

GOVERNMENT OF THE DISTRICT OF COLUMBIA
Executive Office of Mayor Muriel Bowser



Office of the City Administrator

January 15, 2021

Fiscal Year (FY) 2020 was an unprecedented year for all DC residents, businesses and the District Government. In March 2020—the second quarter of the fiscal year—Mayor Bowser declared a public health emergency and District government quickly pivoted to respond to the COVID-19 global health pandemic. To align with recommended social distancing and public safety guidelines, in just one day, over 60 percent of District government employees transitioned to a telework posture. In addition, many District agencies limited or temporarily ceased most in-person activities and services.

The global health emergency required the District to significantly reallocate financial and personnel resources to respond to the pandemic. With the change in operations and a substantial decrease in revenues, the District's response required all agencies to determine how to best provide services to District residents, visitors and employees, while maintaining the necessary protocols to help slow the spread of COVID-19.

As such, the global health pandemic greatly impacted some agencies' abilities to meet their FY20 key performance indicators (KPIs) and strategic initiatives established prior to its onset as agencies shifted resources to respond to COVID-19. Therefore, outcomes for KPIs and strategic initiatives reflect a shift in District priorities and efforts during this crisis. While we continue to believe strongly in performance tracking to improve District services, the data for FY20 is not fully indicative of agencies' performance and should be reviewed factoring in the unprecedented challenges encountered in FY 2020.

Sincerely,

A handwritten signature in black ink that reads 'Kevin Donahue'.

Kevin Donahue
Interim City Administrator



District of Columbia Public Schools FY2020

Agency District of Columbia Public Schools

Agency Code GAO

Fiscal Year 2020

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.

2020 Accomplishments

Accomplishment	Impact on Agency	Impact on Residents
92% of students are regularly logging into learning at home. By the end of the fourth quarter of FY20 (September 2020), DCPS translated it's curriculum into 250+ Canvas Course Companions to support virtual learning in SY20-21. The district also expanded access to blended learning programs in all content areas and for all students.	DCPS continues to work to ensure learning at home is rigorous and joyful during the COVID-19 public health crisis.	During the COVID-19 public health crisis, DCPS shifted to a learning at home posture. By the end of FY20, 92% of students are regularly logging in to learn with their DCPS educator.
By the end of FY20, 29,850+ technology devices were distributed since March 2020 for learning at home.	We continue to strive to ensure students can connect to rigorous and joyful learning experiences during the COVID-19 public health crisis.	Students had access to rigorous and joyful learning.
DCPS launched the Living Through History Cornerstone. More information is available by going to: https://learninglab.si.edu/dcps .	What is our responsibility to document, reflect, and advocate In the "Living Through History" Cornerstone, students explore the questions through different perspectives and disciplinary lenses, in both personal and societal contexts; Students create documentary evidence in the form of artifacts, analysis, reflections, and advocacy campaigns, and share and compare with peers from other schools, cities, or countries.	During the first three weeks of school, students collected, create, and curate artifacts from their own experience during the COVID-19 Global Pandemic.

2020 Key Performance Indicators

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (12 Measures)												
Percent of AP exams passed	Annually	36%	38%	41%	44%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	55%	Met	
Percent of students scoring college and career ready (Level 4+) in Math on PARCC	Annually	27.4%	30.5%	32.4%	34.3%	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	63.7%	60.4%	61.2%	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	61.3%	63.1%	63.9%	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	5.5%	6.1%	9.3%	12.5%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
Percent of Special Education students scoring college and career ready (Level 4+) in Math on PARCC	Annually	5.4%	6.9%	8.5%	10.1%	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	17.7%	20.2%	22.2%	24.2%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of kindergarten, first and second grade students reading on or above grade level	Annually	New in 2019	New in 2019	63%	Waiting on Data	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available	No Target Set	
Percent of high school students taking at least 1 Advanced Placement (AP) exam	Annually	27%	28.4%	30%	31.6%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	Due to the extended COVID-19 school closure, this assessment was not administered as planned and was only administered to 22%.
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	31.9%	35.1%	39.9%	44.7%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students considered college and career ready in Math, as measured by the Scholastic Aptitude Test (SAT)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	No data available	New in 2020	
Percent of students considered college and career ready in Reading and Writing, as measured by the Scholastic Aptitude Test (SAT)	Quarterly	New in 2020	New in 2020	New in 2020	New in 2020	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	No data available	New in 2020	
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Measure)												
Retention rate of teachers rated effective or highly effective on IMPACT	Annually	92%	93.8%	92.9%	92%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	95%	Met	

