



# **DISTRICT OF COLUMBIA PUBLIC SCHOOLS**

## **FY 2023 PERFORMANCE ACCOUNTABILITY REPORT**

**JANUARY 16, 2024**

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# 1 DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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*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.

*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.

## 2 2023 ACCOMPLISHMENTS

Accomplishment	Impact on Agency	Impact on Residents
<p>DCPS is proud to have enrolled over 50,000 (exactly 50,131) students in our school district for the 2022- 2023 School Year.</p>	<p>Enrollment growth signifies confidence in school quality. DCPS was also one of the few Districts across the DMV to experience enrollment post-pandemic growth. Finally, enrollment growth typically equates to more resources for schools.</p>	<p>Following declining enrollment during the COVID-19 pandemic, a return to enrollment growth demonstrates confidence in DCPS as the school of choice in the region. The accomplishment impacts the residents of DC by ensuring that every student has the opportunity to attend a school that will support them in reaching their full potential through rigorous and joyful learning experiences. Thriving school communities positively impact their surrounding communities.</p>
<p>In FY23, DCPS was proud to open its newest high school: MacArthur High School. MacArthur is a comprehensive, neighborhood school with a highly committed staff, robust courses, and career and technical education (CTE) academies in IT and Aerospace Engineering.</p>	<p>One purpose of opening MacArthur HS is to reduce utilization at Jackson-Reed High School. In the first year, MacArthur enrolled 91 students from Jackson-Reed and its feeder schools (Hardy, Deal, and Oyster-Adams). DCPS looks forward to Jackson-Reed experiencing less building pressure and MacArthur developing into a school of at least 800 students in grades 9-12.</p>	<p>MacArthur High School is the result of years of DCPS engagement with the community in and around Jackson-Reed High school, which dates back to at least 2017. In the first year, MacArthur enrolled under 250 students in grades 9 and 10, including students in the area and across the city. In response to community questions, DCPS conducted a transportation study and worked with WMATA to increase service of a nearby bus line. WMATA is engaging on additional service changes as part of their Better Bus Redesign process.</p>
<p>DCPS is proud to have accepted two cohorts of schools into DC+XQ, which is a districtwide, multi-year, community-driven partnership to rethink what high schools can be and come together to make those visions a reality. Our goal is to ensure all students graduate ready for college, careers, and life. The six schools who joined in SY22-23 are Cardozo EC and Dunbar HS, who will launch their new school models in SY23-24. Also, Columbia Heights EC, Coolidge HS, H.D. Woodson HS, and Ron Brown HS, will launch their new school models in SY24-25.</p>	<p>The DC+XQ partnership is creating a district ecosystem for school redesign by unlocking system-level barriers to community-driven innovation, expanding policy shifts like flexible scheduling, and building central services' capacity to rethink high school.</p>	<p>DC+XQ engaged with thousands of residents across DC who generously shared their ideas for high school redesign. With new school models that directly speak to their unique communities' needs, DC families will benefit from reimagined high school learning environments that are rigorous, relevant, and honor all students' potential and ambition.</p>

### 3 2023 OBJECTIVES

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#### Strategic Objective

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Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.

Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.

Ensure Excellent Schools: Increase the number of excellent schools throughout the city.

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

Engage Families: Ensure communication and deepen partnerships with families and the community.

Create and maintain a highly efficient, transparent, and responsive District government.

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## 4 2023 OPERATIONS

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Operation Title	Operation Description
<b>Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.</b>	
Promote Equity: Daily Service	Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.
<b>Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.</b>	
Empower our People: Daily Service	Recruit, develop, and retain a talented, caring, and diverse team.
<b>Ensure Excellent Schools: Increase the number of excellent schools throughout the city.</b>	
Ensure Excellent Schools: Daily Service	Increase the number of excellent schools throughout the city.
<b>Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.</b>	
Educate the Whole Child: Daily Service	Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.
<b>Engage Families: Ensure communication and deepen partnerships with families and the community.</b>	
Engage Families: Daily Service	Ensure communication and deepen partnerships with families and the community.

