



District of Columbia Public Schools (DCPS) FY2016 Performance Accountability Report (PAR)

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

The mission of DC Public Schools is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life. A Capital Commitment: In spring 2012, DCPS launched a five-year strategic plan, A Capital Commitment that set five goals for 2017. Fiscal year 2016 (FY16) is the fourth full year of the plan. The goals are: 1. At least 70% of our students will be proficient in reading and math, and we will double the number of advanced students in the district. Our 40 lowest-performing schools will increase proficiency rates by 40 percentage points. At least 75% of entering 9th graders will graduate from high school in four years. 90% of students will say they like their school. DCPS will increase its enrollment over five years.

Summary of Services

DCPS delivers all services required to provide students with a quality education. These include: Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs; Hiring, developing, and rewarding 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.

Overview – Agency Performance

The following section provides a summary of DCPS performance in FY 2016 by listing DCPS’s top accomplishments, and a summary of its progress achieving its initiatives and progress on key performance indicators.

Top Agency Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
DCPS continued to increase its graduation rate to 69% for School Year 2015-2016, the highest level on record and an increase of five percent since 2015 and 16 percent since 2011.	This accomplishment is an important milestone as we reach toward our Capital Commitment goal of graduating 75% of students in 2017.	Increasing the graduation rate ensures that more DC residents are prepared for a successful future after leaving DCPS, including next steps in college and career.
DCPS improved the percent of students scoring at college and career ready level on the PARCC assessment by 3 percentage points in math and just under one percent in English language arts.	DCPS has set ambitious goals for student achievement. While there is still much work to do, our gains represent important progress toward fulfilling our commitments to students and families.	Higher PARCC performance demonstrates that more district students are meeting a new and more rigorous bar to ensure they are on track for future success in college and career, as measured by the PARCC.
DCPS improved the percent of students scoring at college and career ready level on the PARCC assessment by 3 percentage points in math and just under one percent in English language arts. DCPS increased audited enrollment to 48,439, the fourth year of enrollment growth for the district.	Over time, more parents and families are deciding to send students to DC Public Schools for their education - reversing decades of declining enrollment in the school system.	Increased enrollment in DCPS means that more district students are taking advantage of the rigorous instruction and engaging experiences in DC Public Schools.

In FY 2016, DCPS had 24 Key Performance Indicators. Of those, 0 were neutral, and another 1 were not able to be reported by the end of the fiscal year. Of the remaining measures, 62% (15 KPIs) were met, 17% (4 KPIs) were nearly met, and 17% (4 KPIs) were unmet. In FY 2016, DCPS had 45 Initiatives. Of those, 84% (38) were completed and 11% (5) were nearly completed, and 4% (2) were not completed. The next sections provide greater detail on the specific metrics and initiatives for DCPS in FY 2016.

FY16 Objectives

Division	Objective
Office of College & Career	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.
Office of Family & Public Engagement	Partner with families and community members who demand better schools
Office of Human Capital	Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.
Office of Human Capital	Provide schools with the central office support they need to foster student achievement.
Office of Innovation & Research	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.
Office of Innovation & Research	Develop and implement research based projects to accelerate student achievement, with a particular focus on closing opportunity and achievement gaps.
Office of Teaching & Learning	Implement a rigorous, relevant, college preparatory curriculum in all schools that gives students meaningful options for life.
Office of Teaching & Learning	Develop the most highly effective educators in the country.
Office of Teaching & Learning	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging programs.
Office of the Chief of Schools	Ensure that schools provide support for present and healthy students.
Office of the Chief of Schools	Ensure that schools provide a consistent foundation in academics, strong support for social emotional needs, and a variety of challenging themes and programs.
Office of the Chief of Schools	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.
Office of the Chief Operating Officer	Provide schools with the central office support they need to foster student achievement
Office of the Chief Operating Officer	Increase enrollment in DCPS

FY16 KPIs

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

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
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Percentage of teachers with value-added data 0 A

DCPS uses what is known as a value-added measure to quantify the impact that a teacher has on student learning. From 2009-2014, DCPS has calculated value-added scores for teachers whose students took DC's state assessment at the time, the DC CAS. In the 2014-2015 school year, the district transitioned to the Partnership for Assessment of Readiness for College and Career (PARCC) assessments to provide an even better measure of what students should know and be able to do based on the Common Core State Standards (CCSS), rigorous national standards which the district adopted in 2012. As was the case for school year 2014-2015, DCPS has decided to pause the value-added calculation for the 2015-2016 school year because the data from this new assessment will not be available in time to generate reliable and final teacher value-added scores by mid-summer, when it traditionally informs educators of their IMPACT evaluations. DCPS expects PARCC data will be available in time to include value-added scores in IMPACT in future years.

Retention rate of teachers rated Effective or Highly Effective on IMPACT	89	A	92	Met
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Percentage of teachers rated Effective or Highly Effective on IMPACT

81

A

80

Nearly Met

DCPS continues to implement the IMPACT evaluation system with full fidelity. DCPS ensured all evaluators (school leaders and Master Educators) had the tools they needed to accurately and consistently assess teaching. Evaluator training and support included 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 participated in professional development that included opportunities to discuss the components of effective instruction, norm teacher observation scores with colleagues, and explore best practice feedback strategies. All teachers were also assessed on rigorous student achievement measures as well as their contributions to their school community. DCPS finalized all teacher scores and ratings soon after the end of the 2015-16 school year and shared information with teachers via the online IMPACT database. Throughout the year, DCPS provided ongoing support to its teachers in many ways, including online modules which showcased effective instruction within DCPS

Number HR constituent cases open 50+ days	0	A					6	Unmet	We continue to strive to lower the number of HR constituent cases open for more than 50 days. In FY15, there were 6, in FY14, there were 3 and in FY13 there were 12.
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Objective: 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.

