FY 2015 Performance Accountability Report
DC Public Schools

INTRODUCTION

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' progress and key performance indicators (KPIs).

MISSION
Our purpose 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. Fiscal year 2015 (FY15) is the third full year of the plan that set five goals for 2017:

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.

The initiatives chronicled in the FY15 DCPS Performance Plan directly support the achievement of these goals.

SUMMARY OF SERVICES
DCPS delivers all services required to provide students with a quality education. These include:
- Operating schools that provide a consistent foundation in academics, strong support for social emotional needs, and challenging themes and programs;
- Hiring, developing, and rewarding effective teachers, principals, aides, and other staff
- Developing and implementing academic programs that provide all students with meaningful options for life;
- Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing;
- Providing schools the administrative and operational support they need to foster student achievement; creating forums for interaction and continued dialogue between DCPS and its community stakeholders.

The following section provides a summary of DCPS performance in FY 2015 by listing DCPS's top three accomplishments, and a summary of its progress achieving its initiatives and progress on key performance indicators.
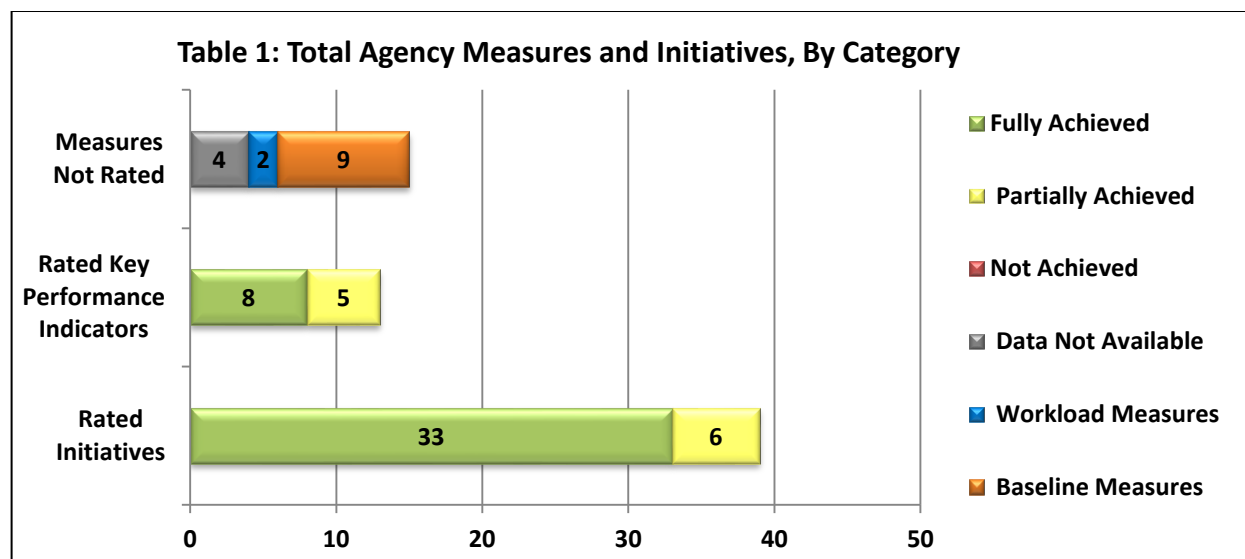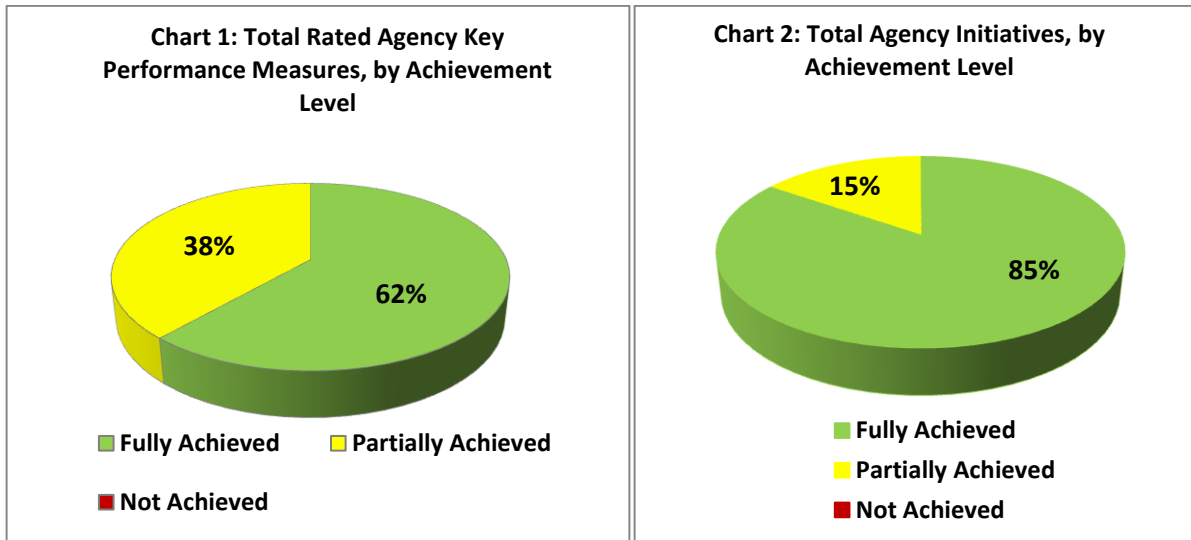
TOP THREE ACCOMPLISHMENTS

The top three accomplishments of DCPS in FY 2015 are as follows:

✓ DC Public Schools continued to be the fastest improving urban school district in the country, according to data released from the 2015 Trial Urban District Assessment (TUDA) of the National Assessment for Education Progress (NAEP).

✓ DC Public Schools increased the percentage of high school students who graduate in four years by six percentage points – from 58 to 64 percent.

✓ DC Public Schools enrolled the highest number of students in over 5 years – 47, 548 students – according to audited enrollment figures for FY15.

SUMMARY OF PROGRESS TOWARD COMPLETING FY 2015 INITIATIVES AND PROGRESS ON KEY PERFORMANCE INDICATORS

Table 1 (see below) shows the overall progress the DCPS made on completing its initiatives, and how overall progress is being made on achieving the agency's objectives, as measured by their key performance indicators.

Table 1: Total Agency Measures and Initiatives, By Category

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Chart 1: Total Rated Agency Key Performance Measures, by Achievement Level

- Fully Achieved — 62%
- Partially Achieved — 38%
- Not Achieved

Chart 2: Total Agency Initiatives, by Achievement Level

- Fully Achieved — 85%
- Partially Achieved — 15%
- Not Achieved

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

In FY 2015, DCPS has fully achieved 85% and partially achieved 15% of its initiatives and has fully achieved 62% and partially achieved 38% of its rated key performance measures with a substantial amount of non-rated measures in FY15 due to baseline measures as part of the new PARCC assessment. **Table 1** provides a breakdown of the total number of performance metrics DCPS uses, including key performance indicators and workload measures, initiatives, and whether or not some of those items were achieved, partially achieved or not achieved. **Chart 1** displays the overall progress is being made on achieving DCPS objectives, as measured by their rated key performance indicators. Please note that chart 2 contains only rated performance measures. Rated performance measures do not include measures where data is not available, workload measures or baseline measures. **Chart 2** displays the overall progress DCPS made on completing its initiatives, by level of achievement.

The next sections provide greater detail on the specific metrics and initiatives for DCPS in FY 2015.

