



Show Up, Stand Out
An Attendance Program of the District of Columbia Justice Grants Administration
 Year 2 (2013-2014) & Year 3 (2014-2015)
 Top Line Evaluation Findings
 Conducted by Choice Research Associates on behalf of the
 District of Columbia Justice Grants Administration

Program Overview

Choice Research Associates (CRA) was awarded a grant from the District of Columbia Justice Grants Administration (JGA) to independently evaluate *Show Up, Stand Out*, a community-based program originally designed to reduce truancy among elementary school students (k-5th grade) and middle school students (6th-8th grade). *Show Up, Stand Out* is a joint effort with partners including JGA, District of Columbia's Public and Public Charter Schools, selected across the District, and the JGA funded Community Based Organizations (CBOs) who provide truancy prevention and wraparound services to families of children with 5 to 9 unexcused absences.

During the first year of the program (the 2012-2013 school year), *Show Up, Stand Out* CBOs partnered with 17 elementary schools to launch its parent engagement Family Program, which worked directly with parents to help them overcome obstacles in getting children to school. Because of the program's promising results, it was expanded in Years 2 and 3 to 58 schools, including 12 middle schools where *Show Up, Stand Out's* newest middle school program is active. The SUSO middle school Youth Program supports students in school through innovative in-school clubs.

Eight CBOs participated in the evaluation of SUSO's parent engagement and middle school engagement program:

1. Boys Town Washington, DC
2. East River Family Strengthening Collaborative
3. Collaborative Solutions for Communities (formerly Columbia Heights/Shaw Family Support Collaborative)
4. Edgewood/Brookland Family Support Collaborative
5. Georgia Avenue Family Support Collaborative
6. Far Southeast Family Strengthening Collaborative
7. Catholic Charities
8. Men Can Stop Rape (solely evaluated for the SUSO middle school program)

Methodology

This evaluation focuses on Year 2 (2013-2014) and Year 3 (2014-2015) of the SUSO parent program and the SUSO middle school program. During Year 2, 1,852 elementary students were referred for the SUSO parent engagement program and 639 middle school students were referred



to the SUSO middle school program for unexcused absences; a total of 2,491 students. During Year 3, the program expanded to serve students in a total of 58 low performing, high truancy schools (32 elementary schools, 13 education campuses, 12 middle schools, and one special education school) an increase of 41 schools from Year 1. During Year 3, 2,220 elementary students and 929 middle school students were referred to the program, a total of 3,149.

In conducting the evaluation, CRA:

- Analyzed and compiled attendance data from DC Public Schools (DCPS) and program data provided by the CBOs on *Show Up, Stand Out* students.
- Analyzed various barriers to attendance for students as reported by the CBOs.

Key Findings

Family Engagement Program: Elementary Student Impacts

The majority of students who were referred to *Show Up, Stand Out* improved their attendance numbers after one year.

Year 2 (2013-2014)

- Nearly three out of four –74% of the youth – who were referred to *Show Up, Stand Out* in Year 1 for unexcused absences, were not re-referred for poor attendance in Year 2.

The more engagements students and families have with *Show Up, Stand Out*, the more likely their students are to improve attendance.

- 51% (941 of 1,852) of elementary students who received case management services from the SUSO Family Engagement Program, reduced their truancy from Year 1 (2012-2013) to Year 2 (2013-2014).
- Of those who reduced unexcused absences, the largest percentage (59%) were those who received comprehensive, case management services through SUSO.

Year 3 (2014-2015)

- Nearly three out of four –74% of the youth – who were referred to *Show Up, Stand Out* in Year 2 for unexcused absences, were not re-referred for poor attendance in Year 3 (during the first 3 terms).
 - 81% of elementary students whose parents participated in the SUSO Family Engagement Program during Year 3, increased their school attendance before the end of the school year.



Youth Program: Middle School Student Impacts

The majority of youth who participated in the *Show Up, Stand Out* middle school club program improved attendance.

- Overall, 86% of middle school youth who were referred to SUSO during the 2013-2014 school year, were not re-referred for poor attendance in Year 3 (during the first 3 terms).

Year 2 (2013-2014)

- 53% of middle school students who engaged in the SUSO clubs, reduced their truancy from the previous school year, in the 2013-2014 school year.

Year 3 (2014-2015)

- 71% percent of middle school students referred to the SUSO middle school program in Year 3 increased their school attendance before the end of the year.

Barriers to Attendance for Middle School Students

The Show Up, Stand Out evaluation revealed what students identify as their main barriers to school attendance¹.

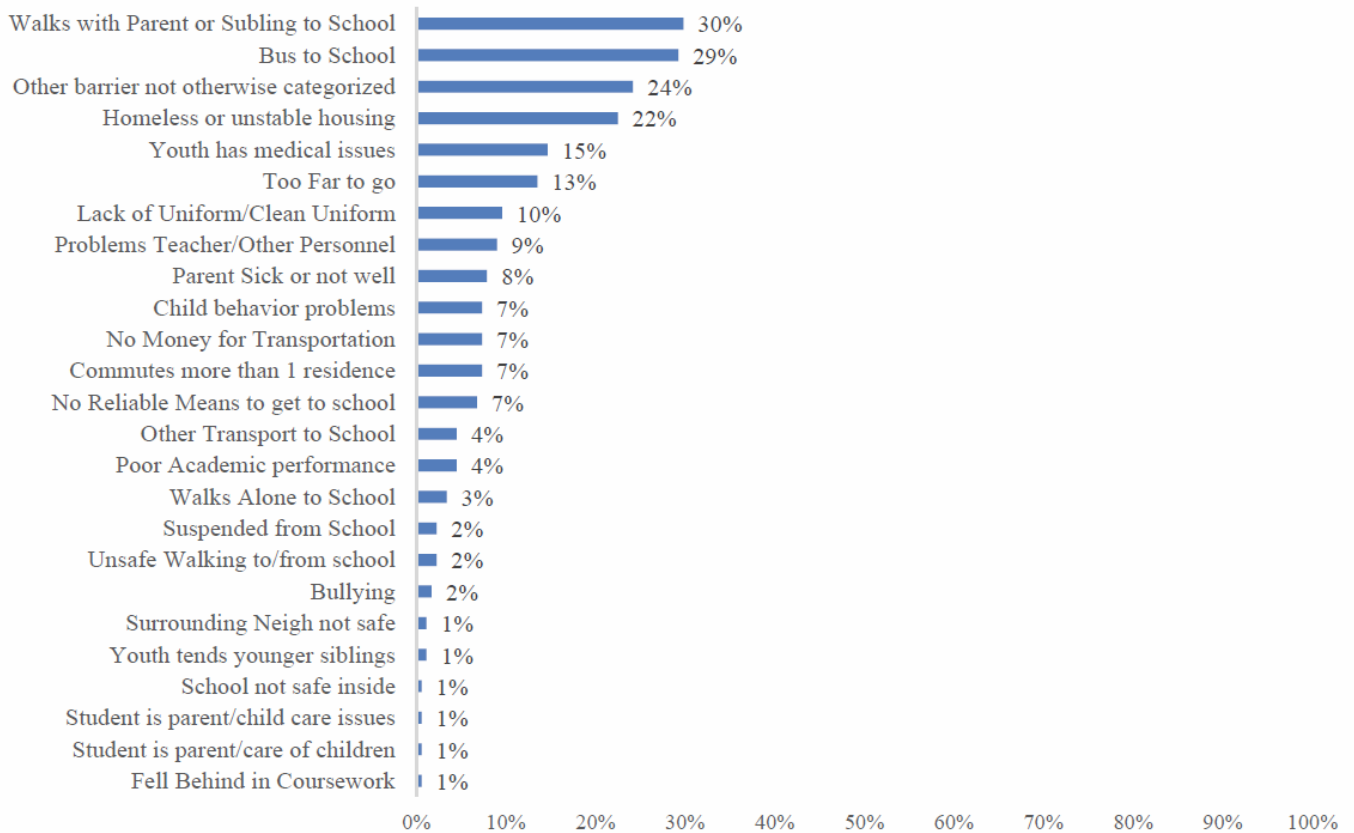
Among the 2,182 eligible youth in the in the SUSO Family Engagement Program, 178 shared insights on what they saw as barriers to attendance.

The most frequent barriers are related to getting to school -- 30% of students walk with their parent or sibling to school, and 29% report taking the bus to school. Importantly, 22% of the 178 students are homeless or are in an unstable housing situation. 15% reported medical issues as a barrier and 13% said they have too far to go to get to school.

¹ Note that students could identify more than one barrier.



Figure 1: Barriers to Attendance Family Engagement Program, N=178

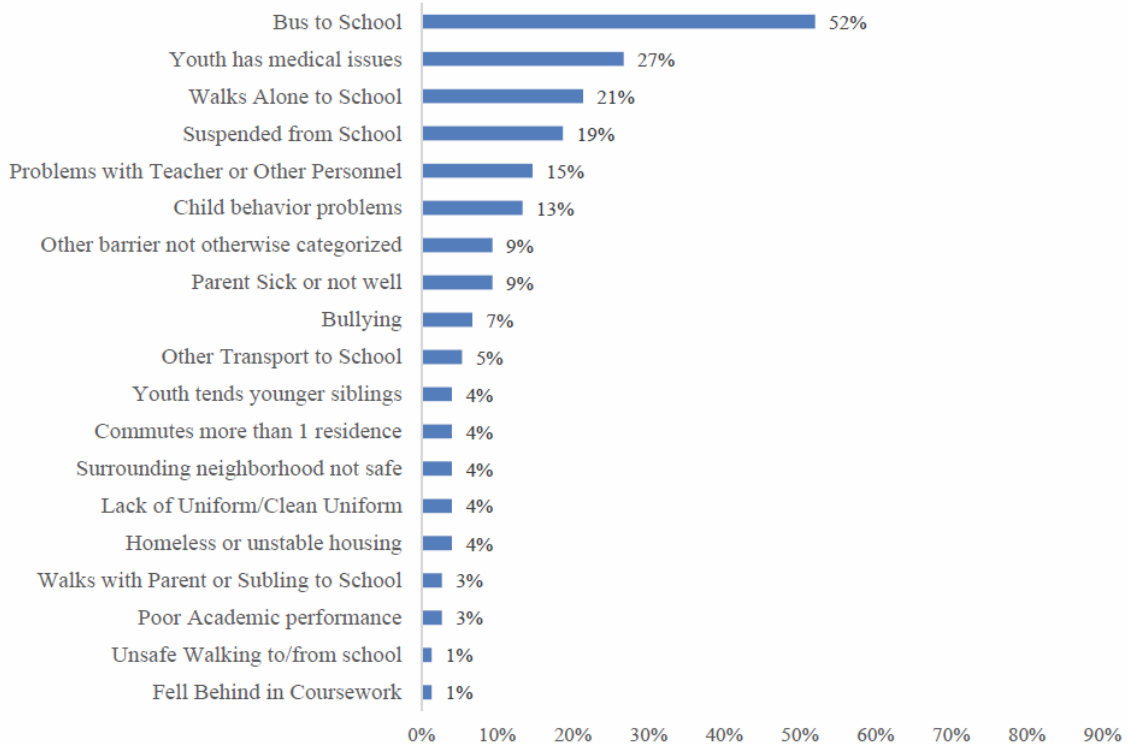


Among the 929 middle schoolers referred to the SUSO Middle School Student Program, 75 shared insights on what they saw as barriers to attendance.

The most common barrier is the bus to school – which was noted by 52% of the students as a barrier. The second most frequent barrier was youth having medical issues – which impacted 27% of students.



