District of Columbia Public Schools
DCPS *(GA)*

MISSION
The mission of DC Public Schools is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life.

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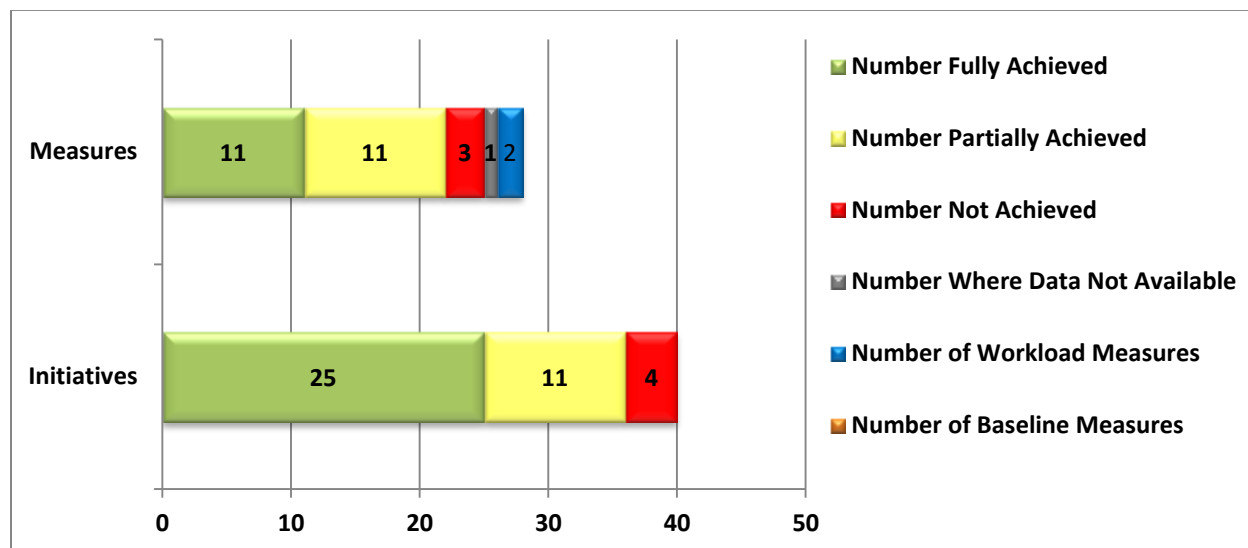
ACCOMPLISHMENTS:

✓ Alignment to the Common Core State Standards in Reading and Math and Historic DC CAS Gains

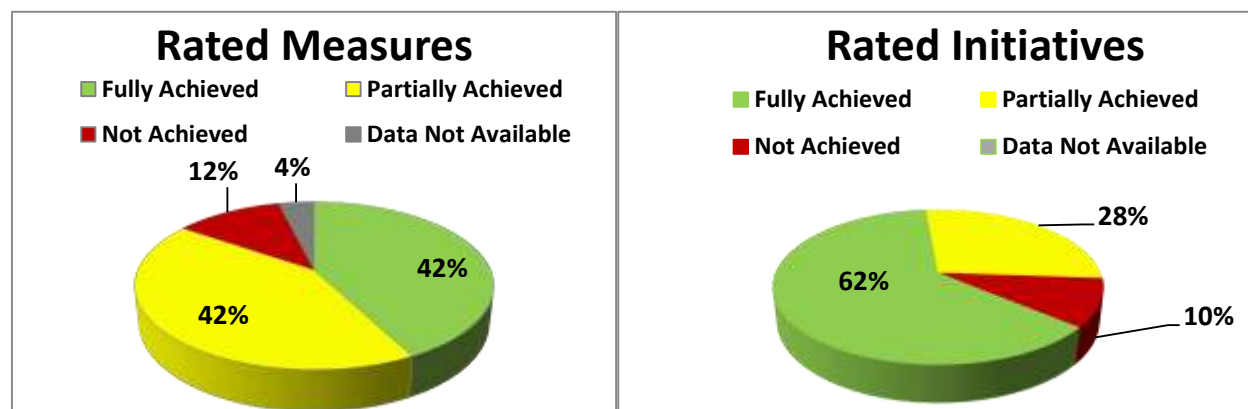✓ Reduced non-public special education placements

✓ Reduced Truancy

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OVERALL AGENCY PERFORMANCE

TOTAL MEASURES AND INITIATIVES

Legend
■ Number Fully Achieved
■ Number Partially Achieved
■ Number Not Achieved
■ Number Where Data Not Available
■ Number of Workload Measures
■ Number of Baseline Measures