PERFORMANCE INITIATIVES – ASSESSMENT DETAILS

Office of Teaching and Learning

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

INITIATIVE 1.1: Develop core curricular resources aligned to the Common Core State Standards.

Four years ago, DCPS began aligning curriculum to the Common Core State Standards (CCSS) – instructional standards which map what a student needs to know to be ready for college and careers. In school year 2014-2015, DCPS will continue to increase curricular resources that support teaching the CCSS. In addition, this year, through the Common Core Reading Corps curriculum fellowship, DCPS teachers and coaches will create new text modules, resources that help teachers teach students rigorous texts. The next phase of this work will be complete by **June 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** DCPS increased resources to teach the Common Core State Standards, including developing the Cornerstones in literacy and math. Cornerstones are powerful lessons taught as part of the DCPS curriculum –lessons students will remember years from now. Every student in every grade level experiences cornerstones across each subject (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 practices. In addition, the Common Core Reading Corps supported content experts in expanding the text modules available to teachers. These resources, as well as other curricular resources, such as scope and sequence documents and unit plans, were made available to teachers on Canvas, a new digital delivery system for teacher materials.

INITIATIVE 1.2: Provide teachers with professional development in five core instructional focus areas.

In school year 2013-2014, the Office of Teaching & Learning (OTL) piloted a focus area strategy for professional development in literacy instruction. Elementary school principals selected one of three areas of literacy instruction on which to focus teacher professional development (PD). In school year 2014-2015, based on feedback and lessons learned, OTL will expand this strategy by offering five focus areas, including a mathematics cohort, for schools serving grades K-8. DCPS will also continue expanding resources to support teaching of the Common Core Writing standards through expanding focused writing models. The next phase of this work will be complete by **June 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** DCPS offered professional development in five focus areas in school year 2014-2015: Close Reading; Foundations of Reading (Intervention-focused); Hochman Teaching Thinking through Writing; Small Group Literacy; and, Math through Inquiry. To support writing instruction, DCPS expanded The Writing Revolution to additional schools. In addition, DCPS added project-based instructional components to the elementary literacy curriculum to introduce students to writing products.

INITIATIVE 1.3: Provide additional literacy staff and resources to support instruction at targeted low-performing schools.

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In school year 2013-2014, DCPS hired and trained Assistant Principals of Literacy and Reading Specialists to lead and support literacy instruction at a targeted group of schools. Assistant Principals of Literacy are charged with developing school-wide plans and interventions to raise student achievement in literacy while Reading Specialists work individually with struggling readers. In school year 2014-2015, eight new Reading Specialists will support middle grade students at several new schools. In addition, students at six middle grade schools will partner with The Writing Revolution, a national non-profit focused on helping students express their thinking more clearly in writing. This work will be complete by **June 30, 2015.**

○ **Performance Assessment Key: Partially Achieved.** DCPS continued the Reading Specialist program in school year 2014-2015 and expanded Reading Specialist support to middle grades (grades 6-8) students. In addition, five schools with middle grades partnered with The Writing Revolution.

INITIATIVE 1.4: Increase access to advanced programming in our schools.
DCPS will continue to increase access to high quality college-preparatory courses and advanced programming in our schools. DCPS' official program for nurturing creativity and finding talent in students, the School-wide Enrichment Model (SEM), is entering its third year and expanding into four new schools in school year 2014-2015. The district will also continue to provide a Junior Great Books supplementary curriculum to expose elementary students to challenging literature to increase their literacy. Finally, DCPS will offer Advanced Readers Extensions (DARE) so that English/Language Arts teachers in grades 2-5 can offer advanced readers an enrichment extension to their regular curricular units. This work will be complete by **June 30, 2015.**

○ **Performance Assessment Key: Partially Achieved.** DCPS' SEM program expanded into 3 schools: Stoddert ES, Murch ES, and Hearst ES. SEM is an enrichment-focused model for providing challenging and engaging instructional experiences to students. Each SEM school has at least one dedicated Enrichment Resource Teacher. In addition, DCPS continued to provide teachers with Junior Great Books, a curriculum that promotes critical thinking, student discussion, and advanced writing skills for students in grades K-9. Students partake in "Shared Inquiry Discussions" in which they discuss and write about the complex themes presented in a given story. DCPS also continued to offer DARE for grades 2-5, a program that allows advanced readers to read above-grade level novels in their classes. Students participate in Literature Circles to discuss the themes and literary elements evident in the text. The DARE curriculum is offered in more than twenty-five DCPS schools. DARE is geared to prepare students for the academic rigor of honors level and Advanced Placement courses at the high school level.

INITIATIVE 1.5: Increase access to Advanced Placement courses and improve instructional quality and rigor.
DCPS graduates must be prepared to succeed in postsecondary education. To that end, DCPS will work to increase the access to and the quality of Advanced Placement (AP) courses. DCPS

will partner with the College Board and The National Math and Science Initiative (NMSI) to provide teachers professional development to increase the quality of AP instruction. DCPS will also purchase new curricular materials and textbooks for AP courses. Finally, by leveraging the College Board's "AP Potential" selection tool, DCPS will increase the number of students enrolled in AP courses. This work will be complete by **June 30, 2015.**

Performance Assessment Key: Fully Achieved. DCPS expanded AP participation by offering a minimum of 4 AP courses at each high school in school year 2014-2015. Approximately 2,780 students took at least 1 AP exam, which represents a 6% increase in the AP participation rate from school year 2013-2014. In addition, the 2015 AP exam performance rate was 34%, which is a slight improvement from last year's AP performance rate of 33%. These improvements were supported by the partnership between DCPS and National Math and Science Initiative (NMSI) that provides an AP Summer Institute to AP teachers. DCPS also invested in resources for AP classes by adopting six new AP textbooks.

INITIATIVE 1.6: Expand the Embassy Adoption Program in Middle Grades. In 2014-2015, DCPS's Embassy Adoption Program (EAP) will celebrate 40 years of innovative global education programming in DCPS. Each year, EAP matches 50 fifth and sixth grade classrooms with an embassy partner. The program creates direct interaction between DCPS students and diplomats from around the world, allowing students to learn about the language, customs, history and culture of their embassy's country. This year, the program is growing to support more middle grade students by partnering with more embassies. The next phase of this work will be complete by **June 30, 2015.**

Performance Assessment Key: Fully Achieved. In school year 2014-2015, 50 embassies and other diplomatic and international entities partnered with schools as part of the Embassy Adoption Program. In spring and summer 2015, the program recruited more partners and expanded, launching school year 2015-2016 with 68 embassies and other diplomatic and international entities.

OBJECTIVE 2: Develop the most highly effective educators in the country.

INITIATIVE 2.1: Provide schools with high quality instructional coaches.
In school year 2014-2015, DCPS will support a strategic recruitment and staffing campaign to recruit and select high quality instructional coaches whose skills align to each school's 2014-2015 literacy and math focus area. In addition, DCPS will work to ensure that instructional coaches have a strong knowledge base of literacy content areas through regular professional development and in-depth training on literacy focus areas over the summer prior to the school year. This work will be complete by **September 30, 2015**.

Performance Assessment Key: Fully Achieved. The Instructional Coaching Program hired 41 Instructional Coaches for school year 2015-2016, filling all vacancies. The newly hired Instructional Coaches are all screened for their knowledge of Common Core Standards and

good teaching. All Instructional Coaches received intense professional development throughout the school year to enhance their knowledge of literacy and STEM content. DCPS measures the effectiveness of trainings with participant surveys and uses that information to continuously improve trainings. In addition, Instructional Coaches also receive intense, job embedded training throughout the school year from the Senior Instructional Coaches.