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
Percentage of students scoring college and career ready (Level 4+) in ELA on PARCC	0	A					25.5	Met	
NA	0	A					23.9	Met	
Percentage of SPED students scoring college and career ready (Level 4+) in ELA on PARCC	0	A					4.5	Met	
NA	0	A					5.6	Met	
Percentage of ELL students scoring college and career ready (Level 4+) in ELA on PARCC	0	A					13.9	Met	
Percentage of AP exams passed	33	A					34	Met	
Number of students served in non-public placements	1,000	A					602	Met	

Percentage of 9-11th grade students taking the PSAT/ReadiStep	80	A						74	Nearly Met	DCPS updated the business rules for this calculation; this data reflects this update. Historical trends are as follows - in SY12-13, 75% of students took the PSAT/Readistep; 78% in SY13-14; 70% in SY14-15;and 74% in SY15-16. While we did see an increase in PSAT participation rates in SY15-16, we are striving to see even more DCPS 9th, 10th, and 11th graders take the PSAT this year and in future years. For SY16-17, we have expanded test prep programming and set district wide participation goals to realize these improvements.
ELA achievement gap (% college and career ready) between black and white students	0	A						58.9	Unmet	
Math achievement gap (% college and career ready) between black and white students	0	A						58.6	Unmet	
Percentage of HS students taking at least 1 AP exam	30	A						24	Unmet	DCPS updated the business rules for this calculation; this data reflects this update. Historical trends are as follows - 21% for SY12-13, 21% for SY13-14, 22% for SY14-15, and 24% for SY15-16.

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

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
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Percentage of students scoring college and career ready (Level 4+) in ELA on PARCC at the 40 lowest-performing schools	0	A					7.2	Met	
Percentage of students scoring college and career ready (Level 4+) in Math on PARCC at the 40 lowest-performing schools	0	A					7.7	Met	
In-seat attendance (ISA) rate	91	A					89.7	Nearly Met	
4-year graduation rate	70	A					69	Nearly Met	DCPS continued to increase its graduation rate to 69 percent for School Year 2015-2016, the highest level on record and an increase of five percent since 2015 and 16 percent since 2011. We will continue to strive to meet our Capital Commitment Goals.

Objective: Partner with families and community members who demand better schools

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
Twitter followers	40,000	A					48,460	Met	
Facebook followers	15,000	A					16,349	Met	
Instagram follows	6,000	A					7,234	Met	

Objective: Provide schools with the central office support they need to foster student achievement

Measure	Target	Freq	Q1	Q2	Q3	Q4	Total	KPI Status	KPI Barriers
Student enrollment (Audited)	48,000	A					48,439	Met	
Percentage of principals certifying that their schools have the necessary textbooks and instructional materials	100	A					100	Met	

FY16 Initiatives

Title: Increase student access to and success in courses worth college credit.

Description: In SY14-15, DCPS formalized Dual Enrollment Partnership Agreements with three local colleges (Howard University, George Washington University, and University of the District of Columbia Community College). As a result, every eligible DCPS high school student is able to take UDC-CC courses for dual credit; up to eligible 25 School Without Walls students can take their entire 11th and 12th grade courses at George Washington University for dual credit, and up to 10 eligible McKinley Tech and Banneker High School students can take Howard University courses for dual credit. By June 30, 2016, DCPS will have signed Dual Enrollment Partnership agreements with more local colleges so that all comprehensive high schools have at least one college dual enrollment partner.

Complete to Date: Complete

Status Update: DCPS now has partnerships with Georgetown, Howard University George Washington University, Catholic University, and University of District of Columbia. Through the partnerships all students have access to at least two dual enrollment programs, which exceeds our goal.

Title: Implement Career Academies that better equip high school students with the skills necessary for college and careers.

Description: In SY14-15, DCPS supported eight Career Academies across seven DCPS high schools (Ballou, Cardozo, Columbia Heights Education Campus, Dunbar, McKinley Tech, Phelps, Wilson). These Academies are focused on one or more of the following industries: Engineering, IT, and Hospitality (associated with three of the Districts highest wage, highest demand career sectors). The academies integrate strong college and industry partnerships, paid internships, work-based learning experiences and rigorous curricula and culminate in industry-recognized certifications. Nationwide, NAF Academy students graduate high school and enroll in and complete colleges at rates higher than their peers; they also earn higher salaries. Already, 119 of DCPS NAF Academy students have completed paid internships in their respected fields of study. In SY15-16, two additional NAF Career Academies one in IT and one in Engineering will open at HD Woodson High School.

Complete to Date: Complete

Status Update: The Academies of IT and of Engineering opened at Woodson in December, 2015, for their Year of Planning. In May of the following year, they presented evidence for NAF representatives, who judged the strength of their planning and their readiness to open to students. Each Academy passed this evaluation, and opened to students for SY16-17. In SY17-18, we will open a Health Science Academy at Coolidge

Title: Provide middle grades students with exposure to college and career experiences through the DC Meets Washington program.

Description: In SY15-16, DCPS will continue to offer the DC Meets Washington Program, a summer college and career exposure program, for middle grade students. Over the course of the three-week program students meet with local leaders from Engineering, IT, and the Hospitality career sectors, and participated in site visits in which they directly experienced different professional and postsecondary opportunities. By September 30, 2016, DCPS will offer DC Meets Washington to up to 250 DCPS middle grades students.

Complete to Date: Complete

Status Update: The DC Meets Washington was transitioned from a summer program to a school based program in partnership with College and Career Clubs. College and Career Clubs is a program that allows middle school students to lead one another, via peer to peer instruction and mentoring, through a two-to-three year college and career exposure curriculum and field trip model. In SY15-16 DCPS piloted College and Career Clubs at Browne Education Campus, Elliot Hine Middle School, and Hart Middle School.

Title: Increase student access to meaningful college tour experiences.

Description: In SY15-16, DCPS will begin to implement a College Tour Program, which will provide each of our seven comprehensive 40/40 high schools

(Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Roosevelt, Woodson) funds to support college tours for up to 200 students at each school (1400 students total).

Complete to Date: 75-99%

Status Update: DCPS sent 1,249 students on College Tours during the school year. We were slightly behind the goal at the close of SY15-16 because the program was delayed due to funding, which was received in February 2016. We used the remaining funds to offer 360 students college tours during August and September of 2016.

If Incomplete, Explanation: We were slightly behind the goal at the close of SY15-16 because the program was delayed due to funding, which was received in February 2016. The original scope of this goal was within a school year, although the goal will likely be met this fall.

Title: Provide college going data to high schools.

Description: In SY15-16, DCPS will continue to share with each high school leadership team current school-specific data on college enrollment, persistence, and completion data. The data will help drive discussions about the importance of smart college choices at the school and student-level. This data will also inform schools programming and information-sharing with students and families around the college search process.

Complete to Date: 50-74%

Status Update: Due to contract negotiations between OSSE/Mayor's Office and the National Student Clearinghouse (the source of college enrollment data) we have not received updated data since March 2016. DCPS provided updated data to Principals in December 2015 and March 2016, but have not been able to update the data since this point. We will continue to work with our partners to receive ongoing college going data in a timely manner.