## 5 2023 STRATEGIC INITIATIVES

In FY 2023, District of Columbia Public Schools had 8 Strategic Initiatives and completed 100%.

Title	Description	Update
East of the River Supports Focused on Anacostia and Ballou Community	DCPS will continue to support Anacostia and Ballou as they implement their redesign models. The redesign model continues to focus on initiatives like professional development for teachers, improved career pathways and certifications, and partnerships with local organizations and companies to support project-based learning. All students at Ballou and Anacostia will have the opportunity to benefit from a variety of social-emotional learning and wraparound services.	Completed to date: Complete Anacostia focused summer and school start up launch efforts on diving deep into community mapping and family engagement practices. Through participation in the Connected Schools Family Engagement PLC, Anacostia was able to re-envision and re-establish their Family Engagement Leadership Team, with a keen eye towards building two-way communication practices with families. Through community mapping, the Anacostia Connected School Manager was able to identify priorities for shifting partner programming to better serve students and conduct step back meetings with key partners. Finally, the Connected School Manager worked with the Principal to identify ways to build back up their parent leadership programming, and are looking towards piloting a parent ambassador program. Ballou focused summer and school start up launch efforts on integrating a new Principal into the community, bringing resources directly to the community, and adding new capacity to a specific student interest area. In collaboration with the Connected School Manager, newly appointed Principal Haith held a series of community-facing chat and chews that focused heavily on resources families would like to see continue. The Connected School Manager hosted a resource fair in July, in collaboration with several partners. They were able to provide supplies, health resources, and more to families and students through a fun, community-centered event. Finally, the Connected School Manager faced a challenge when a critical partner for gender-based mentoring groups for students lost funding to continue programming at their full capacity at the school. This was devastating, as students and families had been asking for more programming in this area. The Connected School Manager was quickly able to add capacity through leveraging existing staff members to hold group space for students, as well as re-launching the Sources of Strength program as an additional option for students.

Technology For school year SY22-23, DCPS will continue to maintain a 1:1 device to student ratio for grades 3rd to 12th and a 3:1 device for grades PK3 to 2nd and ensure teachers and school staff have the devices they need. We are continuing to utilize and adapt best practices learned from virtual learning to build tech-rich classrooms that immerse our students in their curricula and build critical digital citizenship skills. DCPS will also continue to ensure device access, responsible use protocols and rigorous integrated academic experiences at all our schools. Through these efforts, DCPS will continue to work to remove technology as a barrier to educational equity.

Completed to date: Complete  
In Quarter 4, DCPS began the 2023-2024 school year with a 3:1 student-to-device ratio for all students in Pre-Kindergarten through 2nd grade and 1:1 ratio for students in grades 3 through 12 by providing additional devices to schools on an ongoing basis and replacing damaged and lost devices from SY22-23. In addition, DCPS continuously provided digital citizenship and online safety training for every student in grades K-12, digital literacy embedded into library and classroom instruction, targeted access to software for content- and grade-specific learning, and comprehensive learning app access ensuring that students at every DCPS school have access to Canvas, Microsoft Office, Lumio by Smart, NearPod, PlayPosit, Sora, BrainPop and a wide variety of vetted apps available through the single sign-on portal Clever.