Figure 2: Barriers to Attendance Youth Participation Program, N=75



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DC Justice Grants Administration
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Q57 Attachment_Number of Homeless Students by School FY15 and FY16.xlsx

School Name	# of Homeless Students SY14-15 (as of EOY SY14-15)	# of Homeless Students SY15-16 (as of 1/10/16)
Aiton ES	17	21
Amidon-Bowen ES	16	12
Anacostia HS	33	44
Ballou HS	13	24
Ballou STAY	61	47
Bancroft ES	0	2
Barnard ES	22	12
Beers ES	9	13
Benjamin Banneker HS	4	4
Brent ES	0	1
Brightwood EC	6	6
Brookland MS	5	10
Browne EC	26	23
Bruce-Monroe ES @ Park View	33	10
Bunker Hill ES	N/A	8
Burroughs EC	28	N/A
Burroughs ES	N/A	27
Burville ES	21	21
C.W. Harris ES	16	14
Cap Hill Montessori @ Logan	0	0
Cardozo EC	11	38
CHOICE Academy @ Emery	1	1
Cleveland ES	1	10
Columbia Heights EC (CHEC)	37	28
Coolidge HS	24	23
Deal MS	5	3
Dorothy I. Height ES	N/A	3
Drew ES	17	20
Dunbar HS	32	31
Eastern HS	35	38
Eaton ES	1	0
Eliot-Hine MS	13	7
Ellington School of the Arts	5	3
Garfield ES	13	4
Garrison ES	8	13
H.D. Cooke ES	12	9
Hardy MS	4	1
Hart MS	35	32
Hearst ES	3	0
Hendley ES	30	50
Houston ES	21	16
Hyde-Addison ES	1	0
Incarcerated Youth Program	1	5
J.O. Wilson ES	7	11

School Name	# of Homeless Students SY14-15 (as of EOY SY14-15)	# of Homeless Students SY15-16 (as of 1/10/16)
Janney ES	0	2
Jefferson MS Academy	7	6
Johnson, John Hayden MS	18	15
Kelly Miller MS	27	33
Ketcham ES	66	37
Key ES	0	0
Kimball ES	19	53
King, M.L. ES	44	39
Kramer MS	10	15
Lafayette ES	0	0
Langdon ES	10	21
Langley ES	15	17
LaSalle-Backus EC	16	11
Leckie ES	34	4
Ludlow-Taylor ES	15	8
Luke Moore Alternative HS	37	25
Malcolm X ES @ Green	23	36
Mamie D. Lee School	1	N/A
Mann ES	0	0
Marie Reed ES	15	9
Maury ES	11	3
McKinley MS	6	9
McKinley Technology HS	11	9
Miner ES	55	23
Moten ES	37	43
Murch ES	0	0
Nalle ES	23	26
Noyes ES	9	1
Orr ES	48	38
Oyster-Adams Bilingual	0	0
Patterson ES	27	26
Payne ES	58	52
Peabody ES (Capitol Hill Clus)	1	1
Phelps ACE HS	8	10
Plummer ES	49	27
Powell ES	29	28
Randle Highlands ES	24	18
Raymond EC	8	3
River Terrace	N/A	5
Roosevelt HS @ MacFarland	19	14
Roosevelt STAY @ MacFarland	59	63
Ross ES	0	0
Savoy ES	25	11
School Without Walls HS	0	3

School Name	# of Homeless Students SY14-15 (as of EOY SY14-15)	# of Homeless Students SY15-16 (as of 1/10/16)
School-Within-School @ Goding	0	0
Seaton ES	6	1
Sharpe Health School	0	N/A
Shepherd ES	4	1
Simon ES	31	27
Smothers ES	10	16
Sousa MS	4	7
Stanton ES	74	62
Stoddert ES	2	0
Stuart-Hobson MS	2	0
SWW @ Francis Stevens	6	7
Takoma EC	8	28
Thomas ES	21	14
Thomson ES	3	0
Truesdell EC	6	13
Tubman ES	11	33
Tuition Grant-DCPS Non Public	0	2
Turner ES	21	18
Tyler ES	9	11
Van Ness ES	N/A	1
Walker-Jones EC	20	42
Washington Metropolitan HS	31	13
Watkins ES (Capitol Hill Clus)	1	0
West EC	9	14
Wheatley EC	33	28
Whittier EC	24	34
Wilson HS	12	11
Woodson, H.D. HS	20	23
Youth Services Center	1	7
Total	1860	1802

Wednesday, January 27, 2016

DC Public Schools Awards Nearly \$1.7 Million to Schools in Empowering Males of Color Innovation Grants

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(Washington, DC) Today, DC Public Schools (DCPS) awarded nearly \$1.7 million dollars in innovation grants to 16 schools across the city as part of the Empowering Males of Colors (EMOC) initiative.

The Empowering Males of Color Innovation Grants will improve academic and social outcomes for young males of color by focusing on academic development, family engagement, and social-emotional supports.

“The schools receiving the Empowering Males of Color Innovation Grants have demonstrated a strong commitment to partnerships and innovative ideas that will help our young men of color excel,” said Eugene Pinkard, Jr., Deputy Chief of School Turnaround and Performance at DC Public Schools.

“I am thrilled that so many schools took this challenge to build innovative programs and supports for our young men of color,” said Kaya Henderson, Chancellor of DC Public Schools. “With these targeted programs, we will see more of them reach graduation and be prepared for college and beyond.”

The Empowering Males of Color Innovation Grants recipients are:

- **Columbia Heights Education Campus (CHEC)** (\$225,000) will create a multipronged initiative that includes expanded trauma-informed care services, gang and violence prevention sessions, mentoring, and a unified approach to bonding for males of color.
- **Eastern High School** (\$207,120) will create a multipronged initiative for boys in grades 11-12 that includes mentoring, book publishing with Reach, Inc., and domestic and international travel for service.
- **Patterson Elementary School** (\$202,130) will align academic programming in arts, culture, and technology to support numeracy and critical thinking for boys in grades 2-5.
- **Tyler Elementary School** (\$191,876) will introduce a STEAM-focused curriculum and afterschool academy, mentoring, and parent resources targeting fathers.
- **Drew Elementary School** (\$183,096) will create a multipronged initiative that includes mentorships, character education, social and emotional development, and increased family engagement.
- **Stanton Elementary School** (\$156,330) will create a Boys Institute of Stanton for boys in grades 3-5, focusing on academic enrichment and interventions.
- **Ballou High School** (\$150,000) will create gender-based 9th and 10th grade academies focused on academics, manhood development, mentoring, leadership, and college readiness.
- **Aiton Elementary School** (\$125,000) will develop a blended-learning academy for boys in grades 3-5, which will also include mentoring and experiential and service learning.
- **Bunker Hill Elementary School** (\$35,000), in partnership with George Washington’s Art Therapy Graduate Program, will introduce art therapy for boys who deal with trauma, loss, or emotional stress.

- **Empowering Males High School** (\$35,000) will provide single-gender and culturally relevant professional development for the staff of this new school, opening in School Year 2016-2017.
- **Truesdell Education Campus** (\$34,384) will create the Elite Scholars Program to bolster academic and social experiences for boys in grades PK3–8.
- **Ballou STAY High School** (\$32,741) will create a multipronged approach that will develop music and multimedia production for students, increase student engagement, and launch certificate programs in partnership with Roosevelt STAY High School.
- **Noyes Elementary School** (\$32,289) will create a robotics team for a cohort of boys in grades 3-5 with a tutoring and mentoring component through a collaboration with McKinley Technology High School.
- **Orr Elementary School** (\$29,400) will create the Pride of Southeast program for boys in grades 1-2 to develop strategies for conflict resolution and positive peer interactions, while also promoting pride in self, school, and others.
- **Van Ness Elementary School** (\$16,506) will implement Conscious Discipline to create positive school culture.
- **Deal Middle School** (\$13,800) will create a summer program focused on developing student leadership and academic skills.

The Empowering Males of Color initiative focuses on three key strategies: the EMOC Innovation grants, opening an all-male college preparatory high school, and mentoring through literacy.

“I am thrilled to have this opportunity to open the Boys Institute of Stanton, which will provide extra support and ensure our young boys stay on track and are prepared for middle school and beyond,” said Rena Johnson, principal of Stanton Elementary School.

The Empowering Males of Color Innovation Grants are funded by the DC Public Education Fund, thanks to generous support by the Charles and Lynn Schusterman Family Foundation.

Follow the Empowering Males of Color Innovation Grants at #DCPSRising.

