

District of Columbia Public Schools FY2017

FY2017 Performance Accountability Report

The Performance Accountability Report (PAR) measures each agency's performance for the fiscal year against the agency's performance plan and includes major accomplishments, updates on initiatives, and key performance indicators (KPIs).

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. **A Capital Commitment** - In spring 2012, DCPS launched a five-year strategic plan, A Capital Commitment that set five goals for 2017. Fiscal year 2016 (FY16) is the fourth full year of the plan. The goals are:

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.

Summary of Services

DCPS delivers all services required to provide students with a quality education. These include: 1. Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs; 2. Hiring, developing, and rewarding teachers, principals, aides, and other staff; 3. Developing and implementing academic programs that provide all students with meaningful options for life; 4. Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing; 5. 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.

FY17 Top Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
Strategic Plan Launch: Capital Commitment 2017 – 2022	DCPS launched the new Strategic Plan, Capital Commitment 2017-2022 in September. For more information, please review https://dcps.dc.gov/capitalcommitment .	In shaping DC Public Schools' five-year strategic plan for 2017-2022, A Capital Commitment, we heard from more than 4,500 students, parents, educators, and community members. Their ideas and feedback will guide our work as we strive to become a district of both excellence and equity—a place where every family feels welcome and every child is given the opportunities and support they need to thrive.
Washington Teachers Union Contract	For more information, please review: https://dcps.dc.gov/release/mayor-bowser-dc-public-schools-and-washington-teachers-union-announce-new-contract	Mayor Muriel Bowser, DC Public Schools (DCPS) Chancellor Antwan Wilson, and Washington Teachers Union (WTU) President Elizabeth Davis announced an agreement on a new contract that significantly increases compensation for teachers in DC Public Schools. The agreement will also add additional funding to the District's education budget, which is already the largest commitment in DC's history. Under the proposed contract, educators will receive: i. salary increases, including a 4 percent retroactive increase in Fiscal Year 2017, a 3 percent increase in Fiscal Year 2018, and a 2 percent increase in Fiscal Year 2019; ii. additional benefits; and iii. structured collaborative engagement between DCPS and the WTU on various issues, including extended-year schools.
Develop the	LEAP has completed a successful first	At school, the single most important factor for student success is teacher

best possible teacher talent through Learning Together to Advance our Practice (LEAP)

school year. All schools organized LEAP teams, led by content-specific leaders, that met for 90 minutes per week with weekly one-on-one follow-up coaching for each teacher; 85% of teachers reported that their teams met on a weekly basis as prescribed. According to surveys administered in partnership with researchers at UVA, 94% of principals and LEAP leaders reported that LEAP was an improvement on professional development offered in previous years. LEAP is 100% complete for SY16-17. LEAP will continue to be a focus for SY17-18.

quality. That's why DCPS has focused so much of its attention over the past several years on ensuring that every classroom is filled with a top-notch teacher. To take the next leap forward, DCPS is making an unprecedented investment in teacher development through a new program called LEAP (LEarning together to Advance our Practice). At its core, LEAP is about helping teachers become truly expert at teaching the DCPS Common Core-aligned curriculum – so that every student across the city experiences rich, engaging, and challenging instruction every day. To do this, teachers will engage in a weekly cycle of development in small content-specific professional learning communities (LEAP Teams) at their schools. These teams will be led by content experts (LEAP Leaders) at their schools. LEAP is built around the concepts of collaboration, practice, a Common-Core aligned adult curriculum, and having the right LEAP leaders and training in place for teachers.

2017 Strategic Objectives

Objective Number	Strategic 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.
2	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.
3	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, support for present and healthy students, and a variety of challenging programs.
4	Provide schools with the central office support they need to foster student achievement.
5	Partner with families and community members to improve outcomes for students.
6	Create and maintain a highly efficient, transparent and responsive District government. **

2017 Key Performance Indicators

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY 2017	KPI Status	Explanation
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. (9 Measures)									
Percentage of HS students taking at least 1 AP exam	Annually	33%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	27%	Unmet	DCPS saw an increase in the percentage of students taking at least one AP exam. However, DCPS did not meet our ambitious goal. DCPS saw a rise in the percentage of AP exams passed.
Percentage of AP exams passed	Annually	35%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	36%	Met	
Percentage of students	Annually	30.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	31.9%	Met	

scoring college and career ready (Level 4+) in ELA on PARCC										
Percentage of students scoring college and career ready (Level 4+) in Math on PARCC	Annually	28.9%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	27.4%	Nearly Met	DCPS made significant gains on the PARCC in Math, improving 3.5 percentage points and outpacing the charter sector's gains. Despite these gains, we fell short of our goal of improving by five percentage points. In FY17, DCPS was undertaking a number of changes that impacted math performance including implementing a new curriculum across all our schools (Eureka Math), new short-cycle assessments for teachers to pinpoint student needs, and the LEAP professional development model. DCPS expects that we will make even more progress as we enter the second year of implementation in FY18.	
ELA achievement gap (% college and career ready) between black and white students	Annually	53.9%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	63.7%	Unmet	Students at every grade level made gains on the 2017 PARCC assessment, including strong gains among middle grades in both ELA and math. Students also saw gains by race, economic status, special education status, and English learning status. However, the achievement gap widened. DCPS will continue critical investments to schools that lead to PARCC gains, including Common Core-aligned curriculum designed by teachers, weekly teacher professional development led by schools with LEAP, and access to AP courses.	
Math achievement gap (% college and career ready) between black and white students	Annually	53.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	61.3%	Unmet	Students at every grade level made gains on the 2017 PARCC assessment, including strong gains among middle grades in both ELA and math. Students also saw gains by race, economic status, special education status, and English learning status. However, the achievement gap widened. DCPS will continue critical investments to schools that lead to PARCC gains, including Common Core-aligned curriculum designed by teachers, weekly teacher professional development led by schools with LEAP, and access to AP courses.	
Percentage of Special Education students scoring college and career ready	Annually	5.4%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6.8%	Met		

(Level 4+) in ELA on PARCC									
Percentage of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Annually	6.8%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	7%	Met	
Percentage of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	16.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	17.7%	Met	

2 - Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work. (3 Measures)

Percentage of teachers rated Effective or Highly Effective on IMPACT	Annually	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	78%	Unmet	In the 2016-17 school year, DCPS added three new robust measures of teacher effectiveness to IMPACT as a way to continue to ensure all DCPS students receive daily instruction that prepares them for the rigors of college, career, and life. DCPS began using the Essential Practices, a new rubric which signals the importance of not just “how to teach” but also “what is taught”. As a way to honor the voice of our most important stakeholders, our students, DCPS began using student survey data as a means to offer feedback to teachers on the instructional culture in their classes. And, for ELA and math teachers in grades 4-10, DCPS reintroduced individual value-added, a measure of student achievement aligned to the PARCC assessment. DCPS provided, and will continue to provide, a wealth of resources aligned to each measure to support teachers in meeting these new expectations.
Retention rate of teachers rated Effective or	Annually	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	92%	Met	