Acceleration	<p>DCPS is committed to taking a whole child, anti-racist approach to accelerating student learning. SY22-23 is the second year that all DCPS schools will implement a Multi-Tiered System of Support to ensure all students and adults have the supports they need to thrive in our schools. Schools will ensure all students have access to rigorous, engaging instruction and supportive relationships (Tier 1). They will also provide layered, differentiated interventions for students who may benefit from additional supports to be successful. This year, we anticipate that at least 20% of DCPS students will receive a Tier 2 intervention (a targeted, typically small group support), and at least 5% will receive a Tier 3 intervention (a personalized, typically 1:1 support like High Impact Tutoring). All of these Tier 2 and Tier 3 interventions are documented and progress monitored using a centralized data system that allows schools to support implementation and reflect on progress.</p>	<p>Completed to date: Complete          In Summer 2023, DCPS provided expanded K-8 summer acceleration programming, including piloting an arts-integrated learning program for over 500 elementary students, providing non-academic enrichment to all elementary summer sites (e.g., sports, music, drama), and providing expanded middle school enrichment options (e.g., band camp, outdoor pursuits). Students were recruited for these summer programs based on a holistic analysis of needs across academics, attendance, behavior, and SEL. Additionally in Summer 2023, DCPS onboarded High Impact Tutoring Managers (HIT Managers) at Johnson MS and Kelly Miller MS for a total of 11 full-time, school-based support roles. All 11 HIT Managers participated in a week-long summer institute focused on deepening their understanding of effective HIT, sharing best practices, and planning with their school leaders for the year ahead.</p>
Enrollment	<p>Bolstering and growing enrollment remains a top focus for DCPS in SY22-23. In FY23, DCPS is focused on re-enrollment, especially in key entry grades 6 and 9th, and PK3 enrollment. Strategies include Feeder School Meet and Greets and stronger collaboration with sister agencies and programs including DPR and SYEP. By prioritizing enrollment, DCPS is working to ensure that students have access to a quality education and that all schools have the resources they need to provide joyful and rigorous learning.</p>	<p>Completed to date: Complete          During Quarter 4, DCPS prioritized enrollment, working with schools to meet or exceed their enrollment projections. DCPS coordinated with schools to ensure registration date accuracy and verify students' residency to complete all enrollment steps. As of September 30, 2023 DCPS had enrolled 50,256 students with 65 schools having met their projection.</p>

Capital  
Projects

In the 22-23 school year, DCPS will focus on successful modernizations including the opening of a modernized facility at Raymond Elementary School and the new MacArthur Blvd High School. DCPS will continue to complete and prioritize modernizations in line with the Capital Improvement Plan. This process evaluates key criteria, inclusive of equity, such as percent of schools in the ward that have been modernized, percentage of at-risk students, percentage of special education students, and percentage of English language learner students. DCPS will continue to work on small capital projects across the district. Consistent engagement with our DGS partners ensures work orders are prioritized equitably for all schools to ensure all students have a safe, welcoming school to learn within. Examples of small capital projects include the HVAC replacement at Langley, elevator installation at Tyler and Whitter, and new playgrounds at Barnard and Brightwood.

Completed to date: Complete  
In Q4, DCPS delivered the modernized Raymond Elementary building and successfully relocated the Adams campus (of Oyster-Adams) to its swing space at the Meyer building in preparation for their modernization construction. Additionally, with the exit of the Briya charter program from part of Sharpe Health, we were able to relocate some of the Truesdell population to Sharpe. That allowed us to remove the learning cottage from Truesdell and begin some sitework associated with their modernization. Next fall, the rest of Truesdell will join them in the swing space as Dorothy Height will move back to their modernized building. The Facilities team is overseeing another batch of small capital projects and modernizations.  
For small capital projects, we most notably finished Phase I of the MacArthur renovation and opened it as a brand-new neighborhood school. We also completed Phase II of the STAY at Garnet-Patterson renovation as they have relocated from the Roosevelt HS building. We are working to close out the remaining few FY23 small capital projects.

Family Engagement and Communication

DCPS will engage and communicate broadly around the next iteration of the five-year Capital Commitment strategic plan including disseminating surveys, hosting townhalls, listening sessions and speak-outs for students, staff, families, community members and more. DCPS will provide a two-way communication tool, Remind, to all schools in FY23. The launch will include training for school administrators and staff and turnkey materials that can be shared with families. This is the expansion of a smaller Remind Pilot that included 35 schools. DCPS' Engagement and Communications Teams will prioritize sharing information with and engaging Wards 5, 7, and 8 and Spanish-speaking families. DCPS will provide families with information via Parent University content that families can access in their own time in English and Spanish as well as district-wide email and text messages, social media posts, and a re-tooled back-to-school website.

