District of Columbia Public Schools
DCPS *(GA0)*

MISSION
The mission of DC Public Schools 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.

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.
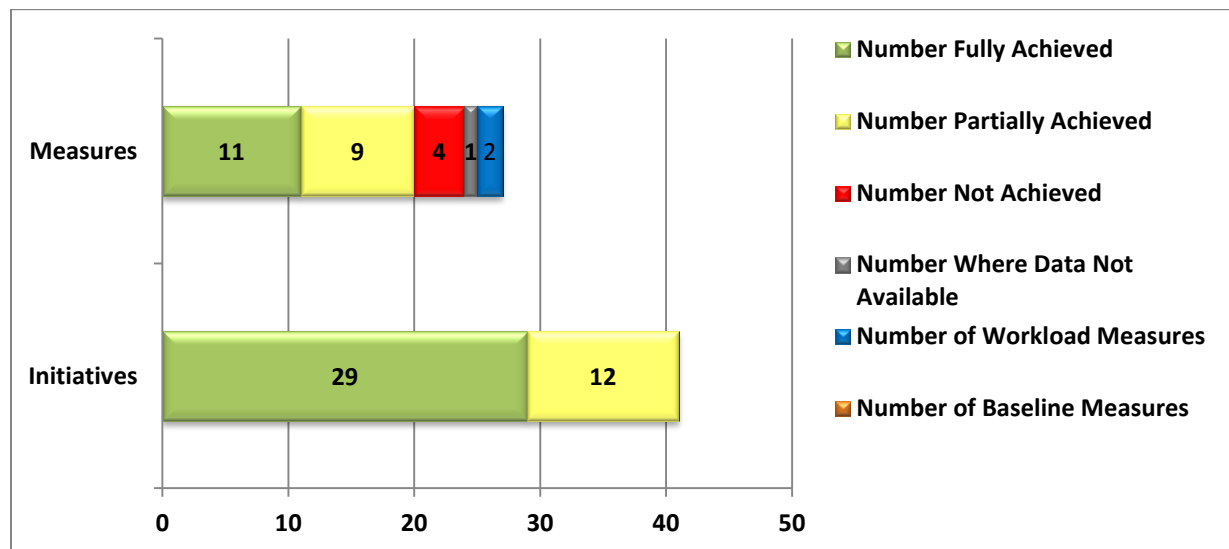
ACCOMPLISHMENTS

✓ Increased audited enrollment to the highest level in over five years

✓ Improved high school DC CAS performance to historic highs in reading and math

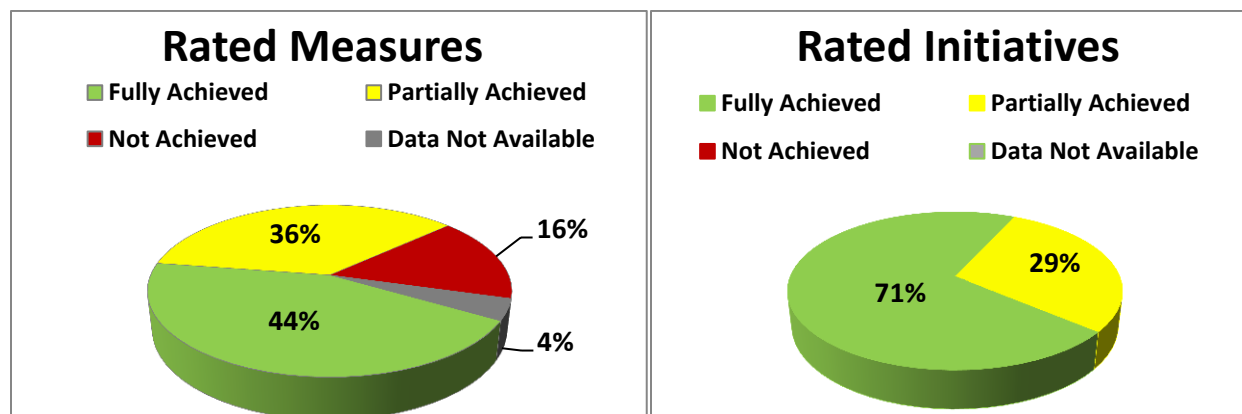✓ Increased in-seat attendance to 89% and reduced truancy to 18%

OVERALL AGENCY PERFORMANCE

TOTAL MEASURES AND INITIATIVES

Legend:
- ▣ Number Fully Achieved
- ▣ Number Partially Achieved
- ▣ Number Not Achieved
- ▣ Number Where Data Not Available
- ▣ Number of Workload Measures
- ▣ Number of Baseline Measures