Measure	Frequency	FY 2017 Actual	FY 2018 Actual	FY 2019 Actual	FY 2020 Target	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 Actual	KPI Status	Explanation for Unmet FY 2020 Target
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (4 Measures)												
4-year graduation rate	Annually	73%	68.6%	65.1%	73%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
In-seat attendance (ISA) rate	Annually	89%	89%	89%	90%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	90%	Met	
First-time 9th grade student promotion	Annually	86%	81%	79%	83%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	85%	Met	
Percent of schools considered highly rated or improving in rating	Quarterly	New in 2018	New in 2019	66%	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	Waiting on Data	No data available	No Target Set	
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)												
Audited Student enrollment	Annually	48,144	49,056	51,060	52,000	Annual Measure	Annual Measure	Annual Measure	Annual Measure	Waiting on Data	Waiting on Data	
Percent of principals certifying that their schools have the necessary textbooks and instructional materials	Annually	100%	100%	100%	100%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	100%	Met	
Percent of students indicating they feel loved	Annually	New in 2018	New in 2019	58%	59%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students indicating they feel challenged	Annually	New in 2018	New in 2019	81%	83%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students indicating they feel prepared	Annually	New in 2018	New in 2019	67%	68%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
Percent of students indicating they feel loved, challenged, and prepared	Annually	New in 2018	New in 2019	45%	46%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		
5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Measure)												
Percent of students in a Family Engagement Partnership (FEP) school who receive a home visit	Annually	77%	82.5%	80%	80%	Annual Measure	Annual Measure	Annual Measure	Annual Measure	No data available		

2020 Workload Measures

Measure	FY 2018 Actual	FY 2019 Actual	FY 2020 Quarter 1	FY 2020 Quarter 2	FY 2020 Quarter 3	FY 2020 Quarter 4	FY 2020 PAR
5 - Engage Families (1 Measure)							
Percent of schools with active Local School Advisory Teams (LSAT) who meet regularly with school leadership.	New in 2020	New in 2020	No data available	No data available	No data available	No data available	No data available

2020 Operations

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Operations Header	Operations Title	Operations Description	Type of Operations
1 - Promote Equity: Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias. (1 Activity)			
Promote Equity	Promote Equity	Define, understand, and promote equity so that we eliminate opportunity gaps and systematically interrupt institutional bias.	Daily Service
2 - Empower our People: Recruit, develop, and retain a talented, caring, and diverse team. (1 Activity)			
Empower Our People	Empower our People	Recruit, develop, and retain a talented, caring, and diverse team.	Daily Service
3 - Ensure Excellent Schools: Increase the number of excellent schools throughout the city. (1 Activity)			
Ensure Excellent Schools	Ensure Excellent Schools	Increase the number of excellent schools throughout the city.	Daily Service
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)			
Educate the Whole Child	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
5 - Engage Families: Ensure communication and deepen partnerships with families and the community. (1 Activity)			
Engage Families	Engage Families	Ensure communication and deepen partnerships with families and the community.	Daily Service

2020 Strategic Initiatives

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Educate the Whole Child (2 Strategic initiatives)				
Curriculum and Coaching	DCPS will support teachers with the curriculum and coaching, with a specific focus on narrowing the opportunity gap and achievement gap. For example, DCPS will utilize a different reading assessment at second grade this year. Curricular support will be provided through LEAP and cluster model coaching cycles with a focus on supporting students furthest from opportunity; outcomes will be measured in PARCC and other academic achievements (see KPIs).	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS digitized it's curriculum in all content areas and grade levels to Canvas for virtual implementation with students to support learning at home. Additionally, DCPS launched Required Curricular Tasks (RCTs), as periodic measures of student progress for standards prioritized for student learning, ensuring that students and teachers are engaged in grade level instruction, while also addressing unfinished learning from the Spring 2019 semester. Curricular support was continued virtually offering coaching support for school-based staff to support implementation of learning at home.	
Ensure Students are Ready for Post-Secondary Success	Ensure students and their families have 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.	Complete	By the end of the fourth quarter of FY20 (September 2020), All 12th grade students will receive a personalized Guide to Graduation, Career and College in October. All 9th-11th grade students will receive a personalized Guide to Graduation, Career, and College in March. Copies of the Guide were mailed home. Students and families can also access a digital version of their Guide in Aspen. DCPS also finished designing a personalized guide for middle school students to the NAF College & Career Academies available at DCPS high schools. This guide will be sent to all current 8th grade students in November 2020, 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. DCPS received interest forms from 700+ college-bound students for DCPS Persists, and is actively supporting students enrolled in college this fall through 1:1 coaching. The new Forever DCPS newsletter, sent monthly, shares highlights of upcoming events and resources and has a subscriber list of nearly 3,900 alumni and partners.	
Empower our People (1 Strategic Initiative)				
Talent	Recruit and select the best possible teacher and school leader talent with a focus on equitable access while supporting retention of our highest performers and developing them to their full potential. Two examples of focus areas are: (1) prioritizing bilingual teacher recruitment and hiring through targeted bilingual educator pipelines, and (2) earlier recruitment and hiring processes for school leaders in preparation for the 2020-2021 school year.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS opened schools with 97% of teacher vacancies filled, compared to 95% last year. Cluster 5 schools, which includes all Dual Language schools, opened with 99% of teacher vacancies filled. By the end of Q4, we have begun planning for SY21-22 by attending fall teacher recruitment events, as well as planning high-touch engagement opportunities and supports for prospective bilingual educators. All official Principal and AP vacancies were filled by the start of the SY20-21 school year. We are currently revising the Principal and AP selection and recruitment process to ensure we are mining for and diversifying our pool with more equity minded leaders.	
Engage Families (1 Strategic Initiative)				

