District of Columbia Public Schools FY2018

▼ FY2018 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

Our mission is to ensure that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

▼ 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.

▼ FY18 Top Accomplishments

What is the accomplishment that your agency wants to highlight?	How did this accomplishment impact residents of DC?	How did this accomplishment impact your agency?
Improvements in 2018 PARCC outcomes: The number of DCPS students scoring at a Level 4 or Level 5 increased by 3.2 percentage points in English language arts (ELA) and 3.1 percentage points in math in 2018, outpacing the state average. Thirty-five percent of DCPS students met or exceeded expectations on the grades 3-8 and high school ELA assessments, while 30 percent met or exceeded expectations on the grades 3-8 and high school math assessments. The 2018 PARCC scores also highlight that DCPS reduced the percentage of students scoring at Level 1 or Level 2 in ELA and math by 3.8 percentage points and 3.3 percentage points, respectively.	Thirty-three DCPS schools across all 8 wards made gains of 2 percentage points or more in BOTH ELA and Math. Students at every grade level made gains on the 2018 PARCC assessment. 2018 marked the third consecutive year of DCPS growth on the PARCC, which underscores DCPS' efforts to ensure that every student is ready for college, career, and life.	DCPS will continue critical investments in 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.
DCPS Updates Graduation Policies: DCPS remains committed to rebuilding trust, enhancing transparency, and setting clear expectations for our students, teachers, and administrators. After a series of public engagement events, DCPS released changes to attendance, grading, promotion, and graduation policies that set clear expectations about the standards of excellence students must meet and what supports DCPS will provide along the way.	DCPS will continue to engage the community throughout the school year and looks forward to empowering students and families on their paths to graduation. The updates made to the policies reflect the feedback of students, staff, and families, and will allow us to better support our school communities. DCPS and the Mayor invite the public to continue to work with us to ensure we continue to set high expectations for our students and provide them with the opportunities and supports they need to realize their full potential.	Everyone has a part to play in supporting our students toward graduation, and we are committed to ensuring that we have ample input as we improve our policies and regulations to do what is best for DCPS students. Based on the findings of an independent audit, DCPS moved quickly to: • improve its training and systems; • create the Office of Integrity to answer questions and address concerns from students, families, staff, and community members; • schedule individual meetings with

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		students to ensure they understood the steps they needed to take to graduate; • host resource fairs at every comprehensive high school to connect students with supports from community partners and District agencies; • provide robust training for school staff; • plan enhanced summer school programming; and • update the Aspen student information system to more precisely track compliance with current policies and more.
DCPS Opens Excel Academy: With an emphasis on ensuring excellent schools and promoting equity, DCPS opened its first all-girls school to nearly 500 young women and girls in grades Pre-K3-8. Excel will offer science, technology, engineering, and STEM-focused courses such as computer science, robotics, and architecture, to expose young women of color to careers where they are historically underrepresented. Excel will also offer arts-focused courses, such as photography.	DCPS launched Excel Academy in the Anacostia neighborhood of Ward 8, following its closure as a charter school in SY2017-2018. DCPS is proud to bring academic continuity, with a broad array of STEM-focused programming to the Excel Academy community and young women of color.	The school builds on DCPS' Reign: Empowering Young Women as Leaders initiative, launched by Mayor Bowser in 2017, to support young women of color. The opening of Excel Academy continues to push DCPS' priorities (especially ensuring excellent schools and promoting equity).

2018 Strategic Objectives

Objective Number	Strategic Objective
1	Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.
2	Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.
3	Ensure Excellent Schools: Increase the number of excellent schools throughout the city.
4	Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.
5	Engage Families: Ensure communication and deepen partnerships with families and the community.
6	Create and maintain a highly efficient, transparent and responsive District government.**

2018 Key Performance Indicators

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (11 Measures)									
Percentage of HS students taking at least 1 AP exam	Annually	30%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	28.4%	Nearly Met	The percentage of DCPS students who are taking at least 1 AP exam continues to rise, although it fell short of the target by 1.6%. In addition to the percentage of students who are taking at least 1 AP exam rising, the percentage of AP exams passed also increased to 38%.
Percentage of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	9%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6.1%	Unmet	OSSE changed the way this is measured. It no longer includes students in monitoring status (1-2 years since their last active IEP). The revised baseline for FY 2017 is 5.5%.
Percentage of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Annually	8%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6.9%	Unmet	OSSE changed the way this is measured. It no longer includes students in monitoring status (1-2 years since their last active IEP). The revised baseline for FY 2017 is 5.4%.
Math achievement gap (percentage of students scoring college and career ready) between black and white students	Annually	57%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	63.1%	Unmet	DCPS reduced the percentage of students scoring at Level 1 or Level 2 in math by 3.3 percentage points. DCPS will continue critical investments in 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.
ELA achievement gap (percentage of students scoring college and career ready) between black and white students	Annually	59%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	60.4%	Nearly Met	DCPS reduced the achievement gap by 3.3 percentage points since 2017. Additionally, DCPS reduced the percentage of students scoring at Level 1 or Level 2 in ELA by 3.8 percentage points. DCPS will continue critical investments in 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.