Measures: 11, 9, 4, 1, 2
Initiatives: 29, 12

RATED MEASURES AND INITIATIVES

Rated Measures
- ▣ Fully Achieved
- ▣ Partially Achieved
- ▣ Not Achieved
- ▣ Data Not Available

36%, 16%, 44%, 4%

Rated Initiatives
- ▣ Fully Achieved
- ▣ Partially Achieved
- ▣ Not Achieved
- ▣ Data Not Available

71%, 29%

Note: Workload and Baseline Measurements are not included

Default KPI Rating:	
>= 100%	Fully Achieved
75 - 99.99%	Partially Achieved
< 75%	Not Achieved

Performance Initiatives – Assessment Details

Performance Assessment Key:

🟢 Fully achieved   🟡 Partially achieved   🔴 Not achieved   ⚪ Data not reported

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Office of the Chief of Schools

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

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)

🟢 **Fully Achieved.** All schools either developed a comprehensive school plan or an improvement plan under OSSE's ESEA waiver. The instructional superintendents worked with their school leaders to analyze data in order to identify school needs. They developed an action plan around reading and math gains, in-seat attendance, and other school identified goals. The plan also identified potential supports needed for implementation and set benchmarks to gauge success of plans.

INITIATIVE 1.2: Offer extended day programming in targeted schools.

🟢 **Fully Achieved**. In academic year 2013-2014, DCPS successfully implemented Extended Day at nine schools, providing additional instructional time for students. DCPS also completed a planning process for increasing from nine sites to 25 sites for the current 2014-2015 academic year.

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

🟢 **Fully Achieved.** In the 2013-2014 school year, DCPS established targeted ninth grade academy (NGA) programs at comprehensive high schools across the District to help first-year ninth grade students successfully transition to and succeed in high school. The following targeted resources have been provided to Ninth Grade Academies: A ninth grade academy coordinator at each school responsible for the facilitation, support and monitoring of the program's success; after school and Saturday school support for students who are at risk or off track to promote to the tenth grade; educational field trip opportunities; and, supplies. Finally, academy leaders are provided ongoing professional development at monthly group meetings and regular one-on-one consultations in the field with the Director of Ninth Grade Academies.

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

🟡 **Partially Achieved**. DCPS students in grades 6-12 continued to take advantage of the Individual Graduation Plan (IGP) during the 2013–14 school year. Once students completed their course selections through the system, schools built aligned master schedules that would advance students towards timely graduation. Separately, DCPS continues to provide programmatic resources for middle and high school grades that support the social emotional needs and successful transition of students including Advisory program, Brainology, Peer Health Exchange, a comprehensive school counseling program and other academic guidance activities. DCPS continued to support students' ability to stay on track to graduation by increasing available course offerings by expanding the summer credit recovery program for grades 9-12.

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

Partially Achieved. DCPS provides schools with student data on an ongoing basis so that they can effectively monitor student performance and target additional resources and interventions. In addition, DCPS targeted several programs at populations at greatest risk for not graduating on-time. First, DCPS continued to offer the Summer Bridge program for preparing rising 8th graders for 9th grade. This work complements the ninth grade academies that were introduced to ensure students transition to 10th grade on-time. Unlike in past years, DCPS offered the program to all comprehensive and application high schools – but enrollment did not meet expectations. Separately, DCPS provided summer opportunities for ELL students to earn additional credits or develop further proficiency in English. DCPS also opened the International Academy at Cardozo to serve recently arrived ELL students in grades 9-10 in school year 2014-2015. The International Academy will fully integrate language and content instruction for these students.

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

Partially Achieved. Students who choose to enter the workforce after high school must be prepared to succeed. To that end, DCPS continued to implement the Employability Assessment (EA) to all Career and Technical Education (CTE) programs of study to ensure students participating in CTE coursework are building necessary work-related skills. DCPS also continued to work toward increasing the number of students who complete CTE Programs of Study, resulting in industry certification and/or college credit. Schools will also create individualized Program of Study Improvement Plans that will serve as roadmaps for improving their CTE outcomes.

OBJECTIVE 2: Ensure that schools provide support for present, healthy students

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).

