



# District of Columbia Public Schools DCPS (GA)

## 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 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.

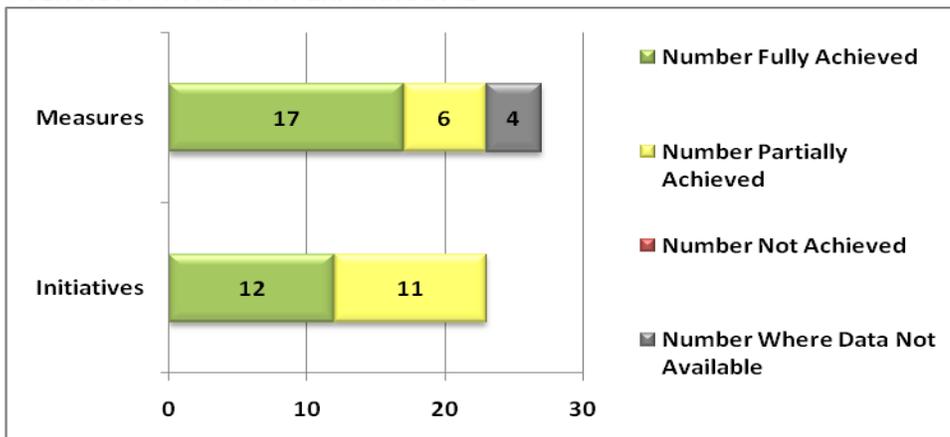
## AGENCY OBJECTIVES

1. Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs.
2. Retain the most highly effective and highly compensated educators in the country.
3. Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.
4. Support decision-making with accurate information about how our students and the school district are performing.
5. Provide schools with the central office support they need to foster student achievement.
6. Partner with families and community members who demand better schools.

## ACCOMPLISHMENTS

- ✓ DCPS students made unprecedented academic gains on local and national assessments of reading and math.
- ✓ DCPS reduced achievement gaps across all grade levels and increased proficiency rates for virtually every subgroup on the DC CAS.
- ✓ DCPS dramatically improved compliance with special education requirements including resolving 1,685 Hearing Officer Determinations and Settlement Agreements and reducing overdue cases from 898 to 58.

## OVERVIEW OF AGENCY PERFORMANCE



## Performance Initiatives – Assessment Details

### Performance Assessment Key:

- Fully achieved
- Partially achieved
- Not achieved
- Data not reported

### **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 achieved all of our stated activities, including expanding our curriculum to provide art, music, and PE; implementing the first phase of our comprehensive staffing model; improving the quality and quantity of our after-school programs; and expanding our academic programs, including creating the Youth Engagement high school, the Phelps Architecture, Construction, and Engineering high school, bringing in external providers to manage three of our high schools, and introducing 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.**

- DCPS achieved the majority of the activities under this initiative. We improved the way that we engage communities to determine restructuring options; conducted stakeholder surveys to gauge our performance; developed divisional scorecards to monitor the performance of our central office; and improved our central office performance evaluations. Because we extended the deadline to collect additional community feedback, we did not complete the creation of school scorecards.

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

- DCPS completed all of the activities in this initiative, including revising Chapter 25 (student discipline) of the DCMR; working with OPEFM to improve the quality of our facilities; engaging with MPD to make our schools safer; and issuing all students in grades 6-12 a "one-card".

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

- DCPS completed all of the activities in this initiative, including piloting twilight programs for secondary students; embedding attendance counselors in schools; increasing the use of Student Support Teams (SST); and launching Capital Gains.

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

- DCPS accomplished nearly all of the activities in this initiative, including piloting full-school models at 16 schools to improve inclusion; providing schools and teachers with increased access to their data; and significantly improving our performance under various Special Education-related lawsuits. We have a plan for FY 10 to rightsize NP enrollment and to continue to improve the IEP process.

