



# **DISTRICT OF COLUMBIA PUBLIC SCHOOLS**

## **FY 2022 PERFORMANCE AND ACCOUNTABILITY REPORT**

**JANUARY 15, 2023**

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# 1 DISTRICT OF COLUMBIA PUBLIC SCHOOLS

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*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.

*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.

## 2 2022 ACCOMPLISHMENTS

Accomplishment	Impact on Agency	Impact on Residents
<p>DCPS continues its commitment to ensure all students in the district have equitable access to up-to-date technology. DCPS refreshed over 12,000 student and staff devices and every school in need of additional devices to maintain a 1:1 student-to-device ratio in grades 3 through 12 and 3:1 ratio in grades PK-2 was provided with devices.</p>	<p>DCPS has also worked to ensure that students have access to high speed internet not only at school but also at their home environments. By ensuring tech equity across students and schools, DPCS educators and staff are more equipped to prioritize learning strategies and curriculum implementation.</p>	<p>At DCPS, technology can greatly contribute to creating equity in schools. It removes barriers to learning materials, supports students where they are across varied learning contexts and needs, and gives educators more insight into the learning environments they're creating.</p>
<p>Focused Supports for Students- Over 18,000 students (38% of DCPS students) received individual or small group interventions to support their academics, social emotional development, and encourage regular attendance at school. This includes 8% of DCPS students who received High Impact Tutoring (HIT) from a DCPS staff member or trusted partner. These interventions complement strong classroom instruction and best practices for student success.</p>	<p>These additional supports ensure our students furthest from opportunity have the support and resources needed to reach their full potential.</p>	<p>Residents that are DCPS students were provided with high quality interventions and supports to maximize student outcomes.</p>
<p>DCPS launched Readers Next Door, a series largely written and illustrated by DCPS educators and created exclusively for DCPS, that includes more than 100 individual books featuring ten characters living and going to school in the District. The books that comprise the DCPS Readers Next Door series are decodables, texts that help students practice certain sound-letter patterns taught as part of phonics. The DCPS Readers Next Door series goes further to build early literacy skills, content knowledge, and language comprehension through inclusive content that represents the unique backgrounds, identities, and locales that represent DC.</p>	<p>The series reflects the district's commitment to providing culturally relevant learning experiences to all students. This will continue to put DCPS at the forefront of building literacy skills among young students and developing a life-long love of reading.</p>	<p>It is important for our students to have engaging content in the classroom that also aligns with foundational literacy skill development based on the science of reading. These books give children the chance to build a strong foundation to become motivated, proficient readers.</p>

### 3 2022 OBJECTIVES

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Strategic Objective	Number of Measures	Number of Operations
Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	12	1
Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.	1	1
Ensure Excellent Schools: Increase the number of excellent schools throughout the city.	4	1
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	1
Engage Families: Ensure communication and deepen partnerships with families and the community.	1	1
Create and maintain a highly efficient, transparent, and responsive District government.	11	0

## 4 2022 OPERATIONS

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Operation Title	Operation Description	Type of Operation
<b>Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.</b>		
Promote Equity	Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	Daily Service
<b>Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.</b>		
Empower our People	Recruit, develop, and retain a talented, caring, and diverse team.	Daily Service
<b>Ensure Excellent Schools: Increase the number of excellent schools throughout the city.</b>		
Ensure Excellent Schools	Increase the number of excellent schools throughout the city.	Daily Service
<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.</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>Engage Families: Ensure communication and deepen partnerships with families and the community.</b>		
Engage Families	Ensure communication and deepen partnerships with families and the community.	Daily Service

## 5 2022 STRATEGIC INITIATIVES

In FY 2022, District of Columbia Public Schools had 8 Strategic Initiatives and completed 100%.