Fully Achieved. DCPS made a system-wide shift to measure attendance using "in-seat attendance" (ISA) in the 2013-14 school year. Unlike average daily attendance, ISA counts all absences – excused and unexcused. To ensure this change was reflected in school practices, DCPS updated attendance guidance provided to schools. DCPS also trained instructional superintendents, school leaders, school-based attendance designees and teachers on the new attendance expectations and adjusted its data collection process to include ISA metrics. DCPS also worked to increase ISA, reduce the number of truant students, and reduce out-of-school suspensions. Additionally, DCPS schools implemented an Attendance Student Support Teams (SST) process for students who accumulated 5 days of unexcused absences and monitored school implementation. A Student Support Team (SST) is a group of school staff who meet about an individual student to identify barriers to attendance and determine appropriate supports and interventions to reduce absences. This work contributed to a district-wide improvement in in-seat attendance and truancy rates.

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

Partially Achieved. Early warning indicators (EWI) – an integrated dataset on students'

attendance, behavior and course marks – helped schools target interventions based on student need. In FY15, DCPS has finalized a draft Response to Intervention (RTI) Policy and Guidance that provides schools with comprehensive guidance on how to implement tiered support systems for students who are struggling with academics, behavior or attendance. We are on target to distribute the RTI Guide will provide schools with follow-up support on using EWI indicators, implementing or improving RTI or Multi-tiered systems of support (MTSS) teams, planning, and progress monitoring.

Office of Data and Strategy

OBJECTIVE 1: Support decision-making with accurate information about how our students and the school district are performing

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

Partially Achieved. DCPS began the transition to the PARCC assessment in FY14. The Office of Data & Strategy (ODS) is leading a cross-agency task force that identified and is monitoring all the necessary steps for this transition. These steps include assessment administration and scheduling support, technology requirements (the PARCC is a fully online assessment), and ensuring students get classroom exposure to strong Common Core-aligned instruction and PARCC features like highlighting and drag-and-drop. DCPS also conducted PARCC field testing in spring 2014 to determine other needs at the school-level. ODS has communicated guidance to schools on testing logistics and is in the midst of monthly trainings. Key OSSE policies – particularly on test integrity guidance and accommodations for special populations – remain unresolved as of January 2015. Full guidance to schools will be created once these policies are defined.

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.

Partially Achieved. In FY2014, DCPS selected Follett as the vendor for a new student information system called Aspen. The Office of Data & Strategy conducted focus groups involving school-based staff as well as central office business owners to determine the scope and design for this system in its first year. Elementary Schools transitioned to this system in the beginning of school year 2014-2015. As was originally planned, secondary schools will remain on the current system, DC STARS, in 2014-2015 and will transition in the 2015-2016 school year. DCPS also installed infrastructure to integrate multiple data systems into a single reporting platform with the goal of satisfying all data requests from this platform by school year 2015-2016.

Office of Family and Public Engagement

OBJECTIVE 1: Partner with families and community members who demand better schools

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.

Fully Achieved. In school year 2013-2014 the Office of Family and Public Engagement (OFPE) collaborated with Flamboyan Foundation to expand the home visit model to additional schools. First, through a competitive process, six new schools launched home visit programs in the 2013-2014 school year, for a total of 21 schools engaged in the Family Engagement Partnership. Second, 110 Teacher Fellows participated in home visit training in the Spring of 2014, known as the Family Engagement Collaborative (FEC). These teachers began home visiting in the summer months of 2014 and are actively visiting families in their homes during

school year 2014-2015. FEC Fellows represent 39 DC Public Schools across the grade spectrum.

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.

● **Fully Achieved.** In the 2013-2014 school year, the Office of Family and Public Engagement (OFPE) continued to provide DCPS middle schools a grade book system that helped teachers track student growth and progress and families gain timely access to student-specific academic information. Separately, OFPE trained Family Engagement Partnership and Family Engagement Collaborative teachers to implement Academic Parent Teacher Team Meetings (APTT) and improved parent-teacher conference structures. OFPE also worked with the DCPS Office of Teaching and Learning (OTL), the Flamboyan Foundation, and a team of 10 DCPS teachers to generate activities that families can do at home to support learning that is happening at school. These activities are aligned to the DCPS curriculum, and the common core state standards in Reading and Math in pre-Kindergarten through grade 8.

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.

● **Fully Achieved.** In the 2013-2014 school year DCPS launched two major citywide engagement campaigns. First, "ENGAGE DCPS: Budget Matters" was a public engagement campaign that provided information and generated feedback from a variety of stakeholders, including Local School Advisory Teams, on FY 2015 budget priorities. Second, in coordination with the Deputy Mayor for Education (DME), DCPS helped plan and execute a series of citywide meetings where stakeholders were engaged on how their school boundaries and feeder patterns would be impacted through a set of recommendations by a citizen's advisory committee. Separately, the Chancellor engaged families in a variety of settings with a series of Living Room Chats in all eight Wards of the City and launched a monthly Parent Cabinet meeting incorporating 25 representatives from all 8 Wards. Most importantly, the Parent Cabinet allowed parent leaders to directly inform the Chancellor about system wide policies and programs affecting schools.