Measures: 11, 11, 3, 1, 2
Initiatives: 25, 11, 4

RATED MEASURES AND INITIATIVES

Rated Measures
■ Fully Achieved ■ Partially Achieved
■ Not Achieved ■ Data Not Available

12% 4% 42% 42%

Rated Initiatives
■ Fully Achieved ■ Partially Achieved
■ Not Achieved ■ Data Not Available

28% 62% 10%

Note: Workload and Baseline Measurements are not included

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

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Performance Initiatives – Assessment Details

Performance Assessment Key:

🟢 Fully achieved   🟡 Partially achieved   🔴 Not achieved   ⚪ Data not reported

Agency Management

OBJECTIVE 1: Provide schools with the central office support they need to foster student achievement (One City Action Plan Action 2.2.6).

> **INITIATIVE 1.1: Enable principals to focus on instruction with a particular attention to our 40 lowest-performing schools (One City Action Plan Action 2.2.6).**

🟡 **Partially achieved.** All DCPS schools (100%) opened ready for students and teachers on the first day of school year 2013-2014. Operations specialists were redeployed during summer 2013 in regional zone teams in order to better support schools. Starting at the beginning of school year 2013-2014, each operations specialist is assigned to a cluster (1-10). Each cluster is also part of a team of five clusters. A lead operations specialist leads each team, which is a new role that has led to greater consistency and higher performance levels. The Critical Response Team and broader operations team continue to support all schools when needed.

OBJECTIVE 2: Increase enrollment in DCPS (One City Action Plan Action 2.2.7).

> **INITIATIVE 2.1: Increase attraction of DCPS to new families (One City Action Plan Action 2.2.7).**

🟡 **Partially Achieved.** Enrollment in DCPS increased in school year 2012-2013 from the year prior. This increase was the result of a combination of efforts, including DCPS' work to have the very best educators, provide students with rigorous and compelling academic content, and to engage and motivate students and parents.

Office of Data and Accountability

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

> **INITIATIVE 1.1: Improve reports for formative assessments to provide robust data tools to principals and teachers, and provide parents with actionable student report.**

🟡 **Partially Achieved.** In school year 2012-2013, DCPS in partnership with Wireless Generation, the PIA vendor, generated a suite of data reports for schools. School leaders and classroom teachers could access these robust reports anytime. Parent reports which provide snapshot of students' performance and clear suggestions for home support were also developed. Parent reports are printed at the school level and sent home to parents.

> **INITIATIVE 1.2: Develop a comprehensive menu of data systems services, support and standards for central office that will enable staff to better use data to drive decision-making.**

🔴 **Not achieved.** The Office of Data & Accountability developed a list of services, requirements, and processes that other central office users would need to follow in order to request new support, training, or reporting capacity from Data Systems team. However Data Systems staffing challenges presented obstacles to deploying new processes and reorganization of other departments (new internal data reporting and training capacity created in other offices) reduced the need.

INITIATIVE 1.3: Release the updated 2012-13 School Scorecards.
Partially achieved. In school year 2012-2013, DCPS produced School Scorecards, which are an annual snapshot that provides parents, community members, students, teachers and principals with a comprehensive view of school performance. DCPS did not include a rating system on scorecards in the 2012-2013 school year but we continued to support the ability to compare schools as well as provide a ranking by metric.

Office of Family and Public Engagement

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

INITIATIVE 1.1: Help schools build trusting relationships with parents through the expansion of our home visit program.
Fully Achieved. In school year 2012-2013, the Office of Family and Public Engagement (OFPE) collaborated with Flamboyance Foundation to expand the home visit model to schools in two distinct ways. First, schools competed to bring comprehensive home visit teacher training to their campuses (the home visit training is one part of the Family Engagement Partnership). Through this competitive process, seven new schools launched home visit programs in the 2012-2013 school year, for a total of 15 schools engaged in the Family Engagement Partnership. Second, 62 Family Engagement Collaborative (FEC) Teacher Fellows participated in home visit training in the Spring of 2013. These teachers are actively visiting families in their homes. They began home visiting in the summer months of 2013. FEC Fellows represent 28 DC Public Schools across the grade spectrum- Elementary Schools, Middle Schools and High Schools.

INITIATIVE 1.2: Support schools in providing parents with up-to-date student performance data and home learning activities aligned with common core standards.
Fully Achieved. In the 2012-2013 school year, the Office of Family and Public Engagement (OFPE) worked to offer a digital grade book platform in each DCPS standalone middle school. These grade book systems help teachers track student growth and progress, and help families gain timely access to student-specific academic information. We also provided Common Core road maps on the DCPS website so that parents can match standards with their child's grade and academic needs.