Highly Effective on IMPACT										
Number of HR constituent cases open 50+ days	Annually	2	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6	Unmet	We continue to strive to lower the number of HR constituent cases open for more than 50 days. In FY15, there were 6, in FY14, there were 3 and in FY13 there were 12.	
3 - Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, support for present and healthy students, and a variety of challenging programs. (5 Measures)										
In-seat attendance (ISA) rate	Annually	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	89%	Nearly Met	DCPS attributes the 0.7 percentage point drop in attendance to a decline in attendance at 10 Extended Year schools during periods when traditional schools were out of session, two inclement weather days when a significant number of students were absent, and improved attendance entry resulting in fewer default presents.	
Percentage students scoring college and career ready (Level 4+) in ELA on PARCC at the 40 lowest-performing schools	Annually	8.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	10%	Met		
Percentage students scoring college and career ready (Level 4+) in Math on PARCC at the 40 lowest-performing schools	Annually	9.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	9.7%	Met		
4-year graduation rate	Annually	75%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	73%	Nearly Met	In 2017, DCPS saw an increase of 4% in graduation rates, to 73%. While these gains fell short of the 75% goal, DCPS has seen six years of increase since 2011 for a total of 20 percentage points in increase. DCPS will continue to review graduation policies, procedures, and student assessments and coursework to ensure all graduate as college and career prepared.	

Percent of students who say they like their school	Annually	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	84%	Nearly Met	DCPS set an ambitious goal of 90% of students liking their school and has made progress toward that goal over five years but fell short of reaching it because of a slight dip in satisfaction in the middle grades, particularly at our K-8 schools.
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4 - Provide schools with the central office support they need to foster student achievement. (2 Measures)

Audited Student enrollment	Annually	50000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48555	Nearly Met	DCPS set an ambitious goal of enrolling 50,000 students but fell short of this goal because of a number of schools that missed their enrollment projections.
Percentage of principals certifying that their schools have the necessary textbooks and instructional materials	Annually	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	

5 - Partner with families and community members to improve outcomes for students. (5 Measures)

Percentage of students in a Family Engagement Partnership (FEP) school who receive a home visit	Annually	75%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	77%	Met	
Percentage of Adopt-a-School (AAS) schools report satisfaction with their AAS partner	Annually	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	84%	Met	
Number of Twitter followers	Annually	40000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	58000	Met	
Number of Facebook followers	Annually	15000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	18000	Met	
Number of Instagram followers	Annually	6000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	9000	Met	

We've revisited a project to standardize District wide measures for the Objective "Create and maintain a highly efficient, transparent and responsive District government." New measures will be tracked in FY18 and FY19 and published starting in the FY19 Performance Plan.

2017 Workload Measures

Measure	Freq	Q1	Q2	Q3	Q4	FY 2017
4 - Office of the Chief Operating Officer (2 Measures)						
Percentage of students qualified for free and reduced lunch	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	76%
Number of Title 1 Schools	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	88
5 - Office of Family & Public Engagement (1 Measure)						
Number of general community meetings and engagements with key DCPS stakeholders completed by the Community Action Team	Annually	Annual Measure	Annual Measure	Annual Measure	Annual Measure	2057

2017 Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation
OFFICE OF COLLEGE & CAREER (6 Strategic initiatives)				
Increase student access to and success in courses worth college credit	In SY2015-2016, DCPS had formalized Dual Enrollment Partnership Agreements with five local colleges (Georgetown University, Catholic University, Howard University, George Washington University, and University of the District of Columbia – Community College). We have exceeded the goal we set for ourselves that by June 30th, all comprehensive DCPS high schools would have at least one college dual enrollment partner. This year, each comprehensive high school has at least three dual enrollment college partners: Georgetown University, UDC-CC, and at least one other college. By June 30, 2017, we aim to have increased the proportion of DCPS students completing dual enrollment programs by ten percentage points.	Complete	By the end of Q4, 79% of students who participated in DCPS Dual Enrollment in SY2016-17 (including Summer 2017) earned a C or better in at least one course. This is just short of our goal to increase the pass rate by 10%-pts. (Note: This figure does not include the SWW/GW students.)	
Implement Career Academies that better equip high school students with the skills necessary for college and careers	In SY2015-2016, DCPS established two new NAF Career Academies at HD Woodson High School (IT & Engineering), which will enroll its first class of students in SY2016-2017. In total in SY2015-2016, DCPS had 10 operating NAF Career Academies across 8 high schools (Ballou, Cardozo, Columbia Heights Education Campus, Dunbar, McKinley Tech, Phelps, Wilson, Woodson). These Academies are focused on one or more of the following industries: Engineering, IT, and Hospitality (associated with three of the District's highest wage, highest demand career sectors). The academies integrate strong college and industry partnerships, paid internships, work-based learning experiences and rigorous curricula and culminate in industry-recognized certifications. This year, 250 DCPS NAF Academy students have completed paid internships in their respected fields of study; an additional 290 students in additional Career Education Programs participated in paid	Complete	By the end of Q4, DCPS exceeded its Career Academy internship goals, with 656 NAF Academy and Career Education interns placed with over 190 host employers throughout the city in FY17. The Coolidge Academy of Health Science also successfully completed its Year of Planning (YOP) with NAF, earning the highest NAF	