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

● **Fully Achieved.** In the 2013-2014 school year the Office of Family and Public Engagement (OFPE) utilized multiple communication channels to reach key stakeholders including monthly family and parent leader emails, webinars and district and school-wide meetings. DCPS digital and social media communications reach also increased. In FY14, DCPS gained 10,200 new Twitter followers and 4,400 new Facebook fans. DCPS trended twice on Twitter (#beautificationday and #chancellorsaddress) during two key public facing events. DCPS had over 1.3 million website visitors and 8.4 million page views and 27% new visitors.

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

● **Partially Achieved.** In 2013-2014 school year, the Office of Family and Public Engagement (OFPE) conducted consultations with each of the 40 lowest performing schools to identify partnership needs and opportunities, while also informing central office partnership strategies. OFPE collaborated with the Office of Teaching and Learning (OTL) on a bid for literacy partners to support DCPS schools for the 2014-2015 school year. OFPE used that process to identify key strategic partners to provide literacy support services to the targeted 40 schools. This new

approach has improved collaboration between schools and partners while also creating more accountability for partners to impact literacy goals.

Office of Human Capital

OBJECTIVE 1: Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work

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

Fully achieved. During the 2014 hiring season, DCPS significantly expanded recruitment for new hires for school year 2014-2015. This effort attracted an additional 40,000 unique visitors to the website launched in 2013 and also launched a new blog to raise the voices of teachers in DCPS classrooms: http://joindcpublicschools.wordpress.com. This sustained head-hunting identified an additional 10,000 prospects who are already outstanding teachers from around the country. The volume of applications remained high, at over 1,700 for each of the past two years. The applications generated 800 recommended candidates for open teaching positions, compared to 500 last year. Finally, the second cohort of the Capital Commitment Fellowship grew from 21 in the previous year to 30 in the current year.

INITIATIVE 1.2: Rigorously evaluate teacher performance.

Fully achieved. OHC's IMPACT team supported administrators and master educators in order to strengthen the accuracy of teacher assessments and to ensure teachers received meaningful feedback from observations. The IMPACT team provided training to build evaluators' fluency with the nine teacher "Teach" standards and shared best practices for efficient evidence collection and the delivery of effective feedback. Specific supports included visiting schools to deliver overviews of the "Teach" standards and facilitating classroom walkthroughs (all participating administrators improved in their rating accuracy), facilitating a 9-hour training series for returning administrators (91% of administrators agreed this series improved their effectiveness), and launching an online training platform, using videos of instruction, to provide new evaluators with comprehensive, interactive curriculum on the nine Teach standards. DCPS now has over 500 videos in its library to support a normed interpretation of the rubric by evaluators.

INITIATIVE 1.3: Retain the best teacher talent.

Fully achieved. From school year 2013-2014 to school year 2014-2015, DCPS retained 89% of its Effective teachers and 92% of its Highly Effective teachers. Additionally, 234 teachers reached the "Expert" stage on the LIFT career ladder, the first cohort of highly effective teachers to reach the top stage. These teachers received an additional five-year step increase in base compensation, and were moved to the Ph.D. salary band, in recognition of their consistent high performance under IMPACT. OHC also began implementation of new initiatives to support teacher retention and recognition in DCPS, including the expansion of part-time teaching roles, high-touch retention support, and a biweekly newsletter of teacher leadership opportunities. Pilots of new teacher leadership roles expanded significantly, from 10 schools in 2012-2013 to 25 schools in 2013-2014, driven by significant interest among principals and teachers.

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

Fully achieved. All new teachers in the 40 lowest performing schools were offered master educator pedagogical support, and 75% elected to participate in intensive coaching structured around developmental "sprints." Teachers received discrete feedback on a narrow element of

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instructional practice, had opportunities to practice strategies with the master educator and individually with their students, and received incremental feedback on their growth and support in moving to other areas of practice. Participating teachers made substantial growth over the course of the year on the teacher assessment rubric, the TLF. Additionally, 92% of participating teachers reported an overall positive experience with being coached by a master educator.