Title	Description	Completion to Date	Update	Explanation for Incomplete Initiative
Acceleration	DCPS is committed to taking a whole child, anti-racist approach to accelerating student learning. This year, we will leverage a Multi-Tiered System of Support (MTSS) to ensure all students and adults have the supports they need to thrive in our schools. Additionally, all schools will implement School Year Acceleration Academies and High Impact Tutoring to provide additional learning time for students.	Complete	In Summer 2022, DCPS provided expanded K-8 summer programming, including more than doubling the number of elementary summer sites since pre-COVID (from 8 to 18 sites), providing non-academic enrichment at each elementary summer site (e.g., sports, music, drama), and providing expanded middle school enrichment options (e.g., band camp, outdoor pursuits). For SY22-23, DCPS is continuing our focus on Multi-Tiered System of Support (MTSS) to ensure all students and adults have the supports they need to thrive in school. We are also piloting five High Impact Tutoring (HIT) partners across 22 schools; these pilots will provide needed supports for schools and students in alignment with MTSS.	
Talent	We aim to recruit, select, and develop the highest caliber of talent. Simultaneously, we continue to fortify our internal talent mechanisms- specifically our principal pipeline. In doing so, we have worked to codify what development looks like at all levels of leadership and provide aligned programming. We are also working to ensure that we can collectively improve conditions on the job to retain our talent.	Complete	In Quarter 4, DCPS diligently worked with school leaders and instructional superintendents to build the approved pool for hiring of teachers and school-based staff and fill vacancies for the start of the school year. DCPS has provided targeted support to schools requiring additional support in terms of staffing.	

<p>Leadership Development</p>	<p>Leadership development is committed to ensuring that we nurture aspiring and sitting school leaders by supporting their school improvement efforts, strengthening their practice through coaching, and sustaining their leadership through holistic retention efforts. We do this work proactively, by providing 2 years of induction support for new assistant principals and principals, as well as by being responsive to the emergent needs of individual school communities. We also work, continually, to ensure that we have a strong bench of assistant principals who are ready to pursue the principalship and that they are afforded the hands-on experiences necessary to grow prior to assuming the role. Additionally, we secured an \$8 million Wallace grant over the next 5 years to strengthen our efforts to build equity-centered leadership in DCPS.</p>	<p>Complete</p>	<p>DCPS utilized Principal in Residence positions to help support school leader transitions and medical leaves to maintain a continuity of leadership while also working to develop school leader candidate pools for off-cycle vacancies and the coming school year. DCPS held our first successful Leadership Academy with principals on October 19! And we held our first retreat for our 6 RISE Resident Principals and they are making strong progress to be in the pool for the spring.</p>
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Family Communication	<p>DCPS' Engagement and Communications Teams will prioritize sharing information with, and engaging, Wards 5, 7, and 8 and Spanish-speaking families. DCPS will host at least monthly Parent University sessions in both English and Spanish. DCPS will engage and communicate widely around the new budget model for FY23, including through family emails, social media, townhalls, media outreach, and LSAT sessions.</p>	Complete	<p>In Q4, 5,688 Home/Community Visits were conducted by DCPS educators to build relationships with students and families. The 22 - 23 Chancellor's Parent Advisory Board successfully started meeting this school year; the first meeting occurred on September 15, 2022. 32 parents and guardians from across the district serve on the advisory board. The parent advisory board will meet on a monthly basis from September 2022 to May 2023 with DCPS' Leadership to share their feedback on a variety of topics. El Comit� De Familias Latinas de DCPS (DCPS Latino Families Committee) continues to grow and meet regularly. Two meetings have occurred this school year. On September 20, El Comit� families met in person at Garrison Elementary School to celebrate Hispanic Heritage Month and also provided input regarding DCPS' Strategic Plan. Their ideas and opinions will be included in the DCPS' Capital Commitment stakeholder summary report. DCPS hosted the annual Back to School Block Party at Eliot-Hine Middle School on Saturday, September 17, after two years in hiatus. Over 1,300 students, parents, and staff attended the event including 150 of our newcomer Spanish-speaking families. There were 34 partners present to share resources and information, and 5 student performance groups. On August 18, DCPS in partnership with the Mayor's Office hosted a virtual Back-to-School Community Telephone Townhall with 5 DCPS leaders including Chancellor Lewis D. Ferebee. In Q4 DCPS launched the new strategic plan engagement by conducting staff-focused sessions over the summer at the School Leader Institute and preservice for all staff and teachers. Throughout September DCPS hosted two broad community engagement sessions and will continue to host three more community sessions and four student sessions in October.</p>
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Capital Projects	In the 2021-2022 school year, DCPS will focus on the successful modernizations of multiple schools, including the opening of modernized facilities School Within-a-School @ Goding, Smothers ES and Old Randle Early Learning Center, and continued small capital projects across the school district such as HVAC replacement at Langley, elevator installation at Bunker Hill and Whitter, and new playgrounds at Oyster, Beers, Peabody, Langdon and Noyes. DCPS will focus on working with inter-agency partners, including DGS, on successful completion of planned work for FY22.	Complete	In Q4, DCPS delivered the modernized Historic Randle Highlands building for ECE and CDC use, School Within School @ Goding ES, and Smothers ES. At Goding and Smothers, there are still some long lead items that are pending, but nothing large enough to keep students from learning safely. The 27 small capital projects are complete. The Facilities team is overseeing another batch of small capital projects and modernizations. Bard HS will be complete by the end of calendar year, 2022.
Enrollment	Bolstering and growing enrollment is a renewed focus for DCPS in SY21-22. In FY22, we are focused on building families' confidence in the return to in-person schooling this fall and continuing to work on maintaining enrollment throughout the year. Strategies include reviewing enrollment audit data and creating school-specific plans for outreach for the year	Complete	During Quarter 4, DCPS prioritized enrollment, working with schools to meet or exceed their enrollment projections. DCPS coordinated with schools to ensure registration date accuracy and verify students' residency to complete all enrollment steps. As of September 30, 2022, DCPS had enrolled 49,225 students.
East of the River Supports Focused on Anacostia And Ballou Community	DCPS is supporting Anacostia and Ballou in transitioning the implementation of their redesign models from the virtual setting to in-person. This includes providing teachers with professional development from their partners such as New Tech Network and 3DE by Junior Achievement. Additionally, full implementation of the academic models will scale up to reach all 10th grade students in Ballou and Anacostia. All students at Ballou and Anacostia will have the opportunity to benefit from a variety of SEL and wraparound services.	Complete	Anacostia HS and Ballou HS prepared for their third year of implementation of their new school models with support from key personnel and anchor partnerships. With 3DE by Junior Achievement now operating in 9th-11th grade at Ballou, additional staff at Ballou HS engaged in professional development on integrating the 3de model into their classrooms . Additionally with every teacher at Anacostia HS implementing at least 1 project per semester, additional time was spent planning for projects with one of their anchor partners, New Tech Network.

