classrooms and promote research-based approaches in other classrooms. This work will be complete by **June 30, 2014**.



KEY PERFORMANCE INDICATORS – Office of Specialized Instruction

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
# of students served in non-public placements (new in FY13)	1,650	1,350	1,218	1,100 ¹³	874	712
Reduction in special education non-public enrollment (new in FY13)	Baseline	77%	55%	50%	40%	32%
% of SPED students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] (new in FY13)	16% ¹⁴	14%	18%	23%	34%	41%
% of SPED students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5] (new in FY13)	17%	23%	21%	29%	35%	39%
Percentage Of Children Entering Kindergarten Meeting Expected Benchmarks In Multiple Domains (new in FY13)	N/A	Baseline year	TBD ¹⁵	TBD	TBD	TBD

¹³ 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.

¹⁴ The value for FY12 for this metric was revised in FY13, therefore the FY13 targets that were set based on the FY12 value at the time are no longer valid.

¹⁵ At this time, OSSE has not implemented a Kindergarten Entrance Assessment. In SY 12-13, DCPS used the GOLD assessment system to track the progress of all PK3/PK4 students. Based on that measurement, more than 95 percent of children met or exceeded expectations at the end of the PK3 or PK4 year.



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
- Monitoring 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 (One City Action Plan Actions 2.2.4, 2.2.5, 2.2.6).

INITIATIVE 1.1: Monitor and provide technical assistance on comprehensive school planning and resource alignment – particularly in the bottom 40 schools. (One City Action Plan- Action 2.2.6)

The OCOS will continue its work to assist schools in developing their comprehensive school plans (CSP) and any schools with school improvement plans under the OSSE's ESEA Waiver. Each of 10 instructional superintendents will work with a cluster of schools' leaders to analyze data in order to identify school needs for the upcoming school year. The OCOS will assist schools in developing an action plan around reading/math gains, in seat attendance, and other school identified goals to include in the CSP and school improvement plans, identifying potential supports needed for implementation, and by setting benchmarks to gauge success of plans. The OCOS will then assist in procuring resources aligned to school needs. This next phase of this work will be complete by **June 30, 2014**.

INITIATIVE 1.2: Offer extended day programming in targeted schools.

To increase the amount of learning time for our students, DCPS will continue to offer extended day programming in targeted DCPS schools in FY14. 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. This work will be complete by **June 30, 2014**.



INITIATIVE 1.3: Implement Ninth Grade Academies to Support Incoming Freshman at Comprehensive High Schools.

In SY2013-2014, DCPS will establish targeted Ninth Grade Academy programs at eight comprehensive high schools across the District to help first-year ninth grade students successfully complete the first year of high school. These new programs, focused on meeting academic, social and emotional needs, are based on best practices, research and successful programs in other urban school districts. The first phase of this work will be complete by **June 30, 2014**.

INITIATIVE 1.4: Empower and support students to stay on track to graduation.

DCPS will extend the bridge from middle school to high school by continuing the Individual Graduation Plan (IGP) so that students in grades 6–12 can create a thoughtful roadmap for high school and beyond. The district will also implement an Advisory program to enable these students to build relationships with caring adults who keep them on-track to meeting their goals. DCPS will instill and grow students' non-cognitive skills at key transition points from 1st through 12th grades. And, DCPS will provide targeted support for these strategies at middle and high schools that struggle with transitioning students to ninth grade and beyond. The next phase of this work will be complete by **June 30, 2014**.

INITIATIVE 1.5: Provide schools with the information they need to identify struggling students *before* they fall too far behind to graduate on time and target resources to those student populations.

DCPS will provide targeted resources to schools with low promotion rates for first-time 9th grade students, including but not limited to an intensive summer bridge for rising 9th graders and the assignment of effective teachers to teach 9th grade courses. DCPS will also provide targeted resources to schools with large numbers of ELLs and/or students with IEPs, two subgroups that historically take more than four years to graduate. This next phase of this work will be complete by **June 30, 2014**.

INITIATIVE 1.6: Assess students' career readiness and increase participation in Career and Technical Education (CTE).