INITIATIVE 1.3: Engage DCPS parents and community stakeholders in the planning and improvement of our schools.
Fully Achieved. Quality elementary, middle, and high school programs provide the skills and experiences students need to be successful in college, career and life. Ensuring that families have quality middle school options is important to DCPS. In SY 2011-2012, DCPS engaged parents and the community in Ward 5 to identify how to best support and strengthen our Ward 5 middle grade options. In conjunction with the Department of General Services, in FY 2013 the Office of Family and Public Engagement will solicit input and feedback from the community on wide-ranging aspects of the middle grade developments – from curriculum development to building construction, ensuring families are informed, empowered, and ultimately choose to send their students to neighborhood schools (Goal 5 of A Capital Commitment). This work will be completed by September 30, 2013.

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: Implement updates to the IMPACT evaluation system (One City Action Plan Action 2.2.6).

● **Fully achieved.** The changes made to teacher, school leader, and staff evaluations were fully implemented in FY13. The IMPACT ratings released for the 2012-2013 school year reflect these changes.

INITIATIVE 1.2: Design and implement a teacher career ladder.

● **Fully achieved**. The new teacher career ladder system, LIFT (Leadership Initiative for Teachers) was launched at the beginning of the 2012-13 school year. Each teacher was placed on the ladder and based on the IMPACT results from the 2012-13 school year, teachers moved along the ladder as planned. We have continued to organize opportunities, such as leadership and professional development opportunities, for teachers based on LIFT.

INITIATIVE 1.3: Design and implement an internal school leadership pipeline program and begin training the first cohort of future school leaders.

● **Fully achieved.** The first cohort of the Mary Jane Patterson Fellows, our school leadership pipeline program, completed their first semester of development in the 2012-2013 school year. The fellows were paired with summer school principals during the summer of 2013. For the 2013-2014 school year, fellows were paired with mentor principals and are currently serving as assistant principals. In September of 2013, we recruited the second cohort of fellows, and we are working on selecting the group now.

INITIATIVE 1.4: Significantly expand recruitment capacity, with a particular focus on the 40 targeted schools (One City Action Plan Action 2.2.6).

● **Fully achieved**. During the 2013 hiring season, DCPS significantly expanded requirement for new hires for school year 2013-2014. We redesigned our website, including 24 professional-produced recruitment videos and ran a four-week long Metro ad campaign, which ultimately attracted 55,000 unique visitors to the website in the first six months. We increased our focus on head-hunting outstanding experienced teachers from around the country, contacting over 15,000. Over 1,740 teacher applications were generated, compared to 1,020 last year. Finally, we launched the Capital Commitment Fellowship, a selective cohort of 21 our very best incoming experienced teachers who committed to teach in high-poverty schools in DCPS.

INITIATIVE 1.5: Develop and roll out major updates to the Teacher Data and PD Platform that will help drive teacher effectiveness while ensuring that educators feel supported.

● **Partially achieved**. Unfortunately, the vision of the PD platform was not fully achieved due to technical complications. The platform does not connect teachers' IMPACT scores with professional development resources and opportunities as originally intended; however, the platform does provide a one-stop venue for teachers to learn about professional development opportunities, new resources, events, and leadership opportunities. Given the technical complications, we are no longer pursuing the original vision. Rather, we are focused on making this a great platform for teacher resources and announcements.

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

    INITIATIVE 2.1: Re-organize and streamline functions in the Human Resources Division to provide quality customer service.

●   **Fully achieved.** During the 2012-13 school year, the Human Resources division reorganized. This restructuring has made the work of this division more streamlined and allowed us to add capacity to two priorities: the Staffing Team, which has allowed for efficient and effective hiring of staff, and the Data Integrity and Analytics Team, which will continue to work to streamline our technology infrastructure.

    INITIATIVE 2.2: Continue to streamline technology infrastructure.

●   **Partially achieved.** In the 2012-2013 school year, DCPS made significant progress toward this goal. Because of our new hiring and onboarding system, we are making dramatically fewer errors in processing new hires into PeopleSoft. We have also improved many of the Quickbase programs we use to support individual initiatives. We remain committed to this in FY14, particularly to ensuring data integrity in all of our systems and reducing the number of systems used to support individual initiatives.

Office of Special Education

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

    INITIATIVE 1.1: Increase percentage of 3-5 year old children eligible for special education services in the district (One City Action Plan Action 2.1.1).