If Incomplete, Explanation: Due to contract negotiations between OSSE/Mayors Office and the National Student Clearinghouse (the source of college enrollment data) we have not received updated data since March 2016. DCPS provided updated data to Principals in December 2015 and March 2016, but have not been able to update the data since this point. We will continue to work with our partners to receive ongoing college going data in a timely manner.

Title: Expand SAT Test Prep Opportunities.

Description: In SY15-16, DCPS will expand SAT Test Prep Offerings for high school students through partnerships with Khan Academy/College Board and Kaplan. All of our high schools will have access to the Khan Academy/College Board self-paced online test prep system. DCPS will be piloting at McKinley Tech an in-school test prep program using the Khan Academy/College Board resource. Banneker and Phelps High Schools will continue to benefit from an in-school Kaplan test prep course funded by an external donor.

Complete to Date: Complete

Status Update: While the Khan program is available to all schools, the in-school pilot did not prove successful. However, we worked to secure resources to provide additional in-class test prep classes from Princeton Review to students in Anacostia, Ballou Eastern, and Woodson, Transcend Academy at Coolidge, and Bell Curves at Ellington. In SY16-17, we have expanded test prep opportunities to 16 high schools, including all 40/40 high schools

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

Description: OFPE will work in conjunction with the Flamboyant Foundation to expand the Family Engagement Partnership, which includes home visits and sustained family engagement professional development for teachers, to schools that have met a set of prerequisites to adopt the program. Schools currently participating include: Bancroft ES, Beers ES, Brookland MS, Burrville ES, CW Harris ES, Eliot-Hine MS, Garrison ES, Hearst ES, Jefferson MS, JO Wilson ES, Kelly Miller MS, Langley EC, Ketcham ES, Kimball ES, Maury ES, Neval Thomas ES, Powell ES, Truesdell EC, Tubman ES, Stanton ES, Truesdell EC, Wheatley EC.

Complete to Date: Complete

Status Update: In SY15-16, teachers in the 22 DCPS Family Engagement Partnership schools successfully visited the families of 7,680 students. This is

63% of the 12,095 families visited by DCPS teachers which includes the Early Childhood Education Initiative and the Family Engagement Collaborative. In SY16-17, 9 new DCPS schools have joined the Family Engagement Partnership and teachers are on track to far exceed the total number of overall home visits that happened last school year in DCPS (12,095).

Title: Expand DCPS community outreach and relationship building with stakeholders.

Description: OFPE will provide opportunities for district families and community members to engage with DCPS in authentic ways by listening to them about things that matter to them, engaging and consulting them on policies that impact their child's academic success, using this feedback to inform our policies and initiatives in DCPS, and sharing with them how their feedback has influenced decision making. These efforts will be executed in multiple ways including a 4-person ward based Community Action Team (CAT), hosting small and large engagement efforts in DCPS, and tracking and monitoring our work so we can be more data driven and adaptive in our efforts as necessary.

Complete to Date: Complete

Status Update: The four person Community Action Team (CAT) engaged with key stakeholders in an effort to ensure DCPS makes critical decisions with stakeholder input. The team prioritized disengaged and engaged parents, Community Based Organizations, Ed. Council members, Parent leaders/ organizations, School staff, ANCs, State Board of Ed Representatives, Civic Associations, DC Government. The average monthly number of engagement sessions was 60 one-on-one or small group, 53 public meetings, 32 meetings in schools to discuss engagement strategies.

Title: Rigorously evaluate teacher performance.

Description: DCPS will continue to implement its rigorous teacher evaluation system (IMPACT) which outlines clear expectations for effectiveness and provides opportunities for ongoing feedback and aligned support. IMPACT includes multiple measures of teacher effectiveness including classroom observations conducted by both school leaders and external, content-aligned evaluators, measures of student achievement, and a measure of a teacher's commitment to the school community. Final scores and IMPACT ratings will be available on or around the end of the school year (June 30, 2016). DCPS uses information from IMPACT to recognize and retain our best teachers, provide additional support to those who need it, and remove ineffective teachers.

Complete to Date: Complete

Status Update: DCPS continues to implement the IMPACT evaluation system with full fidelity. DCPS finalized all teacher ratings soon after the end of the 2015-16 school year and shared information with teachers via the online IMPACT database. Throughout the year, DCPS provided ongoing support to its teachers, including online modules which showcased effective instruction within DCPS classrooms. DCPS continues to retain its best teachers at incredibly high rates 92% of Effective and Highly Effective teachers returned to DCPS for the 2016-17 school year.

Title: Recruit and select the best possible teacher talent.

Description: In order to provide DCPS students with high-quality instruction and fill vacancies as they arise, DCPS must recruit and select teachers who demonstrate the potential to be effective in our classrooms. To that end, DCPS will continue to engage in national recruitment efforts including: headhunting teachers with prior experience and a track record of success, attending career fairs at universities around the country, continuing to build the DCPS brand through the JoinDCPS website and an expanded social media presence, and revising the teacher selection process to be as streamlined and rigorous as possible. We will particularly focus on ensuring that we attract diverse teachers and generate sufficient applications to fill our highest-need subject areas.

Complete to Date: Complete

Status Update: For teacher recruitment and selection, DCPS contacted (headhunting) over 7,000 prospects, attended over 50 recruitment events, expanded social media presence, and differentiated selection between novice and experienced teachers. Overall, the TeachDC pool was largest to date; the TeachDC hiring percentage was up from 44% to 49%. Finally, a diverse pool led to a diverse group of new teachers hired.

Title: Retain the best teacher talent.

Description: DCPS has a growing number of effective and highly effective educators. Especially in the context of national teacher shortages, it is imperative that DCPS continues to retain our best teacher talent at high rates. DCPS will recognize highly effective teaching through the annual Standing Ovation event. Additionally, we will provide teachers with an opportunities newsletter twice a month to support teachers continual career growth. Targeted retention emails will be sent to all highly effective teachers in the district, reminding them that the district values them. Furthermore, for teachers who are interested in seeking a position in another school, this year we will be making the transfer process within DCPS more straightforward and accessible, in order to maximize the extent to which we retain teachers in DCPS overall and assist them to find schools that are their best fit. Finally, over the year we will continue to provide principals with reminders about the importance of teacher retention and specific resources they can use to directly recognize and engage irreplaceable teachers in their school.