INITIATIVE 1.5: Recruit and select the best possible school leadership talent.
Fully achieved. The first cohort of the Mary Jane Patterson Fellows, DCPS' school leadership pipeline program, completed their training at the end of the 2013-2014 school year. Eight Patterson Fellows from this first cohort are now serving as first year principals in DCPS schools across the City. These Fellows represent approximately 30% of the cadre of new principals hired for this school year. For the 2014-2015 school year, the second cohort of Patterson Fellows were paired with mentor principals and are currently serving as assistant principals. In addition to the 8 Patterson Fellows hired as principals for the 2014-2015 school year, DCPS had more high-quality principal candidates this year than in any previous year. The recruitment and selection efforts led to the increased quality of the principal pool and DCPS remains confident that this trend will continue for recruitment for the 2015-2016 school year.

INITIATIVE 1.6: Retain the best school leader talent.
Fully achieved. DCPS retained 80% of all principals from the 2013-14 to the 2014-15 school year, and 94% of the Effective and Highly Effective principals. DCPS attributes this to the efforts outlined in the initiative description, including performance bonuses and multiple high-quality learning opportunities. 88% of all EML participants were retained in the system.

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.
Fully achieved. In FY14, Human Resources received consistent, positive feedback about its customer service, showing increased trust and satisfaction with the continually improving HR teams and division as a whole. The Human Resources team updated the materials that employees can access via the website and continued to think critically and strategically about the HR staff structure, which in FY14 included the creation of "hybrid" positions. Individuals in these positions act as subject matter experts on two collaborating teams, maximizing staff talent and knowledge.

INITIATIVE 2.2: Continue to streamline, improve and procure new technology infrastructure to support efficient customer service.
Partially achieved. DCPS continues to streamline, update, and integrate its technology systems and infrastructure to provide superior customer service to its employees. Over the last year, DCPS has gathered and implemented new user requirements for its Salesforce recruitment and applicant management system to improve customer service to internal and external applicants. DCPS also partnered with OCTO to provide best practices and insight as the District adopted Salesforce. DCPS also participated in a series of system requirements meetings with OCTO and DCHR to provide input into the upcoming upgrade of PeopleSoft, the human resources management system. DCPS continues to think strategically about how HR systems manage and protect employee data. For example, DCPS now regularly reviews PeopleSoft User Roles and levels of access to ensure that employees have the appropriate access to the system

and ensuring employee data is protected. DCPS is delayed in launching a Separations database, which will electronically capture information from employees who are resigning from DCPS. DPCS will begin using the online platform during the 2014-2015 school year.

Office of Specialized Instruction

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

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

● **Fully Achieved.** As of August 2014, the citywide enrollment number is 1,022, representing a 54% reduction from when this initiative began in January 2011 (2,204). DCPS has achieved this goal through two strategies: 1) increasing the number of students who graduate from Non-Public schools through more effective monitoring processes, as well as greater accountability of schools to provide the necessary courses; and 2) DCPS created 31 new full-time classrooms for SY 13-14 to serve students returning from non-public schools and for those whose needs would have formerly necessitated a non-public placement. Additionally, self-contained autism and behavior support classrooms were supported by coaches who are experts in behavior management.

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

● **Partially Achieved.** Goalbook is an online teacher resource that provides teachers access to a bank of example special education student goals aligned to the Common Core State Standards. The Office of Specialized Instruction expanded the use and training of Goalbook in school year 2013-2014 to 50 schools. Professional development on Goalbook included how to write effective goals for students and lesson plan development. Teachers reported improved confidence in writing measurable goals. Because these goals were aligned to the CCSS, they helped ensure that special education students have greater access to the general education curriculum. The Office of Specialized Instruction also launched a tool to assist school-based special education teams in determining the appropriate number of hours and setting for specialized instruction. This tool will be fully implemented and monitored during the 2014-2015 school year.

INITIATIVE 1.3: Reduce Special Education enrollment to 15% by SY2014-2015.

● **Partially Achieved.** As of Child Count October 2013, Special Education enrollment was 16.1%. Early intervention is important to ensuring that students receive the services and supports they need when they need them. As part of OSI's objective to building a sustainable child find system, OSI continued to increase the percent of identified providers performing screenings from 37% to 50% by the end of school year 2013-2014. This has helped DCPS meet the established benchmark of an 8.5% identification rate of three to five year old children who are eligible to receive special education services. OSI also focused on expanding social emotional capacity by increasing the number of psychologists and social workers. This ensures students' needs are met outside of special education. OSI is continuing to develop and implement a framework for exiting students from Special Education services by better aligning eligibility criteria and individualized student needs.