●   **Fully Achieved.** Overall, Early Stages maintained our gains in identifying children and slightly increased the percentage of children eligible for special education to 8.8%. During SY 12-13, Early Stages (1) increased to 95% the number of children found eligible within 120 days and increased to 44% the number of children found eligible within 90 days; (3) developed a parent workshop series and presented within community-based settings (e.g., private child care centers) 97 times; (4) trained 60 new child care centers, private schools and other community organizations to conduct routine developmental screenings; and (5) partnered with the DC chapter of the American Academy of Pediatrics to present to 315 doctors in 27 different practices, nearly tripling referrals from those practices. An implementation plan for a mobile team has been fully developed, but staffing limitations prevented Early Stages from executing this work.

    INITIATIVE 1.2: Reduce non-public enrollment by increasing the capacity to serve special education students (One City Action Plan Action 2.2.3).

●   **Fully Achieved.** This initiative began in January of 2011 when the city-wide Non-Public school enrollment number was 2,204. As of August 2013, the city-wide enrollment number is 1,157, representing a 48% reduction. This has been possible through two primary mechanisms: 1) increasing the number of students who graduate from Non-Public schools through more effective monitoring processes, as well as greater accountability of schools to provide the necessary courses, and 2) DCPS created 23 new self-contained classrooms for the SY 12-13 school year to serve students returning from non-public schools and those whose needs would have formerly necessitated a non-public placement. Additionally, self-contained autism and behavior support classrooms were supported by coaches who are experts in behavior management.

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INITIATIVE 1.3: Make our schools and classrooms more conducive to learning by implementing an intervention system that will assist students who are struggling with academics or behavior.

Partially Achieved. In SY 12-13, monthly trainings were provided to Student Support Team Coordinators in elementary, middle, and high schools to empower staff to work across the spectrum of needs in all three tiers of the RTI model. Three trainings specific to the RTI model were designed and provided to Psychologists who serve as core members of the Student Support Teams. SST coordinators were trained on how to use the different academic, behavior and attendance data to identify which students were in need of tiered levels of support. Lastly, Easy CBM, a curriculum based measurement system, was piloted in select elementary schools to target improvement in the utilization of the RTI model in identifying support to students in the areas of reading and mathematics.

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

INITIATIVE 2.1: Empower DCPS schools to provide a positive, inclusive environment for all students with disabilities.

Fully Achieved. This work is ongoing. The Office of Special Education piloted in three schools the use of Goalbook, an online teacher resource that provides teachers access to a bank of quality IEP goal examples aligned to the Common Core State Standards. Professional development around Goalbook included how to write effective goals for students with IEP's and lesson plan development. Teachers reported improved confidence in writing measurable goals. Through effective IEP's, IEP teams can ensure that students have greater access to the general education curriculum. The special education team plans to expand the use of Goalbook in approximately 50 schools in SY 13-14.

INITIATIVE 2.2: Improve access for students with disabilities to post-secondary opportunities aligned with interests.

Fully Achieved. This initiative is ongoing. By the end of FY12, the transition team launched and implemented the Competitive Employment Opportunity (CEO) program as a pathway to align students with mentors in fields of their expressed interest. The Program reached an 80% capacity level and included over a dozen mentor organizations including Northrop Grumman, CITI Bank, The Advisory Board, and NASA. Project SEARCH reached a 79% capacity level with students participating in workforce development opportunities at The Department of Education, Health and Human Services, and the Department of Labor and Department of Education, where one student was hired as a full-time employee.

INITIATIVE 2.3: Focus on academic achievement for special education students.

Fully Achieved. This initiative is ongoing. DCPS provided over 300 professional development opportunities during SY 12-13 for teachers of students with disabilities and classroom paraprofessionals, many of which were delivered in collaboration with experts from outside of DCPS. These trainings were offered in a variety of settings, including before school, after school, and two weeks of intensive training during the summer prior to the start of the school year. PD opportunities covered a range of techniques to improve instruction and promote student achievement, including co-teaching, differentiating instruction, aligning IEP goals to the Common Core State Standards, and providing multi-sensory instruction, as well as behavior management and disability-specific strategies. In SY12-13 Psychologists were decentralized and placed on local school budgets to increase support across the continuum of needs. Special Education schedulers

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provided administrative support to LEA Representatives in over 40 schools to assist with scheduling IEP meetings and managing communication between schools and families.

INITIATIVE 2.4: Increase access to assistive technology.