DCPS FY15 Performance Hearing
Q65 Attachment_Related Service Providers

School Name	School Code	SY 14-15 Psych FTE	SY 15-16 Psych FTE	SY 14-15 Social Work FTE	SY 14-15 DBM Staff	SY 14-15 Behavior Support Service Caseload	SY 15-16 Social Work FTE	SY 15-16 DBM Staff	SY 15-16 Behavior Support Service Caseload	SY 14-15 SLP FTE	SY 14-15 Speech Caseload	SY 15-16 SLP FTE	SY 15-16 Speech Caseload	SY 14-15 OT Caseload	SY 15-16 OT FTE	SY 14-15 OT Caseload	SY 15-16 OT FTE	SY 14-15 PT Caseload	SY 15-16 PT FTE	SY 14-15 PT Caseload	SY 15-16 PT Caseload	SY 14-15 Adapted PE Caseload	SY 15-16 Adapted PE Caseload	SY 14-15 Orientation & Mobility Caseload	SY 15-16 Orientation & Mobility Caseload	SY 14-15 Audiology Caseload	SY 15-16 Audiology Caseload	Physical Resources	Accessibility Challenges	Special Education Program Teachers SY14-15	Inclusion/Resource Teachers SY14-15	Special Education Program Teachers SY15-16	Inclusion/Resource Teachers SY15-16	
Alton ES	202	0.5	0.5	1	1	9	1.5	1	11	0.4	28	0.4	30	0.3	12	0.2	13	0.1	1	0.01	2	1	0	0	2	2	2	Gymnasium and cafeteria not accessible by lift or elevator.	1	2	1	4		
Amidon/Bowen ES	204	1	1	1	1	24	1	1	20	1	33	1	42	0.6	21	0.4	28	0.1	0.01	3	0	0	0	0	0	0	0	Elevator	1	3	2	4		
Anacostia HS	450	2	2	1	1	114	4	1	140	0.8	38	0.6	42	0.2	5	0.2	11	0	0	0.03	0	3	1	0	1	1	11	13	12	10	14			
Bailou HS	452	2	1	5	5	157	5	1	194	0.8	65	0.8	74	0.5	12	0.2	17	0	0	0	0	0	0	0	0	0	0	De-escalation space	11	10	11	15		
Balou STAY	462	0	0	2	2	31	1	0	37	0.2	2	0.2	4	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0		
Barnwell ES	204	0	0	0	0	29	1.4	0	37	0.4	16	0.4	18	0.5	1	0.1	1	0	0	0.1	1	0	0	0	0	0	0	There is no access to all floors.	1	2	1	4		
Barnwell ES	205	0.5	0.5	0.5	0.5	1	1	0	17	1.4	61	1.4	64	1	29	1	32	0.1	3	0.1	5	0	0	0	0	0	0	0	6	4	4	5		
Beers ES	206	1	1	1	1	15	1	0.5	23	2	88	2	76	1.2	41	1.2	48	0.3	8	0.2	7	0	0	0	0	0	0	Gymnasium and cafeteria not accessible.	6	4	6	4		
Benjamin Banneker HS	402	1	0	0.5	0	0	0	0	6	0.2	8	0.2	8	0.1	2	0.2	0	0	0	0	0	0	0	0	1	0	0	There is not access to all floors.	1	0	1	0		
Brent ES	212	0.5	1	0.5	1	5	1	0	15	0.4	14	0.4	16	0.4	6	0.3	9	0.1	1	0.01	0	1	1	0	1	2	4	0	3	0	0	4		
Brightwood EC	213	0.5	0.5	2	2	5	2	0	19	1	40	1	43	0.4	10	0.4	10	0.3	1	0.1	1	0	0	0	0	0	0	0	0	5	5	0	6	
Brockwood EC @ Bunker Hill	346	0.5	N/A	1	1	15	N/A	N/A	19	0.6	9	N/A	N/A	0.2	2	N/A	0	0	0	0	0	N/A	N/A	0	0	0	0	N/A	0	N/A	0	N/A		
Browne EC	404	0.5	1	1.5	1.5	10	2	0.5	26	1	37	1	39	0.6	15	0.5	22	0.1	3	N/A	3	0	0	0	0	0	0	N/A	2	4	2	4		
Bruce-Monroe ES @ Park View	296	1	0	2	2	10	2	0	15	1	44	1	45	0.4	10	0.4	10	0	0	0	0	0	0	0	0	0	0	0	No access to cafeteria.	0	4	0	4	
Burnhams EC	220	1	0	1	1	14	1	0	9	1	32	1	38	0.8	24	0.7	30	0.1	2	0.1	4	0	0	0	0	0	0	4	4	4	3	3		
Burnsville ES	223	1	0	0.5	0	7	0	0	6	0.6	20	0.6	35	0.2	8	0.1	7	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3		
C.W. Harris ES	247	0.5	0	2	1	25	2	0.5	28	1	44	1	45	0.8	32	0.8	32	0.3	7	0.2	6	0	0	0	0	0	0	1	De-escalation space	4	3	4	3	
Capitol Hill Montessori School @ Logan	360	0.5	1	1	1	3	1	0	7	0.2	8	0.2	10	0.1	2	0.4	9	0.03	0	0	0	0	0	0	0	0	0	0	0	1	0	1		
Cardozo HS/ Cardozo EC	454	1.5	1	5	2	109	6	2	132	1.4	66	1.4	78	0.6	13	0.4	29	0.1	0.01	1	5	3	0	0	0	0	0	12	10	12	8			
CHOICE Academy @ Emery	947	0	0	2	2	7	1	0	5	0.1	3	0	3	0	0.1	1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	0	2		
Cleaveland ES	224	0.5	1	1	1	2	1	0	7	0.6	23	0.5	21	0.2	5	0.3	7	0.1	0.01	0	0	0	0	0	0	0	0	1	0	2	0	2		
Columbia Heights EC (CHEC)	442	1	1	4	1	47	4	2	70	0.5	21	0.6	30	0.4	4	0.2	15	0.03	0	0	1	2	0	0	0	2	2	De-escalation space	3	8	3	10		
Coldridge HS	455	1	1	3	1	42	3	1	50	0.4	13	0.6	34	0.2	8	0.2	13	0.01	1	0.01	1	2	0	0	0	0	0	De-escalation space	7	5	8	10		
Deal MS	405	2	3	3	3	31	3	0	50	0.8	17	0.4	25	0.3	8	0.5	23	0	0	0	0	0	0	0	0	0	0	0	13	0	10	0		
Drew ES	231	0.5	0.5	0.5	0.5	6	1.5	0.5	13	0.6	11	0.6	12	0.4	7	0.4	18	0.1	0	0.1	2	1	0	0	0	0	0	0	2	2	2	2		
Dunbar HS	467	1	1	4	4	99	4	0	107	0.5	26	0.6	45	0.2	5	0.3	6	0	1	0	0	0	0	0	0	1	1	0	5	9	6	12		
Easton HS	457	1	3	4	4	108	4.5	6	116	1	37	0.8	60	0.5	13	0.3	23	0	0	0	0	0	0	0	0	0	0	1	De-escalation space	8	17	8	17	
Easton ES	232	0.5	0.5	1	1	14	1	0	19	0.8	20	0.8	28	0.4	13	0.3	14	0.1	1	0.01	1	1	1	0	0	0	0	0	0	4	0	0	3	
Ellor-Herr MS	407	1	1	2	1	12	1	0	26	1	30	0.4	21	0.2	6	0.2	12	0.1	0	0	0	0	0	0	0	0	0	0	0	3	4	0	3	
Elington School of the Arts @ Meyer	473	0.5	0	0.5	0	15	0	0	22	0.2	3	0.1	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	2	0	0	3	
Garfield ES	238	0.5	0.5	0.5	1	11	1	1	18	0.6	29	0.6	32	0.4	13	0.4	28	0.01	0	0	1	0	0	0	0	0	0	0	0	2	3	2	3	
Garrison ES	239	1	1	1	1	10	0	1	9	1.4	50	1.4	58	1	29	1	39	0.02	4	0.2	6	0	0	0	0	0	1	0	0	5	3	5	2	
H.D. Cooke ES	222	1	1	1	1	9	1.5	0.5	14	0.6	25	0.6	28	0.2	11	0.1	0	0	0	0	0	0	0	0	0	0	0	0	0	1	1	3		
Hendri MS	240	1	1	1	1	23	0.5	0	32	0.4	22	0.4	27	0.3	14	0.3	14	0	0	0	0	0	0	0	0	0	0	0	0	3	3	3	3	
Hart MS	413	1	1	4	1	61	4	1	50	1	58	1	46	0.8	15	0.4	22	0.1	0	0	2	2	0	0	0	0	0	0	De-escalation space	7	7	6	6	
Hearst ES	258	0.5	0.5	0	0	12	1	0	20	0.6	18	0.6	31	0.4	15	0.4	23	0.1	0.01	1	0	0	0	0	0	0	0	0	0	3	2	3	3	
Hendriev ES	249	1	1	2	2	10	3	0	23	1	48	1	48	0.2	9	0.2	13	0.1	0	1	0	0	0	0	0	0	0	0	0	0	5	0	0	3
Houston ES	253	1	1	1	1	1	0.5	20	0.6	27	0.5	27	0.5	18	0.6	26	0.1	2	0.2	3	1	2	0	0	0	0	0	0	0	3	4	0	2	
Hyde-Addison ES	252	0.5	0.5	1	1	7	1	0	4	1	12	0.4	7	0.3	9	0.3	4	0.1	1	0.1	0	1	0	0	0	0	0	0	0	1.5	3	0	2	
Incarcerated Youth Program, Correctional Detention	950	0	0	1	1	18	0	0	26	0.1	3	0.1	5	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	0	4	0	0	4	
J.D. Wilton ES	339	0.5	0	1	1	3	1	0	15	1.4	51	1	52	0.6	26	0.8	38	0.2	7	0.1	6	3	2	0	0	0	0	0	0	3	3	3	3	
Jamney ES	254	0.8	0	1	1	18	1	0	32	0.6	17	0.4	15	0.6	11	0.6	14	0.01	0.01	1	0	0	0	0	0	0	0	1	0	6	0	5		
Jefferson Middle School Academy	433	1	1.5	1	1	24	0	0	31	0.4	23	0.4	21	0.3	10	0.2	13	0	0	0	0	0	0	0	0	0	0	0	0	3	0	3	0	
Johnson @ Hayden MS	416	1	1.8	2	2	40	2	1	60	0.4	27	0.3	40	0.2	8	0.2	8	0	0	0	0	0	0	0	0	0	0	0	De-escalation space	3	5	3	3	
Jolly Miller MS	421	1	0	1	1	36	3	1	38	1	28	0.5																						

DCPS FY15 Performance Hearing
Q65 Attachment_Related Service Providers

School Name	School Code	SY 14-15 Psych FTE	SY 15-16 Psych FTE	SY 14-15 Social Work FTE	SY 14-15 DBM Staff	SY 14-15 Behavior Support Service Caseload	SY 15-16 Social Work FTE	SY 15-16 DBM Staff	SY 15-16 Behavior Support Service Caseload	SY 14-15 SLP FTE	SY 14-15 Speech Caseload	SY 15-16 SLP FTE	SY 15-16 Speech Caseload	SY 14-15 OT FTE	SY 14-15 OT Caseload	SY 15-16 OT FTE	SY 15-16 OT Caseload	SY 14-15 PT FTE	SY 14-15 PT Caseload	SY 15-16 PT FTE	SY 15-16 PT Caseload	SY 14-15 Adapted PE Caseload	SY 15-16 Adapted PE Caseload	SY 14-15 Orientation & Mobility Caseload	SY 15-16 Orientation & Mobility Caseload	SY 14-15 Audiology Caseload	SY 14-15 Audiology Caseload	Physical Resources	Accessibility Challenges	Special Education Program Teachers SY14-15	Inclusion/Resource Teachers SY14-15	Special Education Program Teachers SY15-16	Inclusion/Resource Teachers SY15-16	
Stanton ES	319	1	1	1			11	1	1	10	1	50	1	45	0.5	10	0.4	12	0.1	0	0.1	1					1	Various to be resolved by modernization.	0	6	0	6		
Stoddard ES	321	0.5	0.5				5	1	0	10	0.2	4	0.2	8	0.2	1	0.2	3	0	0	0					2			0	2	0	3		
Stuart-Hobson MS (Capitol Hill Cluster)	428	Shares with	0	1	1		17	1	1	20	0.2	10	0.2	17	0.2	3	0.2	7	0.05	0.1	1					1	1	Not all floors are accessible.	1	1	5	1		
Takoma EC	324	0.5	1	1	1		20	2	1	25	1.4	50	1.4	52	0.8	27	0.8	36	0.1	1	0.01	0			1	2	gymnasium	5	4	4	4			
Thomas ES	325	0.5	0	1	1		19	1	1	26	1	52	1.4	53	0.8	32	0.5	34	0.1	1	0.01	1				0	There is not a working elevator or lift.	4	3	4	3			
Thomson ES	326	0.5	0.5				5	1	0	6	1	25	0.8	28	0.4	9	0.4	10	0.55	1	0.01	1				0			0	3	0	2		
Truesdell EC	327	1	1	2			26	2	0	32	1	48	1	48	0.4	12	0.4	16	0	0.01	0			1	0		There is not a working elevator or lift. Playground is not wheelchair accessible.	0	6	0	7			
Turner ES	328	1	1	1.5			21	2	0	35	1	58	1	59	0.6	25	0.6	28	0.1	4	0.2	3				1		There is not a working elevator or lift.	3	4	3	4		
Turner ES	329	1	1	1.5	1		13	1.5	1	26	0.6	22	0.6	37	0.4	18	0.4	18	0.1	0.1	4					1			0	3	2	4		
Tyler ES	330	1	1	1			18	1	0	20	1.4	63	1.4	67	0.9	31	1	35	0.1	0	0					1		There is not a working elevator or lift.	5	4	5	5		
Walker-Jones EC	332	1	1	2	1		33	2	1	48	1.4	65	1.4	75	1.2	39	1	37	0.2	0.1	2				2	2			4	8	3	4		
Washington Metropolitan HS (Formerly YEA)	474	0.5	2	2			25	2	1	27	0.2	3	0.1	3	0.1	0	0	0	0	0	0					0	De-escalation space	1	4	1	5			
Warkins ES (Capitol Hill Cluster)	333	1	1	2			16	2	0	13	0.4	12	0.4	12	0.3	15	0.3	12	0.1	0.1	2			1	0		There is not a working elevator or lift.	0	3	0	3			
West EC	336	0.5	0.5				8	1	0	9	0.6	19	0.6	24	0.4	9	0.4	9	0.05	1	0.01	1			1	1		There is not a working elevator or lift.	0	3	0	4		
Wheatley EC	335	1	1	2	1		25	2	1	20	1	22	0.4	35	0.4	8	0.4	8	0.05	0.01	0					1		There is not a working elevator or lift.	0	7	0	6		
Whittier EC	338	0.5	0	1			17	1.5	0	22	1	39	1.4	53	0.6	29	0.6	34	0.15	3	0.2	5				2	1	De-escalation space	7	3	5	6		
Woodrow Wilson HS	463	2	2	3	1		88	5	1	92	0.4	19	0.6	31	0.2	7	0.3	15	0.05	0.01	1		1	3	5	7	7	7	6	11	5	15		
Woodroffe, H.D. HS	464	1	0	4			113	4	0	123	1	35	1	48	0.2	6	0.2	6	0	0.01	1		2	3		18	De-escalation space	5	15	7	14			
Youth Services Center	861	1	0	2			48	0	0	33	0.2	5	0.2	4	0.1	1	0.1	4	0	0	0					0			0	5	0	4		
Bunker Hill ES	219	N/A	0	N/A	N/A	N/A	0.5	0	0	7	N/A	N/A	0.4	5	N/A	N/A	0.2	3	N/A	N/A	0.01	0	N/A						N/A	N/A	0	1		
Burr Terrace SEC	304	N/A	1	N/A	N/A	N/A	1	0	0	41	N/A	N/A	1	109	N/A	2	66	N/A	N/A	1	31	N/A			3	N/A	6	hydrotherapy space	N/A	N/A	N/A	17	5	0
Van Ness ES	331	N/A	0	N/A	N/A	N/A	0.5	0	0	0	N/A	N/A	0.2	2	N/A	N/A	0.2	0	N/A	N/A	0	0	N/A						N/A	N/A	0	1		
Brookland MS	347	N/A	1	N/A	N/A	N/A	1	0.5	1	40	N/A	N/A	0.4	19	N/A	N/A	0.2	11	N/A	N/A	0.01	0	N/A						N/A	N/A	1	5		
Dorothy Height ES	349	N/A	0.5	N/A	N/A	N/A	1	0	0	21	N/A	N/A	0.6	26	N/A	N/A	0.4	15	N/A	N/A	0.1	0	N/A						N/A	N/A	3	3		

*DCPS does not build specific spaces at schools for occupational therapy; these services are provided in spaces throughout school buildings
*SY15-16 program teacher count reflects number of teachers as of 1/8/16.