Completed to date: Complete  
The final step of public engagement for the strategic plan was to share a community update in late spring/early summer. Over 13,000 responses were received, which will help to inform the implementation of the strategic plan. Also, DCPS successfully launched a two-way communication tool, Remind, to all schools in FY23. The launch included training for school administrators and staff and turnkey materials that were shared with families. This was the expansion of a smaller Remind Pilot that included 34 schools. On average, in each month of SY23-24 so far: 100% of schools are sending at least one communication to families each month and 62% of DCPS families and secondary students received messages from their teachers and administrators. The Family Engagement Division worked with DCPS educators to create an Ongoing Communication Toolkit for Teachers to support their proactive, personalized, two-way communication with families. The toolkit includes resources to track family exchanges, overcome communication barriers, ensure language access, and much more. To date, schools in the Family Engagement Partnership have completed nearly 5,000 relationship-building home visits with families to establish trust and positive communication at the beginning of the new school year. DCPS Family and Community Engagement (FCE) team continues to use various methods to communicate important information with families in Wards 5, 7 and 8. In order to meet the goal to have information easily accessible for families, particularly those in Ward 5, 7, and 8 and Spanish-speaking families, the family engagement team redesigned Parent University and has provided information to families in English and Spanish across 14 on demand and live sessions, varying in a range of topics from student substance use prevention to preparing for parent-teacher conferences. A particular focus has been on providing families information and resources to support their child during pivotal transition points, such as pre-K, entering middle school, and transitioning to high school. Additionally, we have focused on supporting the implementation of Addressing Dyslexia and Other Reading Difficulties Amendment Act of 2020 by offering several sessions by and direct access the DCPS POC for implementing early literacy screening. A total of 3,493 families have engaged with this content, of which over 31% include Spanish-dominant families. FCE also planned and executed a virtual Back to School Information Session for families to learn about key updates for the 23-24 school year and ask questions. 985 stakeholders joined the event link and 1398 watched the recording on YouTube. Both Spanish and ASL interpretation were provided, and the virtual event removed transportation and childcare barriers that many families face with in-person events. FCE also put on the SY23-24 DCPS Back to School Block Party at McKinley Tech on September 23. 907 families and community members attended and were able to connect with 37 government agencies and community partners, access the mobile immunization clinic and enjoy fun activities and student performances. Additionally, FCE team continues to host recurring meetings with DCPS Latino Families Committee (El Comite de Familias Latinas de DCPS). Q4 topics were Summer School Offerings and Online Enrollment.

Leadership Development

DCPS is committed to ensuring that it nurtures aspiring and current school leaders by supporting their school improvement efforts, strengthening their practice through coaching, and sustaining their leadership through holistic retention efforts. DCPS does this work proactively by providing 2 years of induction support for new assistant principals and principals, as well as by being responsive to the changing needs of individual school communities. DCPS also works continually to ensure that we have a strong bench of assistant principals who are ready to pursue the principalship and that they are afforded the hands-on experiences necessary to grow prior to assuming a principal role. In FY 23, DCPS will continue to support school leaders through targeted leadership trainings and assessing changing school needs, so that all students across the district can benefit from strong leadership.