INITIATIVE 2.2: Provide teachers with instructional coach-led job-embedded professional development.
Research shows that stand-alone workshops simply do not change instructional practice. As such, DCPS instructional coaches use Individual and Collaborative Learning Cycles (ILCs and CLCs) to embed training in the daily work of teachers. In particular, the Office of Teaching & Learning will prepare instructional coaches during summer 2014 on how to use data connected to schools' instructional focus areas, so that teacher workshop professional development is reinforced on the job throughout school year 2014-2015. This work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** Instructional Coaches supported more than 1,400 teachers throughout school year 2014-2015 in CLCs and ILCs. Instructional Coaches worked with the leadership teams at their schools to determine which teachers needed the most support. Instructional Coaches received training on coaching practices, use of data analysis and content related to their schools focus area multiple times throughout the school year. The Instructional Coaches were trained, specifically, on the use of data and how to analyze and connect the data to their school focus area.

KEY PERFORMANCE INDICATORS-Office of Teaching & Learning

KPI		Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
🟠		Percentage of students proficient or advanced in reading on DC CAS [1] [One City Action Plan 2.2.5]	48%	PARCC Baseline		25%	PARCC Baseline	SCHOOL SYSTEM MANAGEMENT
🟠		Percentage of students proficient or advanced in math on DC CAS[2] in math [One City Action Plan 2.2.5]	51%	PARCC Baseline		21%	PARCC Baseline	SCHOOL SYSTEM MANAGEMENT
🟠		Reading achievement gap (% proficient or advanced) between black and white students[3]	53%	PARCC Baseline		65%	PARCC Baseline	SCHOOL SYSTEM MANAGEMENT
🟠		Math achievement gap (% proficient or advanced) between black and white students[4]	51%	PARCC Baseline		58%	PARCC Baseline	SCHOOL SYSTEM MANAGEMENT
🟡		Percentage of HS students taking at least 1 AP exam	24%	26%		24%	92.31%	SCHOOL SYSTEM MANAGEMENT
🟡		Percentage of AP exams passed	33%	35%		33%	94.29%	SCHOOL SYSTEM MANAGEMENT

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[1] Baseline Measure for FY15 - Percentage of students scoring college & career ready on the PARCC in ELA

[2] Baseline Measure for FY15 - Percentage of students scoring college & career ready on the PARCC

[3] Baseline Measure for FY15 - ELA achievement gap (% college & career ready on the PARCC) between black and white students

[4] Baseline Measure for FY15 - Math achievement gap (%college & career ready on the PARCC) between black and white students

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

INITIATIVE 1.1: Rigorously evaluate teacher performance.

In order to ensure valid data on teacher effectiveness, DCPS will continue to implement the IMPACT evaluation system with fidelity. OHC will provide school leaders and Master Educators with instructional templates to guide their assessment of the 9 Teach standards that underpin the evaluation system. OHC will develop and maintain videos of instruction that have been normed by Master Educators and school leaders to train and assess their evaluation of the 9 Teach Standards. This work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** DCPS continues to implement the IMPACT evaluation system with full fidelity. DCPS ensures all school leaders and Master Educators have the tools they need to accurately and consistently assess teaching. Evaluator training includes 8 hours of online support through a state-of-the-art online platform which features evidence collection strategies, interactive modules on each Teach standard, and classroom videos for scoring practice. To complement and extend this training, evaluators also participate in professional development that includes opportunities to discuss the components of effective instruction, norm teacher observation scores, known as the TLF, with colleagues, and explore best practice feedback strategies. The DCPS evaluator training video library continues to grow and now includes over 750 videos of classroom instruction.

INITIATIVE 1.2: Recruit and select the best possible teacher talent.

In school year 2014-2015, DCPS will continue to expand recruitment capacity to support principals in hiring great talent, with a particular focus on an elite corps of veteran teachers known as the Capital Commitment Fellowship and recruiting great talent from across the country. OHC will use social networks, videos that profile DCPS schools and staff members, and create partnerships with local universities to attract talent. OHC will continue to revise and implement its teacher selection model using IMPACT data to determine what parts of the selection process are most predictive of success in the classroom and by seeking feedback from principals and candidates on the selection process. This work will be completed by **June 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** In FY15, DCPS recruited teachers from around the country and in the DC area with an emphasis on experienced teachers and teachers in high-need content areas. The third cohort of Capital Commitment Fellows was selected; this cohort is the largest to date, with 34 Fellows. The team undertook two major marketing campaigns with launching the "Come Join Me" advertising campaign in the Washington Post and on WMATA Metro and Bus lines. The team also partnered with Big Fish Productions to create six new marketing videos. In partnership with our research partners Jacob, Rockoff, and

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Taylor, we rated all candidates based on their performance in the selection process to assign them a letter grade (e.g., A+, B, etc.) which we shared with school leaders. These scores help school leaders easily see which candidates are the strongest in each content area. For the 2015-16 hiring season, over 470 Teach DC teachers were hired.

INITIATIVE 1.3: Retain the best teacher talent.
Now that IMPACT allows DCPS to identify the highest performers, the district must invest renewed energy in recognizing and retaining them. The centerpiece of this work will continue to be the Leadership Initiative for Teachers (LIFT) career ladder system. DCPS will continue performance pay and will also design and implement new initiatives to support teacher leadership in schools, including piloting new teacher leadership roles over the course of school year 2014-2015. This work will be complete by **June 30, 2015.**

Performance Assessment Key: Fully Achieved. DCPS retained over 90% of its best teachers from school year 2014-2015 to 2015-2016. The LIFT career ladder continues to provide leadership opportunities for our best teachers and teachers who receive Highly Effective IMPACT ratings are eligible to receive up to $20,000 in performance pay. Over the 2014-2015 school year, new teacher leadership roles were successfully rolled out through TLI (Teacher Leadership Innovation), improving teacher retention by providing a career pathway where excellent teachers do not have to leave the classroom. TLI teacher leaders serve in a hybrid role, spending part of the day teaching students, and part of the day coaching teachers to improve instruction. Designed at the school level, TLI roles are specifically tailored to a school's needs, ensuring that more teachers are receiving frequent feedback with the goal of improving student achievement. First launched in 2013, TLI started with 20 teacher leaders in seven schools. Now in its third year of implementation, 105 teacher leaders in 29 schools participate.

INITIATIVE 1.4: Recruit and select the best possible school leadership talent.
DCPS will expand school leader recruitment capacity with a particular focus on the 40 targeted schools. To build the pipeline of future principals, OHC will continue to support the Mary Jane Patterson Fellowship, our internal pipeline that recruits Assistant Principals, Coaches, Teachers, and Central Office Leaders into a 1.5 year fellowship to prepare them for the principal-ship. OHC will revise its selection model for principals, APs, and instructional superintendents, using School Leader IMPACT data to determine what parts of the selection process are most predictive of success in the classroom. This work will be complete by **June 30, 2015.**

Performance Assessment Key: Fully Achieved. DCPS recruited principals from around the country and in the DC area with an emphasis on those leaders who have proven records of improving student achievement in high-poverty, urban environments. In addition, a third of this year's principal appointments came from the Mary Jane Patterson Fellowship. Candidates were selected using a model that was framed to assess the qualities that are most predictive of success as indicated by School Leader IMPACT data.