*Inclusion/Resource teacher count reflects the number of teachers allocated to schools by OSI; additional teachers may have been purchased by schools, repositioned by schools, or given by OSI during the budget petition process.

*Accessibility challenges are as observed in June 2014.

School	Grade	Number of Students with 504 Plans
Amidon-Bowen ES	2	1
	4	1
Anacostia HS	9	3
	10	1
	11	1
Ballou HS	9	7
	10	5
	11	3
Ballou STAY	9	1
Bancroft ES	Pre-K3	1
	Pre-K4	1
	2	1
Barnard ES	Kindergarten	1
	2	2
	5	1
Benjamin Banneker HS	9	1
	10	2
	11	1
	12	2
Brent ES	1	1
	2	3
	3	1
	4	5
Brightwood EC	4	1
Brookland MS	6	5
	8	3
Browne EC	Kindergarten	1
	1	2
	2	1
Bruce-Monroe ES @ Park View	3	3
	4	1
	5	1
Bunker Hill ES	1	1
	3	1
Burroughs ES	3	1
	4	1
Burrville ES	1	1
	3	2
	4	2
Capitol Hill Montessori @ Logan	7	1
	8	1
Cardozo EC	7	1
	10	1
Cleveland ES	4	1
Columbia Heights EC (CHEC)	6	1
	7	2
	8	1
	9	8
	10	4
	11	6
	12	3
Coolidge HS	10	2
	11	2
	12	1
Deal MS	6	27
	7	30
	8	32
Drew ES	1	2
	3	1
Dunbar HS	9	3
	10	3

School	Grade	Number of Students with 504 Plans
	11	3
	12	3
Eastern HS	9	9
	10	6
	11	5
	12	5
Easton ES	Pre-K4	1
	1	3
	2	2
	3	2
	4	2
	5	1
Eliot-Hine MS	6	1
	7	4
	8	5
Ellington School of the Arts	9	13
	10	4
	11	2
	12	4
Garfield ES	1	1
	2	1
Garrison ES	4	2
H.D. Cook ES	2	2
	3	1
Hardy MS	6	5
	7	1
	8	3
Hart MS	6	3
	8	1
Hearst ES	Kindergarten	2
	1	1
	3	1
	4	1
	5	1
Hendley ES	3	1
	4	1
Houston ES	1	1
	2	1
	3	1
	5	1
Hyde-Addison ES	Kindergarten	1
	1	2
	4	2
	5	2
J.O. Wilson ES	3	1
	4	2
	5	3
Janney ES	2	2
	3	3
	4	5
	5	2
Jefferson MS Academy	6	4
	7	6
Johnson, John Hayden MS	6	1
	7	3
	8	1
Kelly Miller MS	7	5
	8	3
Ketcham ES	2	2
	3	1
	4	1

School	Grade	Number of Students with 504 Plans
Key ES	2	1
	3	3
	4	2
Kimball ES	2	1
Kramer MS	6	1
	7	1
	8	2
Lafayette ES	2	2
	3	5
	4	3
	5	3
Langdon ES	Kindergarten	1
	1	2
	3	1
Langley ES	1	1
	2	1
	3	1
	5	1
LaSalle-Backus EC	4	1
	5	1
	8	1
Leckie ES	1	2
	2	2
	3	1
	4	1
	6	2
Ludlow Taylor ES	1	1
	4	3
	5	1
Luke Moore Alternative HS	9	2
	10	1
	12	1
Mann ES	2	1
	5	2
Marie Reed ES	Pre-K4	1
	2	1
	3	2
	5	1
Maury ES	1	2
	2	2
	3	1
	4	4
	5	1
McKinley MS	7	2
	8	3
McKinley Technology HS	9	6
	10	7
	11	1
	12	1
Miner ES	3	2
	4	2
	5	3
Moten ES	Pre-K4	1
	1	1
	2	3
	4	2
	5	2
Murch ES	Pre-K4	1
	Kindergarten	2
	2	3
	3	2

School	Grade	Number of Students with 504 Plans
	4	4
	5	7
Nalle ES	3	2
	4	2
Orr ES	2	1
	3	1
Oyster-Adams Bilingual	Pre-K4	1
	Kindergarten	1
	2	1
	3	4
	4	1
	5	2
	6	1
	7	3
	8	3
Patterson ES	Kindergarten	1
	3	1
	5	1
Phelps ACE HS	9	1
	10	3
	11	1
	12	3
Plummer ES	2	1
Powell ES	2	1
	4	1
Randle Highlands ES	1	1
	3	1
	4	1
	5	1
Raymond EC	3	1
	4	1
Roosevelt HS @ MacFarland	9	2
	10	1
	11	1
	12	1
Ross ES	2	1
	4	1
	5	1
Savoy ES	1	1
	2	2
	5	2
School Without Walls HS	9	7
	10	7
	11	13
	12	13
School-Within-School @ Goding	Pre-K3	1
	Kindergarten	1
	2	3
	3	3
	4	4
Simon ES	Kindergarten	1
	5	1
Smothers ES	Pre-K3	1
	2	2
	5	2
Sousa MS	6	2
	7	2
	8	1
Stanton ES	4	1
Stoddert ES	1	1
	3	2

School	Grade	Number of Students with 504 Plans
	4	1
	5	1
Stuart-Hobson MS	6	3
	7	6
	8	3
SWW @ Francis Stevens	Kindergarten	1
	3	1
	5	2
	7	1
	8	1
Takoma EC	1	1
	3	4
	5	1
	6	2
	8	1
Thomas ES	2	1
	3	1
Thomson ES	3	1
Truesdell EC	3	1
	4	1
	6	2
	7	1
Tubman ES	1	1
	2	1
	3	1
Turner ES	2	1
	3	2
	4	1
	5	1
Tyler ES	4	2
Walker-Jones EC	2	4
	3	4
	4	1
	6	1
	7	2
Washington Metropolitan HS	9	3
	10	2
	11	1
	12	1
Watkins ES	2	4
	4	1
	5	11
West EC	4	1
Wheatley EC	Pre-K4	1
	1	1
	2	2
	4	1
	5	1
	6	1
Whittier EC	6	2
Wilson HS	9	12
	10	18
	11	14
	12	13
Woodson, H.D. HS	9	6
	10	3
	11	1
Youth Services Center	9	1
TOTAL		774

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Aiton ES	Early Learning Support	K to 2	7
Amidon-Bowen ES	Early Learning Support	K to 2	2
Amidon-Bowen ES	Specific Learning Support	3 to 5	9
Anacostia HS	Behavior & Education Support	HS	10
Anacostia HS	Behavior & Education Support	HS	10
Anacostia HS	Behavior & Education Support	HS	11
Anacostia HS	Communication & Education Support	HS	2
Anacostia HS	Independence & Learning Support	HS	3
Anacostia HS	Independence & Learning Support	HS	3
Anacostia HS	Independence & Learning Support	HS	3
Anacostia HS	Independence & Learning Support	HS	3
Anacostia HS	Specific Learning Support	HS	10
Anacostia HS	Specific Learning Support	HS	10
Ballou HS	Behavior & Education Support	HS	4
Ballou HS	Behavior & Education Support	HS	4
Ballou HS	Behavior & Education Support	HS	4
Ballou HS	Behavior & Education Support	HS	4
Ballou HS	Behavior & Education Support	HS	4
Ballou HS	Behavior & Education Support	HS	4
Ballou HS	Independence & Learning Support	HS	9
Ballou HS	Independence & Learning Support	HS	9
Ballou HS	Independence & Learning Support	HS	10
Ballou HS	Specific Learning Support	HS	15
Ballou HS	Specific Learning Support	HS	16
Bancroft ES	Early Learning Support	PS/PK	8
Barnard ES	Communication & Education Support	3 to 5	3
Barnard ES	Communication & Education Support	K to 2	6
Barnard ES	Communication & Education Support - HFA Inclusion	2 to 4	7
Barnard ES	Early Childhood Communication & Education Support	PS/PK	6

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Beers ES	Communication & Education Support	3 to 5	8
Beers ES	Communication & Education Support	3 to 5	8
Beers ES	Communication & Education Support	K to 2	8
Beers ES	Early Childhood Communication & Education Support	PS/PK	6
Beers ES	Early Learning Support	K to 2	10
Beers ES	Early Learning Support	PS/PK	4
Benjamin Banneker HS	Independence & Learning Support	HS	10
Brookland EC @ Bunker Hill	Communication & Education Support	MS	9
Browne EC	Communication & Education Support	K to 2	6
Browne EC	Early Childhood Communication & Education Support	PS/PK	2
Burroughs EC	Communication & Education Support	3 to 5	6
Burroughs EC	Communication & Education Support	K to 2	7
Burroughs EC	Early Childhood Communication & Education Support	PS/PK	6
C.W. Harris ES	Behavior & Education Support	1 to 3	8
C.W. Harris ES	Behavior & Education Support	3 to 5	7
C.W. Harris ES	Early Learning Support	K to 2	5
C.W. Harris ES	Early Learning Support	PS/PK	5
Cardozo EC	Behavior & Education Support	HS	8
Cardozo EC	Behavior & Education Support	HS	8
Cardozo EC	Behavior & Education Support	MS	5
Cardozo EC	Behavior & Education Support	MS	4
Cardozo EC	Communication & Education Support	HS	8
Cardozo EC	Communication & Education Support	HS	8
Cardozo EC	Communication & Education Support	MS	8
Cardozo EC	Independence & Learning Support	HS	7
Cardozo EC	Independence & Learning Support	HS	6
Cardozo EC	Independence & Learning Support	MS	11
Cardozo EC	Specific Learning Support	HS	13
Cardozo EC	Specific Learning Support	MS	12

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Columbia Heights EC	Behavior & Education Support	HS	7
Columbia Heights EC	Independence & Learning Support	HS	7
Columbia Heights EC	Specific Learning Support	HS	7
Coolidge HS	Behavior & Education Support	HS	4
Coolidge HS	Behavior & Education Support	HS	5
Coolidge HS	Behavior & Education Support	HS	5
Coolidge HS	Communication & Education Support	HS	5
Coolidge HS	Independence & Learning Support	HS	6
Coolidge HS	Independence & Learning Support	HS	6
Coolidge HS	Specific Learning Support	HS	2
Coolidge HS	Specific Learning Support	HS	1
Dorothy Height ES	Early Learning Support	K to 2	5
Dorothy Height ES	Early Learning Support	PS/PK	2
Dorothy Height ES	Specific Learning Support	3 to 5	3
Drew ES	Early Learning Support	K to 2	4
Drew ES	Specific Learning Support	3 to 5	8
Dunbar HS	Behavior & Education Support	HS	9
Dunbar HS	Behavior & Education Support	HS	8
Dunbar HS	Independence & Learning Support	HS	4
Dunbar HS	Independence & Learning Support	HS	4
Dunbar HS	Specific Learning Support	HS	8
Dunbar HS	Specific Learning Support	HS	7
Eastern HS	Behavior & Education Support	HS	7
Eastern HS	Communication & Education Support	HS	8
Eastern HS	Communication & Education Support	HS	8
Eastern HS	Communication & Education Support	HS	8
Eastern HS	Independence & Learning Support	HS	9
Eastern HS	Independence & Learning Support	HS	8
Eastern HS	Specific Learning Support	HS	12

