



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

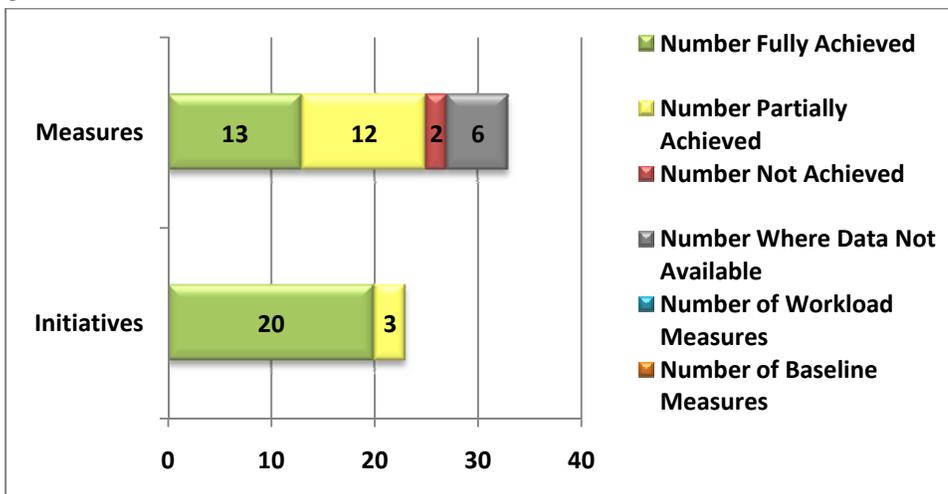
DCPS delivers all services required to provide students with a quality education. These include:

- 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 all students with meaningful options for life
- Providing decision-makers with accurate information about how 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, families, and community members

ACCOMPLISHMENTS

- ✓ DCPS student enrollment increased by 743 students, to 46,515. This is the first increase in enrollment since 1969. 73 of our 123 schools saw enrollment increases, with Powell ES (32%), Hardy MS (24%), Turner ES (15%), and Coolidge SHS (12%) seeing the largest gains. Early Childhood also added 481 new preschool and pre-kindergarten students across the district.
- ✓ DCPS reached a landmark agreement with the Washington Teachers’ Union that will help improve teaching and learning. The agreement includes opportunities for DCPS and the WTU to collaborate: to increase compensation for teachers and to reward those that are highly effective, to increase the number of high-quality schools, to provide meaningful teacher professional development, and to improve school discipline and safety policies.
- ✓ DC public school fourth and eighth grade students outperformed their peers on the 2009 National Assessment of Educational Progress (NAEP) in both reading and math. DCPS was the only urban school district that saw major growth from 2007 to 2009 at both grade levels. In 2009, every subgroup of eighth-grade students made gains in reading, outpacing the average growth of both large city school districts and public schools nationwide.

OVERVIEW





Performance Initiatives – Assessment Details

Performance Assessment Key:

-  Fully achieved  Partially achieved  Not achieved  Data not reported

OFFICE OF THE CHIEF ACADEMIC OFFICER

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 enhanced the quality of our school portfolio in FY 10. Examples include engaging two partner organizations with proven success implementing school turnarounds to manage three of our high schools, by increasing students' access to services through a blended Head Start model for all PS/PK classrooms in Title I schools, and by increasing students' opportunities for Career and Technical Education.
- **INITIATIVE 1.2: Ensure accountability for school performance and district operations.**
In FY 10 DCPS implemented restructuring plans at our schools in restructuring status, including reconstituting staff, changing school leadership, and engaging partner organizations to lead three schools. In addition, this year DCPS rolled-out an improved comprehensive school planning process for schools in restructuring. These plans required schools to identify areas of weakness based on poor student performance and to develop plans to explicitly address those deficiencies.
- **INITIATIVE 1.3: Make school environments safe, modern, and conducive to learning.**
DCPS revised and implemented DCMR Chapter 25, the student discipline policy to provide students, teachers, and schools with clear instructions for appropriate responses to student behavior. In addition, DCPS increased the size of our student placement team to place disengaged students in more appropriate educational settings.
- **INITIATIVE 1.4: Increase student engagement in their academic success and deliver non-academic supports.**
DCPS fully achieved the activities under this initiative, including expanding our Full Service Schools program and implementing in-school suspension programs at 21 secondary schools, well above the target of 11.
- **INITIATIVE 1.6: Expand our ability to meet the needs of English-Language Learners (ELL).**
DCPS fully integrated measures of ELL instruction in the evaluation criteria IMPACT uses to assess teacher performance.

