

# District of Columbia Public Schools FY2021

**Agency** District of Columbia Public Schools

**Agency Code** GAO

**Fiscal Year** 2021

**Mission** Our mission is to ensure that every school guarantees students reach their full potential through rigorous and joyful learning experiences provided in a nurturing environment.

**Summary of Services** DCPS delivers all services required to provide students with a quality education. These include: 1. Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs; 2. Hiring, developing, and rewarding teachers, principals, aides, and other staff; 3. Developing and implementing academic programs that provide all students with meaningful options for life; 4. Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing; 5. 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.

## 2021 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
DCPS pivoted from our 3-year plan to quickly provide dedicated device access to students in grades 3-12 and ensured every student in need of a device and internet connectivity at home would have equitable access throughout the district.	DCPS is investing \$38M in technology systems and supports for SY21-22. This is on top of \$27 million invested last year. Technology funding has been a top priority for students, families, and staff across the district, and it is a key lever to ensuring equity and excellence for every student. DCPS is committed to promoting equity and ensuring students have access to the resources they need to prepare for college and career regardless of the school they attend.	All schools have been upgraded to high-speed internet. We're also expanding capacity in our largest schools to ensure they have no issues in accommodating 1:1 devices. This fall, DCPS will provide devices for every student in grades 3 and up and invest in new devices for all teachers.  \$15M – student devices (ESSER II). This will bring DCPS to a 1:1 student-device ratio for grades 3-12 and a 3:1 ratio for grades PK-2.  \$6.3M – ensuring every teacher has an updated, dedicated device and expanding educator help desk support (ESSER II).  \$16.7M – expanded OCTO tech support (\$8.4M local + \$8.3M ESSER II)
DCPS is committed to instructional continuity. DCPS introduced Canvas Course Companions, which helps ensure that all students have access to grade-level content with a focus on deep learning of prioritized standards and topics.	Curricular content will continue to be built out in Canvas Course Companions. This should be used by all educators (where applicable) to ensure there is consistent access to grade-level learning tasks. School leaders will be asked to confirm their teachers have imported the appropriate Canvas Courses. It is used to communicate expectations to students, assign and collect work, and post instructional resources.	All students have access to self-guided content for any absence. While students with absences due to non-DCPS quarantines are not guaranteed to have live instruction, they will have access to self-guided content through Canvas Course Companions. It allows for teachers to streamline communications, curriculum, and expectations directly to students.
In January 2021, we launched Anti-Racist Educator University to build and deepen the capacity of our educators to lead and support culturally responsive learning environments. DCPS also provided continuous professional development opportunities for school-based and Central Office staff to increase their capacity as equity leaders	Anti-Racist Educator University provides DCPS staff with shared learning rooted in anti-racism. This offering is unique in that it applies pillars of anti-racism and the DCPS Equity Framework with action through Context Experts, Professional Learning Communities, and Micro-Credentialing. PLUs and certification are available at no cost to DCPS staff.	DCPS continued to prioritize its commitment to equity and create an environment in which we eliminate opportunity gaps, interrupt institutional bias, and remove barriers to academic and social success. DCPS launched Anti-Racist Educator University, a strategic lever for equity that provides DCPS staff with shared learning rooted in antiracism. This series deepens professional learning by offering actionable and applicable strategies through content experts, teacher-led professional learning communities and a micro-credentialed Canvas course.

## 2021 Key Performance Indicators

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
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**1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (12 Measures)**

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Percent of AP exams passed	Annually	41%	55%	47%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	43%	Nearly Met	DCPS believes in the power of rigorous and joyful learning. Advanced Placements exams are an important measure of success for DCPS. Last year, we saw a decrease in both the percentage of students who passed the exam and took exams. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing changes in the 2021-2022 school year that will improve outcomes compared to 2020-2021 in both AP exams taken and passed.
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Annually	32.4%	Not Available	36.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Annually	61.2%	Not Available	57.1%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Annually	63.9%	Not Available	61.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	9.3%	Not Available	15.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Annually	8.5%	Not Available	11.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Annually	22.2%	Not Available	26.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Annually	30%	Not Available	33.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	22%	Unmet	DCPS believes in the power of rigorous and joyful learning. Advanced Placements exams are an important measure of success for DCPS. Last year, we saw a decrease in both the percentage of students who passed the exam and took exams. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing changes in the 2021-2022 school year that will improve outcomes compared to 2020-2021 in both AP exams taken and passed.
Percent of students scoring college and career ready (Level 4+) in English Language Arts (ELA) on Partnership for Assessment of Readiness for College and Career (PARCC)	Annually	39.9%	Not Available	49.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Annually	New in 2020	Not Available	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	30%	No Target Set	