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
Percentage of students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	36%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	35.1%	Nearly Met	DCPS made a 3.2 percentage point gain in ELA from 2017, outpacing the state average. DCPS is proud that students have shown progress on PARCC for three consecutive years. DCPS will continue critical investments in 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 students scoring college and career ready (Level 4+) in Math on PARCC	Annually	32%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	30.5%	Nearly Met	DCPS made a 3.1 percentage point gain in Math from 2017, outpacing the state average. DCPS is proud that students have shown progress on PARCC for three consecutive years. DCPS will continue critical investments in 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 English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	21%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	20.2%	Nearly Met	DCPS inproved outcomes for English Learners by 2.5 percentage points on PARCC. DCPS will continue critical investments in 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 AP exams passed	Annually	38%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	38%	Met	
Percentage of kindergarten, first and second grade students reading on or above grade level	Annually	New Measure	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	
Percentage of students considered college and career ready,	Annually	New Measure	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
as measured by the SAT									
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Measure)									
Retention rate of teachers rated Effective or Highly Effective on IMPACT	Annually	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	93.8%	Met	
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (4 Measures)									
4-year graduation rate	Annually	76%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	68.6%	Nearly Met	While we expected the School Year 2017-2018 graduation rate to decrease, we are proud of the 2,273 graduates (68.6%) who met our standards of excellence. We are thankful for the school leaders, staff, and students who worked hard over last spring and summer to get us where we are today. There is much more work to do and DCPS remains focused on ensuring students and families understand the path to graduation. We will also continue to focus on strategic school supports and implementing our attendance, promotion, grading, and graduation policies with fidelity, so that our schools and students have what they need to be successful.
First-time 9th grade student promotion	Annually	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	81%	Unmet	We believe that the promotion rate decrease is as a result of increased fidelity of implementation of attendance, grading and promotion policies in 2017-18. Additional information on DCPS policies is available https://dcps.dc.gov/release/dc-public-schools-releases-changes-2018-2019-attendance-and-graduation-requirements.
In-seat attendance (ISA) rate	Annually	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	89%	Nearly Met	Attendance systems improvement is a priority for DCPS. In SY17-18, DCPS prioritized attendance data entry and accuracy to ensure clean

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
									attendance records and actionable data. With schools striving for 100% daily attendance entry, we are more confident in our attendance data this year than in previous years and believe that 89% is a true baseline for our ISA.
Percentage of schools considered highly rated or improving in rating	Annually	New Measure	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (3 Measures)

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
Audited Student enrollment	Annually	49,644	Annual Measure	Annual Measure	Annual Measure	Annual Measure	48,144	Nearly Met	DCPS continues to focus on enrollment. We have had an ambitious goal, however DCPS fell short of this goal because 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	
Percentage of students indicating they feel loved, challenged, and prepared	Annually	New Measure	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	No Target Set	

5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Measure)

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
Percentage of students in a Family Engagement Partnership	Annually	75%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	82.5%	Met	

Measure	Freq	Target	Q1	Q2	Q3	Q4	FY2018	KPI Status	Explanation
(FEP) school who receive a home visit									

**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.

▾ 2018 Workload Measures

Measure	Freq	Q1	Q2	Q3	Q4	FY 2018
5 - Engage Families (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	1774

▾ 2018 Strategic Initiatives

Title	Description	Complete to Date	Status Update	Explanation
Educate the Whole Child (4 Strategic initiatives)				
Curriculum and LEAP	Support teachers with implementation of the DCPS curriculum and resources through LEAP.	Complete	By the end of the fourth quarter, DCPS completed this initiative. As of the end of SY17-18, over 90% of schools implemented LEAP with fidelity and SY17-18 PARCC data revealed that the stronger the implementation of LEAP a school had, the greater the gains were on PARCC. On July 23-27, 2018, DCPS hosted a training for over 500 LEAP Leaders to launch LEAP in the SY18-19 school year. Development focused on equity, SEL, content knowledge, coaching, and planning for school level implementation.	
Middle School Courses and Extra-Curricular Opportunities	Strengthen middle school offerings, including increasing coursework options and access to extra-curricular opportunities. This will include more exposure to STEM education with expanded engineering, computer science, and algebra courses in middle schools. Every middle school student will be able to participate in an extracurricular with increased club opportunities and sports, like coding, wrestling, and lacrosse.	Complete	By the end of the fourth quarter, DCPS has completed this initiative. 100% (12/12) middle schools offer Algebra 1, 25% (3/12) offer Computer Science, 50% (6/12) offer courses in engineering, and 100% (12/12) offer other enrichment courses.	
	Expand access to college and career experiences and preparation. Provide a	Complete	By the end of the third quarter, the College and Career Coordinator Initiative at 9 high schools (Anacostia, Ballou,	