	summer internships. In SY2016-2017, DCPS aims to begin a year of planning for a Health Science Career Academy at Coolidge High School that will open in SY2017-2018		YOP Assessment score for any DC Academy. The Academy launched in SY2017-18 with an initial cohort of 32 students.	
Provide middle grades students with exposure to college and career experiences	Through College & Career Clubs, DCPS is offering middle grades students the opportunity to lead one another, via peer to peer instruction and mentoring, through a college and career exposure curriculum, guest speaker, and college and career field trip model. Nationwide, students who have participated in College & Career Clubs were found to have higher short and long-term academic aspirations, improved attendance rates, and decreased behavior issues. In SY2015-2016, we offered College & Career Clubs at three middle grade schools: Browne EC, Hart MS, and Eliot-Hine, and over 350 students participated in the program. By June 30, 2017, our goal is to offer College & Career Clubs at a minimum of seven middle grade schools, and serve at least 600 students.	Complete	By the end of the third quarter, DCPS is continuing the College and Career Clubs program at seven middle schools (Brookland, Brown, Hart, Johnson, LaSalle-Backus, Eliot-Hine, Kramer) with just over 700 students having participated in the club to date this year.	
Increase student access to meaningful college tour experiences	In SY2015-2016, DCPS implemented a College Tour Program, which provided funds for college tours to each of our seven comprehensive 40/40 high schools (Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Roosevelt, Woodson) and middle grade schools participating in the College & Career Clubs Program. This year, 1,243 students took at least one college tour. In SY2016-2017, we aim to have 25% more students taking at least one college tour.	Complete	By the end of the third quarter, DCPS has sent over 1650 unique high school and middle grade students on a college tour, exceeding our goal of a 25% increase throughout SY17; and we continue to send students on tours throughout the summer.	
Provide college going data to high schools	SY2016-2017, DCPS will continue to share with each high school leadership team current school-specific data on college enrollment, persistence, and completion data. The data will help drive discussions about the importance of smart college choices at the school and student-level. In SY2016-2017, there will be a focus on providing direct supports to school-based staff on utilizing the data to inform schools' programming and information-sharing with students and families around the college search process.	Complete	By the end of the third quarter, DCPS has fully implemented the monthly data sharing of college application and milestones data with Principals and key school staff. Additionally, key data points have been integrated into the monthly instructional superintendents meeting data dashboard.	
Expand SAT Test Prep Opportunities	DCPS offers high schools SAT Test Prep Offerings for high school students through partnerships with Khan Academy/College Board and private test prep providers, including Kaplan, Princeton Review, Transcend Academy, & Bell Curves. As of last year, all of our high schools had access to the Khan Academy/College Board self-paced online test prep system, and 9 high schools (Anacostia, Ballou, Banneker, Cardozo, Coolidge, Eastern, Ellington, Phelps, & Woodson) had test prep programs from private providers (funded by OSSE or private donors). In SY2016-2017, DCPS aims to expand its private test prep offerings to 16 schools (adding Ballou STAY, Columbia Heights Education Campus, McKinley Technology, Roosevelt, Roosevelt STAY, and Wilson high schools), and also add free online test prep to all 11th	Complete	By the end of the third quarter, DCPS has completed the expansion of SAT Test Prep opportunities for FY17. Each of the 16 schools that had test prep funded through the OSSE SAT Prep Expansion Grant or Don Graham Kaplan Donation in FY17 has expressed satisfaction	

	and 12th grade students through Naviance and Edgenuity online platforms.		with their prep program and wishes to continue (or expand) their SAT Test Prep opportunities in FY18.
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OFFICE OF FAMILY & PUBLIC ENGAGEMENT (3 Strategic initiatives)

Teach mindsets and skills to improve and sustain academically-focused relationships with families	Since SY2011-2012, DCPS has worked with the Flamboyant Foundation to transform the ways in which teachers and families collaborate with one another – in particular through home visits and whole-class family meetings focused on academic performance and strategies for home support (Academic Parent Teacher Teams). DCPS is continuing to provide professional development through the Family Engagement Partnership (FEP) for teachers on home visits and academic parent teacher teams in schools that have met a set of prerequisites to adopt the program. In SY2016-2017 the partnerships has grown from 22 schools to 31 schools and schools will be using a Leadership Actions Trajectory rubric to assess where they are in the family engagement work.	Complete	By Q3, the Family Engagement Partnership is operating in 31 of 31 schools with staff training complete with ongoing professional learning. A total of 10,892 DCPS students received a Home Visit as part of the Family Engagement Partnership (89% of the 12,248 students in those schools). Total home visits for all of last school year in the FEP was 7,680. All schools are meet targets for implementing alternate-model parent teacher conferences (whole class, data-driven conferences in elementary schools; student-led conferences in middle schools).
Expand DCPS community outreach and relationship building with stakeholders	DCPS will provide opportunities for district families and community members to engage in authentic ways by listening to them about things that matter to them, engaging & consulting them on policies that impact their child’s academic success, using this feedback to inform our policies and initiatives in DCPS, and sharing with them how their feedback has influenced decision making. These efforts will be executed in multiple ways including a 4 -person ward based Community Action Team (CAT), hosting small and large citywide engagement efforts in DCPS, expanding technical support for cross-collaborative central office engagement, and tracking and monitoring our work so we can be more data driven and adaptive in our efforts as necessary. In SY2016-2017, school-level support by the CAT will include providing detailed “Community-at-a-Glance” information sheets and additional supports and guidance around parent organizations (PTO, PTAs and LSATs).	Complete	DCPS hosted the DCPS Back to School Block Party at Ron Brown HS, with ~ 1000 in attendance, including the Mayor and Mr. “Magic” Johnson, speakers, special performances by students, teachers and partners, as well as 25 partner booths with info. DCPS launched new comprehensive school guidance on engaging Local School Advisory Team (LSAT). Enhancements include LSAT Guidance, FAQ and templates, 3 Technical Assistance Webinars, and hands-on outreach.
Develop meaningful	DCPS will provide opportunities for corporate and community organizations to partner with schools to support student success for a	Complete	In SY16-17 the Adopt-a-School Program had 47

<p>partnerships at the school level that support student success</p>	<p>minimum of one academic year through the Adopt-a-School Program. Partnerships formed through this program are expected to host at least three school-based engagements and one donation effort over the course of one school year. During this collaboration, partners and schools will work together to determine how to best connect partner resources and interests with the school's unique needs. This relationship is a joint effort led by the school and partner, and supported by the DCPS School Partnerships Division (SPD) and is in its second year of implementation. The SPD will provide guidance, tools, and on-going partnership support throughout the year to ensure the collaboration is a success for all.</p>	<p>partnerships between 43 schools and 38 partners. These partnership activities impacted 11,000 students, an 83% increase in students served from Year 1. 82% of participants say the Program provided a helpful structure and had a positive impact on schools and students. 87% of participants would recommend the program to another school.</p>	
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OFFICE OF INSTRUCTIONAL PRACTICE (2 Strategic initiatives)