Partially Achieved. Currently 2% of students with disabilities are using technology in their educational program. The Assistive Technology team began tracking student assigned equipment in October 2012; more technology is in use in the schools than is recorded. In SY 13-14, processes and procedures for assessing, requesting and tracking student assigned technology are in place to increase student access and use of assistive technology.

Office of the Chief Academic Officer

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

INITIATIVE 1.1: Create curricular resources to implement the Common Core State Standards Initiative and support standards-based instruction district-wide (One City Action Plan Action 2.2.5).

Fully Achieved. In the last two years, DCPS has attained distinction as one of the first school districts in the nation to fully align our curriculum to the rigorous expectations of the Common Core State Standards. We have set daily expectations for elementary school literacy instruction through the implementation of the 120-minute literacy block, a dedicated time during every school day when our elementary school students focus on their reading and writing skills. We have provided additional resources to teachers in the form of curricular documents, new assessments to help measure students' skills, and targeted programs that support both struggling readers as well as those who are already reading at advanced levels.

INITIATIVE 1.2: Serve all families who want to place their 3- and 4-year-old children in DCPS classrooms designed to meet developmental needs through the Head Start School-Wide model and Tools of the Mind curriculum.

Fully Achieved. In school year 2012-2013, the Office of Early Childhood Education (OECE) assessed the needs for additional classrooms throughout the District, which informed the decision to expand early childhood classes to four additional schools. OECE also focused on the expansion and implementation of research-based curricula in all Title I classrooms. This resulted in the adoption of the Tools of the Mind, Montessori, Creative Curriculum and a modified Reggio-Emilia approach in our early childhood classrooms. OECE is developing specialized coaching and professional development to support the adoption of each of these curricula.

INITIATIVE 1.3: Enhance the quality of our school portfolio by increasing access to rigorous, college-preparatory programs and services.

Partially Achieved. In the 2012-2013 school year, DCPS established the Schoolwide Enrichment Model (SEM) at three middle schools. SEM stands out from magnet programs in other school districts in the area because there is no application necessary – it's open to all students enrolled in the school. The program aims to identify "gifted behaviors" in students, such as above-average abilities, creativity and task commitment. In the 2012-2013 school year, 9 out of 15 comprehensive high schools offered AP courses in the core subject areas. However, all 14 schools with grades 9-12 offered at least four courses, not necessarily in each of the core subject areas. In many schools, the student enrollment in AP courses did not allow the school to offer the full cadre of AP courses. To advance students in all four core subject areas and to ensure that

all students have access to AP courses regardless of school level enrollment, DCPS is developing a plan to provide distance learning opportunities in AP courses. This will allow students attending high schools with lower AP enrollment to have access to a wider range and selection of AP classes.

INITIATIVE 1.4: Expand the uses of the Individual Graduation Plan (IGP) to ensure students are on track to graduate while focusing on college and career readiness (One City Action Plan Action 2.2.4 and Indicator 2D).

Partially Achieved. DCPS students in grades 6–12 continued to take advantage of the Individual Graduation Plan (IGP) during the 2012–13 school year. 93% of students completed their course selections through the system, which helped schools build aligned master schedules that advance students towards timely graduation. For the first time, middle grades students took advantage of IGP's PSAT/SAT preparation software to help them prepare for college assessments in high school. We were unable to procure the additional functionality in time to support FAFSA completion and college applications. However, the procurement was completed in time to train school staff in the Spring, so they will be ready to support students during the school year 2013-2014 college application process.

INITIATIVE 1.5: Assess 11th and 12th grade students on employability skills to measure career readiness and guide interventions for students headed towards un-employability.

Fully Achieved. DCPS adopted and piloted an Employability Assessment (EA) aligned to employability standards. The CTE office provided training to all DCPS CTE teachers on the assessment and how to enter data into the new EA database system. Participating CTE teachers completed 972 assessments during the 2012–2013 school year. Additionally, the office contracted with the Urban Alliance to develop an "Employability Skills Lesson Toolkit" to help teachers support students as needed with curricular resources aligned to the EA's rubric.

INITIATIVE 1.6: Improve the quality of instruction that we provide all students, including those in special populations, like English language learners (ELL).

Fully Achieved. These initiatives are fully implemented and ongoing. During the summer of 2013, over 70 ELL students received at least 1 original credit, some received 2, which will put them closer to their graduation goals. During school year 2012-2013 and the summer of 2013, forty-two general education teachers completed their coursework needed to become dually certified. They will be taking the ESL PRAXIS exam in school year 2013-2014. These teachers will be able to offer grade level and/or content level course work while sheltering the instruction, making content comprehensible to our English language learners. The Office of Bilingual Education will continue supporting these initiatives throughout school year 2013-2014 by increase capacity to accept more student participation in original credit courses over the Summer and accepting more teachers through the dually certified program.