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INITIATIVE 1.5: Retain the best school leader talent.
DCPS will continue to implement an aggressive pay for performance system for school leaders, including special incentives to serve in the 40 targeted schools. DCPS will also continue to target training and support to existing school leaders in a number of ways, including high quality Leadership Academy sessions for principals, using small-group learning cohorts to differentiate for school leaders' needs, and continuing to support and assess the effectiveness of the Executive Masters in Leadership (EML) program at Georgetown University for selected DCPS principals. This work will be complete by **September 30, 2015.**

Performance Assessment Key: Fully Achieved. DCPS retained 94 percent of its Effective and Highly Effective principals from 2014-15 to 2015-16, up from 84 percent in 2013-14. Principals at Targeted 40 schools receive a $30,000 bonus every year they earn a Highly Effective rating. Their peers in other schools receive bonuses ranging from $20,000 to $25,000 depending on the school's poverty level. Additionally, annual step increases on DCPS' salary scale (which is among the most competitive in the region) are now tied to performance, requiring an Effective or Highly Effective rating for progression. As a result, a top performing high school principal in a high-poverty community can surpass $170,000 in total annual compensation in just four years.

OBJECTIVE 2: Provide schools with the central office support they need to foster student achievement.

INITIATIVE 2.1: Provide efficient and customer service-oriented Human Resources.
To ensure that DCPS employees are provided outstanding customer service, the Office of Human Capital will maintain its current HR Answers helpline, which includes both a phone number and email address to receive inquiries each day. We will also proactively provide more information to our employees via our website, including information about basic HR policies and procedures, benefits, retirement, compensation, and union contracts. We will measure our success toward this goal by surveying our employees annually. This work will be complete by **June 30, 2015.**

Performance Assessment Key: Fully Achieved. The HR Answers team continues to provide proactive, positive, and solutions-oriented customer service to all former, current, and future DCPS employees and community members. This includes the continued development of online resources, including the compensation webpage, the expansion of the online Resignations Application, and automated clearance notifications for licensure purposes. These additional resources, coupled with staff members committed to resolving every incoming issue and inquiry efficiently and completely, results in consistent positive feedback from employees. This is demonstrated by the results submitted via the ongoing online survey,

through which 91% of survey respondents by June 30, 2015 noted that their experience with the HR Answers team was positive.

INITIATIVE 2.2: Continue to streamline, improve and procure new technology infrastructure to support efficient customer service.

In school year 2014-2015, the Office of Human Capital will continue to collaborate with DCHR and OCTO to upgrade and enhance technology systems, including integrating Filenet and our Talent Selection, Hiring, and Onboarding (TSHO) platform in order to improve our document management system. This will allow us to more easily manage our data. We will also continue to focus on improving the accuracy of the data by improving the user experience in PeopleSoft and TSHO, and thus decreasing user error. This work will be complete by **September 30, 2015.**

Performance Assessment Key: Fully Achieved. During school year 2014-15, the Office of Human Capital (OHC) implemented a variety of changes to speed up the placement of new staff members. OHC launched an online resignation tool for all employees, improving the speed in which new vacancies were posted. OHC synced and integrated data between PeopleSoft, background clearance databases, and the DCPS recruitment tool. This easily identifies current or former employees who apply for DCPS positions and ensures offers are sent quickly after appropriate clearance. OHC also automated several formerly manual processes in the hiring and onboarding process: sending instant invitations to onboarding sessions, and creating employee files right away after candidates accept offers. Together, these improvements allowed OHC to decrease the time between selecting and hiring a candidate, and increase the number of employees who were fully hired in advance of the start of the school year.

INITIATIVE 2.3: Ensure schools have the staff to meet their needs by providing strategic staffing support.

In school year 2014-2015, we will work to provide more high-value, proactive support to school leaders throughout the district as they develop staffing plans, budgets, and identify personnel vacancies. We will do this in service of our goal that 100% of vacancies identified by July 15 are filled with quality candidates by August 1. In addition, DCPS will pilot a Strategic School Operations (SSO) pilot that will provide nine schools with a school operations specialist who will ensure high functioning operations and allow school leaders to focus on instruction and student achievement. This work will be complete by **August 30, 2015.**

Performance Assessment Key: Fully Achieved. DCPS provided proactive, high-value support to school leaders through in-person "Talent Strategy Meetings" with principals and superintendents, as well as regular and frequent consultation during the school budget development process and spring and summer hiring. As a result, DCPS was able to fill more than 95% of vacancies identified by July 15 by August 1st. In addition, DCPS has continued the work initiated in the Strategic School Operations (SSO) pilot, now as the School Strategy & Logistics Program. The program has been making significant change at the school level by

having high-skilled and high-performing individuals to lead the operational work, so principals and instructional teams can focus solely on instruction. We have recruited and trained staff for these new operational leadership positions in 40 schools.

KEY PERFORMANCE INDICATORS-–Office of Human Capital

● ● ● ●	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
●		Percentage of teachers rated Effective or Highly Effective on IMPACT	77%	73%		79%	108.22%	AGENCY MANAGEMENT PROGRAM
●		Retention rate of teachers rated Effective or Highly Effective on IMPACT[5]	83%	88%		90%	102.27%	AGENCY MANAGEMENT PROGRAM
●		Percentage of teachers with value-added data	13%	N/A		N/A[6]	N/A	AGENCY MANAGEMENT PROGRAM
●		# HR constituent cases open 50+ days	0	2		2	100%	AGENCY MANAGEMENT PROGRAM

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[5] In previous years, this KPI was calculated by determining which teachers rated effective or highly effective for a given school year returned to the same DCPS school as teachers in the following year. Moving forward, DCPS will also count effective or highly effective teachers who transfer to other DCPS schools or are promoted to new positions in DCPS (e.g. Instructional Coach) in the following year because these are still positive outcomes for DCPS.

[6] DCPS uses what is known as a "value-added" measure to quantify the impact that a teacher has on student learning. For the past four years, DCPS has calculated value-added scores for teachers whose students take the DC CAS. Though it is possible to do the same with the new PARCC assessment, DCPS decided to pause this calculation for school year 2014-2015 because the data from the new test was not be available in time for the school system to generate reliable and final teacher ratings by mid-summer, when it traditionally informs educators of their scores.

Office of Specialized Instruction

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

INITIATIVE 1.1: Increase the percentage of students with disabilities served in general education classes to exceed the national average by the end of SY2014-2015.

The Office of Specialized Instruction (OSI) is undertaking a number of strategies to increase the number of students with disabilities served in general education classes. This includes providing guidance and support to ensure that neighborhood schools are prioritizing inclusive opportunities for students while offering a full continuum of need-based services to students with disabilities. OSI will maximize exposure to instruction while ensuring related service delivery. Finally, OSI will monitor neighborhood school performance and provide support to schools struggling to meet this goal. This work will be complete by **September 30, 2015.**

○ **Performance Assessment Key: Partially Achieved.** 47.75% of DCPS students with disabilities are served in general education classes for 80% or more of the day – the national measure for the most inclusive setting for students with disabilities. DCPS developed guidance to assist schools in establishing successful inclusive environments and provided job-embedded professional development to support schools in implementing co-teaching and inclusion best practices. DCPS also monitored school performance on a range of metrics related to quality of special education services.