Students who choose to enter the workforce after high school must be prepared to succeed and earn a living wage. In SY2012–2013, DCPS piloted an assessment of employability skills with students participating in Career and Technical Education (CTE). In SY2013-2014, the district will expand the assessment more broadly and implement a curriculum to use with students who have not yet mastered the skills necessary to succeed in the workplace. DCPS will also work to increase the number of students who complete CTE programs of study resulting in industry certification and/or college credit, including a strategic redeployment of CTE programs across high schools. This work will be complete by **June 30, 2014**.



OBJECTIVE 2: Ensure that schools provide support for present, healthy students (One City Action Plan Action 2.2.4).

INITIATIVE 2.1: Develop clear and consistent implementation guidance, support and accountability systems for district-level attendance policies (One City Action Plan -Action 2.2.4).

Current district-level attendance policies focus on mandated responses to truancy, or the persistent absence of a student ages 5 – 17 years old without a valid excuse. This work includes required attendance referrals, data tracking, and the presence of student support teams in all DCPS schools. In FY14, DCPS will develop a compliance checklist accountability system that includes a number of improvements to current processes. The DCPS Truancy Protocol will be revised to respond to all absences. Data systems will be aligned and further systematized to reduce error. And, school staff will be trained on the Secondary Student Placement and Transition Implementation Guide to ensure fidelity and a focus on transitioning overage and under-credited 9th graders. This work will be complete by **June 30, 2014**.

INITIATIVE 2.2: Increase support for schools in the implementation of differentiated interventions.

In FY14, DCPS will focus on enabling schools to implement Multi-Tier Systems of Support (MTSS) that facilitate collaborative, data driven decision-making and problem-solving activities. DCPS will draft, adopt and implement a district-wide approach to identifying interventions for attendance, behavior and/or academics through MTSS. DCPS will implement Student Support Teams (SST) that will allow schools to effectively identify supports and interventions for all students at risk. This work will be completed by June 30, 2014. Students who receive data-driven interventions are more likely to have intended outcomes, including improved attendance, fewer discipline infractions, and academic progress. Finally, DCPS will coordinate an Early Warning Indicator (EWI) system that will allow schools to target supports and interventions effectively for all students at risk. This work will be complete by **June 30, 2014**.



KEY PERFORMANCE INDICATORS – Office of the Chief of Schools

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
In-seat attendance (ISA) ¹⁶ rate- Old Calculation ¹⁷	90%	N/A ¹⁸	91%	92%	93%	94%
In-seat attendance (ISA) rate- New Calculation	86%	N/A ¹⁹	86%	88%	89%	90%
% students proficient in reading at the 40 lowest-performing schools [One City Action Plan Action 2.2.6] (new in FY13)	23%	32%	28%	35%	45%	55%
% students proficient in math at the 40 lowest-performing schools [One City Action Plan Action 2.2.6] (new in FY13)	26%	30%	30%	35%	45%	55%
% of 9-11th grade students taking the PSAT	75%	88%	79%	90%	90%	90%
4-year graduation rate [One City Action Plan Action 2.2.4 and Indicator 2D]	56%	58%	TBD ²⁰	59%	60%	65%

¹⁶ As of the 2012-13 school year (FY13), DCPS uses the In-Seat Attendance (ISA) rate to measure attendance. ISA is the percent of days that a student is present 60% of the school day. Being absent is defined by either excused or unexcused absences. This definition is in contrast to the previous attendance metric, Average Daily Attendance, which only counted unexcused absences.

¹⁷ As of SY2013-14 (FY14), the Office of the State Superintendent of Education (OSSE) modified the ISA calculation. The old calculation, used for the 2012-13 school year, counted a student “in-seat” if the student was present for 60% of the school day. The OSSE’s updated calculation for SY2013-14 requires a student to be present for 80% of the school day to be counted as “in-seat.” Therefore, both calculations are included in this report for clarity.

¹⁸ Because this metric has changed from FY13, there was no target set using the new metric definition.

¹⁹ Because this metric has changed from FY13, there was no target set using the new metric definition.

²⁰ The Office of the State Superintendent of Education (OSSE) publishes graduation rates for each school district in the city and has not yet released a graduation rate for SY2012-13 (FY13).



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 (One City Action Plan Action 2.2.7).

INITIATIVE 1.1: Help schools build trusting relationships with families through the expansion of home visits and knowledge sharing on best practices for family engagement.