OBJECTIVE 2: DEVELOP AND RETAIN THE MOST HIGHLY EFFECTIVE AND HIGHLY COMPENSATED EDUCATORS IN THE COUNTRY, AND RECOGNIZE AND REWARD THEIR WORK.

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



DCPS successfully launched leadership development modules in the School Leadership Academy and established a planning team for teacher support and professional development with the Washington Teachers' Union.

- **INITIATIVE 2.2: Attract, develop, recognize, and reward teachers.**
DCPS successfully implemented IMPACT, the evaluation tool that principals and Master Educators use to assess the performance of school staff. Additionally, DCPS developed and implemented a pay-for-performance system to reward our highest performing teachers and schools. DCPS also initiated planning for the Standing Ovation for DC Teachers to celebrate highly effective teachers at the Kennedy Center.

OBJECTIVE 3: IMPLEMENT A RIGOROUS, RELEVANT, COLLEGE PREPARATORY CURRICULUM THAT GIVES ALL STUDENTS MEANINGFUL OPTIONS FOR LIFE.

- **INITIATIVE 3.1: Create tools to translate content standards into standards-based instruction that is focused and reflects high expectations for students.**
In FY 10, DCPS successfully trained all school leaders and teachers on the Teaching and Learning Framework, produced a standard description for graduation requirements, created a course guide aligned to those standards, and better aligned afterschool programs with programs during the school day.
- **INITIATIVE 3.2: Use data to inform instruction.**
DCPS successfully expanded the use of two important reading interventions in FY 10, Read 180 at the secondary level and BURST at the elementary level. These expansions provided teachers with important information throughout the school year about their students' progress reading, including areas of weakness that needed additional support and instruction.

OFFICE OF HUMAN CAPITAL

OBJECTIVE 2: Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.

- **INITIATIVE 1.1: Strengthen professional development for principals, teachers, and DCPS staff.**
DCPS successfully developed and launched the Teaching and Learning Framework (TLF), which outlines the school system's pedagogical expectations for its teachers. It also has over 125 instructional coaches, over 40 master educators, and over 15 mentor teachers providing support in our classrooms. DCPS is also working with the Washington Teachers' Union to expand its professional development offerings.
- **INITIATIVE 1.2: Attract, develop, recognize, and reward teachers.**
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OBJECTIVE 5: Provide schools with the central office support they need to foster student achievement.

- **INITIATIVE 5.1: Increase the percentage of highly qualified teachers and paraprofessionals.**
In FY 10, DCPS increased the percentage of our teaching staff that is highly qualified to 78%. This



represents an eight percentage point increase over the beginning of the school year and a 14 percentage point increase over where DCPS ended SY 08-09.

OFFICE OF SPECIAL EDUCATION

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 1.5: Expand our ability to meet the needs of students with special needs.**
DCPS successfully reduced the number of students served by non-public schools by 210 students, launched the new Early Stages center for early diagnosis of special needs, increased the timeliness of assessments, and trained all related service providers and special education coordinators in the revised IEP process.

OFFICE OF THE CHIEF OPERATING OFFICER

OBJECTIVE 5: PROVIDE SCHOOLS WITH THE CENTRAL OFFICE SUPPORT THEY NEED TO FOSTER STUDENT ACHIEVEMENT.

- **INITIATIVE 5.2: Increase the ease of procurement.**
In FY 10, DCPS provided training for all business managers and central office staff. DCPS trained its procurement staff on customer service and ethics, as well as courses towards professional certification and contract management. DCPS also created a simple, sharable document to improve the management of contract awards.
- **INITIATIVE 5.3: Ensure all students eat meals that are nutritious while reducing cost.**
DCPS increased the rate of forms collected to 95%, above the 86% target. DCPS has also increased the number of schools that qualify for Provision 2 to 77. Provision 2 allows all students in a school to eat for free. To qualify, each school must meet thresholds for poverty and financial accountability. Improvements in food service led to increases of more than \$3 million in revenue and savings of more than \$2.7 million in costs.