<p>Rigorously evaluate teacher performance</p>	<p>DCPS will continue to implement its rigorous teacher evaluation system (IMPACT) which outlines clear expectations for effectiveness and provides opportunities for ongoing feedback and aligned support. IMPACT includes multiple measures of teacher effectiveness including classroom observations conducted by school leaders, measures of student achievement, and a measure of a teacher's commitment to the school community. For SY2016-2017, DCPS has developed a new, shorter rubric that better aligns with the content expectations of the Common Core Era, the DCPS Essential Practices. IMPACT also now includes Student Surveys of Practice as a new component for general education teachers in third grade and higher. Student surveys of instructional practices are research-based tools that capture and value the unique perspectives of our most important stakeholders -- our students. In addition, the survey results will provide teachers of students in Grades 3 and above with specific, actionable feedback they may use to inform their instruction. Lastly, value-added is returning for general education teachers of ELA and math in fourth through tenth grade. Final scores and IMPACT ratings will be available after the end of the school year. DCPS uses information from IMPACT to recognize and retain our best teachers, provide additional support to those who need it, and remove ineffective teachers.</p>	<p>Complete</p>	<p>By the end of Q4, DCPS completed the evaluation of all school based staff for the 2016-17 school year, via IMPACT, with full fidelity. In Q4 we calculated and shared individual value added (IVA) scores and final ratings for teachers whose scores were dependent on PARCC data, and finalized goal scores and ratings for school leaders. DCPS disseminated over \$15M in IMPACTplus bonuses to Highly Effective teachers, staff, and school leaders.</p>	
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<p>Develop the best possible teacher talent through Learning Together to Advance our Practice (LEAP)</p>	<p>At school, the single most important factor for student success is teacher quality. That's why DCPS has focused so much of its attention over the past several years on ensuring that every classroom is filled with a top-notch teacher. To take the next leap forward, DCPS is making an unprecedented investment in teacher development through a new program called LEAP (LEarning together to Advance our Practice). At its core, LEAP is about helping teachers become truly expert at teaching the DCPS Common Core-aligned curriculum – so that every student across the city experiences rich, engaging, and challenging instruction every day. To do this, teachers will engage in a weekly cycle of development in small content-specific professional learning communities (LEAP Teams) at their schools. These teams will be led by content experts (LEAP Leaders) at their schools. LEAP is built around the concepts of collaboration, practice, a Common-Core aligned adult curriculum, and having the right LEAP leaders and training in</p>	<p>Complete</p>	<p>LEAP has completed a successful first school year. All schools organized LEAP teams, led by content-specific leaders, that met for 90 minutes per week with weekly one-on-one follow-up coaching for each teacher; 85% of teachers reported that their teams met on a weekly basis as prescribed. According to surveys administered in</p>	
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OFFICE OF TALENT AND CULTURE (6 Strategic initiatives)

Recruit and select the best possible teacher talent	In order to provide DCPS students with high-quality instruction and fill vacancies as they arise, DCPS must recruit and select teachers who demonstrate the potential to be effective in our classrooms. To that end, DCPS will continue to engage in national recruitment efforts including: headhunting teachers with prior experience and a track record of success, attending career fairs at universities around the country, continuing to build the DCPS brand through the JoinDCPS website and an expanded social media presence, and revising the teacher selection process to be as streamlined and rigorous as possible. The changes for SY2016-2017 will align our selection process with the Essential Practices rubric, the new, shorter rubric that better aligns with the content expectations of the Common Core Era. We will particularly focus on ensuring that we attract diverse teachers and generate sufficient applications to fill our highest-need subject areas.	Complete	By the end of Q4, 99% of WTU vacancies at extended year schools known by July 1 were filled with a hire request by August 15, 2017. Currently, 1213 of 1221 WTU vacancies are filled, with many open vacancies being temporary. All DCPS classrooms are covered and the DCPS team continues to promptly address any vacancies as they arise.
Retain the best teacher talent	DCPS has a growing number of effective and highly effective educators. Especially in the context of national teacher shortages, it is imperative that DCPS continues to retain our best teacher talent at high rates. DCPS will recognize highly effective teaching through the annual Standing Ovation event. Additionally, we will provide teachers with an opportunities newsletter twice a month to support teachers' continual career growth. Targeted retention emails will be sent to all highly effective teachers in the district, reminding them that the district values them. Furthermore, for teachers who are interested in seeking a position in another school, we will be making the transfer process within DCPS more straightforward and accessible, in order to maximize the extent to which we retain teachers in DCPS overall and assist them to find schools that are their best fit. We will also host programs like our Chancellor's Teachers' Cabinet and Teachers Central to Leadership (TCTL) to provide teachers with leadership opportunities and to deepen connections between the school-based and the Central Office so that top teachers can provide feedback about their experiences. Over the year, we will continue to provide principals with reminders about the importance of teacher retention and specific resources they can use to directly recognize and engage irreplaceable teachers in their school. Lastly, we are working to retain our teachers by providing meaningful professional development on a weekly basis in small content-specific professional learning communities (LEAP Teams) at their schools. These teams will be led by content experts (LEAP Leaders) at their schools.	Complete	By the third quarter, DCPS contacted 1,500 teachers with specific retention emails. We organized the annual Teacher Shadow Day, an event that allows central office staff members to shadow teachers across all schools during Teacher Appreciation Week. This year, over 60 central office staff members signed up to shadow 47 teachers. Five TCTLs are working with teams in the Central Office this summer. This year, 292 teachers completed the DINR process. (Last year was 298).
Recruit and select the best possible school leadership	DCPS will continue to identify and recruit high-potential school leaders for every principal vacancy with a particular emphasis on instructional leadership. This is a continuing initiative. Internally, this talent will include high-potential leaders, such as highly-effective assistant	Complete	By the end of the third quarter, DCPS recruited and made appointment decisions for all school

talent	principals (APs) and members of the fourth cohort of the Mary Jane Patterson Fellowship. Externally, DCPS will identify and recruit award-winning school leadership talent from across the country for both principal and AP vacancies. OTC, in collaboration with OIP, will continue to ensure that high-potential, rising DCPS leaders are preparing for the principalship through the Mary Jane Patterson Fellowship, which will be launching its fifth cohort in January 2016. OTC will continue to review School Leader IMPACT data of recent principal and AP hires to determine if further enhancements to the selection process are warranted to improve the quality of hire. This year the district's focus on instructional leadership is expanding in support of the LEAP initiative and the increased role that school leaders have played in guiding instruction in recent years.		leader vacancies. OTC was able to support the appointments of 18 new principals. 100% of these new school leaders are talent internal to DCPS [and four are specifically Mary Jane Patterson Fellows (Davis, Kiplinger, Plenty, and Jackson)].	
Retain the best school leader talent	DCPS will continue to implement an aggressive performance-based salary scale for principals and assistant principals, and a bonus system for all Highly Effective school leaders, including special incentives to serve and continue leading in the 40 targeted schools. DCPS will also continue to target training and support to existing school leaders in a number of ways, including providing Principal Partners for first-year principals and ensuring every principal is managed and supported by a highly experienced instructional superintendents – who each receive comprehensive training and support in “Blended Coaching” (from experts at the New Teacher Center). This year, we are aligning the Principal Partners so that they support new principals in their own cluster and we have also added in monthly Professional Learning Communities for first year principals led by Principal Partners. In addition, DCPS will provide opportunities for principal representatives to participate in the Chancellor's Principal Cabinet and on other system-wide committees. Finally, the quarterly Leadership Academies this year will assign each principal to a Problem of Practice group, where central office leaders will strategize alongside principals to improve an issue or structure for the 2017-2018 school year. Topics include Addressing the Achievement Gap, Special Education Supports, and Budget and School Planning.	Complete	By the end of Q4, DCPS continued to target support to school leaders in a number of ways, including New Principal and New AP Orientation. Principal Partners were assigned to first-year principals and we continued monthly Professional Learning Communities. By the end of Q4, DCPS has retained a majority of its best school leader talent. The district has retained 89 % of school principals and 84% of assistant principals.	
Provide efficient and customer service-oriented Human Resources	DCPS will continue to focus on the development of process improvements, including self-service and electronic resources. Many human resources processes have been streamlined and moved to an online platform, providing a user-friendly, expedited way for employees to access the information they need. The online leave of absence application automates requests for leave, provides information related to leave programs, and provides critical staff tracking data to schools. To date, more than 600 employees have used the online tool to submit completed requests for leaves of absence. DCPS has also started to centralize requests for extra duty pay through an online application, which monitors extra duty positions and facilitates the submissions of extra duty payment requests to the Office of the Chief Financial Officer. Finally, DCPS has implemented a new internal, online tool that tracks the submission and request of retroactive payments, allowing us to communicate to employees where their requests are in the workflow.	Complete	In addition to the the Leave of Absence database, additional compensation, and retro payment tools, DCPS launched other customer service-oriented process improvements, including allowing employees to submit a request online for a retirement computation, and sending automatic notifications through the Leave of Absence database to employees out of work on workers' compensation.	
Ensure schools have the staff to meet their	Hiring great people is fundamental to the success of any school. Given that school leaders have various levels of human capital experience and expertise, DCPS will pursue three core strategies to support school	Complete	By the end of the fourth quarter, DCPS has completed and	