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Percent of kindergarten, first and second grade students reading on or above grade level	Annually	63%	Not Available	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	46%	No Target Set	
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Annually	New in 2020	Not Available	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	19%	No Target Set	
<b>2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Measure)</b>											
Retention rate of teachers rated effective or highly effective on IMPACT	Annually	92.9%	95%	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	90%	Nearly Met	DCPS remains committed to recruiting and selecting the best possible teachers and school leader talent, including retaining top talent to serve all our schools, particularly those serving students furthest from opportunity. Last year, we saw a decrease in the retention of teachers who are rated as effective or highly effective on IMPACT. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing changes in the 2021-2022 school year that will improve teacher retention for highly effective teachers.
<b>3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (4 Measures)</b>											
4-year graduation rate	Annually	65.1%	68.7%	73%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
In-seat attendance (ISA) rate	Annually	89%	90%	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	88%	Nearly Met	DCPS continues to implement strategies to increase attendance and ensuring all students are login into Canvas. Last year, we saw a decrease in In-Seat Attendance rates. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing changes in the 2021-2022 school year that will improve In-Seat Attendance
First-time 9th grade student promotion	Annually	79%	85%	83%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	83%	Met	
Percent of schools considered highly rated or improving in rating	Annually	66%	Not Available	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	No Target Set	
<b>4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (6 Measures)</b>											
Audited Student enrollment	Annually	51,060	Waiting on Data	53,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	49,890	Nearly Met	DCPS is dedicated to our unwavering commitment to student, staff, and family health and safety. This year, we saw a decrease in audited student enrollment. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing changes in the 2021-2022 school year that will student enrollment.
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Annually	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Percent of students indicating they feel challenged	Annually	81%	Not Available	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	84%	Nearly Met	DCPS believes in the power of rigorous and joyful learning. Last year, we saw a decrease in the percentage of students indicating they feel challenged, prepared, or loved. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing and seeing changes in the 2021-2022 school year that will improve students feeling loved, challenged, and prepared.
Percent of students indicating they feel prepared	Annually	67%	Not Available	69%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	62%	Unmet	DCPS believes in the power of rigorous and joyful learning. Last year, we saw a decrease in the percentage of students indicating they feel challenged, prepared, or loved. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing and seeing changes in the 2021-2022 school year that will improve students feeling loved, challenged, and prepared.

Measure	Frequency	FY 2019 Actual	FY 2020 Actual	FY 2021 Target	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual	Was 2021 KPI Met?	Explanation For Unmet KPI
Percent of students indicating they feel loved, challenged, and prepared	Annually	45%	Not Available	47%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	45%	Nearly Met	DCPS believes in the power of rigorous and joyful learning. Last year, we saw a decrease in the percentage of students indicating they feel challenged, prepared, or loved. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing and seeing changes in the 2021-2022 school year that will improve students feeling loved, challenged, and prepared.
Percent of students indicating they feel loved	Annually	58%	Not Available	60%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	59%	Nearly Met	DCPS believes in the power of rigorous and joyful learning. Last year, we saw a decrease in the percentage of students indicating they feel challenged, prepared, or loved. As we consider the outcomes of COVID and virtual learning, we are including this data point in our analysis. DCPS is already implementing and seeing changes in the 2021-2022 school year that will improve students feeling loved, challenged, and prepared.
<b>5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Measure)</b>											
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Annually	80%	Not Available	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		

2021 Workload Measures

Measure	FY 2019 Actual	FY 2020 Actual	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual
<b>5 - Engage Families (1 Measure)</b>							

Measure	FY 2019 Actual	FY 2020 Actual	FY 2021 Quarter 1	FY 2021 Quarter 2	FY 2021 Quarter 3	FY 2021 Quarter 4	FY 2021 Actual
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	New in 2020	80%	Waiting on Data	Waiting on Data	Waiting on Data	100%	100%