Complete to Date: Complete

Status Update: In FY16, DCPS recognized outstanding educators at our Standing Ovation awards on February 1, 2016. An Opportunities Newsletters are shared with all WTU members; additional targeted retention emails were sent out in December and April. In addition, individualized hiring memos were created for each school that included retention focus areas. Finally, we created an online platform for teachers interested in internal transfers. Ultimately, we retained 94% of our Highly Effective teachers into SY16-17, an increase overall.

Title: Recruit and select the best possible school leadership talent.

Description: DCPS will continue to identify and recruit high-potential school leaders for every principal vacancy with a particular emphasis on the targeted 40 schools. Internally, this leadership talent will include high-potential leaders, such as highly-effective assistant principals (APs) and members of the third cohort of the Mary Jane Patterson Fellowship. Externally, DCPS will identify and recruit award-winning school leadership talent from across the country for both principal and AP vacancies. OHC will continue to ensure that high-potential, rising DCPS leaders are preparing for the principalship through the Mary Jane Patterson Fellowship, which will be launching its fourth cohort in January 2016. OHC will continue to review School Leader IMPACT data of recent principal and AP hires to determine if further enhancements to the selection process are warranted to improve the quality of hire.

Complete to Date: Complete

Status Update: DCPS focused on recruitment of school leaders around award-winners with known achievements paired with a national focus on school districts with a profile similar to DCPS. Twenty-one principals were appointed to be new school leaders in DCPS for SY16-17 prior to the end of SY15-16. Nine of these appointments were previously DCPS assistant principals and six were part of the third cohort of DCPS' internal leadership development program, the Mary Jane Patterson fellowship.

Title: Retain the best school leader talent.

Description: DCPS will continue to implement an aggressive performance-based salary scale for principals and assistant principals, and a bonus system for all Highly Effective school leaders, including special incentives to serve and continue leading in the 40 targeted schools. DCPS will also continue to target training and support to existing school leaders in a number of ways, including providing Lead Mentors for first-year principals and ensuring every principal is managed and supported by a highly experienced instructional superintendents who each receive comprehensive training and support in Blended Coaching (from experts at the New Teacher Center). In addition, DCPS will provide opportunities for its most effective principals to participate in the Chancellor's Principal Cabinet and on other system-wide committees.

Complete to Date: Complete

Status Update: DCPS's emphasis on retaining the best school leader talent is apparent through several data points this year, perhaps most significantly being that the district filled under 20 vacancies this summer, the lowest number in several years. In addition, our retention of highly effective principals from the 15-16 to 16-17 school year is 94%, and the statistic is even higher when counting school leaders who have obtained promotions within DCPS. Our retention of highly effective assistant principals is 89%.

Title: Provide efficient and customer service-oriented Human Resources.

Description: DCPS will continue to focus on the development of process improvements, including self-service and electronic resources. Many human resources processes have been streamlined and moved to an online platform, providing a user-friendly, expedited way for employees to access the information they need. Electronic processing of the leave of absence application will automate requests for leave and provide critical staff tracking data to schools. DCPS will also begin the first phase of centralizing requests for extra duty pay through an online application which monitors extra duty positions and facilitates the submissions of extra duty payment requests to the Office of the Chief Financial Officer.

Complete to Date: Complete

Status Update: DCPS continues to streamline its human resources processes. The leave of absence application was released online in the Spring 2016. The extra duty pay application launched in the fall of 2015; the online form ensures that payments are made to employees quickly with appropriate documentation. Peoplesoft webinar tutorials were uploaded to the DCPS website to assist employees in need of technical support

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

Description: DCPS is focused on improving customer service and making our processes more efficient for employees. DCPS is partnering with OCTO and DCHR to facilitate a smooth transition to PeopleSoft 9.2 by June 30, 2016. Additionally, DCPS will update its own recruitment tool by September 30, 2016 to enable current DCPS employees who wish to transfer schools to do so more efficiently, and to ensure that vacancies opened up by transferring employees are highlighted and pushed to fill as quickly as possible. Finally, DCPS will launch an online recruitment and selection data hub for principals that will provide a school specific overview of key hiring metrics.

Complete to Date: 75-99%

Status Update: The DCPS recruitment tool has updated its teacher transfer process. New and transferring teachers can also access a list of open school-based vacancies throughout the hiring season. DCPS has created an online hub for principals and other school leaders that directs them to HR-related processes, and shares data on current staff members, licensure, hiring processes, and other useful reports.

If Incomplete, Explanation: OCTO placed its PeopleSoft transition plan on hold, so DCPS has not yet facilitated the transition to PeopleSoft 9.2. DCPS continues to work with OCTO for future updates.

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

Description: Hiring great people is fundamental to the success of any school. Given that school leaders have various levels of human capital experience and expertise, DCPS will pursue three core strategies to support school leaders in making great hiring decisions: First, DCPS will partner with instructional superintendents to conduct Talent Strategy Meetings with individual school leaders to develop a strong human capital plan for this and future school years. Second, DCPS will develop and distribute a toolkit of retention and selection best practices, including many gathered from leaders already within the district. Third, To support school leaders in tracking and reacting quickly to new vacancies during the spring and summer, DCPS will develop a live school roster that can be accessed by a school leader at any time, including real-time data relating to teacher qualifications and in-progress hiring actions.

Complete to Date: Complete

Status Update: In FY16, DCPS initiated Talent Strategy Meetings with 15 high-priority schools where school leaders were provided with hiring and retention data from the prior year, and were given strategies/tools to recruit high-quality teachers. Prior to the start of the hiring season, DCPS also distributed an extensive hiring guide outlining best practices/resources useful for identifying top talent. Lastly, DCPS updated the principals' database, allowing school leaders with a more detailed understanding of each candidates progress in the hiring process.

Title: Open Empowering Males High School

Description: Black and Latino males graduate high school at rates lower than their peers across the district, 55 and 59 percent respectively. Through a partnership with Urban Prep Academies, a highly successful network of all male high schools in Chicago, DCPS will design and open a new high school for males in 2016. This school will be designed to provide targeted and research-based supports to keep male students stay on a path to graduation, college and careers.

Complete to Date: Complete

Status Update: Ron Brown College Prep HS opened in August 2016 to over 100 ninth grade male students of color in order to provide targeted support and resources to meet the needs of this population and ensure they are prepared for life after high school.

Title: Recruit, train and place 500 adults to mentor 500 males of color students.

Description: By the end of elementary school, far fewer Black and Latino males are reading on grade level than their peers. DCPS is working to close this gap by recruiting 500 volunteers to serve as mentors to males of color throughout the city. Through partnerships with community based organizations with proven track records of success, mentors will volunteer in schools on a weekly basis and help students improve their reading skills.