### **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.**

- DCPS completed all but one of the activities associated with this initiative, including embedding our



coaches in our schools; creating PD Planner, a web-based application to monitor PD utilization; improving the professional development opportunities for central office staff; and significantly improving the induction program for beginning teachers. Though we did not create the School Leadership Academy, we did improve professional development for all principals.

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

DCPS has partially achieved this initiative. We implemented a teacher recruitment effort targeting high-need areas; piloted a new teacher evaluation system; and trained principals on how to recognize and recruit effective teachers. During FY 10 we expect to implement a comprehensive teacher recognition program; rollout an evaluation system for substitute teachers; and complete a labor contract with the WTU.

**INITIATIVE 2.3: Improve principal recruitment and compensation.**

DCPS successfully expanded our principal and AP recruitment efforts, bringing proven leaders into our schools. Our efforts to negotiate a new principal compensation system through the Council for School Officers union continue into FY 10.

**INITIATIVE 2.4: Improve central office staff recruitment and compensation.**

DCPS significantly expanded our Urban Education Leaders Internship Program (UELIP) this past year from 102 to 186. Importantly, 13 of these young leaders are now full-time employees of DCPS. In addition, 6 teachers spent the summer working in the central office through the "Teachers Central to Leadership Program".

**INITIATIVE 2.5: Improve relations with key labor organizations.**

By hiring a Director for Labor Management Strategy, we have increased our ability to engage effectively with the unions. We have also dramatically reduced the backlog of open grievances. Though DCPS did not complete its labor relations strategy, we did achieve several important accomplishments.

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

DCPS successfully launched PeopleSoft and has a strong interim HR director who has improved the quality of customer service provided by the HR department. We continue to look for a permanent HR director.

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

**INITIATIVE 3.1: Support Standards-Based Instruction.**

DCPS rolled out pacing guides, began tiered reading interventions, and piloted Individual Graduation Plans with secondary school students, allowing students to track what they need to take to graduate and to plan for their future academic and professional careers. DCPS is currently finalizing an academic course guide that will provide standard descriptions of our courses and our graduation requirements.

**INITIATIVE 3.2: Strengthen student assessments.**

DCPS expanded our pilot early reading assessment program, thereby providing K-3 teachers with regular reports about their students' progress in reading. We also provided professional development to teachers on how to use student achievement data to improve their instruction.



**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.**

Though DCPS did not add data dashboards to DC STARS (our student information system), we did create data dashboards for special education and for our Full Service Schools. In addition, DCPS is piloting at one high school an application that provides parents with on-line access to student performance information. Last, DCPS created Schools Data Link, which is a single point of entry for school and central office staff to access critical DCPS and school-level data.

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

DCPS expanded our pilot early reading assessment program, thereby providing K-3 teachers with regular reports about their students' progress in reading. We also provided professional development to teachers on how to use student achievement data to improve their instruction.

**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.**

DCPS brought in a new contractor to provide higher quality food to students at a lower cost to the district. This program was implemented for secondary schools this year and is being expanded to include elementary schools in FY 10. Importantly, we also increased the number of schools participating in Provision 2 of the federal governments free and reduced lunch program, which allows all students in qualifying schools to eat for free. Last, DCPS increased the number of families applying for free and reduced meals. This led to an increase in the % of students qualifying for free and reduced meals, which resulted in additional Title I federal dollars coming to our district.

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

DCPS improved the school-based budgeting system by refining the use of the comprehensive staffing model and beginning the school-budgeting process earlier in the year. In addition, we provided training to all principals on budget development

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

DCPS accomplished all of the activities associated with this initiative, including partnering with OPEFM to improve the quality of our public school facilities; working with the Deputy Mayor's office to implement 4 evidence-based programs (DC START, Second Step, Life Skills Training, and Primary Project); revising Title V of the DCMR; and assessing the most cost-effective and efficient location for central headquarters, in partnership with OPM/DRES.

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

Schools opened smoothly in August 2009. To achieve this, DCPS simplified our registration and enrollment procedures; announced new school programs earlier in the year; completed the school budgeting process earlier; and improved the textbook management and distribution process.