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Eastern HS	Specific Learning Support	HS	12
Eliot-Hine MS	Behavior & Education Support	MS	6
Eliot-Hine MS	Communication & Education Support	MS	7
Eliot-Hine MS	Communication & Education Support	MS	7
Eliot-Hine MS	Independence & Learning Support	MS	7
Garfield ES	Communication & Education Support	K to 2	7
Garfield ES	Early Childhood Communication & Education Support	PS/PK	6
Garrison ES	Communication & Education Support	3 to 5	4
Garrison ES	Communication & Education Support	K to 2	7
Garrison ES	Early Childhood Communication & Education Support	PS/PK	6
Garrison ES	Early Learning Support	PS/PK	9
Garrison ES	Specific Learning Support	3 to 5	11
H.D. Cooke ES	Behavior & Education Support	3 to 5	5
Hardy MS	Communication & Education Support	MS	5
Hardy MS	Independence & Learning Support	MS	1
Hardy MS	Sensory Support - Hearing	MS	4
Hart MS	Behavior & Education Support	MS	7
Hart MS	Communication & Education Support	MS	9
Hart MS	Communication & Education Support	MS	9
Hart MS	Independence & Learning Support	MS	11
Hart MS	Specific Learning Support	MS	3
Hart MS	Specific Learning Support	MS	3
Hearst ES	Communication & Education Support	3 to 5	4
Hearst ES	Communication & Education Support	K to 2	7
Hearst ES	Early Childhood Communication & Education Support	PS/PK	6
Houston ES	Communication & Education Support	K to 2	6
Houston ES	Early Childhood Communication & Education Support	PS/PK	6
Houston ES	Early Childhood Communication & Education Support	PS/PK	6
Houston ES	Early Learning Support	K to 2	8

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
J.O. Wilson ES	Early Learning Support	K to 2	9
J.O. Wilson ES	Early Learning Support	K to 2	9
J.O. Wilson ES	Independence & Learning Support	3 to 5	9
Jefferson MS Academy	Specific Learning Support	MS	7
Jefferson MS Academy	Specific Learning Support	MS	8
Jefferson MS Academy	Specific Learning Support	MS	8
Johnson MS	Behavior & Education Support	MS	8
Johnson MS	Independence & Learning Support	MS	8
Kelly Miller MS	Behavior & Education Support	MS	8
Kelly Miller MS	Communication & Education Support	MS	4
Kelly Miller MS	Communication & Education Support	MS	4
Kelly Miller MS	Independence & Learning Support	MS	9
Kramer MS	Behavior & Education Support	MS	6
Langdon EC	Early Childhood Communication & Education Support	PS/PK	4
Langley ES	Behavior & Education Support	1 to 3	7
Langley ES	Behavior & Education Support	3 to 5	10
Langley ES	Communication & Education Support	3 to 5	7
Langley ES	Communication & Education Support	K to 2	6
Langley ES	Early Childhood Communication & Education Support	PS/PK	6
Langley ES	Early Learning Support	K to 2	6
Langley ES	Independence & Learning Support	3 to 5	7
LaSalle-Backus EC	Behavior & Education Support	3 to 5	8
LaSalle-Backus EC	Behavior & Education Support	MS	4
LaSalle-Backus EC	Independence & Learning Support	MS	8
Ludlow-Taylor ES	Communication & Education Support	3 to 5	7
Ludlow-Taylor ES	Communication & Education Support	K to 2	8
Ludlow-Taylor ES	Early Childhood Communication & Education Support	PS/PK	4
Ludlow-Taylor ES	Early Learning Support	K to 2	5
Ludlow-Taylor ES	Independence & Learning Support	3 to 5	7

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Malcolm X ES @ Green	Behavior & Education Support	3 to 5	5
Mann ES	Early Learning Support	K to 2	7
McKinley MS	Behavior & Education Support	MS	9
McKinley MS	Independence & Learning Support	MS	10
McKinley Technology HS	Independence & Learning Support	HS	3
Miner ES	Early Learning Support	K to 2	8
Miner ES	Early Learning Support	PS/PK	5
Miner ES	Independence & Learning Support	3 to 5	7
Moten ES	Early Learning Support	PS/PK	7
Murch ES	Specific Learning Support	3 to 5	6
Noyes EC	Early Learning Support	K to 2	8
Noyes EC	Early Learning Support	K to 2	7
Noyes EC	Early Learning Support	PS/PK	8
Noyes EC	Specific Learning Support	3 to 5	6
Oyster-Adams Bilingual School	Early Learning Support	PS/PK	4
Patterson ES	Communication & Education Support	3 to 5	7
Patterson ES	Communication & Education Support	K to 2	8
Patterson ES	Early Childhood Communication & Education Support	PS/PK	6
Patterson ES	Early Learning Support	K to 2	10
Patterson ES	Early Learning Support	PS/PK	5
Payne ES	Behavior & Education Support	1 to 3	8
Payne ES	Behavior & Education Support	3 to 5	10
Payne ES	Early Learning Support	K to 2	4
Payne ES	Sensory Support - Hearing	K to 5	2
Payne ES	Sensory Support - Hearing	K to 5	2
Payne ES	Sensory Support - Hearing	PS/PK	4
Phelps ACE HS	Behavior & Education Support	HS	7
Plummer ES	Communication & Education Support	3 to 5	7
Plummer ES	Communication & Education Support	K to 2	7

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Plummer ES	Early Childhood Communication & Education Support	PS/PK	6
Roosevelt HS @ MacFarland	Behavior & Education Support	HS	10
Roosevelt HS @ MacFarland	Behavior & Education Support	HS	9
Roosevelt HS @ MacFarland	Communication & Education Support	HS	5
Roosevelt HS @ MacFarland	Communication & Education Support	HS	5
Roosevelt HS @ MacFarland	Communication & Education Support	HS	5
Roosevelt HS @ MacFarland	Specific Learning Support	HS	1
School Without Walls @ Francis-Steven	Communication & Education Support - HFA Full-Time	3 to 5	7
School Without Walls @ Francis-Steven	Communication & Education Support - HFA Inclusion	MS	4
School Without Walls @ Francis-Steven	Independence & Learning Support	MS	1
School Without Walls @ Francis-Steven	Sensory Support - Vision	4 to 8	4
School Without Walls @ Francis-Steven	Sensory Support - Vision	PS to 3	5
School-Within-School @ Goding	Communication & Education Support - HFA Inclusion	2 to 4	7
School-Within-School @ Goding	Medical & Education Support	K to 2	6
School-Within-School @ Goding	Medical & Education Support	PS/PK	8
Seaton ES	Communication & Education Support	K to 2	6
Seaton ES	Communication & Education Support	K to 2	6
Seaton ES	Early Childhood Communication & Education Support	PS/PK	3
Seaton ES	Independence & Learning Support	3 to 5	7
Smothers ES	Early Learning Support	K to 2	9
Smothers ES	Early Learning Support	PS/PK	7
Sousa MS	Specific Learning Support	MS	5
Sousa MS	Specific Learning Support	MS	6
Stuart-Hobson MS	Independence & Learning Support	MS	9
Takoma EC	Communication & Education Support	3 to 5	8
Takoma EC	Communication & Education Support	K to 2	6
Takoma EC	Communication & Education Support - HFA Inclusion	K to 2	8
Takoma EC	Early Childhood Communication & Education Support	PS/PK	4
Thomas ES	Early Learning Support	K to 2	9

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Thomas ES	Early Learning Support	PS/PK	5
Thomas ES	Independence & Learning Support	3 to 5	8
Thomas ES	Independence & Learning Support	3 to 5	7
Tubman ES	Early Learning Support	K to 2	6
Tubman ES	Early Learning Support	K to 2	7
Tubman ES	Early Learning Support	PS/PK	5
Turner ES	Medical & Education Support	K to 2	2
Turner ES	Medical & Education Support	PS/PK	2
Tyler ES	Communication & Education Support	3 to 5	6
Tyler ES	Communication & Education Support	K to 2	8
Tyler ES	Communication & Education Support - HFA Inclusion	K to 2	6
Tyler ES	Early Childhood Communication & Education Support	PS/PK	3
Tyler ES	Specific Learning Support	3 to 5	7
Walker-Jones EC	Communication & Education Support	3 to 5	8
Walker-Jones EC	Communication & Education Support	K to 2	3
Walker-Jones EC	Early Childhood Communication & Education Support	PS/PK	5
Washington Metropolitan HS	Behavior & Education Support	HS	6
Whittier EC	Behavior & Education Support	MS	4
Whittier EC	Communication & Education Support	K to 2	7
Whittier EC	Communication & Education Support	MS	4
Whittier EC	Early Childhood Communication & Education Support	PS/PK	4
Whittier EC	Early Learning Support	K to 2	10
Wilson HS	Independence & Learning Support	HS	6
Wilson HS	Non-Categorical	HS	9
Wilson HS	Sensory Support - Hearing	HS	5
Wilson HS	Sensory Support - Vision	HS	6
Wilson HS	Specific Learning Support	HS	22
Woodson, H.D. HS	Behavior & Education Support	HS	8
Woodson, H.D. HS	Behavior & Education Support	HS	8

Q69 Attachment_SPED Program Enrollment, SY15-16 (as of 1/8/16)

SY 15-16 School Name	SY 15-16 Program Type	SY 15-16 Grade Band	Average Enrollment (as of 1/8/2016)
Woodson, H.D. HS	Behavior & Education Support	HS	7
Woodson, H.D. HS	Communication & Education Support	HS	7
Woodson, H.D. HS	Independence & Learning Support	HS	9
Woodson, H.D. HS	Independence & Learning Support	HS	9
Woodson, H.D. HS	Specific Learning Support	HS	14

Year:	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Reported
ELL Level				
ELL	*	*	541	412
ELL Level 1	1363	1701	748	648
ELL Level 2	639	703	488	675
ELL Level 3	1344	1363	1058	1178
ELL Level 4	1005	977	927	1073
LES	*	*	388	465
NES	*	*	586	708
Grand Total	4351	4744	4736	5159

Grade				
PK3	261	282	285	304
PK4	457	531	459	483
K	607	749	647	663
1	558	569	582	593
2	483	544	556	647
3	364	387	457	513
4	255	249	239	325
5	177	202	195	190
6	122	114	134	142
7	137	162	118	157
8	156	203	207	158
9	396	370	508	457
10	155	158	176	244
11	120	98	103	175
12	71	74	56	88
13	32	52	14	20
Grand Total	4351	4744	4736	5159

Age				
1	2	0	3	1
2	1	0	0	1
3	261	283	135	143
4	460	538	350	392
5	603	724	579	551
6	535	574	594	660
7	485	504	561	599
8	340	412	492	538
9	284	243	372	419
10	177	213	206	287
11	142	134	172	157
12	133	166	143	155
13	140	183	136	164
14	164	154	192	167
15	152	159	165	204

Q77 Attachment_ELL Type Age Grade

16	166	153	169	187
17	140	174	214	192
18	93	86	160	194
19	55	29	62	103
20	10	12	24	32
21	8	1	7	8
22	0	1	0	5
23	0	1	0	0
Grand Total	4351	4744	4736	5159

**ELL, LES, and NES were not previously reported as "levels". LES and NES tests cover primarily PK3 and PK4 students.*

COMMUNITY ACTION TEAM REPORT : 2015 QUARTER 4

A companion report to the [CAT Scorecard](#)

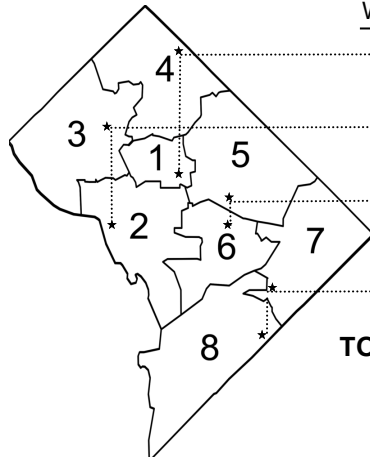
Q78 Attachment

OUR PRIORITIES THIS QUARTER

1. Implemented an engagement strategy for OFNS to collect feedback on the Request for Proposals the team wrote in fall 2015.
2. Planned and hosted three engagement meetings for LSATs to provide feedback on the FY17 budget priorities.
3. Produced and published online trainings for LSATs that cover topics included in the SY2015-16 guidance documents and FAQs.