Complete to Date: 75-99%

Status Update: The focus of 500-for-500 mentoring initiative ended the year on track, with over 250 students matched with mentors through partner organizations. Several school-specific mentoring programs were supported with Innovation Grants (see Objective 2 below). We have expanded the goal to ensure that at least 1,000 male students of color receive tailored, academic and personal supports in the form of mentoring, character development opportunities, internships and specialized classes

If Incomplete, Explanation: We have expanded the goal to ensure that at least 1,000 male students of color receive tailored, academic and personal supports in the form of mentoring, character development opportunities, internships and specialized classes.

Title: Support schools in developing innovations that improve academic/social outcomes of males of color.

Description: According to student surveys, black males are least satisfied with their schools. Through Proving Whats Possible grants, DCPS will offer schools and school leaders the opportunity to create initiatives targeted at improving outcomes for males of color. Schools will be able to focus their efforts in one of three areas: academic development, family engagement and social-emotional supports. These grants will empower school leaders to decide what promising approaches will work best for their school communities.

Complete to Date: 50-74%

Status Update: The Empowering Males of Color (EMOC) Innovation Grants were awarded to schools in February 2016. Sixteen schools received funding totaling approximately \$1.7M. Programs are focused primarily on academic enrichment, culturally responsive professional development and mentoring, through either a character development or rites of passage lens. Each grantee is required to monitor outcomes tied to student satisfaction, suspensions, attendance and academic performance. The grant cycle ends July 2017.

If Incomplete, Explanation: The grant cycle ends July 2017.

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

Description: DCPS curricular documents for each content area offer guidance on how to prepare students to meet standards. Unit guides, lesson plans, and sample lessons are developed centrally through partnership between teachers and content specialists. By providing the framework and general foundation for instruction, teachers spend less time creating new material on their own, and more time innovating and tailoring instruction to meet the needs of their students. Students are ensured equal access to the same high quality content regardless of where they attend school.

Complete to Date: Complete

Status Update: DCPS increased and improved curricular resources including developing additional Cornerstones and improved unit resources across content

areas. The Common Core Reading Corps supported content experts in expanding literacy curricular resources, DCPS also adopted a new math and science curricula, and the user experience of accessing our curriculum was improved, making the materials much easier to use and understand

Title: Ensure every student has rigorous learning experiences by implementing Cornerstone lessons.

Description: Cornerstones are powerful lessons taught as part of the DCPS curriculum. Every student in every grade level experiences Cornerstones across each content area (English Language Arts, Math, Science, Art, Music, Physical Education, Health, World Language and Social Studies). Cornerstones make meaningful real-world connections through engaging and rigorous content, taught through proven, high-impact instructional models. By June 30, 2016, over 200 Cornerstones will be experienced by students.

Complete to Date: Complete

Status Update: In October 2015-May 2016, 204 Cornerstones were published on the new Canvas platform and implemented system-wide in 51 courses spanning 9 content areas in grades K-12. From May 2016-September 2016, over 200 teachers joined the three-week Cornerstones Summer Development institute to revise and augment Cornerstone offerings based on feedback from the field. As a result, 260 Cornerstones will be available during the current school year.

Title: Increase access to advanced programming in our schools.

Description: Differentiated learning approaches ensure all students are able to meet but also exceed and accelerate learning. In SY15-16, DCPS will increase the number of schools utilizing the suite of interventions for advanced and high ability students including Junior Great Books, DCPS Advanced Readers Extensions (DARE), M-Squared/M-Cubed math, Pre-Advanced Placement extensions, the Schoolwide Enrichment Model (SEM), as well as the Summer Enrichment Program for rising middle grade students.

Complete to Date: Complete

Status Update: DCPS is continuing to build on its efforts to provide differentiated instruction for students in need of challenging and engaging instructional experiences. In FY16 we maintained the SEM (Schoolwide Enrichment Model) at all existing schools and expanded the model to one additional school. DCPS also increased the scope of DARE by creating units for first grade. DCPS also successfully implemented an increase of the per high school minimum of Advanced Placement (AP) courses to eight (8) currently (SY16-17)

Title: Increase access to Advanced Placement courses and improve instructional quality and rigor.

Description: In SY15-16, DCPS will increase the number of Advanced Placement courses at all high schools from 4 to 6. Targeted professional development will support teachers during the school year as well as over the summer. Additionally, in order to better prepare middle school students for AP courses, DCPS will offer curricular extensions in grades 6-8 as Pre-Advanced Placement exposure.

Complete to Date: Complete

Status Update: During SY 15-16, all DCPS high schools offered a minimum of six (6) AP courses to further expand participation. Improvements in AP participation and passing were largely attributed to teacher participation in a series of collaborative professional development workshops during the school year and a week-long College Board facilitated AP Summer Institute during the summer to improve classroom instruction. In addition, approximately twelve AP courses received newly adopted textbooks and other classroom resources

Title: Ensure Higher Quality Instructional and Developmental Support in Early Childhood Education programs.

Description: Young children must be supported in developing a strong foundation for learning. In SY15-16, DCPS will work to provide higher quality instructional and developmental supports for children enrolled in Pre-K and Kindergarten. In fall of 2015, DCPS will convene a Kindergarten Task Force to review the Kindergarten curriculum and better integrate early learning and elementary education programs. DCPS will also enhance instruction through an increased focus

on emotionally and culturally responsive teaching practices. In addition, DCPS will work with community partners to expand school-based mental health services for young children in need of increased social-emotional supports to promote increased physical health. Finally, DCPS will inform continuous improvement of instructional practices with the Quality Rating and Improvement System (QRIS) once it is implemented by OSSE.

Complete to Date: Complete

Status Update: DCPS convened a Kindergarten Task Force to review the Kindergarten curriculum and better integrate early learning and elementary education programs. Through the launch of the Model Early Learning Program, DCPS is enhancing instruction through an increased focus on emotionally and culturally responsive teaching practices. DCPS is launching a Direct Services program and working with community partners to expand mental health services for young children and families in need of increased social-emotional supports.

Title: Provide teachers with professional development in core instructional focus areas.

Description: Each content area (e.g. literacy and humanities) hosts system-wide Professional Development days throughout the year with tailored sessions specific to content, grade level, and pedagogy. Many subjects also have unique opportunities for community partnerships, cross-content collaboration, and specialized training from subject-matter experts. Teachers similarly receive professional development and job-embedded coaching on evidence-based practices to support specialized student populations.