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

● **Fully Achieved.** In school year 2013-2014, the OSI Early Childhood Education division assessed

the needs for additional classrooms throughout the District, which informed the decision to expand early childhood classes to three additional schools. The Early Childhood Family Services Team conducted home visits designed to promote family engagement and empower parents and families to be actively engaged in their children's learning and development. Fifty-six percent of these visits were completed and will continue into the 2014-2015 school year. Early Childhood maintained focus on the implementation of research-based curricula in Title I classrooms. This resulted in the adoption of the Tools of the Mind, Montessori, Creative Curriculum and a modified Reggio-Emilia approach in early childhood classrooms.

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)**
Fully Achieved. In school year 2013-2014, OSI continued to work toward ensuring that schools provide the appropriate supports and services to all students. The Teaching and Learning Framework, the rubric used for teacher evaluations, was modified in school year 2013-2014 to improve the definition of high-quality instruction. OSI will continue to communicate expectations to school and teachers and support them in providing a positive inclusive environment.

● **INITIATIVE 2.2: Improve access for students with disabilities to post-secondary opportunities aligned with interests. (One City Action Plan – Action 2.2.1):**
Fully Achieved. This initiative is ongoing. During school year 2013-2014 the Office of Specialized Instruction Transition team implemented 64 course offerings for students in pre-K through 12th grade designed to improve their academic and post-secondary success. For students in middle grades and high schools, self-advocacy courses were implemented to teach students to be aware of their abilities and limitations in the academic environment to better position them to be advocates for themselves. These courses will expand to elementary grades in school year 2014-2015. OSI also established a partnership with the Arc of DC and three local schools to provide supports and training to students for independent living. The OSI Transition team continued implementation of the Competitive Employment Opportunity (CEO) program, which was developed in school year 2011-2012 as a pathway to align students with mentors in fields of their expressed interest.

● **INITIATIVE 2.3: Focus on academic achievement for students requiring additional supports.**
Fully Achieved. The Office of Specialized Instruction implemented several specialized reading interventions in full-time special education programs across DCPS in 250 classrooms. This represented a large investment in improving literacy for students in these programs – often who need the most academic support of any students in the district. Preliminary data shows students' reading levels improved and, as a result, more students accessed the general education curriculum. OSI continued to provide over 300 other professional development opportunities during school year 2013-2014 for teachers of students with disabilities and classroom paraprofessionals, many of which were delivered in collaboration with experts from outside of DCPS.

● **INITIATIVE 2.4: Expansion of Early Childhood Curriculum.**
Fully Achieved. In recent years, DCPS has sought to increase the number of its pre-Kindergarten classrooms implementing a research based curriculum. In school year 2013-2014,

DCPS extended research based curriculum to 16 Title I schools. This curriculum also supports the rapidly increasing dual language populations at these schools. Early Childhood Education continued to support the Montessori School Recognition at 2 Title I schools that have Montessori classrooms. Schools implementing the Tools of the Mind curriculum ended their third year of full implementation.

Office of Teaching and Learning

OBJECTIVE 1: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

INITIATIVE 1.1: Develop core curricular resources for continued support of the Common Core Standards implementation.

● **Fully Achieved**. In the last two years, DCPS has attained distinction as one of the first school districts in the nation to fully align its curriculum to the rigorous expectations of the Common Core State Standards. As part of this alignment process, DCPS has implemented a 120-minute literacy block, a dedicated time during every school day when elementary school students focus on their reading and writing skills. DCPS has provided additional resources to teachers in the form of curricular documents, new assessments to help measure students' skills, and targeted programs that support both struggling readers as well as those who are already reading at advanced levels.

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

● **Fully Achieved**. In school year 2013-2014, DCPS asked elementary schools to implement one of three literacy focus areas – Close Reading, Phonics and Morphology, or Small Group Literacy. In addition, DCPS provided Assistant Principals of Literacy and Reading Specialists to targeted schools and began implementing the Common Core writing standards.

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

● **Fully Achieved**. In school year 2013-2014, DCPS offered training to targeted schools on implementing Enrichment Clusters, continued to implement Advanced Readers Extension modules and offered schools more resources for the Junior Great Books program.