INITIATIVE 1.7: Foster innovation at the school level through targeted funding opportunities (One City Action Plan Action 2.2.6).

Fully Achieved. 108 schools submitted 135 applications for the school year 2012-2013 Proving What's Possible Grant. 59 grants were awarded. Approximately, 85 percent of grant funds were awarded to DCPS' 40 lowest performing schools. 49 schools demonstrated improvement and/or growth in conjunction with their goals and 11 were successful in attaining each goal set. DC CAS, score gains were evident as 31 schools increased in both Mathematics and Reading, 11 improved

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in Reading and five improved in Mathematics. Overall, successes were seen in decreases in suspensions, decreases in the achievement gap, increases in student engagement, improved attendance, and improved scores on the DC CAS.

OBJECTIVE 2: Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs.

INITIATIVE 2.1: Develop district-wide expectations and materials to support intervention for ALL absences.

Fully Achieved. At the close of the 2012-2013 school year, DCPS made a system-wide shift to in-seat attendance (ISA) and focus on reducing all absences – excused and unexcused. To ensure this change took effect, DCPS attendance policies and procedures were updated to include information regarding ISA. DCPS trained instructional superintendents, school leaders, school-based attendance designees and teachers on the new attendance expectations and adjusted its data collection process to include ISA metrics. DCPS, by way of its Attendance Specialists, monitor local school implementation of attendance protocol and provide technical assistance and coaching to address fidelity issues.

INITIATIVE 2.2: Provide targeted support for high absentee schools and students with severe absenteeism.

Not Achieved. After a thorough investigation, DCPS determined that all volunteers had to be properly vetted, to include fingerprinting, and there was insufficient time to complete this task.

INITIATIVE 2.3: Draft, adopt and implement a district-wide approach to secondary student placement and transitions.

Partially Achieved. The Student Placement and Transitions Implementation Guide has been completed and schools have been trained on Sections 1.0 – 4.0 (alternative school referrals, overage middle school students, ninth grade repeaters and transfers). Secondary schools are receiving coaching through case management of students placed in schools. Application schools are exempt because students are not placed or transferred to application schools. Section 5.0 (Students Returning to DCPS who have been Expelled or Suspended from Charter or Other LEA) is currently being revised.

INITIATIVE 2.4: Prevent and reduce health-related absences by developing systems and partnerships that enable local schools to provide school health services and supports for students.

Not Achieved. The school year 2012-2013 revisions to the Principal's Guide to School Health, School Health Guide for Families, and School Health Check List were not revised and approved in time for printing by the end of FY2013. The school year 2013-2014 version of the Principal's Guide to School Health is currently being developed for dissemination to schools this school-year.

INITIATIVE 2.5: DCPS will provide targeted resources to schools with low promotion rates for first-time ninth-grade students (One City Action Plan Action 2.2.4).

Fully Achieved. In the 2013-2014 school year, DCPS established targeted ninth grade academy (NGA) programs at comprehensive high schools across the District to help first-year ninth grade students successfully transition to and succeed in high school. The following targeted resources have been provided to Ninth Grade Academies: One FTE position at each school who is

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responsible for the facilitation, support and monitoring of NGA success; Extended Day programming for students who are at risk or off track to graduate high school; educational field trip opportunities; and, student school supplies. The NGAs have also been provided with Agile Mind's Intensified Algebra I comprehensive course that helps students who are significantly behind become successful in algebra within one academic year. Monthly training is provided to teachers on the Agile Mind software and course, as well as ongoing support on an as needed basis. Additionally, the NGAs have been provided with detailed guidance on how to implement plans and practices that will support first-time ninth-graders to promotion to the tenth grade. This guidance was distributed to and facilitated with all NGA leaders and the implementation of these plans is tracked on a weekly basis. Finally, academy leaders are provided on-going professional development at monthly group meetings and regular one-on-one consultations in the field with the Director of Ninth Grade Academies.

OBJECTIVE 3: Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.