## 2021 Operations

Operations Title	Operations Description	Type of Operations
<b>1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (1 Activity)</b>		
Promote Equity	Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	Daily Service
<b>2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Activity)</b>		
Empower our People	Recruit, develop, and retain a talented, caring, and diverse team.	Daily Service
<b>3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (1 Activity)</b>		
Ensure Excellent Schools	Increase the number of excellent schools throughout the city.	Daily Service
<b>4 - Educate the Whole Child: Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready. (1 Activity)</b>		
Educate the Whole Child	Provide rigorous, joyful, and inclusive academic and social emotional learning experiences to ensure all students are college and career ready.	Daily Service
<b>5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Activity)</b>		
Engage Families	Ensure communication and deepen partnerships with families and the community.	Daily Service

## 2021 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
<b>Educate the Whole Child (1 Strategic Initiative)</b>				



Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Curriculum and Coaching	In the 2020-2021 school year, DCPS will provide curricular support to teachers will be provided for virtual and in person instruction through coaching (LEAP) and the cluster support model. Assessments such as ANET will be used to track outcomes.	Complete	<p>During Quarter 4, DCPS is prioritizing measuring student learning as we welcome students back to in-person learning. DCPS is using content-specific diagnostic assessments to identify student proximity to and readiness for grade-level content. To support the varying entry points students have demonstrated via these assessments, content teams have provided curricular supports to all teachers, grades, and content areas, to ensure planning for student instruction includes scaffolded opportunities for academic supports needed to address the grade-level content. All students will engage in short-cycle measurements of learning, called Required Curricular Tasks (RCTs), to provide consistent and ongoing data aligned to timely learning goals. This data will ensure teachers are able to identify and address gaps in learning at a more frequent cadence than interim assessments. Instructional coaches will work with teachers using protocols to 1) facilitate these data conversations and 2) support responsive planning and instruction with students.</p> <p>DCPS is also leveraging a Multi-Tiered System of Support (MTSS) to understand and respond to student strengths and needs holistically (academics, attendance, behavior, social-emotional). Classes will incorporate strategies to engage and support all learners. This includes weaving in previous content and skills needed to access the grade-level content, culturally responsive teaching practices, and small group instruction.</p> <p>Additionally, all schools are implementing two strategies to support learning acceleration for students furthest behind:</p> <p>Acceleration Academies. All schools are intentionally leveraging time outside of the school day to support students' academic and social development. This began with students from every campus participating in Summer Acceleration Academies and will continue into the year with School Year Acceleration Academies (SYAAs) that provided small group and tutoring supports.</p> <p>High Impact Tutoring. All schools will implement High Impact Tutoring (HIT) to provide 5-10% of students with targeted supports in core content areas. This tutoring can be delivered during the school day or during an acceleration academy through DCPS staff and trusted partner organizations.</p>	
<b>Empower our People (1 Strategic Initiative)</b>				
Talent	Recruit and select the best possible teacher and school leader talent with a focus on recruiting applicants that reflect our student population, screening for equity-minded candidates who are invested in the theory of the whole child, and selecting and retaining top talent to serve all our schools, particularly those serving students furthest from opportunity. Examples of this approach include posting teacher job opportunities on websites like DiversityJobs.com, AllBilingualJobs.com, LatinoJobs.org, and TopSchoolJobs.org and updating candidate-facing resources to be translated and shared with bilingual candidates.	Complete	During Quarter 4, DCPS continued to focus heavily on talent, with an emphasis on filling vacancies and facilitating trainings in service of the initial and continued development of equity-centered school leaders. DCPS filled 95% of teacher vacancies by the first day of school. As such, 1% of all teacher positions were vacant on the first day of school. DCPS filled 100% of principal vacancies by the first day of school and currently has filled all Assistant Principal vacancies. Our Summer Leadership Institute (SLI) focused on preparing our school leaders for a strong and responsive reopening with an emphasis on MTSS implementation and School Year Acceleration Academies. We anchored the experience with a focus on a commitment to serving the whole child and continuing to move toward anti-racist mindsets, practices, and policies as a district. These themes were also evident throughout our summer programming, including our New Principal and New Assistant Principal Orientations. They will serve as a continual point of development throughout the school year.	
<b>Engage Families (1 Strategic Initiative)</b>				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Family Communication	DCPS will host regular information sessions (currently at least monthly) on top-of-mind questions we are hearing from families. In addition, DCPS will provide in-depth budget information and operating updates throughout the ongoing public health crisis.	Complete	<p>During Quarter 4, DCPS continued its confidence-building efforts to inform families around the reopening of schools. DCPS hosted Summer Parent Education Sessions and ECE Sessions around recovery and transition back to school, public health, mental health, etc. DCPS continues to host virtual Family Listening Sessions to hear how families and students are doing and to gather information that can inform reopening plans. Listening sessions started in December 2020, and as of July 2021, 14 sessions have been conducted, including five sessions in Spanish and 1 in Amharic. Over 115 families attended. For the fall (September-October), DCPS planned a series of 3 telephone town halls to provide additional information on COVID-19 Protocols. The session prior to the end of Q4 had reached nearly 2300.</p> <p>Also, in September 2021, the Family and Engagement Team launched DCPS Latino Families Committee. The Committee was developed to create a space where Latino English Language Learner (ELL) families can share their perspectives and opinions on a variety of topics related to DCPS and the education of their children. Two meetings have occurred so far this school year.</p> <p>The fall Parent University calendar kicked off on September 29 and offers families information on academic partnering with their children in hybrid/virtual settings, mental health, and whole-child strategies to support full-time return to in-person learning and planning for their children's future.</p> <p>We relaunched Home/Community Visits in our Family Engagement Partnership Schools. Educators have been encouraged to meet families in person outdoors and in the community. As of September 30, we've seen 29 schools relaunch Home/Community visits this summer and fall, with over 3,300 families participating in visits.</p>	
<b>Ensure Excellent Schools (4 Strategic initiatives)</b>				
Capital Projects	In the 2020-2021 school year, DCPS will focus on the successful modernizations of multiple schools, including the opening of modernized facilities at Banneker HS, Eaton ES, West ES, and Capitol Hill Montessori at Logan, and continued small capital projects across the school district such as HVAC replacement at Ludlow Taylor, elevator installation at Ross and Truesdell, and football field replacement at Cardozo EC and Anacostia HS. DCPS will focus on working with inter-agency partners, including DGS, on successful completion of planned work for FY21.	Complete	During Quarter 4, DCPS continued to prepare schools for reopening and successfully opened modernized facilities at Banneker HS, Eaton ES, West ES, and Capitol Hill Montessori at Logan. DCPS also completed and continued to support small capital projects across the school district, such as the elevator installation at Ross ES and Truesdell ES and football field replacements at Cardozo EC and Anacostia HS. In partnership with DGS, DCPS worked to schedule repairs for all high-priority open HVAC issues. When permanent repairs were not able to be accomplished, temporary solutions were put in place.	