needs by providing strategic staffing support	<p>leaders in making timely, strong hiring decisions for SY2017-2018.</p> <p>First, to support school leaders in tracking and reacting quickly to new vacancies during the spring and summer, DCPS will develop a live school roster that can be accessed by a school leader at any time, including real-time data relating to school personnel and budget information. Second, DCPS will continue to partner with instructional superintendents to conduct "Talent Strategy Meetings" with individual school leaders to develop a strong human capital plan for to retain high-performing staff members and plan to make early hiring decisions for anticipated vacancies. Finally, DCPS will further streamline and automate the hiring process so that a high volume of school-based hires are able to be processed quickly and efficiently, before they are lost to charters and neighboring school districts.</p>		implemented the live roster tool. Members of OTC have demonstrated continuous, individualized, and differentiated support to all school leaders in planning for vacancies and filling those vacancies. For the SY17-18 hiring season, OTC increased the percentage of signed offer letters for WTU positions by 6 percentage points and non-WTU positions by 11 percentage points, demonstrating an expedited hiring process.
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OFFICE OF TEACHING AND LEARNING (6 Strategic initiatives)

Develop core curricular resources aligned to the Common Core State Standards	DCPS curricular documents for each content area offer guidance on how to prepare students to meet standards. Unit guides, lesson plans, and sample lessons are developed centrally through partnership between teachers and content specialists. By providing the framework and general foundation for instruction, teachers spend less time creating new material on their own, and more time innovating and tailoring instruction to meet the needs of their students. In SY2016-2017, DCPS is introducing new curriculum in key areas, including a new mathematics curriculum for all schools. Students are ensured equal access to the same high quality content regardless of where they attend school.	Complete	By the end of the third quarter, DCPS has continued to partner with teachers to develop high quality, CC aligned curriculum. This curriculum continues to be updated and regularly available for teachers through their online resource, Canvas.	
Ensure every student has rigorous learning experiences by implementing Cornerstone lessons	Cornerstones are powerful lessons taught as part of the DCPS curriculum. Every student in every grade level experiences Cornerstones across each content area (English Language Arts, Math, Science, Art, Music, Physical Education, Health, World Language and Social Studies). Cornerstones make meaningful real-world connections through engaging and rigorous content, taught through proven, high-impact instructional models. In SY2016-2017, we have strengthened and extended our Cornerstones to include better access for students with special needs and a focus creating a culture of excellence in the classroom. The second grade bike Cornerstone also now includes an advocacy component, with students creating posters or advertisements; this aligns with the Safer, Stronger DC Priority Area. Connections to the real world have been extended to include cutting edge tools and compelling contexts; for example, mathematical modeling using a 3-D printer, blogging, and applying academics to social and geopolitical contexts, from city-wide access to healthy food to Iranian nuclear inspections.	Complete	By the end of the third quarter, DCPS strengthened and extended Cornerstones to include better access for students with special needs and a focus creating a culture of excellence. The 2nd grade bike Cornerstone now includes an advocacy component. Connections to the real world have been extended to include cutting edge tools and compelling contexts; i.e., mathematical modeling using a 3-D printer, blogging, and applying academics to social and geopolitical contexts.	
Increase	Differentiated learning approaches ensure all students are able to	Complete	By the end of the third	