**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.**



DCPS achieved all of the activities associated with this initiative, including creating a parent advisory committee for the Chancellor; auditing the existence and performance of our LSRTs; and releasing the results of the FY 08 parent survey.

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

- DCPS instituted new forums to promote dialogue and to share information, including living room meetings between families and the Chancellor as well as larger town-hall style meetings.

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

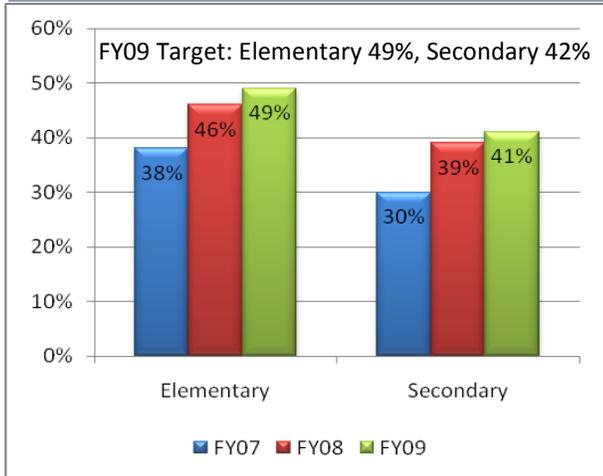
- DCPS was the first DC government agency to launch a new website aligned to OCTO's new format and structure. In addition, DCPS created and began to initiate a communications strategy.

**INITIATIVE 6.4: Pursue partnerships with businesses and community organizations.**

- DCPS launched a central volunteer network to manage and maximize volunteers in our public schools. In addition, we expanded high-profile opportunities for engagement by conducting "Principal for a Day" and by increasing the number of corporate tutors. DCPS expects to continue increasing the opportunities for partnerships with interested organizations in FY 10.

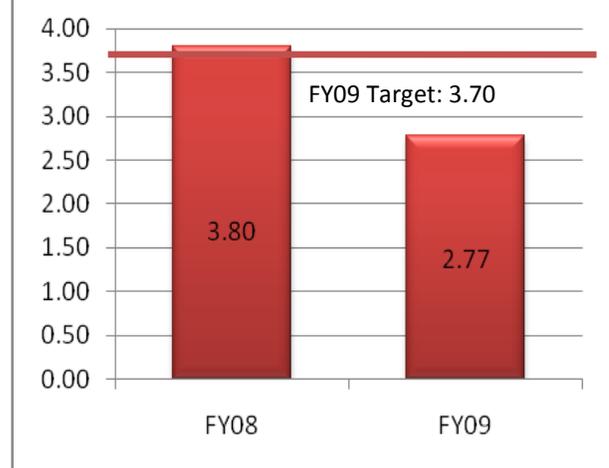
## Key Performance Indicators – Highlights

From Objective 1: Percent of students proficient in reading



**FULLY ACHIEVED**

From Objective 1: Ratio of serious security incidents per 100 students



**FULLY ACHIEVED**

### More About These Indicators:

#### *How did the agency's actions affect this indicator?*

- Expanded professional development by 400% by placing coaches in each school
- Increased teacher access to individual student achievement data
- Built students' skills at writing brief constructed response.
- Increased students' opportunities for after school learning and Saturday school
- Improved the quality of our school leaders through targeted recruitment and monthly professional development days grounded in the Effective Schools Framework.

#### *What external factors influenced this indicator?*

- The hard work of the students, and the support of their parents and families, was instrumental in our academic growth.

#### *How did the agency's actions affect this indicator?*

- Supporting school leaders to prioritize the establishment of safe and effective learning environments
- Engaging with the community and school leaders to review and revise the student discipline code (DCMR Ch 25)
- Creating a School Culture Team, with specialists dedicated to providing support and technical assistance to school leaders in areas of student behavior, discipline, and positive school culture
- Working with the Deputy Mayor for Education to train MPD's School Resource Officers and school staff on techniques to prevent security incidents and promote positive behavior.