Complete to Date: Complete

Status Update: During school year 2015-2016, content experts, including curriculum writers, instructional coaches, and other staff members, led DCPS's professional development (PD) efforts. The school year began with a weeklong professional development pre-service week in August and followed up with five additional formal PD days throughout the year. Content experts tailored specific sessions specific to content, grade level, and pedagogy.

Title: Increase the percentage of students with disabilities served in general education classes.

Description: DCPS 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 all neighborhood schools are prioritizing inclusive opportunities for students while offering a full continuum of need-based services to students with disabilities. DCPS will maximize exposure to instruction while ensuring related service delivery. DCPS will also focus professional development on co-teaching strategies and universal design for learning so that teachers and staff are equipped to better support students with disabilities inside the general education setting. Finally, DCPS will monitor neighborhood school performance and provide support to schools struggling to meet this goal.

Complete to Date: Complete

Status Update: DCPS developed the Continuum of Special Education Services Matrix and Inclusive Education Guidance. These matrices are aligned to IDEA and are based on the analysis of existing data to determine the number of hours needed in a particular academic area as well as placement for the service hours and inform the overall development of the IEP. DCPS continues to reduce the overall number of students served in non-public settings by increasing the quality of our full-time academic programs for students PK3-age 22

Title: Reduce Special Education enrollment to 15%.

Description: DCPS has set a goal to reduce special education enrollment to 15% overall by the end of SY2016-2017. To meet this goal, DCPS 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 9%. 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. DCPS will also expand access to services under Section 504, ensuring all students with disabilities receive the supports they need. Lastly, DCPS will develop standardized exit criteria for students receiving special education services.

Complete to Date: Complete

Status Update: 15% of DCPS students are students with IEPs. Pending appeal of the DL v District of Columbia decision, the current citwide goal for identification of 3 to 5 year old children is 8.5%; DCPS identified 809 children in FY16. Increasing awareness of developmental screenings has been a major focus of Early Stages' Child Find. DCPS's work to ensure that students with disabilities can receive supports through a Section 504 Plan has results in a steady increase from 672 students in 1/15 to 774 students in 1/16 to approximately 825 students today

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

Description: DCPS is developing greater capacity in each school to identify students with challenges to school success (e.g., behavior, attendance, and math or reading challenges) and provide the appropriate interventions to address those challenges. In SY15-16, DCPS will roll out its first Response to Intervention Database which will consolidate the process for how student data is gathered, viewed, responded to, and tracked. The database will include: attendance, behavior, and academic performance data based on Early Warning Indicators. DCPS is also rolling out the new Response to Intervention (RTI) Implementation Rubric and will be assessing and supporting schools on RTI implementation and progress monitoring of students.

Complete to Date: Complete

Status Update: By the end of SY15-16, the Response To Intervention (RTI) Database was built into the DCPS Student Information System. DCPS was able to end SY15-16 by training RTI Points of Contact at schools in using the database to document and track interventions provided to students through the RTI process. DCPS's RTI Team also finished and used an RTI Implementation Rubric to help schools understand how to implement essential aspects of the RTI model in their buildings.

Title: Increase the amount of learning time through the implementation of Extended Day and Extended Year in more schools.

Description: In an effort to enhance student learning and increase academic achievement by providing additional time on task, DCPS is implementing extended learning time at targeted DCPS schools. Extended Day Program is implemented via an extension of the traditional school day, currently 1-2 hours a minimum of four days per week, during which students have the opportunity to engage in more instructional time and teachers are able to impart more information. Ideally, this instruction is delivered by the same content teachers that students learn from during the day and there is no transition, thus maintaining the integrity of the natural extension. Attendance is not optional and is dedicated to increasing instructional time.

Complete to Date: Complete

Status Update: The Extended Day Initiative was successfully implemented in 32 schools in SY15-16. At the elementary school level, 80% of Extended Day schools that targeted grade levels that are required to take the PARCC assessments showed improvement in ELA and Mathematics PARCC test scores. In SY16-17, we are continuing to implement at 30 schools

Title: Support incoming freshmen at comprehensive high schools through Ninth Grade Academies.

Description: In SY15-16, DCPS will continue to implement targeted Ninth Grade Academy programs at eight comprehensive high schools across the District to help first-year ninth grade students successfully complete the first year of high school. The Academy model is focused on meeting academic and socio-emotional needs, and is based on best practices, research and successful programs in other urban school districts.

Complete to Date: Complete

Status Update: Ninth Grade Academies promoted 81% of their ninth graders in SY15-16, up from 75% in SY14-15. 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

Title: Ensure the supports for the 40 lowest performing schools are implemented with increased fidelity.

Description: The 40/40 schools are our highest-need category of schools, and as such, require specialized evaluation and support coordinated across central office functions. To that end, the Office of School Turnaround and Performance will apply prior training on strategic planning to analysis of schools' assets and needs. This assessment will drive differentiated allocation of district responses to four major strands of school improvement: (1) instructional leadership; (2) school culture; (3) intervention; and (4) teacher capacity. Each school will receive increased support in at least one of these areas through direct coaching of staff and specialized data reports for school use.

Complete to Date: Complete

Status Update: All of our 40/40 schools received increased support in at least one of the four major strands of school improvement listed above in SY15-16.

Title: Departmentalize elementary schools at the third, fourth and fifth grade levels.

Description: Departmentalization is the practice of dividing the instructional responsibility of teachers according to content area. Under this model, students receive daily instruction from a combination of teachers who specialize in and teach a specific content area. By concentrating on fewer disciplines, teachers are better able to craft rigorous and engaging lessons for students. Teachers who are well-versed in a particular subject are also knowledgeable about key misunderstandings and more equipped to tailor instruction to meet individual student needs. During SY15-16, DCPS will implement a minimum of 80 minute math and literacy instructional blocks and provide content specific, Common Core State Standards-aligned professional development for teachers and administrators in literacy and math.

Complete to Date: Complete

Status Update: All elementary schools were successfully departmentalized. In the area of mathematics, teachers received extensive professional development which led to an increase in content expertise and student outcomes on the PARCC (+6.4%, +2.2% and +5.0%) in grades 3, 4 and 5 respectively. To add, fifteen schools made significant gains in mathematics ranging from 10% - 30%.

Title: Ensure all comprehensive high schools have an engaging variety of high school offerings.

