District of Columbia Public Schools FY2022

Agency District of Columbia Public Schools Agency Code GAO Fiscal Year 2022

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.

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.

Key Performance Indicators (KPIs)

Measure	Directionality	FY 2019 Actual	FY 2020 Actual	FY 2021 Actual	FY 2022 Target
1 - Promote Equity: Define, understand, and promote systematically interrupt institutional bias. (12 Measur		eliminate o	pportunity	gaps and	
Percent of AP exams passed	Up is Better	41%	55%	43%	47%
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	32.4%	Not Available	Not Available	36.2%
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	61.2%	Not Available	Not Available	57.1%
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	63.9%	Not Available	Not Available	61.3%
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	9.3%	Not Available	Not Available	15.7%
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	8.5%	Not Available	Not Available	11.7%
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	22.2%	Not Available	Not Available	26.2%
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Up is Better	30%	Not Available	22%	33.2%
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on Partnership for Assessment of Readiness for College and Career (PARCC)	Up is Better	39.9%	Not Available	Not Available	49.5%
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	New in 2020	Not Available	19%	Waiting on Data
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	New in 2020	Not Available	30%	Waiting on Data

Measure	Directionality	FY 2019 Actual	FY 2020 Actual	FY 2021 Actual	FY 2022 Target
Percent of kindergarten, first and second grade students reading on or above grade level	Up is Better	63%	Not Available	46%	Waiting on Data
2 - Empower our People: Recruit, develop, and retain	a talented, caring	, and divers	se team. (1	Measure)	
Retention rate of teachers rated effective or highly effective on IMPACT	Up is Better	92.9%	95%	90%	92%
3 - Ensure Excellent Schools: Increase the number of e	excellent schools t	nroughout 1	the city. (4 I	Measures)	
4-year graduation rate	Up is Better	65.1%	Waiting on Data	Waiting on Data	73%
n-seat attendance (ISA) rate	Up is Better	89%	90%	88%	90%
First-time 9th grade student promotion	Up is Better	79%	85%	83%	83%
Percent of schools considered highly rated or improving in rating	Up is Better	66%	Not Available	Not Available	Waiting on Data
4 - Educate the Whole Child: Provide rigorous, joyful, experiences to ensure all students are college and car			ocial emoti	onal learnir	ng
Audited Student enrollment	Up is Better	51,060	Waiting on Data	49,890	53,000
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Up is Better	100%	100%	Waiting on Data	100%
Percent of students indicating they feel challenged	Up is Better	81%	Not Available	84%	85%
Percent of students indicating they feel prepared	Up is Better	67%	Not Available	62%	69%
Percent of students indicating they feel loved, challenged, and prepared	Up is Better	45%	Not Available	45%	47%
Percent of students indicating they feel loved	Up is Better	58%	Not Available	59%	60%
5 - Engage Families: Ensure communication and deep Measure)	en partnerships w	ith families	and the cor	mmunity. (I
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Up is Better	80%	Not Available	Not Available	80%

Operations

Operations Description	Type of Operations
quity: Define, understand, and promote equity so that we eliminate opportunity ga y interrupt institutional bias. (1 Activity)	ps and
Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	Daily Service
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Ensure Excellent Schools	Increase the number of excellent schools throughout the city.	Daily Service
	he Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional le to ensure all students are college and career ready. (1 Activity)	earning
Educate the Whole Child	Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.	Daily Service
5 - Engage F Activity)	amilies: Ensure communication and deepen partnerships with families and the commun	ity. (1
Engage Families	Ensure communication and deepen partnerships with families and the community.	Daily Service

Workload Measures (WMs)

Measure	FY 2019 Actual	FY 2020 Actual	FY 2021 Actual
5 - Engage Families (1 Measure)			
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	New in 2020	Waiting on Data	100%

Strategic Initiatives

Strategic Initiative Description	Proposed Completion Date
Whole Child (1 Strategic Initiative)	
DCPS is committed to taking a whole child, anti-racist approach to accelerating student learning. This year, we will leverage a Multi-Tiered System of Support (MTSS) to ensure all students and adults have the supports they need to thrive in our schools. Additionally, all schools will implement School Year Acceleration Academies and High Impact Tutoring to provide additional learning time for students.	09-30-2022
r People (2 Strategic initiatives)	
We aim to recruit, select, and develop the highest caliber of talent. Simultaneously, we continue to fortify our internal talent mechanisms—specifically our principal pipeline. In doing so, we have worked to codify what development looks like at all levels of leadership and provide aligned programming. We are also working to ensure that we can collectively improve conditions on the job to retain our talent.	09-30-2022
Leadership development is committed to ensuring that we nurture aspiring and sitting school leaders by supporting their school improvement efforts, strengthening their practice through coaching, and sustaining their leadership through holistic retention efforts. We do this work proactively, by providing 2 years of induction support for new assistant principals and principals, as well as by being responsive to the emergent needs of individual school communities. We also work, 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 the role. Additionally, we secured an \$8 million Wallace grant over the next 5 years to strengthen our efforts to build equity-centered leadership in DCPS.	09-30-2022
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Family Communication	DCPS' Engagement and Communications Teams will prioritize sharing information with, and engaging, Wards 5, 7, and 8 and Spanish-speaking families. DCPS will host at least monthly Parent University sessions in both English and Spanish. DCPS will engage and communicate widely around the new budget model for FY23, including through family emails, social media, townhalls, media outreach, and LSAT sessions.	09-30-202
Ensure Excelle	nt Schools (2 Strategic initiatives)	
Capital Projects	In the 2021-2022 school year, DCPS will focus on the successful modernizations of multiple schools, including the opening of modernized facilities School Within-a-School @ Goding, Smothers ES and Old Randle Early Learning Center, and continued small capital projects across the school district such as HVAC replacement at Langley, elevator installation at Bunker Hill and Whitter, and new playgrounds at Oyster, Beers, Peabody, Langdon and Noyes. DCPS will focus on working with inter-agency partners, including DGS, on successful completion of planned work for FY22.	09-30-202
Enrollment	Bolstering and growing enrollment is a renewed focus for DCPS in SY21-22. In FY22, we are focused on building families' confidence in the return to in-person schooling this fall and continuing to work on maintaining enrollment throughout the year. Strategies include reviewing enrollment audit data and creating school-specific plans for outreach for the year	09-30-202
Promote Equit	y (2 Strategic initiatives)	
East of the River Supports Focused on Anacostia And Ballou Community	DCPS is supporting Anacostia and Ballou in transitioning the implementation of their redesign models from the virtual setting to in-person. This includes providing teachers with professional development from their partners such as New Tech Network and 3DE by Junior Achievement. Additionally, full implementation of the academic models will scale up to reach all 10th grade students in Ballou and Anacostia. All students at Ballou and Anacostia will have the opportunity to benefit from a variety of SEL and wraparound services.	09-30-202
Technology	Technology is key to our acceleration plan. In particular, technology is especially key for ensuring that struggling readers, students with IEPs, and students learning English can access and understand grade level content. For school year 2021-2022/FY22, DCPS will provide devices for every student grades 3 and up and invest in new devices for all teachers.	09-30-202