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
East of the River Supports focused on Anacostia and Ballou Community	DCPS continues to deepen our investment in the Anacostia and Ballou communities. Anacostia and Ballou selected their redesign models last year and continue to focus on implementation for the 2020-2021 school year. This implementation will include working with partners such as New Tech Network at Anacostia and 3DE by Junior Achievement at Ballou who are providing training and support.	Complete	<p>In Quarter 4, DCPS continued to invest in the Anacostia and Ballou communities through the implementation of the DCPS Connected Schools Model. The full-time Connected School Manager (CSM) at each school has facilitated ongoing collaboration with community partners to transition student programming and supports back to an in-person setting and has led school teams in developing strategies for rebuilding trust and connection with families for SY21-22.</p> <p>Anacostia: The CSM led partner programming as part of Anacostia's Summer Acceleration Academy – an academy for 40 targeted students that was intentionally designed to support the whole child with a focus on academics, wellness, and enrichment. Raising a Village provided individualized and small group literacy instruction while Words, Beats and Life facilitated daily hands-on learning activities to explore various modes of artistic expression, including street art and slam poetry. In partnership with Washington Performing Arts, Ballou also offered community arts performances open to students, families, and community members. Towards the end of Q4, the CSM transitioned to working with those partners and several others (e.g., ONSE program, DBH, LAYC, Flamboyant Foundation) to identify school year programming for SY21-22 and ensure all clearances are in place in a timely fashion.</p> <p>Ballou: During Q4, Ballou HS developed and began the initial launch of a new model for family and student engagement, the "Go To Knight" initiative. Students will be grouped into cohorts with a caring adult who will serve as a "go-to-champion." The adult will develop positive relationships with students and their families through community/home visits so that every Ballou student has a trusting and caring adult on who they can rely. "Go-to Champions" will also maintain communication throughout the year, sharing positive and proactive updates on both academic and SEL progress.</p> <p>Additionally, a focus of the Redesign work at Anacostia and Ballou in Q4 was in building the capacity of staff in the following ways:</p> <p>Through Redesign, Ballou HS has expanded the unique partnership with 3DE by Junior Achievement to 9th and 10th grade this year and has launched their first case challenges with Deloitte and Accenture. This summer, 22 staff members, including 9th-grade teachers, 10th-grade teachers, CTE teachers, and leadership team members, attended professional development with 3DE to deepen their understanding of case pedagogy and 3DE competencies.</p> <p>Anacostia has expanded its Project-Based Learning approach through New Tech Network, one of Anacostia's Redesign anchor partners. This summer, 15 instructional staff participated in professional development and will be part of an ongoing Professional Learning Community with New Tech. 11 instructional leaders at Anacostia also participated in a 3-day workshop specifically focused on building capacity as PBL leaders.</p>	
Enrollment	Develop and implement a strategy to increase enrollment. One example of a strategy for FY21 is focusing on enrollment throughout the year, especially as the needs of families shift with COVID19. This will include reviewing enrollment audit data and creating school-specific plans for enrollment outreach beginning in December 2020 and continuing through fall 2021.	Complete	<p>During Quarter 4, DCPS prioritized enrolling students back in school. As of the first certification with OSSE (10/12), our public enrollment is 48,999. This is slightly lower than our SY20-21 enrollment (49,890). DCPS continues to offer a virtual option to students who have completed OSSE's medical consent and certification process.</p>	