INITIATIVE 3.1: Develop expectations and provide professional development to support the grades K-5 literacy and mathematics blocks and provide applicable curricular resources.
Fully Achieved. In school year 2012-2013, DCPS concluded its second year of Common Core State Standards implementation with a focus on math instruction and professional development. Math unit overviews and scope and sequence documents were developed for grades K-Geometry. To support teachers with the content, DCPS offered targeted professional development during each of the district-wide PD days. We will continue to refine our unit overviews and provide engaging lessons to teachers. We will also have additional curricular resources for schools, including K-8 student materials, technology and an expanded portfolio of diagnostic assessments to drive instruction. In literacy, as mentioned above, DCPS developed the next generation of ELA CCSS strategy through its "focus area" approach. In preparation for the roll out, DCPS purchased an extraordinary amount of resources for schools which included leveled libraries, student texts, instructional technology, writing and phonics curriculum, and a host of other supporting materials to aide with implementation.

INITIATIVE 3.2: Develop the model and train and support coaches on the Collaborative and Individual Learning Cycles.
Fully Achieved. In school year 2012-2013, DCPS utilized the support of 10 Mangers of Instructional Coaches (MICP). These MICPs were each tasked with a cohort or cluster of schools in which they supported the instructional coaches of those schools. Targeted training to build their knowledge on the collaborative learning cycles (CLC) were provided approximately 7 times throughout the year. In these sessions, coaches learned how to use school data to drive teacher practice and student achievement. Coaches observed, modeled, planned and debriefed side by side with their teachers on a regular basis. Additionally, the CLC group met with their coach each week to discuss progress, data, and implementation.

Office of the Chief Operating Officer

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

> **INITIATIVE 1.1: Increase participation and attain high nutritional standards for food served set forth by the new USDA lunch pattern changes and the local Healthy School Act legislation while reducing overall costs.**
>
> **Partially Achieved.** 100% of the meals listed on DCPS cafeteria menus meet new USDA Lunch patterns and the local Healthy Schools Act legislation. Further, overall costs for food service in school year 2012-2013 reduced by $6.4M over the 2011-2012 school year as a result of the new food service contracts. However, participation for breakfast and lunch are down 1.4% and 1.8%, respectively.
>
> **INITIATIVE 1.2: Develop and execute strategy for sustained alignment with OCAO's academic goals that require IT operational support.**
>
> **Partially achieved.** DCPS has completed a plan to modernize school IT infrastructure through the end of school year 2015-2016. The plan received a funding commitment from City Council and the first phase of the project (network upgrades for 25 schools) was completed in the summer of 2013. In parallel, the first of a four-year computer refresh plan has been funded at $5M. ODCO is continuing to work with OTL to review and update the IT design guidelines and edspec provided to DGS contractors and IT staff.

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

> **INITIATIVE 2.1: Increase capacity for student recruitment at targeted schools (One City Action Plan Action 2.2.6).**
>
> **Not achieved.** DCPS created the Office of Student Enrollment & School Funding during FY13 to lead the district's work to support the enrollment lottery, boundaries, and feeder pattern review; enrollment projections; student residence; enrollment audit; registrar professional development; school budget allocations; and school budget development. This team's efforts are directed at enrolling more families earlier by providing principals data about their enrollment trends and incentives for exceeding their schools' projections. This change in our organizational structure will help us achieve the Capital Commitment Goal 5 of increasing student enrollment. On October 7, 2013, DCPS' unaudited student enrollment was 46,516, an 1.5% increase over 2012's reported enrollment.
>
> **INITIATIVE 2.2: Streamline the high school application process through the use of the High School Online Application for all DCPS selective admission high schools.**
>
> **Fully achieved**. The High School Online Application was revamped for school year 2012-2013. The number of student applications received by the application increased by 44% compared with the previous year. Additionally, we introduced a "one best offer" system, which only allowed a child to be offered a placement at a maximum of one of our specialized schools. This resulted in 25% more students being offered an original placement (rather than a waitlist placement) at specialized school.

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Key Performance Indicators – Details

Performance Assessment Key:

🟢 Fully achieved 🟡 Partially achieved 🔴 Not achieved ⚪ Data not reported 🔵 Workload Measure

	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
Office of Human Capital								
🟡	1.1	Retention rate of highly effective teachers	91%	95%		90.65%	95.42%	Instructional Support Services
🟢	1.2	% of teachers rated highly qualified	73%	85%		98.20%	102.29%	Instructional Support Services
🔴	2.1	# of HR constituent cases open 50+ days	0[1]	0		2	0%	Agency Management
Office of Special Education								
🟢	1.1	# of students served in non-public placements (new in FY13)	1,650	1,350		1,218	110.84%	Special Education Local
🟢	1.2	Reduce special education non-public enrollment (new in FY13)	0	61		55.36%	110.18%	Special Education Local
🟢	1.3	% of SPED students proficient or advanced in reading on DC CAS [One City Action Plan 2.2.5] (new in FY13)	13%	14%		18.10%	129.29%	Special Education Local
🟡	1.4	% of SPED students proficient or advanced in math on DC CAS [One City Action Plan 2.2.5] (new in FY13)	17%	23%		20.50%	89.13%	Special Education – Local
Office of the Chief Operating Officer								
🟢	2.1	% of principals certifying they have the necessary textbooks	100%	100%		100%	100%	Instructional Support Services

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[1] Data are not available prior to FY2013.