#### *What external factors influenced this indicator?*

- None



## Key Performance Indicators – Details

### Performance Assessment Key:

● Fully achieved    
 ● Partially achieved    
 ● Not achieved    
 ● Data not reported

	Measure Name	FY2008 YE Actual	FY2009 YE Target	FY2009 YE Actual	FY2009 YE Rating	Budget Program <sup>1</sup>
●	1.1 % elementary students proficient in reading	46	49	49%	100%	INSTRUCTIONAL SUPPORT
●	1.2 % Elementary students proficient in math	40	43	49%	113.95%	INSTRUCTIONAL SUPPORT
●	1.3 % of secondary students proficient in reading	39	42	41%	97.62%	INSTRUCTIONAL SUPPORT
●	1.4 % of secondary students proficient in math	36	39	40%	102.56%	INSTRUCTIONAL SUPPORT
●	1.5 % IEPs completed timely	75	80	87.71%	109.64%	INSTRUCTIONAL SUPPORT
●	1.6 % assessments completed timely	72	78			INSTRUCTIONAL SUPPORT
●	1.7 # students referred to non-public schools	0	0			INSTRUCTIONAL SUPPORT
●	1.8 Ratio of serious security incidents per 100 students	3.8	3.7	2.77	133.76%	INSTRUCTIONAL SUPPORT
●	1.9 % students missing 15+ school days unexcused	19.7	17	20%	85%	INSTRUCTIONAL SUPPORT
●	1.10 % faculty and staff satisfied with school facilities	62	67	72%	107.46%	INSTRUCTIONAL SUPPORT
●	1.11 % parents satisfied with safety in schools	76	76	85%	111.84%	INSTRUCTIONAL SUPPORT
●	2.1 Ratio of applicants to principal hires	14	14	12.27	87.66%	NON-INSTRUCTIONAL SUPPORT
●	3.1 Increase in the graduation rate	70	73			INSTRUCTIONAL SUPPORT
●	3.2 % high school students taking at least 1 AP exam	14	17	13%	76.47%	INSTRUCTIONAL SUPPORT
●	3.3 % AP tests scored at 3 or better	21	25	33%	132%	INSTRUCTIONAL SUPPORT
●	3.4 % 9th - 11th grade students taking the PSAT	72	78	72%	92.31%	INSTRUCTIONAL SUPPORT
●	4.1 % of HS students with IGP	0	100	100%	100%	NON-INSTRUCTIONAL

<sup>1</sup> Program titles have been adjusted for clarity.



	accounts					SUPPORT	
●	4.2	Number of active STARS users	0	3100	3281	105.84%	NON-INSTRUCTIONAL SUPPORT
●	4.3	% of Teachers using the Benchmark System	0	25	42%	168%	NON-INSTRUCTIONAL SUPPORT
●	5.1	% students completed free and reduced meal applications	0	90	90.3%	100.33%	NON-INSTRUCTIONAL SUPPORT
●	5.2	# schools qualifying for Provision 2	0	24	77	320.83%	NON-INSTRUCTIONAL SUPPORT
●	5.3	Food service participation rate	48	55	66.30%	120.55%	NON-INSTRUCTIONAL SUPPORT
●	5.4	Average days to complete small purchases	6	5	4.99	100.20%	NON-INSTRUCTIONAL SUPPORT
●	5.5	# of days to complete purchases off of DC Supply Schedule	6.5	6.5	4	162.50%	NON-INSTRUCTIONAL SUPPORT
●	5.6	% faculty and staff satisfied with central office services	54	59	61%	103.39%	NON-INSTRUCTIONAL SUPPORT
●	6.1	% parents satisfied with opportunities for engagement	77	85	81%	95.29%	NON-INSTRUCTIONAL SUPPORT
●	6.2	Number of parents using Parent Resource Center resources	0	0			NON-INSTRUCTIONAL SUPPORT