ENGAGEMENTS BY CAT COORDINATOR

Wards	Engmts*	S.M.*	Comm. M&E*
1&4	26	15	28
2&3	106	8	20
5&6	25	6	9
7&8	123	37	36
TOTAL:	280	66	93



*KEY

- *Engmts = Engagements: One-on-one or small group private meetings with a stakeholder*
- *S.M. = School Meetings: Meeting at a school with school staff to discuss community engagement strategy*
- *Comm M&E = Community Meetings/Events: A public event hosted by a stakeholder*

NOTES

- The Ward 1&4 coordinator was asked to prioritize planning the FY17 Budget Engagement meetings this quarter explaining why she did not hold as many engagements as her colleagues.
- The Ward 5&6 position has been vacated since Sept. 2015. OFPE is recruiting and interviewing candidates to fill this position. The numbers here reflect the work other CAT coordinators did this quarter in Wards 5 & 6 to engage stakeholders in those communities.

HOW WE ARE BUILDING RELATIONSHIPS

STAKEHOLDER	ENGAGEMENT ACTIVITIES	IMPORTANCE OF RELATIONSHIP
Education Council Members	<ul style="list-style-type: none"> • Worked closely with education councils in all eight wards to arrange presentations for OFNS at their monthly meetings to collect feedback on the RFP it wrote this fall. • Attended monthly meetings throughout the quarter. 	These are groups that are proactive and already engaged with DCPS. Their members have robust networks and access to partners that can benefit DCPS.
Parent Leaders/ Organizations	<ul style="list-style-type: none"> • Met with parent leaders in schools across DC who requested coaching in fostering productive conversations with their school staff or were interested in developing the role and responsibilities of their parent organization in their school community. • Attended parent organization meetings to advise members on meeting goals and building capacity. • Recommended Aiton ES for the Family Engagement Lab to receive in-depth coaching on building productive relationships between parent leaders and school staff. Participated in all Lab sessions. 	Parent leaders are influential to their peer groups, and there is an opportunity for their influence to be further leveraged.
DC Government Agencies	<ul style="list-style-type: none"> • Identified DCPS parents to sit on the Deputy Mayor for Education's (DME) Cross Sector Taskforce and participated in group interviews. • Joined the DME's Transportation Working Group to address challenges that students face getting to and from school along with other DC agency representatives. • Continued participating in CORE teams managed by the Mayor's Community and Relation Services (MOCRS). 	Working with other agency representatives presents opportunities to combine city resources to collaborate on shared goals and outcomes.

OTHER TYPES OF ENGAGEMENTS

- FY17 Budget Engagement Meetings
- Explore College Event for Anacostia, Ballou, Woodson
- Elementary and Secondary Education Act Site Visits
- My School DC Ed Fest

WHAT WE ARE HEARING

ON SCHOOL COMMUNICATIONS & SCHOOL CLIMATE:

TOPIC: Parents want to receive frequent communication from their school leaders, so they can be better informed of school activities or changes in services. Parents cited one instance when they did not know the school's before care program was eliminated. A lack of communication often results in a rift between parents and school leaders and impedes the academic improvements schools have made. Many of the schools facing these communication challenges are also addressing school safety and bullying concerns, which, parents say are exacerbated, when they feel like their schools are not communicating with them. Parents have little trust in their school leaders in these cases, because they feel like schools are not transparent in communicating their policies or actions.

ACTION: Partnering with schools to revamp their communication strategy with parents, including hosting recurring parent meetings to share school updates, sending regular e-mails, and posting notices throughout the school. Encouraging various parent groups at schools to collaborate with one another, work with their principal, and align their work with school goals. Recommending schools for OFPE's Family Engagement Lab, managed by the Family Engagement division, to more deeply work on building relationships between school staff and parents.

ON TRANSPARENCY AND COMMUNITY INVOLVEMENT:

TOPIC: Ward 4 community members were frustrated by the announcement of the new Roosevelt HS principal. They have asked that DCPS be more forthcoming in the decisions it makes. Community members understood why DCPS had to make this decision without community input, but they asked for DCPS to be more upfront in identifying and explaining the decisions it will make unilaterally. In general, community members want to see more regular and candid communication from DCPS on projects that are completed without community input. Even if DCPS cannot share specific project details, the community would like to be better informed about where DCPS is in their process.

ACTION: Debriefed this principal announcement with the School Planning team and identified areas to improve communication and engagement strategies. Continuing to work with the School Planning and Facilities teams to ensure various stakeholder groups — including school communities at-large, Community Cabinets, and School Improvement Teams — receive regular updates on major school planning projects with as much details as possible for the project. Will continue to voice this perspective when working with other teams on non-school planning projects.

SPECIAL PROJECTS | TOPIC: CENTRAL OFFICE COLLABORATION

This quarter, the CAT focused on partnering with central office teams that were making major community announcements or wanted feedback on key programs and policies. Key activities are identified below.

FOCUS AREA ACTIVITIES:

- Designed and implemented a strategy for the Office of Food and Nutrition Services (OFNS) to engage with parents to inform the RFP the team wrote this fall.
- Planned and executed three engagement meetings with LSATs to collect feedback on the FY17 budget in partnership with the School Funding team.
- Consulted on the engagement and communication strategy to announce the new Roosevelt HS principal; reviewed letters explaining the hiring decisions to the community and attended community meetings.
- Attended MacFarland and Roosevelt Community Cabinet meetings and debriefed first quarter progress with School Planning team.
- Worked with Chief of Schools teams to collect and share information with stakeholders about community service and scholarship opportunities for students.
- Joined the Empowering Males High School working group to design an engagement strategy for enrollment; attended EdFest; advertised Community Cabinet applications.
- Attended Elementary and Secondary Education Act Site Visits to assess school progress on meeting family and community engagement goals and provide feedback on best practices and areas of improvement.
- Worked closely with instructional superintendents to address school-specific engagement and communication issues as they arose over the quarter.
- Joined the Race and Equity in Education Seminar working group.

OUR PRIORITIES FOR NEXT QUARTER: JANUARY, FEBRUARY, MARCH

1. Implement a community engagement strategy for the Empowering Males High School to promote the school and recruit students.
2. Continue to engage stakeholders about lottery applications in coordination with the School Planning and Enrollment teams.
3. Identify more opportunities to connect with stakeholders across all categories to ensure team meets year-end goals.

All Family Engagement Partnership Schools To Date

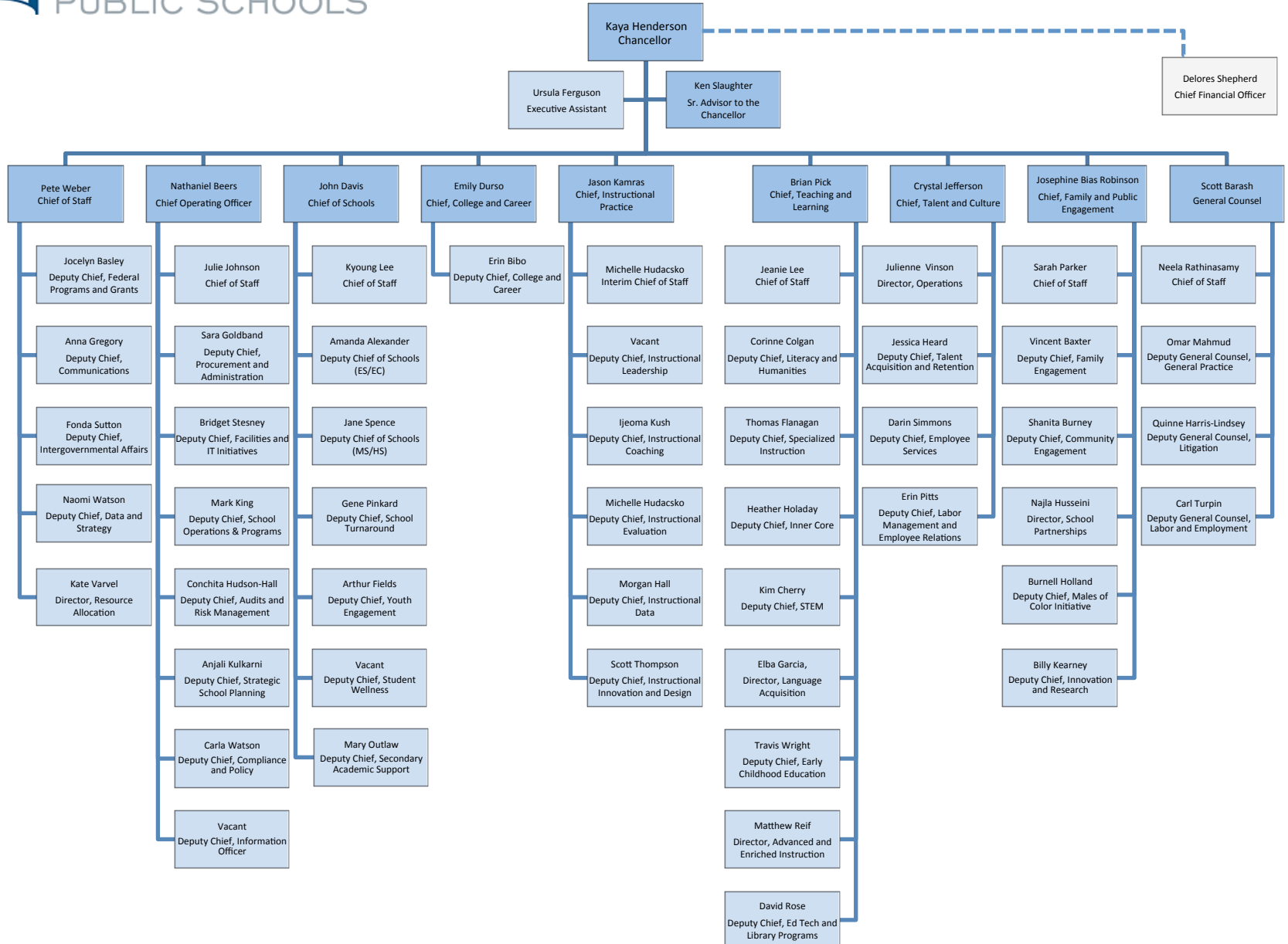
Bancroft	Ketcham
Beers	Kimball
Brookland	Langley
Burrville	Maury
CW Harris	Powell
Eliot-Hine	Seaton
Garrison	Stanton
Hearst	Thomas
Jefferson	Truesdell
JO Wilson	Tubman
Kelly Miller	Wheatley

Total 22 Schools

Schools with Teachers in the FEC Over Three Years (SY13/14, SY14/15, SY15/16)

Aiton	McKinley
Amidon-Bowen	Moten
Anacostia	Nalle
Ballou	Noyes
Banneker	Oyster-Adams
Barnard	Patterson
Brightwood	Peabody
Browne	Plummer
Bruce-Monroe	Randle Highlands
Burroughs	Raymond
Cleveland	River Terrace
Eastern	Roosevelt
Eliot-Hine	Ross
Garfield	Savoy
HD Cooke	School-Within-School
HD Woodson	School Without Walls @ Francis Stevens
Hendley	Shepherd
Houston	Simon
Hyde-Addison	Smothers
Incarcerated Youth Program	Takoma
Johnson	Thomson
Ketcham	Turner
Key	Van Ness
Langdon	Watkins
LaSalle-Backus	West
Ludlow-Taylor	Whittier
Malcolm X	Wilson
Mann	Youth Services Center
Marie Reed	