Strategic Initiative Title	Strategic Initiative Description	Completion to Date	Status Update	Explanation for Incomplete Initiative
Family Communication	During FY20/ SY19-20, DCPS will improve and increase mechanisms to communicate with and listen to families by ensuring that 100% of all schools have a Local School Advisory Teams (LSAT) which meet regularly with school leaders and have family/community representation and support monthly meetings for DCPS Leadership engagement with four Parent and Community Advisory Boards.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS had concluded a successful year with our Chancellor's Parent Advisory Board (In SY19-20 there was only one leadership advisory board, not four as in the prior year). Meetings were hosted monthly from September-May with 24 members- three from each ward of the city. Nearly 100% of schools had LSATs, with 85% having family representation and the majority meeting on a regular basis.	
Ensure Excellent Schools (4 Strategic initiatives)				
Attendance	Develop and implement a strategy to increase attendance. For example, DCPS will be implementing an attendance initiative for kindergarten students focused on clear communication on attendance from teachers to families at an early age. DCPS is also scaling up its Proving Ground "Energy" letter project and will send families whose students missed 5% or more of SY18-19 regular attendance notifications encouraging improved attendance.	Complete	(September 2020) - DCPS scaled up the Proving Ground "Energy Bill" letter initiative in SY19-20, based on results from the pilot in SY18-19. 3 rounds of approximately 19,000 letters were sent to families between November 2019 and February 2020. DCPS anticipated sending written notifications every 6-8 weeks throughout the school year (including March and May 2020) but halted due to COVID-19. - In Fall 2019, DCPS piloted a program across 3 clusters to send targeted postcards to parents of Kindergarten students who were absent the previous week. The postcard includes the number of absences the student has year-to-date, as well as examples of a lesson or skill that was taught on that day. In January 2020, Proving Ground released the results of the pilot and revealed that postcards were an effective way to reduce absences.	
Connected Schools	In the 2019-2020 school year, DCPS will expand our connected schools work to focus on ten schools. These schools will form a community of practice and implement best practices of the connected schools model. This work will include establishing schools as neighborhood hubs, implementing trauma-informed practices, and creating a school-wide system of comprehensive supports.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS has concluded Year 1 of Connected Schools implementation, including serving students and families throughout the ongoing COVID-19 health crisis. All Connected Schools have established new services/programs (including 47 new partnerships across 10 schools), launched healing centered strategies (SEL programming, mental health support for students and staff, peer mentorship, etc), and pivoted family engagement to a virtual setting in partnership with the Flamboyant Foundation.	
DCPS Capital Projects	In the 2019-2020 school year, DCPS will focus on the successful renovation and modernization of multiple capital improvement projects, including the opening of modernized facilities at CW Harris, Houston, Eliot-Hine, Jefferson and Thaddeus Stevens, and continued HVAC replacement projects.	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS had successfully opened five new modernized spaces (CW Harris, Houston, Thaddeus Stevens, Jefferson and Eliot-Hine). Additionally over 80 small capital projects were complete and the team in partnership with DGS has kicked off the HVAC enhancement work at all schools.	
Enrollment	Develop and implement a strategy to increase enrollment. One example of a strategy for FY20 is a focus on ensuring school staff have supports for engagement with students and families in their feeder patterns.	Complete	During the fourth quarter, DCPS continued to focus on ensuring students are correctly enrolled as DCPS opened with all students learning at home.	
Promote Equity (2 Strategic initiatives)				
Empowered Learners Initiative – 1:1 Technology	In the FY20 / 2019-2020 school year, DCPS will begin a three-year investment in technology for students beginning in grades 3, 6 and 9. In this work, DCPS will ensure device access, responsible use protocols and rigorous integrated academic experiences. This year, students in grades 3, 6 and 9 will receive the devices and utilize those devices in rigorous and joyful learning experiences. (Note: Budget Enhancement)	Complete	By the end of the fourth quarter of FY20 (September 2020), DCPS completed the deployment of 18,185 devices for grades 3, 6 and 9 and accelerated the Empowered Learners Initiative by purchasing over 20,000 devices for the start of SY2020-21 to be distributed to students for learning at home.	
East of the River Supports focused on Anacostia and Ballou Community	In the 2019-2020 school year, DCPS will deepen our investment in the Anacostia and Ballou communities. An example of this work is our school transformation work - members of the community, school staff, and DCPS staff will select redesign models for Anacostia HS and Ballou HS during the 2019-2020 school year. It is important to note that this is a part of a multi-faceted and multi-year strategy to invest in the Anacostia and Ballou communities.	Complete	Anacostia and Ballou HS launched the "big bets" that comprised their Redesigned school models and made pivots to ensure these improvements could be implemented virtually. Anchor partners including New Tech Network at Anacostia and 3DE by Junior Achievement at Ballou provided training, technical assistance, and resources to support implementation. DCPS also captured the community-driven Redesign process in a publicly available playbook found at bit.ly/TransformationByDesignPlaybook	