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Attendance	Develop and implement a strategy to increase attendance, with a focus on every day counting no matter if a student is in a virtual or in-person learning environment. For example, DCPS will focus on ensuring all students are logging into Canvas this fall during virtual instruction. To ensure students are attending, staff members will directly reach out to support students attending and explore creative ways to connect with students during learning at home, including Student Support Centers.	Complete	<p>During Quarter 4, as the school year began, DCPS provided clearer guidance on attendance policies, including quarantining due to close contacts and positive COVID cases. Principals and school staff conducted ongoing outreach to families to encourage a return to school and regular attendance. Currently, they are supporting their students' successful return to school and are aware that all required attendance interventions and supports (attendance letters, staff outreach, robocalls, student support team meetings, etc.) must be completed by the attendance staff at the students' home school. DCPS is calling, emailing, and texting parents. We are also providing virtual touchpoints with families, and conducting home visits, as permitted, before alerting CFSA or court.</p> <p>Additionally, DCPS, with the support of the Deputy Mayor of Education, is working to implement two partnerships late this fall. The first partnership is with Kinolved, Inc. This partnership will provide 30+ schools with access to a communication application that is designed to improve family engagement and increase two-way communication with families regarding attendance. The second partnership is with InClassToday, who will manage, on behalf of DCPS, issuance of nudge notices (via mail and electronically) to students who have a history of chronic absenteeism.</p>	
<b>Promote Equity (1 Strategic Initiative)</b>				
Post-Secondary Success	DCPS will provide students and their families with access to actionable information that helps to prepare students for post-secondary success. For example, high school students and their families will have access to actionable data in their Student Guide to Graduation, Career, and College. This includes ensuring students have access to information regarding high school options. DCPS will provide a personalized guide for middle school students to the NAF College & Career Academies available at DCPS high schools during Term 2. This guide will be shared with eighth grade students and will help students and families with more information about DCPS college and career programs before the My School DC lottery process opens in December.	Complete	<p>DCPS Persists</p> <p>By the end of the fourth quarter, DCPS had received interest forms from approximately 630 college-bound students, and DCPS Persists continue to support around 760 college students from the class of 2020. In August, DCPS Persists held its second annual College Success Summit for first-year college students, facilitating 25 virtual information sessions about the transition to college, financial aid, course selection, and how to start the virtual semester.</p> <p>DCPS has also finalized changes to the High School Guide to Graduation, Career, and College. Every DCPS Senior will receive a personalized copy of their Guide in the mail in November. A copy of the Guide is also uploaded in Aspen and is available in English, Spanish, Amharic, and Chinese.</p> <p>Middle School Guide to College &amp; Career Academies</p> <p>By the end of the fourth quarter, DCPS finished updating the Middle School Guide to NAF College &amp; Career Academies to include new Academies available at DCPS high schools. This Guide will be sent to all current 8th-grade students in November 2021 and will provide students and families with more information about DCPS college and career programs before the My School DC lottery process opens in December. DCPS will host a Parent University session about the Guide and provide translated materials for families in English, Spanish and Amharic.</p>	