Total 57 Schools



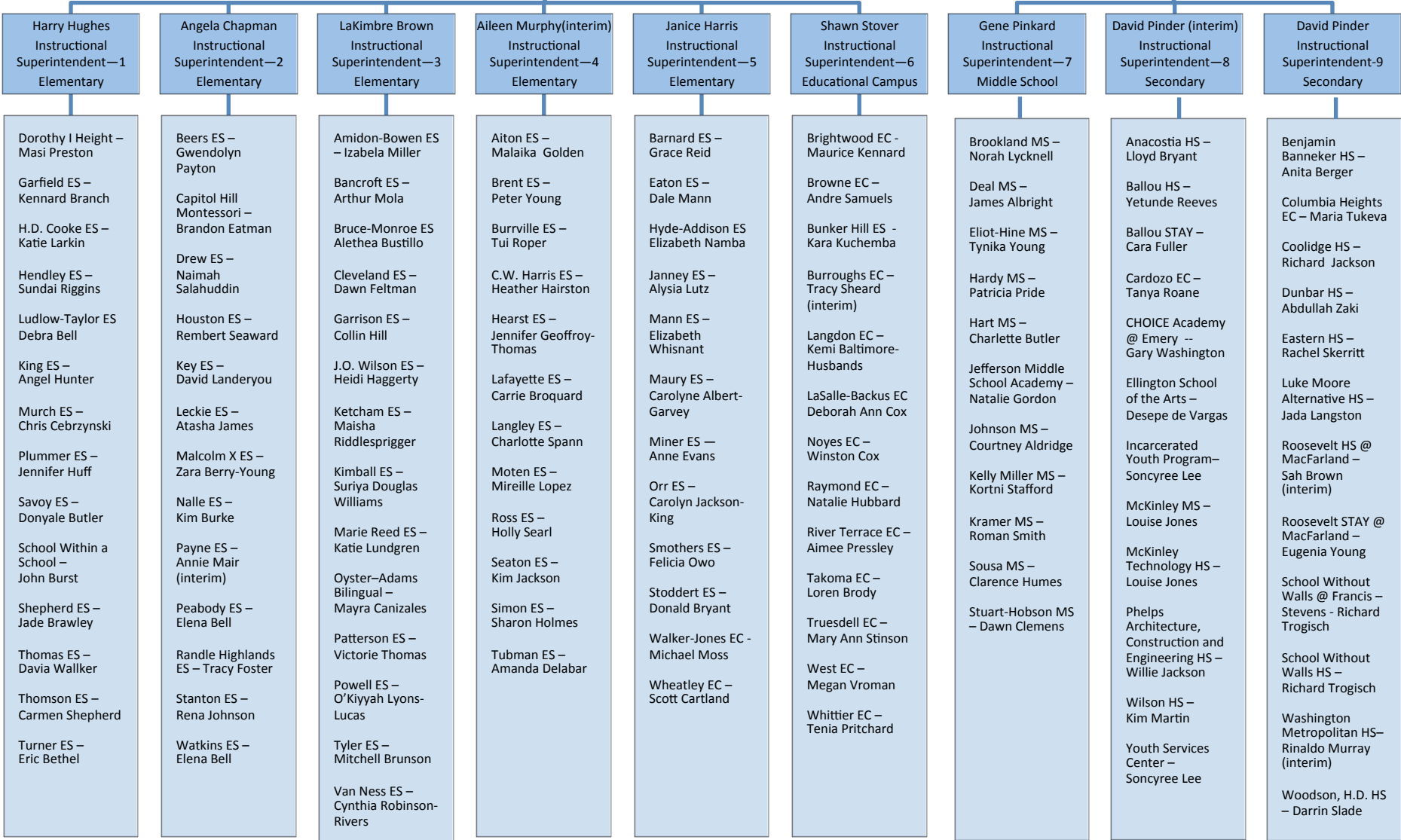


**DISTRICT OF COLUMBIA
PUBLIC SCHOOLS**

**John Davis
Chief of Schools**

**Amanda Alexander
Deputy Chief of Schools**

**Jane Spence
Deputy Chief of Schools**





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.



OVERVIEW – AGENCY PERFORMANCE

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.

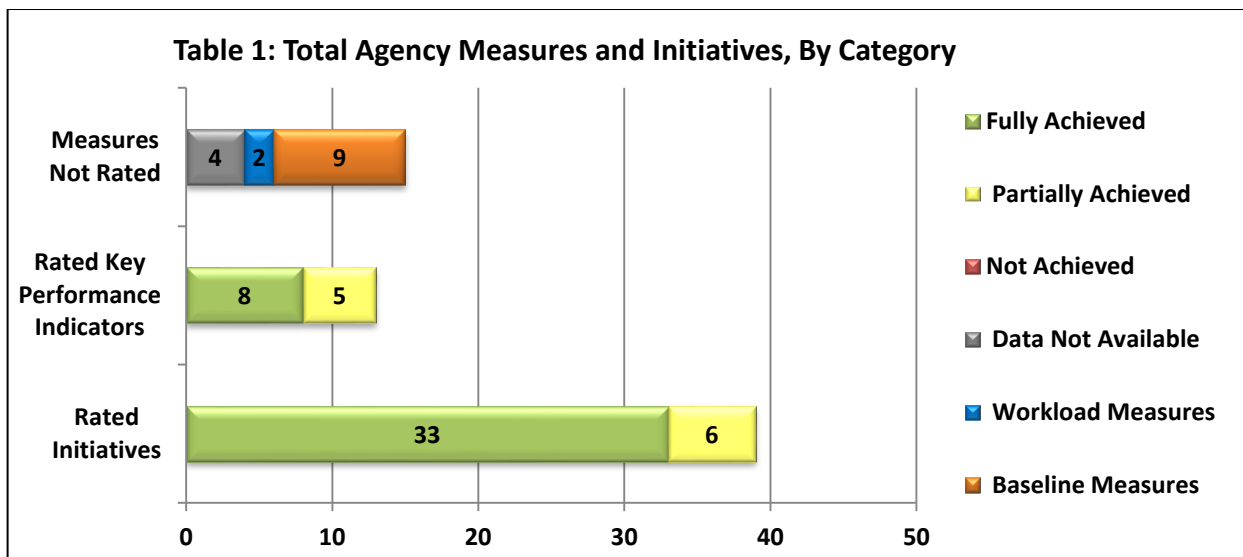
TOP THREE ACCOMPLISHMENTS

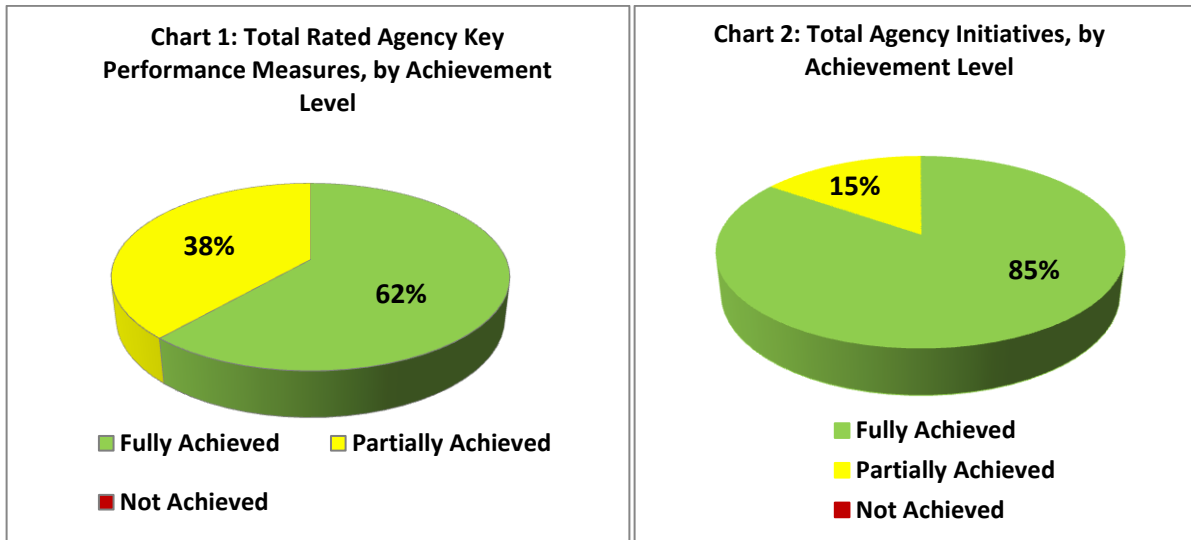
The top three accomplishments of DCPS in FY 2015 are as follows:

- ✓ 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.





Default KPI Rating:	
$\geq 100\%$	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.



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

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



Office of Human Capital

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



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.



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

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



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

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)



Office of Chief of Schools

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: 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.

INITIATIVE 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.



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.



The district-wide student satisfaction rate grew from 80% to 83% from school year 2013-2014 to school year 2014-2015. 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 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

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

¹⁴ Data expected by spring 2016.



Office of Family and Public Engagement

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 Flamboyant 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 Flamboyant 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 Flamboyant 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.



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

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.



Office of Data and Strategy

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						
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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



FY 2016 PERFORMANCE PLAN DC Public Schools

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 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.
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 FY16 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.



PERFORMANCE PLAN DIVISIONS¹

- Office of Teaching and Learning
- Office of Human Capital
- Office of the Chief of Schools
- Office of College & Career²
- Office of Innovation & Research
- Office of Family and Public Engagement
- Office of the Chief Operating Officer³
- Office of Specialized Instruction⁴
- Office of Communications⁵
- Office of Data & Strategy⁶

AGENCY WORKLOAD MEASURES

Metric	FY 2013 Actual	FY 2014 Actual	FY 2015 Actual
Number of Title I schools	85	84	86
Percentage of students qualified for Free or Reduced Lunch	78% ⁷	76%	76%

¹ Every year the Mayor publishes a budget book detailing spending by agency for the upcoming fiscal year. To ensure consistency and parity across agencies, the budget book publishes data regarding agency “activities.” These refer to initiatives within a cost center. For instance, the budget for the Office of the Chief Financial Officer (cost center) is presented in terms of accounting operations, budget operations, and CFO operations (activities). At DCPS, an agency supporting functions within numerous offices, this method can appear opaque to some readers. For example, the Office of Human Capital has no mention in the FY15 DCPS agency budget chapter. Instead, that office’s budget is represented by the following activities:

- Labor Management & Partnerships
- Master Educators
- Personnel
- School Transformation

These activities do not present a clear picture of the office, whose mission is to ensure that DCPS has the most effective teachers, principals, and central office staff in the nation. As such, we have organized this plan by DCPS office.

² The Office of Planning & Postsecondary Readiness was renamed the Office of College & Career.

³ The Office of the Deputy Chancellor for Operations was renamed the Office of the Chief Operating Officer.

⁴ The responsibilities of the Office of Specialized Instruction were reorganized under the Office of Teaching & Learning and the Office of the Chief Operating Officer.

⁵ The Office of Communications has been reorganized under the Office of the Chief of Staff.

⁶ The responsibilities of the Office of Data & Strategy have been reorganized under the Office of the Chief Operating Officer.

⁷ In the FY14, DCPS reported 77% students receive a free or reduced price lunch in FY13. The value is revised to 78% based on a final review of the data.



Office of Teaching and Learning

SUMMARY OF SERVICES

The Office of Teaching and Learning delivers high-quality instructional resources, enhances classroom practice and scales effective programs to increase DCPS student achievement and prepare all students for success in college, career, and life.

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

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

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System.

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 1.2: Ensure every student has rigorous learning experiences by implementing Cornerstone lessons. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System.

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 1.3: Increase access to advanced programming in DCPS schools.

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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System.



District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.4: Increase access to Advanced Placement courses and improve instructional quality and rigor. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.5: Ensure Higher Quality Instructional and Developmental Support in Early Childhood Education programs. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Prepare every child for kindergarten

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

INITIATIVE 2.1: Provide teachers with professional development in core instructional focus areas. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System



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

INITIATIVE 3.1: Increase the percentage of students with disabilities served in general education classes. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 3.2: Reduce Special Education enrollment to 15%. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed



KEY PERFORMANCE INDICATORS – Office of Teaching & Learning

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Percentage of students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5]	48%	PARCC Baseline	TBD ⁸	N/A ⁹	N/A	N/A
Percentage of students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5]	51%	PARCC Baseline	TBD	N/A	N/A	N/A
Reading achievement gap (% proficient or advanced) between black and white students	53%	PARCC Baseline	TBD	N/A	N/A	N/A
Math achievement gap (% proficient or advanced) between black and white students	51%	PARCC Baseline	TBD	N/A	N/A	N/A
Percentage of SPED students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] (new in FY13)	18%	PARCC Baseline	TBD	N/A ¹⁰	N/A	N/A
Percentage of SPED students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5] (new in FY13)	21%	PARCC Baseline	TBD	N/A	N/A	N/A
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	TBD	N/A	N/A	N/A
Percentage of HS students taking at least 1 AP exam	24%	26%	24%	30%	33%	35%
Percentage of AP exams passed	32%	35%	33%	33%	34%	35%
Number of students served in non-public placements (new in FY13)	1,005	N/A ¹²	TBD ¹³	N/A	N/A	N/A
Reduction in special education non-public enrollment (new in FY13)	54%	N/A	TBD	N/A	N/A	N/A

⁸ Full PARCC data for DCPS is expected by mid-November 2015.