Technology	Technology is key to our acceleration plan. In particular, technology is especially key for ensuring that struggling readers, students with IEPs, and students learning English can access and understand grade level content. For school year 2021-2022/FY22, DCPS will provide devices for every student grades 3 and up and invest in new devices for all teachers.	Complete	DCPS continues its commitment to ensure all students in the district have equitable access to up-to-date technology. DCPS refreshed over 12,000 student and staff devices in July through August 2022 in preparation for SY22-23. Every school in need of additional devices to maintain a 1:1 student-to-device ratio in grades 3 through 12 and 3:1 ratio in grades PK-2 was provided with devices. Instructional and student support staff at schools have also been provided with devices centrally to ensure they are equipped with a robust, in-lifecycle device. DCPS also outfitted classrooms across the district with over 1,300 interactive boards in Q3 and plans to complete an additional 1,500 boards in SY22-23. We remain on track to complete a districtwide refresh of interactive boards in all classrooms in the district by July 2024.
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## 6 2022 KEY PERFORMANCE INDICATORS AND WORKLOAD MEASURES

### Key Performance Indicators

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
<b>Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.</b>											
Percent of AP exams passed	Up is Better	55%	43%	47%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	45%	Nearly Met	As we consider the outcomes of COVID, the percentage of AP exams passed fell short of our target, but increased from FY21 as we make up for gains that were lost due to COVID. DCPS is committed to taking this data and implementing strategies to address this.
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	Not Available	Not Available	36.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	22%	Unmet	As we consider the outcomes of COVID, the percentage of students scoring college and career ready in Math fell this year. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
ELA achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	Not Available	Not Available	57.1%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	61%	Nearly Met	As we consider the outcomes of COVID, the achievement gap in ELA between black and white students grew slightly. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.