	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
Office of Data and Accountability								
🔴	1.1	% of teachers with value-added data	15%	19.5%		14%	71.79%	INSTRUCTIONAL SUPPORT SERVICES
🟢	1.2	% of schools receiving benchmark data within 3 school days	96%	96%		98.20%	102.29%	INSTRUCTIONAL SUPPORT SERVICES
Office of Family and Public Engagement								
⚪	1.1	% of parents satisfied with schools academic programs and opportunities for engagement (survey administered every other year)	No target for this year	85%		Data Not Reported [2]	Not Rated	STUDENT SUPPORT SERVICES
Agency Management								
🟡	2.1	Combined # of public stakeholder interactions including news subscribers, Facebook fans, Twitter followers, text messages subscribers, YouTube channel subscribers, AND unique website visitors.	8,224,604	5,000,000		9,802,512	82.245%	SCHOOL SYSTEM MANAGEMENT
🔴	2.2	# of page views on DCPS website	9,595,504	11,500,000		1,577,988	31.56%	SCHOOL SYSTEM MANAGEMENT
🟡	2.3	Student enrollment (Oct 5 count) [One City Action Plan 2.2.7]	46,096	47,147		45,557	96.63%	SCHOOL SYSTEM MANAGEMENT
🔵	NA	# of Title I schools	99			98	Workload Measure Not Rated	SCHOOL SYSTEM MANAGEMENT
🔵	NA	% of students qualified for Free or Reduced Lunch	70%			77%[3]	Workload Measure Not Rated	SCHOOL SYSTEM MANAGEMENT

[2] The parent survey was not administered in FY2013. It will be administered in FY2014 (SY2014-15).

[3] Part of the change in students eligible for Free/Reduced Lunch is because some schools have been certified for the Community Eligibility Option, under which all students receive lunch meals at no charge.

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	KPI	Measure Name	FY 2012 YE Actual	FY 2013 YE Target	FY 2013 YE Revised Target	FY 2013 YE Actual	FY 2013 YE Rating	Budget Program
		Office of the Chief Academic Officer						
🟡	1.1	% of ES students proficient in Reading	45%	48%		47.90%	99.79%	INSTRUCTIONAL SUPPORT SERVICES
🟢	1.2	% of ES students proficient in Math	46%	48%		49.15%	102%	INSTRUCTIONAL SUPPORT SERVICES
🟢	1.3	% of SEC students proficient in Reading	42%	45%		46.68%	103%	INSTRUCTIONAL SUPPORT SERVICES
🟢	1.4	% of SEC students proficient in Math	46%	49%		49.99%	102%	INSTRUCTIONAL SUPPORT SERVICES
🟡	1.5	Black-White Reading achievement gap	55%	46%%		53.50%	85.98%	INSTRUCTIONAL SUPPORT SERVICES
🟡	1.6	Black-White Math achievement gap	52%	49%%		51.10%	95.89%	INSTRUCTIONAL SUPPORT SERVICES
🟡	1.7	% 9-11th grade students taking the PSAT	75%	88%		79.13%	89.92%	SCHOOL SYSTEM MAGEMENT
🟡	1.8	% of AP exams passed	30%	33%		31%	93.94%	INSTRUCTIONAL SUPPORT SERVICES
🟡	1.9	% of HS students taking at least 1 Advanced Placement exam	22%	24%		23.19%	96.63%	INSTRUCTIONAL SUPPORT SERVICES
🟢	1.10	4-Year Graduation Rate	56%	58%		58%[4]	100%	SCHOOL SYSTEM MAGEMENT
🟢	2.1	Avg. elementary school daily attendance rate	97%	95%		96.80%	101 %	STUDENT SUPPORT SERVICES
🟡	2.2	Avg. secondary school daily attendance rate	91%	92%		90.98%	98.89%	STUDENT SUPPORT SERVICES

[4] OSSE calculates ACGR and excludes non-public students for the purpose of this calculation. DCPS counts non-public students in our internal reporting and that makes our ACGR 56%.

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