⁹ As of the 2014-2015 school year, all public schools in the District of Columbia have replaced the DC CAS with the Partnership for the Assessment of Readiness in College and Careers assessments. After the baseline year of data is available, projections for FY16 and beyond will be provided.

¹⁰ As of the 2014-2015 school year, all public schools in the District of Columbia have replaced the DC CAS with the Partnership for the Assessment of Readiness in College and Careers assessments. After the baseline year of data is available, projections for FY16 and beyond will be provided.

¹¹ This metric is new in FY15 and reflects the expanded scope of the Office of Specialized Instruction to include the Language Acquisition Division, which focuses on programming for English language learners (ELLs).

¹² The Mayor's goal is to decrease non-public enrollments to 1,100 (50% reduction) by the end of FY15. This target means DCPS would reach that goal a year early. Therefore, no additional target is set for FY15.

¹³ Final FY15 non-public enrollment has not yet been released by OSSE.



Office of Human Capital

SUMMARY OF SERVICES

The Office of Human Capital (OHC) works to ensure that DCPS has the most effective teachers, principals and central office staff in the nation. Its work is organized into the following four areas:

- **Teacher Effectiveness:** Responsible for recruitment, selection, and onboarding of new teachers, as well as the evaluation, development, recognition, and retention of classroom teachers and other school staff
- **Principal Effectiveness:** Responsible for recruitment, selection, and onboarding of new school leaders, as well as the evaluation, development, recognition, and retention of school leaders
- **Central Office Effectiveness:** Responsible for recruitment, selection, and onboarding of new Central Office staff, as well as the evaluation, development, recognition, and retention of staff
- **Human Resources:** Responsible for providing outstanding customer service to DCPS employees on all staffing, benefits, payroll, and other related issues

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. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

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

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System



INITIATIVE 1.3: Retain the best teacher talent. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

INITIATIVE 1.4: Recruit and select the best possible school leadership talent.

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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

INITIATIVE 1.5: Retain the best school leader talent.

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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System



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.

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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

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

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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

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

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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System



KEY PERFORMANCE INDICATORS – Office of Human Capital

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Percentage of teachers rated Effective or Highly Effective on IMPACT ¹⁴	77%	73%	79%	81%	90%	90%
Retention rate of teachers rated Effective or Highly Effective on IMPACT ¹⁵	83%	88%	TBD ¹⁶	89%	90%	90%
Percentage of teachers with value-added data	13%	N/A	N/A ¹⁷	N/A ¹⁷	15%	15%
# HR constituent cases open 50+ days	0	2	2	2	2	2

¹⁴ This metric replaces a key performance indicator in the FY14 performance plan, percentage of teachers highly qualified. IMPACT is DCPS’s system for assessing the performance of teachers and other school-based staff.

¹⁵ In the FY14 performance plan, this KPI focused only on the retention of highly effective teachers. This year, the KPI is expanded to cover the retention rate of both effective and highly effective teachers. No target was set for this metric last year.

¹⁶ Comprehensive data is not yet available for FY15.

¹⁷ 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.



Office of the Chief of Schools

SUMMARY OF SERVICES

The mission of the Office of the Chief of Schools (OCOS) is to ensure that every DCPS school provides a world-class education that prepares all students, regardless of background or circumstance, for success in college, career, and life. The Office of the Chief of Schools provides the following services:

- Planning, monitoring, and feedback to schools regarding efforts to ensure that DCPS students attain proficiency in reading and math.
- Technical assistance in comprehensive school planning and aligning procured resources to school need, particularly in the lowest 40 schools; Monitoring fidelity to comprehensive school plans and approved federal grant applications for School Improvement Grant (SIG) schools
- Ensuring students are in school and ready to learn by coordinating student supports and creating the conditions for the engagement of healthy, present and positive members of safe learning environments
- Ensuring student success in college, careers and life through access to high-quality programming and essential supports

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

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 1.2: Increase the amount of learning time through the implementation of Extended Day in more schools. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 1.3: Support incoming freshmen at comprehensive high schools through Ninth Grade Academies. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.4: Ensure the supports for our 40 lowest performing schools are implemented with increased fidelity. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 1.5: Departmentalize elementary schools at the third, fourth and fifth grade levels. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System



INITIATIVE 1.6: Ensure all comprehensive high schools have an engaging variety of high school offerings. 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.7: Ensure schools with middle grades have rigorous and engaging course offerings and activities. 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Make public middle schools the premier choice for parents & students

INITIATIVE 1.8: Improve student academic and course planning. 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career



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

INITIATIVE 2.1: Implement mandated interventions for truancy with fidelity. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

INITIATIVE 2.2: Provide school leaders and staff with training and support for increasing in-seat attendance. 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 school's attendance designee will be required to complete an online assessment to show they can competently perform their duties.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

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

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System



INITIATIVE 3.2: Support school innovations to increase student satisfaction. DCPS is providing additional support to schools to implement strategies to improve student satisfaction. Through the “Proving What’s 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 district’s overall strategic goal of 90% of students reporting that they like their school on the annual stakeholder survey.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

INITIATIVE 3.3: Improve HIV/STI prevention through enhanced sexual health curriculum and services. 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 DC’s 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

INITIATIVE 3.4: Reduce suspensions. 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System



KEY PERFORMANCE INDICATORS – Office of the Chief of Schools

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
In-seat attendance (ISA) rate	89%	89%	90%	91%	92%	93%
% students proficient in reading at the 40 lowest-performing schools [One City Action Plan Action 2.2.6] (new in FY13)	27%	PARCC Baseline ¹⁸	TBD ¹⁹	N/A	N/A	N/A
% students proficient in math at the 40 lowest-performing schools [One City Action Plan Action 2.2.6] (new in FY13)	31%	PARCC Baseline	TBD	N/A	N/A	N/A
4-year graduation rate [One City Action Plan Action 2.2.4 and Indicator 2D]	58%	60%	64%	70%	75%	80%

¹⁸ As of the 2014-2015 school year, all public schools in the District of Columbia have replaced the DC CAS with the Partnership for the Assessment of Readiness in College and Careers assessments. After the baseline year of data is available, projections for FY16 and beyond will be provided.

¹⁹ Full PARCC data for DCPS is expected by mid-November 2015.



*Office of College & Career*²⁰

SUMMARY OF SERVICES

The Office of Planning and Postsecondary Readiness (OPPR) is responsible for guiding and implementing school plans that will support every student's access to exciting and engaging educational options that will prepare them for future college and career opportunities. The office is comprised of three divisions for the purpose of coordinating the following key functions:

- Create and support district- and school-level innovations designed to foster student-centered learning environments;
- Coordinate other key departments in DCPS to plan and deliver high-quality schools;
- Promote college and career preparedness through programming, partnerships, resources, and high-quality career and technical education.

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.

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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.2: Implement Career Academies that better equip high school students with the skills necessary for college and careers.

In SY14-15, DCPS supported six Career Academies across seven DCPS high schools (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 District's 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

²⁰ The Office of Planning & Postsecondary Readiness is a new office in FY15. It is responsible for college and career readiness programs and developing new or reopening school plans that ensure every student has access to exciting and engaging educational options.



internships in their respected fields of study. In SY15-16, DCPS launched a Hospitality Academy at Ballou HS and is beginning a year of planning for two additional NAF Career Academies at HD Woodson – one in IT and one in Engineering – that will open in SY16-17.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

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

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Make public middle schools the premier choice for parents and students

INITIATIVE 1.4: Increase student access to meaningful college tour experiences. 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).

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.5: Provide college going data to high schools. 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.6: Expand SAT Test Prep Opportunities. 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

KEY PERFORMANCE INDICATORS – Office of Planning & Postsecondary Readiness

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Percentage of 9-11th grade students taking the PSAT/ReadiStep ²¹	72%	75%	TBD ²²	80%	82%	85%

²¹ In FY15, the Office of Planning and Postsecondary Readiness will be held accountable for this KPI which was previously owned by the Office of the Chief of Schools. In FY16, more KPIs will be added for OPR once more baseline data is captured.

²² Comprehensive PSAT data is not yet available.



Office of Innovation & Research

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: Launch Urban Prep High School. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Graduate all high school students ready for college and career

INITIATIVE 1.2: Recruit, train and place 500 adults to mentor 500 males of color students. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed

OBJECTIVE 2: Develop and implement research based projects to accelerate student achievement, with a particular focus on closing opportunity and achievement gaps.

INITIATIVE 2.1: Support schools in developing innovations that improve academic/social outcomes of males of color. According to student surveys, black males are least satisfied with their schools. Through “Proving What’s 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed



Office of Family and Public Engagement

SUMMARY OF SERVICES

The Office of Family and Public Engagement (OFPE) works to accelerate the rate of achievement in DC Public Schools by investing families and the greater DC community in student and school success by providing the following services:

- Strengthening school-based family engagement
- Developing school, family, and community partnerships
- Engaging DCPS stakeholders in collaborative planning and implementation of district-wide initiatives
- Cultivating strategic community partnerships district-wide that contribute to student achievement

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. DCPS is working with the Flamboyant Foundation to transform 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). Through the Family Engagement Partnership, DCPS is providing professional development for teachers on home visits and academic parent teacher teams in schools that have met a set of prerequisites to adopt the program. There are 22 DCPS schools participating in the partnerships in SY15-16.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System

INITIATIVE 1.2: Expand DCPS community outreach and relationship building with stakeholders. 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 & 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.

District Priority Area: A World Class Education System



KEY PERFORMANCE INDICATORS – Office of Family and Public Engagement

Measure	FY 2014 Actual	FY 2015 Projection	FY 2015 Actual	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
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.” ²³	87%	90%	87%	90%	90%	90%
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	TBD ²⁴	26,000	27,000	27,000
Unique website visitors	2,007,591	1,500,000	TBD ²⁵	1,500,000	1,500,000	1,500,000

²³ This metric is revised from FY14 because the parent survey items have changed. The new metric is the appropriate measure of success for the district’s focus on school-level family engagement.

²⁴ Comprehensive FY15 data is not yet available.

²⁵ Comprehensive FY15 data is not yet available.



*Office of the Chief Operating Officer*²⁶

SUMMARY OF SERVICES

The Office of the Deputy Chancellor for Operations coordinates school and central operations services, school budgets, and the enrollment process to ensure that DCPS schools will be ready on the first day of school and every day after. The Office of the Deputy Chancellor provides the following services:

- School budget and enrollment oversight including the pre-kindergarten and out-of-boundary lotteries
- School Operations
- Food Services
- Technology infrastructure and support, acting as the liaison between DCPS and OCTO
- Procurement, including ordering of textbooks and instructional materials
- Realty functions and management of the warehouse for the school district
- Facilities planning and coordination with Department of General Services and Deputy Mayor for Education
- Audit Compliance

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. 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.

- *Devices:* 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.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.

District Priority Area: A World Class Education System

District Priority Goal: Close the achievement gap, and empower all students to succeed

INITIATIVE 1.2: Ensure DCPS has a cost-effective and user-friendly student information system. 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,

²⁶ The Office of the Deputy Chancellor for Operations was renamed the Office of the Chief Operating Officer.



Aspen. Starting at the beginning of SY15-16, DCPS education campuses, middle schools, and high schools have also transitioned to Aspen.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.
District Priority Area: A World Class Education System

INITIATIVE 1.3: Ensure students receive the most healthy, delicious, and cost-effective meals possible. 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**.

Completion Date: Ongoing. The next phase will be complete by June 30, 2016.
District Priority Area: A World Class Education System

OBJECTIVE 2: Increase enrollment in DCPS.

INITIATIVE 2.1: Increase enrollment in DCPS. 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.

Completion Date: Ongoing. The next phase will be complete by September 30, 2016.
District Priority Area: A World Class Education System

KEY PERFORMANCE INDICATORS – Office of the Deputy Chancellor for Operations

Measure	FY 2014 Actual	FY 2015 Target	FY 2015 Actual	FY 2016 Projection	FY 2017 Projection	FY 2018 Projection
Student enrollment (Audited) [One City Action Plan 2.2.7]	46,393	47,592	47,548	48,000	50,000	52,000
Percentage of principals certifying that their schools have the necessary textbooks and instructional materials	100%	100%	100%	100%	100%	100%