<p>access to advanced programming in DCPS schools.</p>	<p>meet but also exceed and accelerate learning. In SY2016-2017, DCPS will increase the number of schools to 70 utilizing the suite of interventions for advanced and high ability students including Junior Great Books, DCPS Advanced Readers Extensions (DARE), M-Squared/M-Cubed math, Pre-Advanced Placement extensions, the Schoolwide Enrichment Model (SEM), as well as the Summer Enrichment Program for rising middle grade students.</p>		<p>quarter, DCPS hosted professional development for each of the initiatives highlighted in this section. By the end of this quarter, we have either trained directly or sent out almost 200 individual DCPS teachers to be trained on these programs whose purpose it is to increase access to advanced programming in all schools.</p>	
<p>Ensure Higher Quality Instructional and Developmental Support in Early Childhood Education programs</p>	<p>Young children must be supported in developing a strong foundation for learning. In SY2016-2017, DCPS will work to provide higher quality instructional and developmental supports for children enrolled in Pre-K and Kindergarten. As part of our ongoing Cornerstone work to ensure every student has rigorous learning experiences, DCPS will implement the first preschool Cornerstone lesson, focused on health and wellness. DCPS will also enhance instruction through continuing to focus on emotionally and culturally responsive teaching practices. In addition, DCPS will expand a pilot program on "Teaching Young Boys of Color" from three to six schools. In addition, DCPS has created a Direct Services Team, consisting of seven full-time mental health clinicians, who will be providing school-based mental health support for young children and their families. Finally, DCPS will implement the Quality Rating and Improvement System (QRIS) to measure instructional practices at all DCPS early childhood programs in SY2016-2017.</p>	<p>Complete</p>	<p>By the end of the third quarter, ECE has successfully launched the PK Health Cornerstone, expanded the Young Boys of Color program, and in March 2017 launched the Direct Services program, which has now already served over 100 children and families experiencing acute trauma.</p>	
<p>Increase the percentage of students with disabilities served in general education classes</p>	<p>DCPS is creating new opportunities that will ensure the number of students with disabilities served in general education classes continues to increase. New opportunities include: an inaugural, school-based leadership program known as ASPIRE. This program develops special education leadership on the school level and emphasized the role of inclusive instruction and compliance. Another new opportunity is content specific, professional development opportunities in ELA and math via the LEAP program. Both inclusion and select full-time program teachers will participate in this new model of professional learning to ensure that students are prepared to learn in the least restrictive environment. Further, related service providers will be trained in specific inclusive strategies. We are also improving existing systems to increase student inclusion including revising the inclusion matrix for IEP teams to determine IEP hours based on content; updating inclusion matrix guidance for secondary schools, early childhood settings and English language learner populations, and improving partnerships with our successful non-public schools to return students to their least restrictive environments.</p>	<p>Complete</p>	<p>By the end of third quarter, DCPS has increased the rate of inclusion of students with disabilities in the general education setting from 53.6% at the start of SY16-17 to 60.7% by June 2017. The next level of work is to continue increasing the percentage of students served in general education classrooms to meet/exceed the national average.</p>	
<p>Improve Advanced Placement performance by providing AP-like instructional</p>	<p>Beginning in SY2016-2017 DCPS will launch a Pre-Advanced Placement series of curricular extensions consisting of additional texts and assignments for students in Honors English 1-3, referred to as Pre-AP English 9-11. As part of our three-year plan, this Pre-AP work is designed to better prepare students, at as early an age as sixth grade, to be able to access core courses in English, math, science, and social studies which contain enhanced instructional expectations that</p>	<p>Complete</p>	<p>By the end of the third quarter, DCPS completed the enhancement of curricular supplements for Pre-AP courses for English 9 and 10 and created curricular documents that</p>	

experiences in the courses prior to Advanced Placement	are designed to better prepare the student for the rigor and challenge of an AP class later in her/his academic career. For SY2016-2017 schools can choose to implement these Pre-AP curricular/assessment extensions either within their currently existing Honors English courses or as part of their non-Honors, core English 9-11 classes for students who are interested in and would benefit from a more challenging academic experience in their English classes.	can be used for AP English Language and Literature. In Social Studies, a Pre-AP World History course with curricular documents were created as well as Pre-AP science inserts for the science curriculum. In math, we focused on developing a strong Advanced Math Pathway where students can take algebra and geometry earlier.	
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OFFICE OF THE CHIEF OF SCHOOLS (13 Strategic initiatives)

Ensure that schools promptly identify struggling students and assign them intervention services	DCPS is developing greater capacity in each school to identify students with challenges to school success (e.g., behavior, attendance, and math or reading challenges) and provide the appropriate interventions to address those challenges. In SY2016-2017, DCPS will implement a Response to Intervention Database which will consolidate the process for how student data is gathered, viewed, responded to, and tracked to ultimately help to ensure students who are struggling receive timely and aligned interventions. In addition, the database will facilitate school staff in monitoring the progress of students receiving interventions and knowing when they should continue or change course. Lastly, having all schools tracking this work in one database will facilitate the identification of both positive and negative trends in effectiveness of interventions. The database will include: attendance, behavior, and academic performance data based on Early Warning Indicators. DCPS is also rolling out the new Response to Intervention (RTI) Implementation Rubric and will be assessing and supporting schools on RTI implementation and progress monitoring of students.	Complete	By the end of Q4, DCPS successfully implemented the full RTI Database and it was available to all DCPS schools for use. 98% of schools entered Intervention Plans for students with either behavior, math or literacy challenges. DCPS also implemented a new RTI rubric as well as had central staff visit every school and observe at least one intervention being provided to students, to get a baseline overview of intervention provision across DCPS.	
Support incoming freshmen at comprehensive high schools through Ninth Grade Academies	In SY2016-2017, DCPS will continue to implement targeted Ninth Grade Academy programs at nine comprehensive high schools (Ron Brown College Prep HS was added in SY2016-2017) across the District to help first-year ninth grade students successfully complete the first year of high school and develop proficiencies necessary for success in tenth grade and beyond. The Academy model meets academic and socio-emotional needs with close progress monitoring and rapid response to intervene with students who fall off track, and is based on best practices, research and successful programs in other urban school districts.	Complete	By the end of Q4, DCPS has successfully completed this initiative with 85% of first-time 9th graders promoting to the 10th grade. This meets the original goals of the initiative which were set in 2013 when the Ninth Grade Academies began.	
Ensure schools with middle grades have rigorous and engaging course offerings and	Middle grades are an important transitional period. Well-adjusted and prepared middle grade students are the key towards a successful ninth grade transition and increase graduation rates. As a continuation of the work started last year, DCPS will provide each and every sixth through eighth grade student access to rigorous course offerings that are a fundamental and important part of the middle grades experience. In addition to the engaging and rigorous course offerings,	Complete	By the end of Q4, DCPS provided schools with middle grades an additional \$28,000 in funding to support field trips, excursions, clubs and activities. We also	

activities	each school with middle grade students is expected to provide opportunities for field trips and excursions as well as to offer an array of clubs, with an emphasis on high performing clubs such as robotics, engineering, junior achievement, chess, debate, and student government.		monitored the spend-down of allotted funds, revised the minimal field trip, extra-curricular and specialty course offering expectations, created and created an extra-curricular tracker for schools to monitor student participation.	
Increase the amount of learning time through the implementation of Extended Year and Extended Day in DCPS schools	DCPS is implementing extended learning time at targeted DCPS schools to reduce summer learning loss and improve student achievement. DCPS will implement an Extended Year at 11 DCPS schools; this program will extend the year by 20 days in these schools, which is the equivalent of an extra year of learning by the time students in these programs reach the 8th grade. In addition, DCPS will continue the Extended Day Program in targeted schools. During the extra 1-2 hours a minimum per day, students have the opportunity to engage in more instructional time and teachers are able to impart more information. Ideally, this instruction is delivered by the same content teachers that students learn from during the day and there is no transition, thus maintaining the integrity of the natural extension.	Complete	By the end of Q4, DCPS completed Year 2 at Raymond EC and Year 1 at the 10 remaining Extended Year (EY) sites. We have begun 17-18 and have added two secondary Opportunity Academies. We used stakeholder feedback to improve programming. Extended Day completed 16-17. 14 of the 28 comparable sites showed increases in ELA and Math. 8 increased in ELA and 6 in Math.	
Ensure the supports for our 40 lowest performing schools are implemented with increased fidelity	The 40/40 schools are our highest-need category of schools, and as such, require specialized evaluation and support coordinated across central office functions. To that end, the School Turnaround and Performance Division will conduct strategic analysis of schools' assets and needs. These mid-year and end-of-year reviews will drive differentiated allocation of district responses to four major strands of school improvement: (1) instructional leadership; (2) school culture; (3) intervention; and (4) teacher capacity. Each school will receive increased support in at least one of these areas through one of the following: twice annual Priority/Focus consultative visits from district staff, twenty days of extended year programming, or inclusion in a cluster of schools with ongoing support from an Instructional Superintendent with dedicated support staff from multiple offices. The Turnaround and Performance Division will generate data reports for school use and for the purpose of tracking progress.	Complete	By the end of Q4, DCPS fulfilled its school improvement commitments, which is one of the original aims of the 40/40 goal. Throughout the school year, the offices provided supports to 40 lowest performing schools focusing on core instruction/PD, school culture, leadership/ALT, and interventions/partnerships by developing strong turnaround leadership, leveraging turnaround partnerships, and implementing evidence-based turnaround strategies such as Extended Year and Cluster X.	
Ensure all comprehensive high schools	All DCPS secondary students need access to rigorous classes and electives that align with their personal and academic goals. To that end, DCPS has provided funding, guidance and monitoring to ensure	Complete	As of the second quarter, DCPS has ensured that all comprehensive high	