Key Performance Indicators (continued)

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Math achievement gap (Percent of students scoring college and career ready) between black and white students	Down is Better	Not Available	Not Available	61.3%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	64%	Nearly Met	As we consider the outcomes of COVID, the achievement gap in Math between black and white students grew slightly. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	Not Available	Not Available	15.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	8%	Unmet	As we consider the outcomes of COVID, the percent of Special Education students scoring college and career ready (Level 4+) in ELA on PARCC fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Up is Better	Not Available	Not Available	11.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	6%	Unmet	As we consider the outcomes of COVID, the percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.

Key Performance Indicators (continued)

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC	Up is Better	Not Available	Not Available	26.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	20%	Unmet	As we consider the outcomes of COVID, the percent of percent of English Language Learners students scoring college and career ready (Level 4+) in ELA on PARCC fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Up is Better	Not Available	22%	33.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	22%	Unmet	As we consider the outcomes of COVID, the percent high school students taking at least 1 AP exam fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
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)	Up is Better	Not Available	Not Available	49.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	35%	Unmet	As we consider the outcomes of COVID, the 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) fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.

Key Performance Indicators (continued)

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	Not Available	19%	-	Annual Measure	Annual Measure	Annual Measure	Annual Measure	20%	-	
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Up is Better	Not Available	30%	-	Annual Measure	Annual Measure	Annual Measure	Annual Measure	32%	-	
Percent of kindergarten, first and second grade students reading on or above grade level	Up is Better	Not Available	46%	-	Annual Measure	Annual Measure	Annual Measure	Annual Measure	57%	-	
<b>Empower our People: Recruit, develop, and retain a talented, caring, and diverse team.</b>											
Retention rate of teachers rated effective or highly effective on IMPACT	Up is Better	95%	90%	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	92%	Met	
<b>Ensure Excellent Schools: Increase the number of excellent schools throughout the city.</b>											
4-year graduation rate	Up is Better	Not Available	Not Available	73%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data		
In-seat attendance (ISA) rate	Up is Better	90%	88%	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	85%	Nearly Met	As we consider the outcomes of COVID, the In Seat Attendance rate fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
First-time 9th grade student promotion	Up is Better	85%	83%	83%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	82%	Nearly Met	As we consider the outcomes of COVID, the percent of first-time 9th grade student promotion fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of schools considered highly rated or improving in rating	Up is Better	Not Available	Not Available	-	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	-	

Key Performance Indicators (continued)

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
<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.</b>											
Audited Student enrollment	Up is Better	Not Available	49,890	53,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	49,035	Nearly Met	As we consider the outcomes of COVID, the audited student enrollment fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Up is Better	100%	Not Available	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	
Percent of students indicating they feel challenged	Up is Better	Not Available	84%	85%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	82%	Nearly Met	As we consider the outcomes of COVID, the percent of students indicating they feel challenged fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of students indicating they feel prepared	Up is Better	Not Available	62%	69%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	66%	Nearly Met	As we consider the outcomes of COVID, the percent of students feeling prepared fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.



Key Performance Indicators (continued)

Measure	Directionality	FY 2020	FY 2021	FY 2022 Target	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022	Was 2022 KPI Met?	Explanation of Unmet KPI
Percent of students indicating they feel loved, challenged, and prepared	Up is Better	Not Available	45%	47%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	46%	Nearly Met	As we consider the outcomes of COVID, the percent of students indicating they feel loved, challenged, and prepared fell. DCPS is already implementing strategies to make up for the gains that were lost due to COVID.
Percent of students indicating they feel loved	Up is Better	Not Available	59%	60%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	60%	Met	
<b>Engage Families: Ensure communication and deepen partnerships with families and the community.</b>											
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Up is Better	Not Available	Not Available	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	61%	Unmet	Due to COVID measures, DCPS was not able to execute the expected number of home visits. DCPS has already started to devise strategies to increase this number next year.

Workload Measures

Measure	FY 2020	FY 2021	FY 2022 Q1	FY 2022 Q2	FY 2022 Q3	FY 2022 Q4	FY 2022
<b>Engage Families</b>							
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	80%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	95%