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

● **Fully Achieved**. In school year 2013-2014, DCPS offered trainings for teachers to improve the quality of Advanced Placement (AP) courses. DCPS also made use of an "AP Potential" selection tool and other strategies to increase the number of students enrolled in AP. For instance, the number of students enrolled in AP courses has increased. There were over 4,900 enrolled seats in AP courses. That is up 8% from the same time in 2013 (4,600). These enrollment figures include students who take multiple AP courses in one year. In addition, the number of DCPS students taking exams has increased. In 2014, 2,620 students took at least one AP exam, compared to 2,500 students in 2013.

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

INITIATIVE 2.1: Provide schools with high-quality instructional coaches.

● **Fully Achieved.** Instructional coaches are staff embedded in schools to train and support teachers. DCPS recruited a large pool of candidates from which to select instructional coaches. Once hired, instructional coaches took part in trainings to prepare them to support their schools in implementing literacy focus areas as well as other instructional strategies.

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

Fully Achieved. In school year 2013-2014, 10 Mangers of Instructional Coaches (MICP) managed a cohort, or cluster, of schools in which they trained and supported instructional coaches. MICP's provided targeted training to build coaches' knowledge of the collaborative learning cycles (CLC) -- a job-embedded professional development process between coaches and teachers. In training sessions with MICP's, coaches learned how to use school data to drive teacher practice and student achievement. Coaches then observed modeled, planned and debriefed side-by-side with their teachers on a regular basis. Additionally, teachers met with their coach each week to discuss progress, data, and implementation.

Office of the Deputy Chancellor for Operations

OBJECTIVE 1: Provide schools with the central office support they need to foster student achievement

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).

Partially Achieved. Principals received support and training throughout the school budget development process. School budget resources were allocated in alignment with the Chancellor's instructional priorities. The working group mentioned will be convened prior to the start of the FY16 school budget development process. In addition, the at-risk funding formula was partially implemented during the FY15 school budget process because of a delay in DCPS receiving its local budget allocation from the City.

OBJECTIVE 2: Increase enrollment in DCPS

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

Fully Achieved. The Student Enrollment & School Funding Division of the Office of the Deputy Chancellor for Operations was created in July 2013 to lead DCPS efforts to increase enrollment. This division coordinates the enrollment process and also provided new training to principals on best practices for targeting re-enrollment efforts in the summer. In October 2014, DCPS reported student enrollment of 47,663 or a 2.7% increase from 2013's audited enrollment. A final audited enrollment figure will be available in early 2015. The student enrollment division will continue to explore ways to streamline the enrollment process for families, including the possibility of online enrollment.

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.

Fully Achieved. DCPS monitored food service contracts through the 2013-2014 school year. The FY14 closeout process is ongoing. However, DCPS expects the three primary food service contracts to finish the year within budget as a result of monitoring.

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

Partially Achieved. Over the last 18 months, DCPS began preparing schools for the technology requirements of the PARCC online assessment, which will be administered for the first time in spring 2015. DCPS worked with OCTO to ensure schools met the PARCC-recommended

benchmarks for the ratio of students-to-computers, sufficient network bandwidth and wireless density, and technical support staff during the testing window. In addition to fulfilling PARCC requirements, these efforts have increased the quality of technology in schools and will allow schools to implement blended learning programs with greater fidelity and success.

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Key Performance Indicators – Details

Performance Assessment Key:

Fully achieved   Partially achieved   Not achieved   Data not reported   Workload Measure

	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program[1]
Agency Workload Measures								
🔵	NA	# of Title I schools	85	Not Applicable		84	WORKLOAD MEASURE – NOT RATED	**N/A**
🔵	NA	Percentage of students qualified for Free or Reduced Lunch	78%	Not Applicable		76%	WORKLOAD MEASURE – NOT RATED	**N/A**
Office of Chief of Schools								
🟡	1.1	% students proficient in reading at the 40 lowest-performing schools	28%	35%		27%	77.14%	SCHOOL SYSTEM MANAGEMENT
🟡	1.2	% students proficient in math at the 40 lowest-performing schools	30%	35%		31%	88.57%	SCHOOL SYSTEM MANAGEMENT
🟡	1.3	% of 9-11th grade students taking the PSAT	73%	90%		72%	80%	SCHOOL SYSTEM MANAGEMENT
🟡	1.4	4-year graduation rate	56%[2]	59		58%	98.31%	SCHOOL SYSTEM MANAGEMENT

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[1] Budget program codes were assigned to key performance indicators based on the funding source for the office to which the KPI belongs. In some cases, offices are funded by more than one program code, but the KPI system allows only one program code per KPI.