INITIATIVE 1.2: Reduce special education enrollment to 15% by the end of SY2014-2015

DCPS has set a goal to reduce special education enrollment to 15% overall by the end of school year 2014-2015. To meet this goal, OSI will ensure that the percentage of three-to-five year-old children who are eligible to receive special education services remains at the established benchmark of 8.5%. Additionally, DCPS is committed to building capacity with external partners to support a sustainable Child Find system by increasing awareness around developmental screenings and expanding the network of partners who will provide these screenings. Lastly, DCPS will develop a framework for exiting students from Special Education services that is aligned to eligibility criteria and individualized student needs. This next phase of work will be complete by **September 30, 2015.**

● **Performance Assessment Key: Fully Achieved.** Special education enrollment was 14% of total DCPS enrollment according to audited enrollment figures for school year 2014-2015. Early Stages has identified over 8.5% of the District's 3-5 year old population as eligible for special education and increased the number of those children who enroll and receive services. Additionally, Early Stages has expanded the number of external organizations who conduct developmental screenings for 3-5 year olds to a total of over 300 different child care centers, social service organizations, medical providers and schools, representing an increase of nearly 10 percentage points over the previous year. DCPS developed guidance to assist IEP teams in determining the appropriate level of services for students based on individual needs and in addressing areas of concern to ensure students are educated in their least restrictive

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environment. DCPS related service providers also periodically reviewed student IEPs to ensure the level of service prescribed for each student was aligned with his/her individual needs.

INITIATIVE 1.3: Expand and improve engagement with families with preschool age children.
The Office of Specialized Instruction believes that strong family engagement results in greater academic success for children. Empowering parents and families to be actively engaged in their children's learning and development, their own learning, and the Early Childhood program assists the District in identifying any delays that a child may have as early as possible and provide appropriate services to help address those delays. This work will be completed **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** DCPS expanded the number of families receiving directly-provided individual case management support, and restructured its Family Services Support team to increase the case manager to school ratio. Additionally, 96% of newly-enrolled PK3 and PK4 children were screened for developmental delays, and the Early Stages center continued to meet mandated child find performance benchmarks.

INITIATIVE 1.4: Expand the DCPS early childhood curriculum.
The Office of Specialized Instruction will maximize the blended funding used in the Head Start School-Wide Model (HSSW), which supports investments in curricula, comprehensive services, instructional materials, and extensive professional development in Title I schools. DCPS will also ensure that non-Title I schools are implementing research-based curricula in their pre-kindergarten (PK) classrooms and support implementation by teachers. DCPS will continue investments in the Tools of the Mind curriculum and promote research-based approaches in other classrooms. This work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** All Title I schools are implementing a research-based ECE curriculum; all but three Non-Title I schools are implementing a research-based ECE curriculum and schools that are not implementing a research-based curriculum have been approved to do so by the District. All Title I and Non-Title I staff participated in over 100 hours of professional development over the course of school year 2014-2015, much of the PD focused on implementing the Tools of the Mind curriculum.

OBJECTIVE 2: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

INITIATIVE 2.1: Improve access for students with disabilities to post-secondary opportunities that are aligned with their interests.
The Office of Specialized Instruction will offer courses in school year 2014-2015 that were designed by the Transition team. This will complement DCPS's commitment to providing a seamless postsecondary transition program beginning in pre-kindergarten and ending at high school. OSI will monitor transition plans on a monthly and quarterly schedule and provide feedback to schools. This next phase of this work will be complete by **June 30, 2015.**

● **Performance Assessment Key: Fully Achieved.** Over 1,100 students enrolled in 79 transition and workforce development courses in school year 2014-2015. The transition team provided support to elementary, middle, and high schools to ensure students had access to meaningful and age-appropriate transition and workforce development opportunities. DCPS also monitored transition plans and provided feedback and technical assistance to schools.

INITIATIVE 2.2: Focus on improving academic achievement for students requiring additional supports.

The Office of Specialized Instruction will expand investments to improve instruction and student outcomes for English language learners through the implementation of programming at the high school and middle school grades for newcomers to the United States and through focused language acquisition training and support. For students receiving special education services, OSI will continue the development and implementation of a staff training model that focuses on literacy, behavior, IEP quality, transition services, paraprofessional training, and more. OSI will continue providing a suite of reading interventions for students in full-time classrooms and expand reading interventions to students in middle grade resource rooms (directly supporting Goals 1 and 2 of A Capital Commitment). The next phase of this work will be complete by **June 30, 2015.**

● **Performance Assessment Key: Fully Achieved.** DCPS implemented two key initiatives, the International Academy at Cardozo EC and English Language Learner Summer Academic Program (ELLSAP), to improve achievement for English language learners. The International Academy serves recently arrived immigrant ELLs who are entering high school at the beginning-to-early intermediate levels of English language proficiency. ELLSAP is a centralized program to support DCPS high schools in their work with ELLs. During summer 2015, it served 203 individual students in courses including: English language development, original credit in core English and Math courses, credit recovery, an art elective and a college speaking and writing course. ELLSAP also expanded to provide targeted academic support to recently arrived middle grades students. In addition, DCPS expanded the implementation of job-embedded professional development to support staff and schools in providing high-quality instruction to students with disabilities in both inclusive and full-time settings. DCPS continued to provide and support targeted reading interventions for students in full-time classrooms and began implementing reading interventions in middle grade resource rooms.

KEY PERFORMANCE INDICATORS-Office of Specialized Instruction

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
🟢		Number of students served in non-public placements	1,005	N/A[7]		910	117%	SPECIAL EDUCATION LOCAL
🟢		Reduction in special education non-public enrollment	54%	N/A[8]		59%	118%	SPECIAL EDUCATION LOCAL
🟠		Percentage of SPED students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] [9]	18%	PARCC Baseline		3%	PARCC Baseline	SPECIAL EDUCATION LOCAL
🟠		Percentage of SPED students proficient or advanced in math on DC CAS One City Action Plan 2.2.[10]	21%	PARCC Baseline		3%	PARCC Baseline	SPECIAL EDUCATION LOCAL
🟠		Percentage of ELL students proficient or advanced in reading on DC CAS One City Action Plan 2.2.5] (new in FY15)[11]	36%	PARCC Baseline		12%	PARCC Baseline	SPECIAL EDUCATION LOCAL

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[7] The target for this KPI of reducing number of students served in non-public settings to 1,100 was achieved in FY14. No new target was set for FY15 but the goal was achieved.

[8] The target for this KPI of reducing number of students served in non-public settings by 50% was achieved in FY14. No new target was set for FY15 but the goal was achieved.

[9] Baseline Measure for FY15 - Percentage of SPED students scoring college & career ready in ELA on the PARCC

[10] Baseline Measure for FY15 - Percentage of SPED students scoring college & career ready in math on the PARCC

[11] Baseline Measure for FY15 - Percentage of ELL students scoring college & career ready in ELA on the PARCC One City Action Plan 2.2.5] (new in FY15)

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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.

INITIATVE 1.1: Ensure that schools promptly identify struggling students and assign them intervention services.

Response-to-Intervention (RTI) is a student assessment and early intervention strategy that focuses on preventing failure and maximizing academic, behavioral and social emotional outcomes for students. In school year 2014-2015, the Office of the Chief of Schools will partner with the Office of Teaching and Learning to ensure that schools have clearly articulated and universally known RTI plans that integrate academic, behavioral and attendance interventions. School support will include diagnostic assessments, professional development and technical assistance in identifying appropriate interventions. Each school will be monitored to ensure they are implementing plans with fidelity. The first phase of this work will be complete by **June 30, 2015**.