Description: All DCPS secondary students need access to rigorous classes and electives that align with their personal and academic goals. To that end, DCPS has provided funding, guidance and monitoring to ensure that all comprehensive high schools have at least six Advanced Placement courses and at least 20 engaging electives built into their master schedules and available to students across the district. Elective courses are designed to give students access to engaging experiences that align with their interests or career aspirations. Examples of engaging elective courses include Choir, Band, Financial Planning, Yearbook, Student Government, Street Law and Swimming. Also, during SY15-16, all comprehensive high schools will transition to a yearlong schedule, providing students the opportunity to engage in more learning time, allowing teachers more instructional time, and creating consistent schedules across DCPS high schools.

Complete to Date: Complete

Status Update: During SY15-16, all comprehensive high schools offered at least six Advanced Placement courses in addition to at least twenty engaging elective courses. Additionally all comprehensive high schools have transitioned to a year-long schedule that provides students more time to engage in learning, gives teachers more instruction time, and creates consistent schedules across DCPS high schools. Going forward, high schools are continuing to enhance their course offerings.

Title: Ensure schools with middle grades have rigorous and engaging course offerings and activities.

Description: Middle grades are an important transitional period. Well-adjusted and prepared middle grade students are the key towards a successful ninth grade transition and increase graduation rates. As a continuation of the work started last year, DCPS will provide each and every sixth through eighth grade student access to rigorous course offerings that are a fundamental and important part of the middle grades experience. Students will engage in an extensive selection of art and music classes as well as have the opportunity to enroll in high school level math and world languages.

Complete to Date: Complete

Status Update: The Middle Grades Initiative provided \$28,000 in funding to all schools with middle grades students in an effort to increase the clubs, sports, and experiential learning opportunities for an overall enhancement of their middle school experience. In addition to the work started in SY14-15, students engaged in an extensive selection of art and music classes as well as had the opportunity to enroll in high school level math and world languages during SY15-16

Title: Improve student academic and course planning.

Description: During SY15-16, there will be an increased focus on the support services students will receive in course planning, scheduling, and making informed postsecondary decisions. For example, DCPS will refocus school counselor responsibilities on providing more direct services to students. DCPS will also enhance training for counselors on course planning and Naviance, a college and career readiness platform that helps connect academic achievement to post-secondary goals. The course planning process will integrate Naviance to ensure that more students and parents are informed about their academic options and are able to participate fully in the academic planning process.

Complete to Date: 75-99%

Status Update: During SY15-16, school counselors for grades K-12 received training focused on the support services they provided students as a part of Academic Advisement. The areas of focus included: course planning, promotion/on-track graduation status and counselor development of effective College and Career Readiness (CCR) strategies that was used to guide students towards graduation and a focused pathway of either college or career options.

If Incomplete, Explanation: Several training sessions were successfully provided in collaboration with the Southern Regional Education Board (SREB), the Office of the State Superintendent of Education (OSSE) and The College and Credential Completion Network (C3N). During SY16-17, which is the second year of implementation, counselors will continue to participate in the eight-part training series.

Title: Implement mandated interventions for truancy with fidelity.

Description: Success in the classroom depends on students attending school every day. DCPS is working to reduce student truancy and increase in-seat attendance by identifying and providing support to students who are missing school. DCPS is providing additional support to schools to find appropriate student incentives and engagement activities that improve attendance. The Director of Attendance and six Attendance Specialists monitor compliance with the truancy protocol on a weekly basis and provide coaching and supports, as needed, to increase compliance.

Complete to Date: 75-99%

Status Update: DCPS staff members continue to work together to find ways to provide additional support for home visits, calls to parents, and SST meetings both within school buildings and through partnerships. Schools were trained in best practices for using the resources of Parent and Adolescent Support Services, Justice Grants Administration, Access Youth, and Social Worker interns to increase their capacity to conduct SST meetings and provide case management.

If Incomplete, Explanation: Overall, DCPS has continued to trend in the right direction in reducing truancy and improving ISA. However, we understand that in order to curtail chronic truancy, we will continue to aggressively approach the problem by identifying the root causes of unexcused absences, addressing the causes by connecting students with support systems, and ensuring students and parents are appropriately engaged.

Title: Provide school leaders and staff with training and support for increasing in-seat attendance.

Description: DCPS provides quarterly attendance professional development opportunities for school staff. It also collaborates with internal and several external partners to provide professional development for school attendance workers. These offices, programs and agencies include but are not limited to: Attendance Works, DC Action for Children, Child and Family Services, Court Social Services, Justice Grants Administration, and the Office of the Attorney General. Each schools attendance designee will be required to complete an online assessment to show they can competently perform their duties.

Complete to Date: Complete

Status Update: Quarterly professional development opportunities were provided to attendance staff and an attendance assessment is provided at least once per year to gauge staff competencies. Additional support and training is provided for those identifies as needing such

Title: Implement school climate improvement plans in a targeted group of underperforming schools.

Description: DCPS has launched its first ever School Climate Initiative (SCI), supporting a group of our highest need schools in developing a school climate which promotes high student achievement, a proactive and positive approach to discipline, and an emphasis on supporting the social and emotional needs of students. The foundation of SCI lies in six components outlining the DCPS way towards developing and maintaining a positive school climate. The components include: (1) leadership, (2) educational environment, (3) routines and procedures, (4) student recognition, (5) teaching and learning, (6) and interpersonal relationships. Schools are supported from the central office level in creating an individualized school climate plan and increasing implementation fidelity through weekly site visits focused on building capacity among the staff. Monitoring of the initiative occurs through the use of quarterly walkthroughs, student and staff surveys, and student focus groups.

Complete to Date: Complete

Status Update: During SY15-16, 20 schools participated in the School Climate Initiative by creating and implementing school climate plans. Ongoing weekly support was provided from the central office level and through a series of walkthroughs. As of September 30, 24 schools have been added to the initiative. Through summer planning sessions, all incoming schools had the opportunity to create school climate plans and obtain training on the school climate framework. All 44 schools are now in full implementation

Title: Support school innovations to increase student satisfaction.

Description: DCPS is providing additional support to schools to implement strategies to improve student satisfaction. Through the Proving Whats Possible (PWP) for Student Satisfaction initiative, schools are awarded funds based on enrollment and required to submit detailed spend plans that demonstrate how they will use awarded funds to improve student satisfaction. These funds support the districts overall strategic goal of 90% of students reporting that they like their school on the annual stakeholder survey.