OFFICE OF DATA AND ACCOUNTABILITY

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 1.2: Ensure accountability for school performance and district operations.**
DCPS created pilot school scorecards and that will be vetted with school communities during SY10-11. The final scorecard will be available in the fall of 2011 with a public facing web-tool and an internal school dashboard that will serve as a platform for principals, instructional superintendents, and district leaders to track the performance of our schools on a more frequent basis through a single web-based interface.

OBJECTIVE 3: IMPLEMENT A RIGOROUS, RELEVANT, COLLEGE PREPARATORY CURRICULUM THAT GIVES ALL STUDENTS MEANINGFUL OPTIONS FOR LIFE.

- **INITIATIVE 3.3: Improve formative student assessments so that they better align with our educational standards and provide effective diagnostic and formative data.**
In FY 10, DC joined with more than two-dozen states by adopting the common core standards, establishing common expectations for what students should learn every year from kindergarten



through high school. Over the coming three years, DCPS will work with the OSSE to develop assessments that are aligned to the common core.

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 deepened the use of SEDS on school sites by providing special educators differentiated training offerings through web based instruction and online assessment resources. DCPS also developed a forensic data tool that provides principals and teachers with the ability to evaluate student outcomes on the DC CAS to target areas for improvement in future years.

OFFICE OF FAMILY AND PUBLIC ENGAGEMENT

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 1.6: Ensure accountability for school performance and district operations.**
DCPS provided schools with explicit expectations for how they engage their communities in the creation and implementation of restructuring plans for the 13 schools that most recently entered the restructuring phase of No Child Left Behind. These expectations included increasing and improving the amount of communication to the community, improving parent structures such as Parent-Teacher Associations and Local School Restructuring Teams, and conducting more frequent outreach and engagement events.

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

- **INITIATIVE 6.1: Extend our reach into the community and promote community dialogue and input on all aspects of reform.**
DCPS significantly expanded our database of parents and community organizations to more than 12,000. In addition, we crafted a policy and trained school leaders on effective community engagement. DCPS held regular HS cabinet meetings to provide the Chancellor with students' perspectives on our progress and performance. DCPS also required principals to get signatures from their Local School Restructuring Teams before their budget could be approved.
- **INITIATIVE 6.2: Share information with parents, invite them to partner with schools, and work with them on advocating for children's educational interests.**
DCPS fully achieved all of the activities under this initiative, including conducting monthly living room meetings, improving the work of the Parent Resource Centers, and clearly defining the membership and purpose of all school advisory groups.

AGENCY MANAGEMENT / OFFICE OF THE DIRECTOR

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 1.7: Maximize student enrollment.**
For the first time since 1969, DCPS increased student enrollment over the previous year. This was accomplished through several approaches. First, DCPS worked with partner agencies to improve our enrollment projection process. Second, DCPS implemented a student recruitment initiative, including



bus and radio advertising. Third, DCPS supported our schools to hold enrollment fairs in their communities. Fourth, in PS/PK, we increased the number of classrooms to better meet growing demand for programs for three and four year-olds.

OBJECTIVE 4: PROVIDE SCHOOLS WITH THE CENTRAL OFFICE SUPPORT THEY NEED TO FOSTER STUDENT ACHIEVEMENT.

- **INITIATIVE 4.4: Implement a school-based budgeting system that is equitable and meets the unique needs of individual schools.**
DCPS implemented an online budgeting tool to improve schools' ability to create their FY 11 budgets.