⚪ **Performance Assessment Key: Partially Achieved**. In school year 2014-2015, the Office of Youth Engagement's Response to Intervention (RTI) Team partnered with the Office of Teaching and Learning, Office of Specialized Instruction, and the Student Discipline and Attendance Teams to create the first official DCPS "RTI Guidance," which was disseminated to schools at the start of 2015-2016. This Guidance outlines the basic structure for integrated RTI planning at the school level. All DCPS schools completed RTI Plans for school year 2015-2016 identifying their intervention plans for students struggling in reading and math. DCPS also developed an RTI database in Aspen, DCPS's student data system of record, which will streamline schools' access to diagnostic data, intervention tracking, and progress monitoring in school year 2015-2016.

INITIATVE 1.2: Extend the school day in more schools.

To increase the amount of learning time for our students, DCPS will continue to offer extended day programming in targeted DCPS schools in school year 2014-2015. Staffed by DCPS teachers, extended day programming will include opportunities for differentiated instruction, like remediation and enrichment, and will stress consistency in schedule and programs for students. The goal of each extended day site is to enhance student learning and thereby increase academic and other student outcomes. The next phase of this work will be complete by **June 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved**. The Extended Day Initiative successfully expanded in school year 2014-2015 from 9 schools to 25. Many existing sites which offered extended day in some grade levels were able to increase the number of grade levels offering an extended day and enhance extended day programming in their buildings. DCPS expects to expand extended day to more schools in school year 2015-2016.

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INITIATIVE 1.3: Support incoming freshmen at comprehensive high schools through Ninth Grade Academies.
Ninth Grade Academy is a grade level academy designed and established to help first-year ninth grade students successfully transition to high school and promote to the tenth grade. DCPS created these academies in school year 2013-2014 based on best practices, research and successful programs in other urban school districts. In school year 2014-2015, DCPS will focus on continuous improvement of ninth grade academies as well as develop effective tenth grade support systems that focus on foundational skills required for graduation in four years and college and career readiness. The next phase of this work will be complete by **September 30, 2015.**

○ **Performance Assessment Key: Fully Achieved**. Ninth Grade Academies promoted 75% of their ninth graders in school year 2014-2015, up from 66% in school year 2013-2014. Ongoing, job-embedded professional development for academy assistant principals supported teachers, individually and in teams, to provide rich, student centered education. DCPS will continue to improve Ninth Grade Academies with the goal of promoting at least 85% of incoming ninth grades annually.

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

INITIATIVE 2.1: Reduce all absences and expand interventions for excused and unexcused absences.
In recent years, DCPS attendance policies have focused on mandated responses to truancy, or the persistent absence of a student ages 5 – 17 years old without a valid excuse. This work includes attendance referrals to other city agencies, data tracking, and the presence of student support teams in DCPS schools. In school year 2014-2015, DCPS will expand this work to increasing In-Seat Attendance, a more comprehensive measure of whether students are present in school. In particular, the Office of Youth Engagement (OYE) will provide school leaders and staff with training on addressing excused and unexcused absences and additional funding to support attendance outreach. OYE will also partner with outside organizations to provide targeted supports (e.g., Attendance Matters Campaign, t-shirts, back-to-school flyers, radio ads, student incentives, etc.) for high absentee schools. The next phase of this work will be complete by **June 30, 2015.**

○ **Performance Assessment Key: Partially Achieved.** For the past three years, the Attendance and Support Services Team has supported schools in meeting citywide truancy mandates. In school year 2014-2015, DCPS expanded its attendance efforts beyond legal compliance to include increasing In-Seat Attendance, a more comprehensive measure of whether students are present each day. The Office of Youth Engagement (OYE) provided school leaders and staff with quarterly training on how to address excused and unexcused absences. OYE also partnered with outside organizations (e.g., Show Up, Stand Out, Parent and Adolescent Support Services and Access Youth program at high truancy schools) to provide targeted supports to students and families. Additionally, the team led an Attendance Matters

Campaign that encouraged students to attend school via t-shirts, back-to-school flyers, radio ads, bus ads, and student incentives.

OBJECTIVE 3: Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs

INITIATIVE 3.1: Develop and implement school climate improvement plans in a targeted group of underperforming schools.
In school year 2014-2015, the Office of Youth Engagement (OYE) will provide professional development and technical assistance to a pilot group of 14 schools' leaders to help them create uniform and comprehensive school climate plans to improve behavior and satisfaction. At another five schools, the OCOS will train teachers in evidence based classroom management and behavior modification modules that will help reduce disruptions to the delivery of instruction. Lessons from these pilots will be extrapolated to ensure that every one of the 40 lowest performing schools receives training and develops school climate plans in future school years. The first phase of this work will be complete by **September 30, 2015.**

🟡 **Performance Assessment Key: Partially Achieved.** The Office of Youth Engagement expanded the original school climate pilot group of 14 schools to 20. Schools were chosen based on need and whether the school's leadership demonstrated readiness to take on this challenging initiative. OYE supported the cohort of selected schools in creating comprehensive school climate plans, which were implemented at the beginning of school year 2015-2016. In addition, the planned classroom management and behavior modification modules were delivered to 4 out of the 5 proposed schools. The implementation of the outlined school systems and procedures within the climate plans have allowed almost all schools within the pilot to realize a decrease in overall class disruption and egregious offenses typically leading to suspension.

INITIATIVE 3.2: Provide Proving What's Possible (PWP) school grants to increase students' satisfaction with their schools.
In school year 2014-2015, DCPS has provided targeted funding at the rate of $100 per student (based on projected enrollment) – and a minimum of $10,000 – to schools with the goal of increasing student satisfaction as measured by DCPS' annual stakeholder survey of students. In the spring of FY14, school leaders were charged with submitting proposals that detailed various ways in which they would use awarded funds to improve the percentage of students who report that they like coming to school. The majority of student activities funded by PWP grants group into the following categories: assemblies, field trips and experiential learning; clubs and teams; bullying and/or socialization programming; incentives and awards; and, improved programming and technology. This work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** Schools were awarded Proving What's Possible (PWP) funds to tailor student satisfaction initiatives to their specific school populations. Schools successfully spent 88% of PWP funds by the end of the year. And their efforts paid off.

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The district-wide student satisfaction rate grew from 80% to 83% from school year 2013-2014 to school year 2014-205. DCPS is working with schools in school year 2015-2016 to ensure spending occurs earlier and is targeted at strategies that are proven to increase satisfaction.

INITIATIVE 3.3: Improve HIV/STI prevention through enhanced sexual health curriculum and services.
DCPS's HIV/STI Prevention Grant is a five-year grant funded by the Centers for Disease Control and Prevention through 2018. Over this five-year grant window, DCPS will work with 22 priority schools to provide intensive support and technical assistance in the implementation of the sexual health curriculum, sexual health services, safe and supportive school environments and policies. Strong relationships with priority school staff, local and national partners are essential in the success of the program goals. The next phase of this work will be complete by **September 30, 2015**.

Performance Assessment Key: Fully Achieved. The Office of Student Wellness successfully implemented Year 2 of the CDC HIV/STI Prevention Grant by providing health educators in all 22 of the grant's priority schools with reproductive health models and trainings, free HIV screenings in eight high schools and chlamydia/gonorrhea screenings in all high schools. DCPS also worked with schools to promote student rights by developing and disseminating new Transgender and Gender-Nonconforming Policy Guidance, a gender identity brochure, and sexual health brochure. These efforts were enhanced by effective interoffice and cross-agency collaborations, which will continue to be an essential component of this work in in school year 2015-2016.