Complete to Date: Complete

Status Update: 104 schools were awarded PWP funds to tailor student satisfaction initiatives. Schools successfully implementing initiatives in the following categories: Assemblies, Field Trips and Experiential Learning; Clubs and Teams; Bullying and/or Socialization Programming; Incentives, Recreational Supplies and Awards; and Improved Programming and Technology. DCPS also shared best practices that are proven to increase student satisfaction with the schools to assist their efforts.

Title: Improve HIV/STI prevention through enhanced sexual health curriculum and services.

Description: Through a federal grant from the Centers for Disease Control and Prevention, DCPS continues to work with 22 priority schools to implement sexual health curriculum, increase access to sexual health services, and enhance safe and supportive environments for all students, including LGBTQ students. DCPS will provide ongoing professional development to build comfort, confidence, and competence in health educators teaching sexual health education. DCPS also will strengthen its Sexual Health Liaison cohort in 10 priority high schools, preparing school staff to provide sexual health information and condoms, and make referrals for services. In partnership with DCs Department of Health and the Office of the State Superintendent of Education, DCPS will implement HIV and STI screening for high school students and expand student access to services. DCPS will strengthen its LGBTQ Liaison cohort across 22 priority schools, train school staff to implement the new DCPS Transgender and Gender-Nonconforming Policy Guidance, and continue to demonstrate commitment to the LGBTQ school community through Youth Pride and the Capital Pride Parade.

Complete to Date: Complete

Status Update: Year 3 was implemented successfully, as DCPS 1. provided PD to health teachers on integrating sexual health instruction; 2. trained Sexual Health Liaisons in priority schools; 3. collaborated with the DC DOH to offer STI screenings to high school students in priority schools; 4. trained more than 400 school-based staff members in DCPS' Transgender and Gender-Nonconforming Policy Guidance; and 5. DCPS held its annual student-centered, LGBTQ conference, Leading with Pride

Title: Reduce suspensions.

Description: During SY15-16, DCPS will implement Restorative Practices as a tool to address negative behaviors, decrease the number of disciplinary issues and promote positive school climate in the following 5 schools: Stanton, Johnson, Hart, Ballou and Cardozo. DCPS will target this initial cohort of schools to ensure this promising new initiative is implemented effectively but plans to increase the number of participating schools in future years. Schools will target restorative practice approaches to students with lower level disciplinary infractions as an alternative to suspension. Also, in an effort to create a more consistent approach towards discipline, DCPS will adjust how it interprets DCMR Chapter 25, the law guiding student discipline in DC. Moreover, DCPS is developing a three-part classroom management training program for our secondary schools. Increased classroom management will lower the number of referrals that result in suspensions.

Complete to Date: Complete

Status Update: Restorative Justice Initiative (RJI) schools were successful in decreasing the number of disciplinary issues in their buildings. The five RJI pilot schools reduced suspensions by 1,167 or 51%. Suspension days were reduced by 5,861 or 50%. Office discipline referrals were reduced by 4,847 or 41%. To support all school leaders around discipline, DCPS released a Chapter 25 clarifying guidance document focused on Alternatives to Suspension.

Title: Ensure schools are prepared for computer-based assessments by upgrading and aligning hardware, network and IT support.

Description: Over the last several years, DCPS has transitioned to computer-based assessments to measure student learning, including but not limited to PARCC. The DCPS' Technology Initiatives team within the Office of the Chief Operating Officer will support the implementation of these assessments in three distinct ways: devices, network, and technical support. In SY15-16, DCPS will standardize devices with uniform software that enable all devices to be used for assessments district wide. DCPS will also ensure that all schools have the current appropriate student to device ratio for testing. Network: All schools will receive a bandwidth survey to ensure a robust network for test taking. Full infrastructure upgrades will be done at 12 schools or more. Technical Support: 80-100 technicians will be trained and deployed to support PARCC administration.

Complete to Date: Complete

Status Update: Schools were provisioned with at least 1 computer for every student taking the PARCC. All devices were setup to meet the software requirements required. Internet connectivity and bandwidth were assessed extensively prior to test dates. Network monitoring was completed to proactively prevent issues quick and smooth test administration. A rapid dispatch support team was put in place for all schools to provide quick technical responses to issues.

Title: Ensure DCPS has a cost-effective and user-friendly student information system.

Description: A student information system is the management system that a school district uses to store and manage student data, including but not limited to enrollment, attendance, and grades. DCPS started the transition to a new student information system prior to SY14-15 with all elementary schools transitioning from DC STARS to our new system, Aspen. Starting at the beginning of SY15-2016, DCPS education campuses, middle schools, and high schools have also transitioned to Aspen.

Complete to Date: Complete

Status Update: The goal to transition all remaining DCPS schools in to the Aspen student information system was successfully completed prior to the start of SY 15-16. This transition involved coordinating with various offices in DCPS and the Office of the State Superintendent of Education to configure business

rules in Aspen to enable secure data transfer as well as training staff at schools on enrollment and other data entry procedures

Title: Ensure students receive the most healthy, delicious, and cost-effective meals possible.

Description: Healthy, delicious food is important for student achievement and overall satisfaction as well as for DCPS to remain compliant with its legal obligations. DCPS also believes it must be good stewards of public funds, paying the lowest cost possible for goods and services. To these ends, DCPS will rebid its food contract and determine a vendor or vendors for SY16-17 by June 30, 2016.

Complete to Date: Complete

Status Update: The rebid for DCPS' Food Service Management Company (FSMC) procurement was completed and awarded to two vendors on July 12, 2016 following DC Council Approval. DCPS has successfully on-boarded the vendors into their new schools, and the vendors have absorbed the existing food service employees from the previous contract. New menus have been implemented and day one of the new school year was met with many compliments from stakeholders inside and outside of DCPS

Title: Increase enrollment in DCPS

Description: As outlined in the Chancellor's A Capital Commitment, increasing enrollment is a top priority for DCPS. The Office of the Chief Operating Officer, in collaboration with several other DCPS offices, will work to implement initiatives and new programs to attract families to DCPS schools. A few examples for SY16-17 include: expanding guaranteed PK to include additional Title I schools; offering dual language programs at Houston ES, MacFarland MS, and Roosevelt HS; and opening an all-male high school in Ward 7.

Complete to Date: Complete

Status Update: DCPS continues to increase student enrollment through introducing new schools and programs to our portfolio and continued student recruitment strategies. In FY16, we opened Brookland Middle School and Van Ness Elementary School, both of which resulted in significant increases in district enrollment. We also supported nearly 40 schools who struggled with recruitment to draft and execute plans to enroll more students earlier. Lastly, we continue to make the enrollment easier for families with a simplified process and streamlined paperwork