<p>have an engaging variety of high school offerings</p>	<p>that in SY2016-2017 all comprehensive high schools offer at least eight Advanced Placement courses -- up from six -- and at least 20 engaging electives built into their master schedules and available to students across the district. Elective courses are designed to give students access to engaging experiences that align with their interests or career aspirations. Examples of engaging elective courses include Choir, Band, Financial Planning, Yearbook, Student Government, Street Law and Swimming. Also, all comprehensive high schools will maintain a yearlong schedule, providing students the opportunity to engage in more learning time, allowing teachers more instructional time, and creating consistent schedules across DCPS high schools.</p>		<p>schools are offering 8 Advanced Placement courses and 20 engaging electives in SY2016-17. Additionally, all comprehensive high schools are maintaining a yearlong schedule.</p>	
<p>Implement mandated interventions for truancy with fidelity</p>	<p>Success in the classroom depends on students attending school every day. DCPS is working to reduce student truancy and increase in-seat attendance by identifying and providing support to students who are missing school. DCPS is providing additional support to schools to find appropriate student incentives and engagement activities that improve attendance. The Director of Attendance and six Attendance Specialists monitor compliance with the truancy protocol on a weekly basis and provide coaching and supports, as needed, to increase compliance.</p>	<p>Complete</p>	<p>At the end of Q4, DCPS had the following attendance compliance results: CFSA-80% of the required referrals (goal 100%); Office of Attorney General Court referrals-60% of the required referrals (goal 50%) ; Court Social Services referrals-34% of the required referrals (goal 50%); Attendance SST's-75% of the required referrals (goal 80%). DC was working towards ending the year with a 20.5% truancy and 90.5% ISA rate. EOY rates were 25.5% and 88.9% respectively.</p>	
<p>Provide school leaders and staff with training and support for increasing in-seat attendance</p>	<p>DCPS provides quarterly attendance professional development opportunities for school staff. It also collaborates with internal and external partners to provide professional development for school-based attendance workers. These offices, programs and agencies include but are not limited to: Attendance Works, DC Action for Children, Child and Family Services, Court Social Services, Justice Grants Administration, and the Office of the Attorney General. Each school's attendance designee will be required to complete an online assessment to show they can competently perform their duties.</p>	<p>Complete</p>	<p>By the end of Q4, DCPS completed its quarterly professional development requirement for staff requirement and 95% of the staff completed an assessment to show they can competently perform their duties.</p>	
<p>Expand the school climate initiative to more DCPS schools</p>	<p>Last year, DCPS launched its first ever School Climate Initiative (SCI), supporting a group of our highest need schools in developing a school climate which promotes high student achievement, a proactive and positive approach to discipline, and an emphasis on supporting the social and emotional needs of students. In SY2016-2017, DCPS will double the number of schools participating in this initiative. The SCI focuses on improving six components of climate: (1) leadership, (2) educational environment, (3) routines and procedures, (4) student recognition, (5) teaching and learning, (6) and interpersonal relationships. DCPS supports schools in creating an individualized school climate plan and increasing implementation fidelity through weekly site visits focused on building capacity among the staff. Monitoring of the initiative occurs through the use of quarterly</p>	<p>Complete</p>	<p>By the end of the third quarter, DCPS has completed the inclusion of 24 additional schools into the School Climate Initiative (SCI), doubling the number of schools within SCI. During this times, SCI schools have shown an overall decrease of 17% and a 25% decrease in suspension days for SCI</p>	

	walkthroughs, student and staff surveys, and student focus groups.		schools. Additional climate data such as EOY student and staff survey results will be in place by the end of FY17.	
Improve HIV/STI prevention through enhanced sexual health curriculum and services	Through a federal grant from the Centers for Disease Control and Prevention, DCPS continues to work with 22 priority schools to implement sexual health curriculum, increase access to sexual health services, and enhance safe and supportive environments for all students, including LGBTQ students. DCPS will provide ongoing professional development to build comfort, confidence, and competence in health educators teaching sexual health education. DCPS also will strengthen its Sexual Health Liaison cohort in 10 priority high schools, preparing school staff to provide sexual health information and condoms, and make referrals for services. In-person trainings highlighting available sexual health resources on and off school campuses, skills-based trainings on proper condom usage and other barrier methods as prevention strategies, coordinated bi-monthly phone calls with other liaisons, and in-person technical assistance from DCPS are offered throughout the school year to ensure the Sexual Health Liaison cohort is supported and meeting the needs of each school. In partnership with DC's Department of Health and the Office of the State Superintendent of Education, DCPS will implement HIV and STI screening for high school students and expand student access to services. DCPS will strengthen its LGBTQ Liaison cohort across 22 priority schools, train school staff to implement the new DCPS Transgender and Gender-Nonconforming Policy Guidance, and continue to demonstrate commitment to the LGBTQ school community through Youth Pride and the Capital Pride Parade.	Complete	By the end of Q4, DCPS completed this initiative. During Q4, DCPS provided training for Sexual Health Liaisons and LGBTQ Liaisons at the 22 priority schools on being a trusted adult, LGBTQ health, referring students to school-based health centers and supporting the STI screening program. Bi-monthly calls and on-site technical assistance continued, as well as trainings on the DCPS's Transgender and Gender-Nonconforming Policy Guidance. DCPS participated in the Capital Pride Parade.	
Reduce suspensions by implementing alternative approaches to disciplinary issues	DCPS encourages school officials to implement re-direction, mediation, parent involvement, counseling, or other appropriate alternatives to suspension when responding to student behavior issues, particularly when responding to non-violent negative behaviors. DCPS will continue to implement Restorative Practices as a tool to address negative behaviors, decrease the number of disciplinary issues and promote positive school climate in a targeted group of schools. During SY2016-2017, DCPS is expanding the Restorative Justice Initiative to include a total of 20 schools. These schools will receive training and technical support throughout SY2016-2017 focused on creating a welcoming school culture and climate building on a foundation of preventing and restoring negative behaviors. Additionally, these schools will implement the restorative practices in all aspects of their day to day operations including staff collaborative times.	Complete	At the end of SY1617 DCPS reduced the total number of suspensions by 811 and the total number of suspension days by 6,311. Additionally, the 20 schools that were in Restorative Justice initiative reduced their total number of suspensions by 521 and their total number of suspension days by 4,910.	
Increase promotion and post-secondary readiness for over-aged and under-credited students through Pathways programming	In SY2016-2017, DCPS will introduce school-based Pathways Coordinators in comprehensive and alternative high schools who will monitor, support and connect over-age and under-credited students to successful pathways. In addition, the four alternative schools will undergo a redesign to focus on project-based and competency-based learning. Finally, the student placement protocol will be revised to ensure students who are falling behind academically have a clear pathway to the school that will best meet their needs.	Complete	By the end of Q4, 56% of Pathways students advanced one or more statuses within the ACGR tracker. 66% of Pathways students whose first 9th grade year was 2013-2014 caught up and graduated "on-time." 78% of Pathways students starting in	