In FY14, OFPE will continue its work to develop strategies, tools and resources to support school leaders and teachers in building high quality, trusting relationships with DCPS families. In particular, DCPS will continue to work with the Flamboyant Foundation to expand the Family Engagement Partnership model where teachers conduct home visits with their student's families. DCPS will also facilitate knowledge sharing on a district-level that connects educators with DCPS-proven strategies and tools for improving family engagement and student achievement. This work will be complete by **September 30, 2014**.

INITIATIVE 1.2: Support schools in providing parents with up-to-date student performance data and home learning activities aligned to the Common Core Standards.

In FY14, as a part of the Family Engagement Partnership (FEP) with the Flamboyant Foundation, OFPE will increase the number of schools with classrooms holding whole-class family meetings focused on academic performance and strategies for home support (Academic Parent Teacher Teams). OFPE will work with non-FEP classrooms to improve traditional model parent teacher conferences. This work will be completed by **September 30, 2014**.

INITIATIVE 1.3: Inform family and community stakeholders about DCPS goals and academic priorities and create opportunities for them to contribute to the success of our schools in a meaningful way.

With ongoing policy and program changes at the district and school level (i.e. SY2012-2103 school consolidations), it is critical that DCPS continues to engage families and the community in decisions and changes that eventually lead to high quality schools. In FY14, the Office of Family and Public Engagement will increase our citywide presence and engagement activates with family and community stakeholders in a variety of ways, ensuring families are informed, empowered, and ultimately choose to send their students to neighborhood schools. Engagement tactics to be used include building capacity of parent leaders at schools (PTAs, LSATs) through training and ongoing monthly communication. This work will be complete by **September 30, 2014**.



INITIATIVE 1.4: Continue to develop and maintain accurate, timely and relevant communication with current and potential DCPS families, community and partners.

Current and potential DCPS families are primary stakeholders in the effort to increase pride and confidence, and therefore enrollment, in DCPS. In FY14, in order to ensure transparency and increase trust in our schools, the Office of Family and Public Engagement will share timely and accurate news and information with families, community and other partners. The district will also expand the use of social media and digital communications, including web, video and radio in order to increase and strengthen engagement with parents, families and local community members. The work will be complete by **September 30, 2014**.

INITIATIVE 1.5: Develop district-wide resources that enable schools to more strategically leverage community partnerships in support of school literacy goals.

Community partnerships are critical to building a world-class school system. In FY14, OFPE will develop district-wide tools and best practices in order to support schools in maximizing partner impact on student achievement, with a special focus on literacy. The strategy will focus on developing a process and tools for identifying and leveraging quality literacy partners in the forty lowest performing schools and then replicating across the district. OFPE will provide one-on-one consultations with principals from the 40 lowest performing schools on specific academic needs and match partners with greatest impact potential for those needs. This work will be complete by **June 30, 2014**.

KEY PERFORMANCE INDICATORS – Office of Family and Public Engagement

Measure	FY 2012 Actual	FY 2013 Projection	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
% of parents satisfied with schools' academic programs and opportunities for engagement (survey administered every other year)	N/A	85%	N/A ²¹	90%	90%	90%
Combined # 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. ²²	22,679	N/A	23,188	24,000	25,000	26,000
Unique website visitors ²³	1,341,717	N/A	1,554,770	1,600,000	1,700,000	1,800,000

²¹ The DCPS Stakeholder Survey was not administered in FY2013. It will be administered in the spring of 2014 and the results will be reported in FY2014. DCPS now plans to administer the Stakeholder Survey every year starting with FY2014.

²² This metric is revised from FY13 to reflect the expanded ways DCPS is communicating with public stakeholders.

²³ This metric is revised from FY13 because data analytics on website visitors has improved.



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
- Media Relations
- Intergovernmental Affairs

OBJECTIVE 1: Support decision-making with accurate information about how our students and the school district are performing (One City Action Plan actions 2.2.4, 2.2.5, and 2.2.6).

INITIATIVE 1.1: Provide support to schools and central office to ensure a smooth and gradual transition to the PARCC assessments in SY2014-2015.

Schools needs support (e.g. technology, instruction, culture shift, training, resources) to transition from the DC-CAS to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments in school year 2014-2015. Unlike the DC CAS, PARCC will be a fully online assessment. ODS is leading a central office task force that is identifying all the necessary steps for this transition. ODS support will include but will not be limited to training, communications, coordination, and alignment of existing supports. The next phase of this work will be complete by **June 30, 2014**.