KEY PERFORMANCE INDICATORS-Office of the Chief of Schools

KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
🟢	In-seat attendance (ISA) rate	89%	89%		90%	101.12%	SCHOOL SYSTEM MANAGEMENT
🟠	% students proficient in reading at the 40 lowest-performing schools [One City Action Plan Action 2.2.6][12]	27%	PARCC Baseline		6%	PARCC Baseline	SCHOOL SYSTEM MANAGEMENT
🟠	% students proficient in math at the 40 lowest-performing schools [One City Action Plan Action 2.2.6][13]	31%	PARCC Baseline		6%	PARCC Baseline	SCHOOL SYSTEM MANAGEMENT
🟢	4-year graduation rate [One City Action Plan Action 2.2.4 and Indicator 2D]	58%	60%		64%	106.67%	SCHOOL SYSTEM MANAGEMENT

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[12] FY15 Baseline measure - % students scoring college & career ready in ELA on the PARCC at the 40 lowest-performing schools [One City Action Plan Action 2.2.6]

[13] FY15 Baseline measure - % students scoring college & career ready in math on the PARCC at the 40 lowest-performing schools [One City Action Plan Action 2.2.6]

Office of Planning & Postsecondary Readiness

OBJECTIVE 1: Ensure that every DCPS school provides a world-class education that prepares all of our students, regardless of background or circumstance, for success in college, career, and life.

INITIATIVE 1.1: Increase student access to and success in courses worth college credit.
A dual-enrollment program enables high school students to enroll in approved college courses, taken on a college campus, and simultaneously earn high school and college credit. Students who pursue dual enrollment courses graduate high school and enroll and persist in college at higher rates, earn higher college grades, and complete college more quickly than their peers. Dual enrollment also exposes our students to the rigors of college, and gives them a better understanding of what it takes to succeed in the college classroom. In the year ahead, DCPS will improve and expand our dual enrollment course offerings for high school students at the excellent local postsecondary institutions. The next phase of this work will be complete by **September 30, 2015.**

Performance Assessment Key: Fully achieved. In school year 2014-2015, DCPS formalized Dual Enrollment Partnerships with three local colleges and universities: Howard University, George Washington University, and the University of the District of Columbia – Community College (UDC-CC). At the start of school year 2015-2016, students from all DCPS high schools were able to take courses via dual enrollment programs with UDC-CC; DCPS also had students from 2 high schools (Banneker & McKinley) taking courses at Howard University and students from School Without Walls taking courses at George Washington University.

INITIATIVE 1.2: Launch Career Academies to better equip high school students with the skills necessary for college and careers. In school year 2014-2015, DCPS will launch seven new National Academy Foundation (NAF) Career Academies at six high schools, serving approximately 400 students. The seven Academies feature programming in engineering, information technology and hospitality. Students will learn skills necessary to prepare them for college and to secure high skill, high wage, and high demand jobs in the District in these industries. The Academy model includes strong college and industry partnerships as well as work-based learning experiences and rigorous content. Academy students will also participate in internships and upon completion of their program, students will receive an industry recognized certification. The first phase of this work will be complete by **June 30, 2015.**

Performance Assessment Key: Fully achieved. In school year 2014-2015, DCPS successfully opened 7 Career Academies at 6 DCPS High Schools. Schools reported enrolling a total of 380 students in these first-year Career Academies. Academy students participated in work-based learning experiences during the school year (job site visits and guest speakers), paid internships over the summer, rigorous academic courses and will continue to progress toward earning industry-recognized certification before they graduate high school. In school year 2015-2016, DCPS completed the design and launch of an 8th Career Academy at Ballou High School focused on hospitality.

INITIATIVE 1.3: Provide middle grades students exposure to college and career experiences through the DC Meets Washington (DCMW) program.

DC Meets Washington (DCMW) is a program piloted in Summer 2014 that provides rising 7th and 8th grade students with college and career exposure and planning that will help them prepare for their futures and provide relevance to their middle grade studies. During the program, students will be exposed to college and career opportunities within the IT, Engineering, Hospitality, and Government sectors, which are among the top high-wage and high-demand career sectors in the District. They will meet with local leaders from each of these sectors, and participate in site visits in which they can directly experience different professional and postsecondary opportunities in each of these fields. In addition, students will receive academic supports to prevent them from experiencing summer learning loss. The next phase of this work will be complete by **September 30, 2015.**

Performance Assessment Key: Fully Achieved. In summer 2015, the DC Meets Washington program hosted 82 rising 6th, 7th, and 8th grade students from across DCPS. Over the three week program, students participated in Industry Site Visits at The Pentagon, 1776 IT Incubator, The Wharf Development Site, the DC Convention Center, Office of the Chief Technology Officer, Andrews Air Force Base and other employers. Participants also completed tours of George Mason University, Howard University and Marymount Washington University and high school Career Academy visits of Phelps Architecture, Construction and Engineering High School and Columbia Heights Education Campus. Students heard from local industry leaders in the hospitality, government, engineering and construction sectors and completed a three week college and career exposure curriculum.

KEY PERFORMANCE INDICATORS-Office of Planning & Postsecondary Readiness

⬤🟡🔴⚪	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
⚪		Percentage of 9-11th grade students taking the PSAT/ReadiStep	72%	75%		TBD[14]		SCHOOL SYSTEM MANAGEMENT

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[14] Data expected by spring 2016.

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

INITIATIVE 1.1: Teach mindsets and skills to improve and sustain academically-focused relationships with families.

This year, DCPS will expand the Family Engagement Partnership (FEP) – an innovative family engagement partnership with the Flamboyan Foundation – to 21 schools. The FEP is an intensive, school-wide intervention designed to support student success by transforming 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). To support this work, OFPE and the Flamboyan Foundation provide resources, training and support to help school staff build relationships with families and leverage them as academic partners. This work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** In school year 2014-2015 the Office of Family and Public Engagement (OFPE) continued the collaboration with the Flamboyan Foundation to expand the school-wide Family Engagement Partnership (FEP) from 14 schools to a total of 22 schools. In March 2014, six new elementary schools (Burville ES, JO Wilson Es, Ketcham ES, Kimball ES, Langley ES, Maury ES) and in March 2015 two middle schools (Eliot Hine MS and Brookland MS) were selected to join the program. As a part of this model teachers in the 22 schools participate in home visits with families and in whole-class meetings focused on helping families learn more about their child's academic performance and how to support learning at home.

INITIATIVE 1.2: Teach mindsets and skills to improve and sustain academically-focused relationships with families.

In school year 2014-2015, DCPS will continue to expand the Family Engagement Collaborative (FEC) Teacher Fellowship to 110 teachers from 39 schools. The FEC initiative provides teachers with an intensive, year-long professional development opportunity where they gain family engagement strategies including relationship building (home visits) and academic partnering. Teachers will be responsible for conducting home visits and attending professional learning community sessions. This work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** In school year 2014-2015 the Office of Family and Public Engagement (OFPE) expanded the Family Engagement Collaborative (FEC) to 115 teachers representing 58 schools. The teacher fellows participated in home visit training in spring 2014 and began actively home visiting in the summer months of 2014. In addition to the home visits, teacher fellows also participated in at least 5 of 6 Professional Learning Communities (PLCs) throughout the year where they learned about a range topics including how to build relationships with families, how to communicate effectively with families, goal setting and the role of race and class in family engagement. The final result was that 110 of the 115 teachers met home visit and PLC goals.