			grades 9-11 promoted one or more grade level(s). In Opportunity Academies, the Summit pilot was successful, the Opportunity Athletics League is underway and the placement guidance is being used to make placement decisions.	
Ensure that at least 1,000 males of color students receive tailored, academic and personal supports	These supports include mentoring, character development opportunities, internships and specialized classes. Over 250 students have been matched with mentors through partner organizations. In addition, the Empowering Males of Color Innovation grants to 16 schools have funded character development programs, excursions, and community building experiences and ethnic/cultural courses of study at individual schools. Student matches to programs will depend on individual student needs, and programmatic "fit" for the school. This work will be reinforced as DCPS school leaders and teachers implement instructional rubrics that assess the creation of an inclusive learning environment.	Complete	By the end of Q4, DCPS provided supports to close to 800 male students of color through EMOC-specific programs. We feel confident that by including programs run directly by schools, over 1000 male students of color have received mentoring, character development, academic enrichment and/or internship supports and opportunities.	

OFFICE OF THE CHIEF OPERATING OFFICER (4 Strategic initiatives)

Ensure schools are prepared for computer-based assessments and learning by upgrading and aligning hardware, network and IT support	Over the last several years, DCPS has transitioned to computer-based assessments to measure student learning, including but not limited to PARCC. The DCPS' Technology Initiatives team within the Office of the Chief Operating Officer will support the implementation of these assessments in three distinct ways: devices, network, and technical support. DCPS will ensure that all schools have the current appropriate devices and student to device ratio, network bandwidth and technical support for testing. In addition to ensuring students and schools have the support needed for online assessments, we have expanded our scope in school year 2016-2017 to developing plans to ensure schools are better equipped to support blended learning through which students receive a portion of their instruction on a computer. In some cases, blended learning requires lower student to computer ratios, upgraded networks, and increased infrastructure support beyond what is needed for assessments. The focus for SY2016-2017 will be determining best how to do so and beginning to put these supports in place.	Complete	4 DCPS schools are equipped with 1:1 computer to student/teacher ratio, and all schools have the PARCC minimum device standards of 1:3. All DCPS schools are assigned technicians to provide technology support. Ubiquitous WI-FI coverage is available in all designated learning spaces with 88 schools operating at 1GBPS bandwidth. The remaining schools meet the standards and will be upgraded to 1GBPS by the end of the current school year.	
Ensure students receive the most healthy, delicious, and	Healthy, delicious food is important for student achievement and overall satisfaction as well as for DCPS to remain compliant with its legal obligations. DCPS also believes it must be good stewards of public funds, paying the lowest cost possible for goods and services. That is why DCPS selected new vendors to provide food services in	Complete	By Q3, DCPS has completed its first year of the new food service contracts in full compliance and set	

cost-effective meals possible	DCPS starting in SY2016-2017. We will monitor these vendors closely to ensure they are meeting their contractual obligations, including but not limited to developing and implementing student satisfaction plans, developing healthy and varied menus, and providing excellent customer service. We know students are more interested in eating healthy food when they know where it comes from and have watched and helped it grow. As part of this objective, we will continue to work with the Office of the State Superintendent to support our school gardens.		benchmarks for success in the upcoming year. We have also received plans from vendors to increase meal participation and satisfaction. DCPS is actively working with OSSE's school garden team to identify opportunities for garden lessons into the kitchen and expand the work with FoodPrints from SY16-17.	
Increase enrollment in DCPS	As outlined in the Chancellor's A Capital Commitment, increasing enrollment is a top priority for DCPS. The Office of the Chief Operating Officer, in collaboration with several other DCPS offices, will work to implement initiatives and new programs to attract families to DCPS schools. A few examples for SY2016-2017 include: Launch MacFarland MS in SY16-17: MacFarland will reopen with community support as a dual-language program with coursework in both Spanish and English in SY16-17; support Ron Brown College Prep HS; Launch a global studies program at Roosevelt in SY16-17. Roosevelt will be re-launching with a global-studies program that includes a dual-language program (where students receive instruction in English and Spanish) and an international academy for students who have recently immigrated to the United States; IB program at Eliot-Hine MS; Ensure success of Brookland MS. Brookland opened in SY15-16 with a global curriculum in a newly modernized building for 300+ students.; Dual language at Houston ES; NAF Career Academies at Anacostia and Woodson; and, new AP courses and electives across high schools. DCPS is also in the planning stages for launching online student enrollment for school year 2017-2018. Much of the planning and implementation for this launch will occur during the current school year.	Complete	DCPS had an audited enrollment of 48,555 for SY16-17. MacFarland began the SY17-18 with 132 sixth and seventh graders. Ron Brown began the SY17-18 with 209 9th and 10th graders.	
Launch Ron Brown College Preparatory High School	Black and Latino males graduate high school at rates lower than their peers across the district, 55 and 59 percent respectively. In SY2016-2017, DCPS will design and open a new high school for males. This school will be designed to provide targeted and research-based supports to keep male students stay on a path to graduation, college and careers.	Complete	By the end of the third quarter, DCPS opened Ron Brown with 105 9th graders enrolled. DCPS is projecting 220 students in 9th and 10th grade next school year.	