INITIATIVE 1.2: Ensure DCPS has a cost-effective, user friendly Student Information System (SIS) and increase data use and quality across schools and central office. In FY14, the Office of Data & Strategy will develop the scope for a new student information system (SIS) and conduct a market survey of commercially available SIS vendors. ODS will conduct working sessions with central office programs and representative samples of school based users to come up with the plan for communications, design, testing, and deployment of a new SIS to ensure maximum use with minimal disruption of school operations. ODS will also install and deploy the infrastructure necessary to integrate all internal and external DCPS data systems to create a comprehensive reporting platform that will more efficiently satisfy all data reporting needs. This next phase of this work will be complete by **September 30, 2014**.

KEY PERFORMANCE INDICATORS – Office of Data & Strategy

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
% of teachers with value-added data	15%	19.5%	14%	22%	25%	25%
% of schools receiving benchmark data within 3 days	96%	96%	98%	98%	98%	98%



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 budgets oversight
- Enrollment process/Annual enrollment projections
- Pre-School/Pre-K/Out-of-boundary lottery
- School Operations
- Food service
- 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 (One City Action Plan Action 2.2.6).

INITIATIVE 1.1: Improve the ability of schools to align spending with instructional goals effectively and efficiently (One City Action Plan Action 2.2.6).

Principals must receive training and support in order to allocate resources and build their budget in a manner that meets their instructional goals. In FY14, DCPS will take a strategic approach to improving the school budget process for principals. The Office of the Deputy Chancellor for Operations' School Enrollment & School Funding team will convene a working group on the budget process that will make recommendations for improvements. DCPS will also modify its school budget model to be aligned with instructional priorities and will revamp the allocation process to better meet the needs to specialty schools and schools with unique programming. This work will be complete by **June 30, 2014**.

OBJECTIVE 2: Increase enrollment in DCPS (One City Action Plan Action 2.2.7).

INITIATIVE 2.1: Develop and implement a comprehensive plan for student recruitment and enrollment growth (One City Action Plan Action 2.2.7).

DCPS has set a goal of steadily increasing enrollment over the next five year (Goal 5 of A Capital Commitment). In FY14, the Office of the Deputy Chancellor for Operations will create a new team to manage all aspects of increasing enrollment. This team will develop a comprehensive enrollment growth plan by the middle of SY2013-2014 and will work to implement this plan by the spring of 2014. In addition, this team will work to implement online enrollment for all schools by SY2016-2017 so that families can navigate our enrollment process more easily. This first phase of this work will be complete by **June 30, 2014**.



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: Improve contract and operational management while providing nutritious meals that meet federal and local requirements.

DCPS will enforce, evaluate and strategically modify food services contracts routinely in order to ensure compliance and reduce costs, while exploring the development of other cost-subsidy programs. In particular, the district will conduct site visits and track financial performance to identify improved contractual efficiencies that drive reduction of per-meal costs beginning in fall 2013. Additional future revenue may be generated through ancillary programs such as DCPS-owned vending machines that dispense healthy snacks. This work will be complete by **June 30, 2014**.

INITIATIVE 3.2: Deploy state-of-the-art technologies in the classroom as well as implement blended learning programs and online testing.

The Office of the Deputy Chancellor for Operations will work with the Office of Teaching & Learning to ensure alignment between academic and IT operational priorities. In particular, DCPS will secure funding for schools with insufficient infrastructure and other non-modernized schools with serious needs for upgraded infrastructure and end-user-devices using E-rate reimbursements, partnering with OCTO to maximize existing capital, and other sources as necessary. By **June 30, 2014**, 100% of identified schools will be funded for upgrades.

KEY PERFORMANCE INDICATORS – Office of the Deputy Chancellor for Operations

Measure	FY 2012 Actual	FY 2013 Target	FY 2013 Actual	FY 2014 Projection	FY 2015 Projection	FY 2016 Projection
Student enrollment (Audited) ²⁴ [One City Action Plan 2.2.7]	45,191	47,147	45,557	45,926	46,298	46,673
% of principals certifying that their schools have the necessary textbooks and instructional materials	100%	100%	100%	100%	100%	100%

²⁴ This metric is revised from FY13. Because of the timing of data availability, the unofficial October 5th headcount was reported for enrollment in previous years. DCPS is now able to report official, audited enrollment in this performance plan and will be able to continue this reporting in future performance plans.