Title	Description	Complete to Date	Status Update	Explanation
College and Career Experiences and Preparation	College and Career Coordinator at six schools so that every 10th, 11th, and 12th grader has a postsecondary graduation plan. Increase college exposure with more college tours and college and career expos, career coaching, and job training.		Cardozo, Columbia Heights, Coolidge, Dunbar, Eastern, Roosevelt, Woodson) ended the school year 98% of 12th grade postsecondary plans complete. In the first year of 10th and 11th grade postsecondary plan completion, 51% of 10th graders and 59% of 11th graders completed plans. College & Career Coordinators are engaging in professional development this summer and next SY to learn from the successes and challenges of postsecondary plan completion and improve for next year.	
Social-Emotional Learning	Build a shared understanding of social-emotional competencies and embed social-emotional learning (SEL) into our curricular resources and culture.	Complete	By end of the fourth quarter, all Social-Emotional Learning leads received training around SEL foundational knowledge. Trainings were provided through webinars and in-person. The trainings allowed SEL Leads to turnkey information to their school communities in an effort to increase the opportunity of students feelings loved, prepared and challenged on a daily basis.	
Empower Our People (1 Strategic Initiative)				
Teacher Pipeline	Strengthen teacher pipelines with a focus on teachers of color, bilingual teachers, and high-need content teachers; and a particular emphasis on black male and Latino educators.	Complete	By the end of the fourth quarter, partnerships with alternative-route preparation programs (Relay, Urban Teachers, and Teach For America) and visiting teacher programs yielded 105 new teachers and residents joined DCPS for SY 18-19.	
Engage Families (1 Strategic Initiative)				
DCPS and Family Communications	Improve and increase mechanisms to communicate with and listen to families.	Complete	By the end of the fourth quarter, DCPS completed this initiative. Key Data on completion include: To increase adoption of the Aspen Parent Portal, DCPS has developed and launched four new online training modules, led 16 trainings/engagements with students, families, and teachers, and conducted two communication campaigns.	
Ensure Excellent Schools (3 Strategic initiatives)				
Opportunity Academies	DCPS will create an Opportunity Academy for 8th grade for students who need academic and social emotional support to be successful in high school; create Extended Year calendars at Roosevelt STAY and Luke C. Moore and implement Summit Personalized Learning in all core subjects.	Complete	By the end of the fourth quarter, DCPS completed this initiative. All core content teachers were fully trained in the Summit model.	
Attendance	Develop and implement a strategy to increase attendance.	Complete	By the end of the fourth quarter, DCPS completed this initiative. Key Data on completion include: 114 DCPS schools have submitted a written attendance plan to address reducing chronic absenteeism. Plans are being	

Title	Description	Complete to Date	Status Update	Explanation
			monitored by central office staff over the course of SY 18-19 to determine impact. DCPS completed Bridge program at five (5) high schools and DCPS also targeted 5 elementary programs to provide a "Kindergarten Readiness" orientation for families transitioning from Pre-K.	
Enrollment	Develop and implement a strategy to increase enrollment.	Complete	By the end of the fourth quarter, DCPS completed this initiative. Key Data on completion include: By end of September, DCPS had enrolled 48,600+ students.	
Promote Equity (2 Strategic initiatives)				
Programming Supports - Students of Color	Offer programming that supports students of color, with an initial focus on maximizing the impact of EMOC and Reign. Through Reign, we will support young women of color to build community, confidence, and leadership skills inside and outside of school and launch Reign Innovation grants to improve academic and social outcomes for young women of color in DCPS. In addition, DCPS will provide training to teachers and staff on gender and racial equity.	Complete	By the end of the fourth quarter, DCPS selected the ten Innovation Program schools for SY 18-19 and set expectations with program POCs. DCPS doubled the number of Reign We the Girls schools (from four to eight), allowing us to now reach over 200 middle school young women. DCPS also continued the planning of the pilot Critical Conversations course, which will launch at Ron Brown and CHEC in the Spring.	