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KEY PERFORMANCE INDICATORS-Office of Family and Public Engagement

⬤	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
🟡		Percentage of surveyed parents who agree or strongly agree with the statement "this school helps me be the best partner I can be in my child's education."	87%	90%		87%	96.67%	AGENCY MANAGEMENT PROGRAM
⚪		Combined Number of public stakeholder interactions, including but not limited to: news subscribers, Facebook fans, Twitter followers, Instagram followers, text messages subscribers, and YouTube channel subscribers. EXCLUDES unique website visitors.	TBD	25,000		N/A[15]		AGENCY MANAGEMENT PROGRAM
⚪		Unique website visitors	2,007,591	1,500,000		N/A[16]		AGENCY MANAGEMENT PROGRAM

The color legend at top-left of the table shows: 🟢 🟡 🔴 ⚪

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[15] This metric is not available for FY15. DCPS will report this metric for FY16.
[16] This metric is not available for FY15. DCPS will report this metric for FY16.

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

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

In school year 2014-2015, all public schools in the District of Columbia will transition from the DC-CAS assessment to the Partnership for Assessment of Readiness for College and Careers (PARCC) assessments. Unlike the DC CAS, PARCC will be a fully-online assessment and schools will need various supports to ensure a successful transition. The Office of Data & Strategy (ODS) is leading a task force of school and central office representatives that is identifying all the necessary steps for this change. ODS support will include, but will not be limited to, training, communication materials, coordination, and alignment of existing supports for assessments. The first year of implementation will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully achieved.** All schools successfully completed PARCC testing online in spring 2015, with the exception of the Incarcerated Youth Program, which used paper-based tests because of security concerns. DCPS students completed over 84,000 tests online across English/Language Arts and mathematics in two distinct testing windows (performance-based assessment and end-of-year).

INITIATIVE 1.2: Ensure DCPS has cost-effective, user-friendly data systems and increase data use and quality across schools and central office.

In FY14, the Office of Data & Strategy (ODS) developed the scope for a new student information system (SIS) and transitioned elementary schools to the new system in August. ODS will continue to build on the system framework and will implement it in secondary schools beginning in spring 2015. ODS will also begin to install and deploy the infrastructure necessary to integrate other internal and external DCPS data systems to create a comprehensive reporting system, or "platform," that will more efficiently satisfy all data reporting needs once fully implemented. This first phase of this work will be complete by **September 30, 2015.**

🟢 **Performance Assessment Key: Fully Achieved.** In fall 2014, all elementary schools transitioned reporting to Aspen, which DCPS chose to replace DC STARS as the system of record for student data including grades, scheduling, enrollment and attendance. All remaining DCPS schools – including middle and high schools – transitioned to Aspen in the summer of 2015; all student data for school year 2015-2016 will be reported in Aspen. In addition, all historical data from DC STARS was transferred successfully and all configuration, customization and training necessary for schools to use Aspen was deployed in time for SY2015-16.

KEY PERFORMANCE INDICATORS-Office of Data & Strategy

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
🟡		Percentage of schools receiving benchmark data within 3 days	99%	99%		97%	97.98%	SCHOOL SYSTEM MANAGEMENT

Office of the Deputy Chancellor for Operations

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

INITIATIVE 1.1: Ensure schools are prepared for computer-based assessments by upgrading and aligning hardware, network, and IT support.
Unlike the DC CAS, the Partnership for Assessment of Readiness for College and Careers (PARCC) is an online, computer-based test. As a result, schools must have the hardware, IT and support infrastructure to execute the assessment by spring 2015. Based on a pilot in spring 2014, the Office of the Deputy Chancellor will work to provide the following supports to ensure schools are ready for PARCC: hardware upgrades (schools will have the computers they need), network upgrades (schools will have the internet capabilities needed for online testing), and increased IT support (technical support staff will be assigned to schools). The next phase of this work will be complete by **June 30, 2015.**

🟢 **Performance Assessment Key: Fully achieved.** DCPS schools had the technology, including hardware, network, and IT support, necessary to administer the PARCC assessment successfully. DCPS will continue to work to expand the technological resources at all DCPS schools going forward.

OBJECTIVE 2: Increase enrollment in DCPS.

INITIATIVE 2.1: Increase enrollment.
DCPS has set a strategic goal to increase enrollment by 2017. There were several unique challenges with enrollment in FY14, including the unified lottery system (MySchoolDC) implemented for the first time in spring 2014, yet DCPS increased enrollment by nearly 1,000 students. In school year 2014-2015, the Office of the Deputy Chancellor for Operations will build on this success. In particular, ODC will provide professional development to 30 schools' leaders on creating targeted walk lists and employing canvassing strategies to reach out to returning families and boost re-enrollment rates. This work will be complete by **June 30, 2015**.

● **Performance Assessment Key: Fully achieved.** DCPS' audited enrollment for school year 2014-2015 (FY15) was 47,548, which is an increase over the previous year and continues the upward enrollment trend of recent years. The Office of the Deputy Chancellor for Operations provided professional development and other resources to principals to help drive these gains. The newly formed Office of the Chief Operating Officer will continue to provide this support going forward. DCPS' preliminary reported enrollment for school year 2015-2016 (FY16) was 48,653 students on October 5, 2015, and we anticipate seeing another year of growth in audited enrollment in FY16 on the way to reaching an enrollment of 50,000 students by 2017.

OBJECTIVE 3: Oversee the implementation of agency-wide priorities.

INITIATIVE 3.1: Conduct agency sustainability assessment using OCA approved criteria developed by DDOE and OP in accordance with Mayor's Order 2013-209 (Sustainable DC Governance Goal 1, Action 1.2; Built Environment Goal 3)
Within one hundred twenty (120) days after the City Administrator approves sustainability assessment criteria developed jointly by the District Department of the Environment and the Office of Planning, each agency head subject to the authority of the mayor shall use the criteria to evaluate the sustainability of their respective operations in accordance with the requirements of Mayor's Order 2013-209, the Sustainable DC Transformation Order, and submit to his or her responsible Deputy Mayor and the Office of the City Administrator the results of the agency's internal assessment. **This work will be complete by April 2015.**

● **Performance Assessment Key: Fully achieved.** DCPS completed its Sustainability Assessment and submitted it to the District Department of Energy and Environment in April 2015.

KEY PERFORMANCE INDICATORS-Office of the Deputy Chancellor for Operations

	KPI	Measure	FY 2014 YE Actual	FY 2015 YE Target	FY 2015 YE Revised Target	FY 2015 YE Actual	FY 2015 YE Rating	Budget Program
●		Student enrollment (Audited) [One City Action Plan 2.2.7]	46,393	47,592		47,548	99.91%	SCHOOL SYSTEM MANAGEMENT
●		Percentage of principals certifying that their schools have the necessary textbooks and instructional	100%	100%		100%	100%	SCHOOL SYSTEM MANAGEMENT

		materials				

WORKLOAD MEASURES – APPENDIX

WORKLOAD MEASURES ⬤

Measure Name	FY 2013 YE Actual	FY 2014 YE Actual	FY 2015 YE Actual	Budget Program
Number of Title I schools	85	84	86	OFFICE OF THE DIRECTOR
Percentage of students qualified for Free or Reduced Lunch	78%	76%	76%	OFFICE OF THE DIRECTOR