Completed to date: Complete  
DCPS held a week long BASE Camp (Building a Strategic Entryplan) for New Principals and Assistant Principals in July to provide an orientation to school leader systems and responsibilities in DCPS while developing an entry plan for their new school. This time was spent connecting new leaders with key Central Services teams and points of contact to ensure an effective use of the summer to prepare for a strong opening of schools. This led to the launch of the 1st Year Principals Professional Learning Community and the 1st Year Assistant Principals Professional Learning Community where new leaders come together with the Development team and veteran mentors to receive monthly professional development and on-going support through school walkthroughs with coaches and mentors and a network of leaders for addressing problems of practice. July also saw Summer Leadership Institute take place where assistant principals and principals from across the district came together to align around the new Strategic Plan for the district and the Chancellor and Deputy Chancellors' priorities for the coming year. A new cohort of 4 Resident Principals (Aspiring Principal Development Program) launched in August with on-going coaching and support for the Resident Principals and monthly professional development programming to improve their leadership skills and principal readiness. After two years of re-design and planning, August also marked the official kick-off of the inaugural cohorts at George Washington (Masters in School Leadership) and Howard University (Doctorate in Educational Leadership) developed through the Equity-Centered Pipeline Initiatives partnerships. Both cohorts are designed to prepare leaders to take DCPS's anti-racist, whole child approach to a deeper level in their own personal leadership as they prepare future assistant principals, principals, and senior leaders. September brought about the launch of a new cohort of 20 Assistant Principals participating in the Georgetown Leadership Innovation Program, a yearlong cohort experience in which experienced assistant principals strengthen their leadership lens through on-going professional development. There was also the selection of the inaugural School Leader Lab Assistant Principal Leadership Academy, a cohort of 20 early career assistant principals working with our partner organization School Leader Lab to deepen their adaptive leadership and change management skills.

Talent

DCPS aims to recruit, select, and retain top instructional talent in its pursuit to leverage talent as a lever for equity. Our priority this year is to ensure we have the quantity and quality of instructional talent (i.e., teachers, educational aides, related service providers) to meet the needs of our school communities. Through our strategic recruitment, marketing, and selection efforts, we will work to provide a deep pool of teacher talent ahead of the 2023-24 school year. We will also strengthen our efforts around pipeline development, credentialing oversight, and retention as we know they are key components of a sustainable talent strategy.

Completed to date: Complete  
DCPS is pleased to share that we had one of the strongest school openings to date as it relates to hiring. We had fewer teacher vacancies open (119); selected more candidates for hire (1,293) and had more candidates eligible to report to work (1,193) compared to the previous school year. We opened schools with over 98% of all teacher positions filled and had the highest number of teacher applications (4,035) on record, with over 57% of applications in our approved hiring pool coming from candidates of the global majority. We are also proud to share that we significantly reduced our average processing time from selection to offer letter sent to 14 days, compared to over 30 days last hiring season. We have continued to work with individual schools to fill vacancies and ensure there is coverage where needed.

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## 6 2023 KEY PERFORMANCE INDICATORS AND WORKLOAD MEASURES

### Key Performance Indicators

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
<b>Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.</b>											
Percent of AP exams passed	Up is Better	43%	45%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	46%	47%	Nearly Met	DCPS continues to address learning loss from the COVID-19 Pandemic. The percentage of AP exams passed fell short of our target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	Not Available	22%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	25%	36.2%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The percentage of students scoring college and career ready in Math on PARCC fell short of our target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	Not Available	61%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	61%	57.1%	Nearly Met	DCPS continues to address learning loss from the COVID-19 Pandemic. The achievement gap in ELA between black and white students was static. DCPS is implementing strategies to make up for the gains that were lost due to COVID-19.

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	Not Available	64%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	69%	61.3%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The achievement gap in Math between black and white students increased from FY22. DCPS is implementing strategies to make up for the gains that were lost due to COVID-19.
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	Not Available	8%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	10%	15.7%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The percentage of Special Education students scoring college and career ready in ELA on PARCC fell short of our target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	Not Available	6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	7%	11.7%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The percent of Special Education students scoring college and career ready in Math on PARCC fell short of our target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	Not Available	20%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	21%	26.2%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The percent of English Language Learner students scoring college and career ready in ELA on PARCC fell short of our target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Up is Better	22%	22%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	24%	33.2%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The percentage high school students taking at least 1 AP exam did not meet the target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on PARCC	Up is Better	Not Available	35%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	38%	49.5%	Unmet	DCPS continues to address learning loss from the COVID-19 Pandemic. The percentage of students scoring college and career ready in ELA on PARCC fell short of our target, but increased from FY22 as we make progress from gains that were lost due to COVID. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.



Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	19%	20%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	21%	22%	Nearly Met	DCPS continues to address learning loss from the COVID-19 Pandemic. The percentage of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT) fell short of our target by 1%. DCPS is committed to reflecting on this data and implementing strategies to further accelerate growth.
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	30%	32%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	37%	34%	Met	
Percent of kindergarten, first and second grade students reading on or above grade level	Up is Better	46%	57%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	78%	62%	Met	
<b>Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.</b>											
Retention rate of teachers rated effective or highly effective on IMPACT	Up is Better	90%	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	94.7%	92%	Met	
<b>Ensure Excellent Schools: Increase the number of excellent schools throughout the city.</b>											
4-year graduation rate	Up is Better	70.6%	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Needs Data Update	73%		
In-seat attendance (ISA) rate	Up is Better	88%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	86%	90%	Nearly Met	DCPS continues to address the impact to ISA from the COVID-19 Pandemic. The ISA rate increased over the past year and DCPS continues to implement strategies to strengthen ISA.

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
First-time 9th grade student promotion	Up is Better	83%	82%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	82%	83%	Nearly Met	DCPS continues to address the impact to 9th grade student promotion from the COVID-19 Pandemic. DCPS is already implementing strategies to make up for the gains that were lost during the pandemic.
Percent of schools considered highly rated or improving in rating	Up is Better	Not Available	Not Available	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Needs Data Update	-	-	
<b>Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.</b>											
Audited Student enrollment	Up is Better	49,890	49,035	Annual Measure	Annual Measure	Annual Measure	Annual Measure	50,131	50,499	Nearly Met	DCPS is committed to supporting continued enrollment growth and has a multifaceted plan to support enrollment growth at DCPS.
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Up is Better	Not Available	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	100%	Met	
Percent of students indicating they feel challenged	Up is Better	84%	82%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	82%	85%	Nearly Met	The percentage of students indicating they feel challenged has been stable since last year. DCPS is already implementing strategies to make up for gains that were lost due to COVID.
Percent of students indicating they feel prepared	Up is Better	62%	66%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	66%	69%	Nearly Met	The percentage of students indicating they feel prepared has been stable since last year. DCPS is already implementing strategies to make up for gains that were lost due to COVID.

Key Performance Indicators (continued)

Measure	Directionality	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023	FY 2023 Target	Was 2023 KPI Met?	Explanation of Unmet KPI
Percent of students indicating they feel loved, challenged, and prepared	Up is Better	45%	46%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	44%	47%	Nearly Met	The percentage of students indicating they feel loved, challenged and prepared has decreased in the last year. DCPS is committed to reflecting on this data. DCPS is already implementing strategies to ensure students feel loved, challenged, and prepared.
Percent of students indicating they feel loved	Up is Better	59%	60%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	56%	60%	Nearly Met	The percentage of students indicating they feel loved has decreased in the last year. DCPS is committed to reflecting on this data. DCPS is already implementing strategies to ensure students feel loved, challenged, and prepared.
<b>Engage Families: Ensure communication and deepen partnerships with families and the community.</b>											
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Up is Better	Not Available	61%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	52%	80%	Unmet	The percentage of students in a FEP school who receive a home visit has decreased over the past year. The FEP program now has a phased approach where home visits occur only after schools undergo other professional learnings. In some cases, this may occur after students have been in the program for 1-2 years. DCPS continues to measure home visits, among many metrics, as a part of the Family Engagement Partnership program.

Workload Measures

Measure	FY 2021	FY 2022	FY 2023 Q1	FY 2023 Q2	FY 2023 Q3	FY 2023 Q4	FY 2023
<b>Ensure Excellent Schools</b>							
Year over year change in student enrollment.	New in 2023	New in 2023	Annual Measure	Annual Measure	Annual Measure	Annual Measure	1096
<b>Educate the Whole Child</b>							
Students registered for summer programming	New in 2023	New in 2023	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6495
Students who received Tier 2 and Tier 3 MTSS supports.	New in 2023	New in 2023	Annual Measure	Annual Measure	Annual Measure	Annual Measure	34%
<b>Engage Families</b>							
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	100%	95%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%