[2] OSSE has reported a 4-year ACGR of 58% for DCPS for FY13 (http://osse.dc.gov/sites/default/files/dc/sites/osse/publication/attachments/DC%202013%20ADJUSTED%20COHORT%20GRADUATION%20RATE%20state%20summary_0.pdf). This calculation excludes non-public students. Once non-public students are included, DCPS's 4-year ACGR for FY2013 is 56%.

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	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program[1]
🟢	2.1	In-seat attendance (ISA)	86%	88%		89%	101.14%	SCHOOL SYSTEM MANAGEMENT
Office of Teaching and Learning								
🟡	1.1	% of students proficient or advanced in reading on DC CAS	47%	51%		48%	94.12%	SCHOOL SYSTEM MANAGEMENT
🟡	1.2	% of students proficient or advanced in math on DC CAS	50%	53%		51%	96.23%	SCHOOL SYSTEM MANAGEMENT
🔴	1.3	Reading achievement gap (% proficient or advanced) between black and white students	53%	49%		53%	0%	SCHOOL SYSTEM MANAGEMENT
🔴	1.4	Math achievement gap (% proficient or advanced) between black and white students	51%	49%		51%	0%	SCHOOL SYSTEM MANAGEMENT
🟢	1.5	% of HS students taking at least 1 AP exam	23%	24%		24%	100%	SCHOOL SYSTEM MANAGEMENT
🟢	1.6	% of AP exams passed	31%	33%		33%	100%	SCHOOL SYSTEM MANAGEMENT
Office of Data & Strategy								
🔴	1.1	% of teachers with value-added data[3]	14%	22%		13%	59.09%	AGENCY MANAGEMENT PROGRAM

[3] DCPS is reevaluating the goal to expand the percent of teachers with value-added data. This is part of a larger review of the types of assessments we administer to students.

	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program[1]
🟢	1.2	% of schools receiving benchmark data within 3 days	98%	98%		99.01%	101.03%	SCHOOL SYSTEM MANAGEMENT
Office of Human Capital								
🟡	1.1	Retention rate of teachers rated highly effective on IMPACT	91%	95%		92%	96.84%	AGENCY MANAGEMENT PROGRAM
🟢	1.2	Percentage of teachers Highly Qualified	70%	75%		87%[4]	116%	AGENCY MANAGEMENT PROGRAM
🟢	1.3	# HR constituent cases open 50+ days	2	0		0	100%	AGENCY MANAGEMENT PROGRAM
Office of Specialized Instruction								
🟢	1.1	# of students served in non-public placements	1,218	1,100		1,005	109.45%	SPECIAL EDUCATION LOCAL
🟢	1.2	Reduction in non-public enrollment since baseline	45%	50%		54%	108%	SPECIAL EDUCATION LOCAL
🟡	2.1	% of SPED students proficient or advanced in reading on DC CAS	18%	23%		18%	78.26%	SPECIAL EDUCATION LOCAL
🔴	2.2	% of SPED students proficient or advanced in math on DC CAS	20%	29%		21%	72.41%	SPECIAL EDUCATION LOCAL

[4] The 2013-2014 highly qualified data was calculated in collaboration with OSSE. The methodology and definitions used to determine the highly qualified rate differed in some cases compared to the 2012-2013 school year, resulting in a greater numbers of reported Highly Qualified teachers.

	KPI	Measure Name	FY 2013 YE Actual	FY 2014 YE Target	FY 2014 YE Revised Target	FY 2014 YE Actual	FY 2014 YE Rating	Budget Program[1]
Office of the Deputy Chancellor for Operations								
🟢	1.1	% of principals certifying that their schools have the necessary textbooks and instructional materials	100%	100%		100%	100%	SCHOOL SYSTEM MANAGEMENT
🟢	2.1	Student enrollment	45,557	45,926		46,393	101.02%	SCHOOL SYSTEM MANAGEMENT
Office of Family and Public Engagement								
⚪	1.1	% of parents satisfied with schools' academic programs and opportunities for engagement	N/A	90.00%		N/A[5]	N/A	AGENCY MANAGEMENT PROGRAM
🟡	1.2	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	23,188	24,000		21,208	88.37%	AGENCY MANAGEMENT PROGRAM
🟢	1.3	Unique website visitors	1,554,770	1,600,000		2,007,591	125.47%	AGENCY MANAGEMENT PROGRAM

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[5] This metric was removed from the DCPS parent survey. It is replaced with a new metric in the FY2015 performance plan. The new metric is percentage of surveyed parents who agree or strongly agree their child's school "helps me be the best partner I can be in my child's education." In FY2014, the value for this metric is 87%.

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