Key Performance Indicators – Details

Performance Assessment Key:

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

	Measure Name	FY2009 YE Actual	FY2010YE Target	FY2010 YE Actual	FY2010 YE Rating	Budget Program
OFFICE OF THE CHIEF ACADEMIC OFFICER						
●	1.1 % of ES students proficient in Reading	49	54	44%	81.48%	GENERAL EDUCATION
●	1.2 % of ES students proficient in Math	49	54	43%	79.63%	GENERAL EDUCATION
●	1.3 % of SEC students proficient in Reading	41	46	43%	93.48%	GENERAL EDUCATION
●	1.4 % of SEC students proficient in Math	40	45	44%	97.78%	GENERAL EDUCATION
●	1.5 Black-White Reading achievement gap	49	44	51	86.27%	GENERAL EDUCATION
●	1.7 Reduce # of serious security incidents, as measured by the % change in serious security incidents over the same period last year	-12	-3	-25%	833.33%	YOUTH ENGAGEMENT
●	1.8 % of parents satisfied with safety inside schools	85	87			YOUTH ENGAGEMENT
●	1.9 % of students missing 15 or more days unexcused	20	17	15%	113.33%	YOUTH ENGAGEMENT
●	1.1 ES Average Daily Attendance	95	97	97%	100%	YOUTH ENGAGEMENT



1.11	SEC Average Daily Attendance	73	90	89%	98.89%	YOUTH ENGAGEMENT
1.12	Timely completion of IEPs for DCPS schools	88	90	92.25%	102.50%	SPECIAL EDUCATION INSTRUCTION
1.13	Net change of students enrolled in nonpublic	0	0	-210	210%	SPECIAL EDUCATION INSTRUCTION
3.1	% 9-11th grade students taking the PSAT	72	75	67%	89.33%	GENERAL EDUCATION
3.2	% of AP/IB exams passed	33	35	29%	82.86%	GENERAL EDUCATION
3.3	% of HS students taking at least 1 Advanced Placement of International Baccalaureate exam	13	17	14%	82.35%	GENERAL EDUCATION
3.4	% of teachers rating Teaching and Learning framework clear and effective	0	80			TRAINING/EMPLOYEE DEVELOPMENT (CENTRAL)
3.5	Graduation Rate	72	74			GENERAL EDUCATION
OFFICE OF HUMAN CAPITAL						
1.1	% of teachers rated highly qualified	60	75	78%	104%	PERSONNEL
1.2	Yield rate of most highly rated principal candidates	75	85	70%	82.35%	PERSONNEL
1.3	Yield rate of most highly rated teacher candidates	56	75	59%	78.67%	PERSONNEL
2.1	# HR constituent cases open 50+ days	0	0	4	0%	PERSONNEL
2.2	% school and central office staff satisfied with HR	70	0			PERSONNEL
OFFICE OF SPECIAL EDUCATION						
1.1	Number of Blackman Jones cases open and overdue 90+ days	28	0	7	0%	OSE RESOLUTION
1.2	Rate of timely resolution of Blackman Jones cases	60	90	90.50%	100.56%	OSE RESOLUTION
	Timely completion rate of evaluations for DCPS school	78%	78%	79%	101.28%	
OFFICE OF THE CHIEF OPERATING OFFICER						
1.1	Savings achieved through aggregated purchase of routine commodities and	0	10000000	\$10,419,722	104.2%	CONTRACTING AND PROCUREMENT



	increased efficiency of warehouse					
1.2	# of schools able to provide free food to students through Provision 2	77	87	88	101.15%	FOOD SERVICES
1.3	% of students completing FARM applications for free lunch reimbursements	90	86	95%	103.26%	FOOD SERVICES
OFFICE OF DATA AND ACCOUNTABILITY						
3.1	% of schools receiving benchmark data within 3 days	96	96	99.25%	103.39%	SCHOOL OPERATIONS SUPPORT
3.2	% of secondary students participating in DC CAS	94	95	95%	100%	SCHOOL OPERATIONS SUPPORT
OFFICE OF FAMILY AND PUBLIC ENGAGEMENT						
2.1	% of parents satisfied with school performance	0	100			GENERAL EDUCATION
2.2	% of parents satisfied with opportunities for engagement	0	100			PARENT RESOURCE CENTERS
2.3	Number of pageviews on DCPS website	0	10000000	9500000	95%	COMMUNICATIONS
AGENCY MANAGEMENT / OFFICE OF THE DIRECTOR						
	<i>No Data</i>					