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Management Principles and the Washington, DC Public Schools (B): Race to the Top

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In early January 2010, Victor Reinoso, Deputy Mayor for Education, was busy overseeing the completion of Washington, DC's application for President Obama's "Race to the Top" competition. Race to the Top was designed to spur systemic reform and embrace innovative approaches to teaching and learning in America's schools. Washington, DC was seeking more than $450 million of the $4.3 billion pool of federal education funds.

Washington, DC's 189-page application documented education reform successes since DCPS came under mayoral control in June 2007, and outlined plans to extend reforms using college and career-ready standards and assessments, build a workforce of highly effective educators, create educational data systems to support student achievement, and turn around lowest-performing schools. The tense relationship that existed between Chancellor Michelle Rhee and the Washington Teachers' Union (WTU), however, would likely weaken DC's application; the Department of Education considered union support a reflection of an application's strength.[1] WTU president George Parker refused to sign DC's Race to the Top application due to his opposition to the new teacher evaluation system that Rhee introduced in the fall of 2009. (Furthermore, Rhee and the union were still negotiating a new teachers' contract, which had expired in October 2007.)

Despite the absence of union backing, Reinoso believed that under mayoral control and Rhee's leadership, Washington, DC had an impressive education reform story to tell. He also knew the story was far from over.

[1] Bill Turque, "D.C., Virginia Seek $450 Million in Federal Education Funds," *The Washington Post*, January 10, 2010.

This case was prepared by Cate Reavis under the supervision of Senior Lecturer Leigh Hafrey.

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Enter Rhee

On June 12, 2007, the day that DC Mayor Adrian Fenty assumed control of DCPS, Fenty fired superintendent Clifford Janey and, in a press conference, introduced Michelle Rhee as the new chancellor.

Fenty was heavily criticized by district leaders for keeping his selection secret. DC Council Chairman Vincent Gray had met Rhee for the first time very late the night before, and the rest of the council members learned about her hiring 30 minutes before the press conference. Gray reacted to her nomination with skepticism stating, "She hasn't had a vast amount of management experience."[2] Another council member voiced concern over Rhee's ethnic background; she would be the first non-black chief in four decades in a predominantly African American school system.[3]

Reinoso, who had led the recruitment process, was certain that Rhee fit the bill: "I could tell right away that Michelle understood the potential that existed. Under her leadership, The New Teacher Project had become the organization around reforming teacher recruitment, teacher training and teacher accountability. Michelle had had those tough conversations, gone through the data, made numerous contentious presentations in big districts. " One of Rhee's greatest assets, Reinoso believed, was that her work with The New Teacher Project had helped her understand what it meant to lead a school district, without becoming a part of it.

Rhee recalled initially rejecting the idea of becoming chancellor when Reinoso raised it with her: "I told him that I had no interest in running a school district. I think school disctricts are ridiculously dysfuntional places. I thought I was having a lot of impact in my current role coming from the outside and poking and prodding policy and operational changes in school districts. I never wanted to run one." However, after giving it some thought, Rhee realized she was being offered a once in a lifetime opportunity: "All the stars were aligned in DC in a way that would never happen again. I don't think you would ever see this kind of political leadership and willingness to push change, some times in very unpopular ways. I thought, I've spent my entire career from the outside telling school districts what to do and this is a chance for me to put my money where my mouth is."

Early Findings

It wasn't until mayoral control came into effect that the enormous management challenges confronting the DCPS reform team became clear. For one, DCPS was plagued by a lack of accurate data. As Reinoso explained:

> We didn't know how many people worked for DCPS. We didn't have an accurate account of what actual expenditures to date were versus budget. We didn't have an accuate list of who was

[2] David Nakamura and Nikita Stewart, "Fenty Criticized for Secrecy of Schools Choice," *The Washington Post*, June, 13, 2007.

[3] Ibid.

> on the payroll, and how much they were paid. The reason for this was made clearer when we discovered a closet in the central office where over one million HR records sat unfiled. We didn't even know how many kids attended DCPS.

According to Rhee, DCPS had 29 disparate data systems, none of which talked to one another and all of which were tabulated with inaccurate data: "One of the first questions I asked my data chief was to tell me how many special ed kids we had. She told me, 'One data base says we have 5,000, another says we have 10,000.' She then told me it would be at least two years before any information she gave me would be accurate."

In addition to a vacuum of basic data, Rhee was struck by the complete lack of accountability she encountered:

> In one of the first weeks on the job, I walked through the central office building and one of the first things people said to me was, 'What are you doing down here? The superintendent never comes down here.' So that tells me something right there. Then I started knocking on people's doors and went into offices and said, 'Tell me what you do.' And usually the people would say, 'I'm the director of such and such a grant program.' I would then say, 'No. I don't want to know what your title is. I want to know what you do every day.' The most common answer was, 'I do whatever my boss tells me to.'

For Rhee, this exchange highlighted why DCPS was one of the worst urban school systems in the country. As she explained in an interview on C-SPAN just two months into her job: "It's not okay if people can't articulate what it is they're responsible for, what we're holding them accountable to, and how we're measuring their success. If they can't talk about how their work is linked to student achievement, then we've got a significant problem."[4] "In any other sector," she pointed out in one of a series of interviews with PBS NewsHour, "employees are expected to meet certain outcomes or deliverables and everybody knows that if you don't meet these numbers you go."[5]

Changes

The changes instituted at DCPS after Mayor Fenty took control and Michelle Rhee became chancellor reflected a united desire to bring greater accountability, alignment, efficiency, and transparency to DCPS. (See **Exhibit 1** with public education reform highlights during Rhee's first year.)

During Rhee's first months in office, the reform team decided to outsource IT and the school system's food service operation, which had lost $9.5 million in 2006. Reinoso explained the decision: "We didn't want the management team to be distracted by producing efficiencies in a food service operation or in IT delivery. We wanted them to focus their efforts on getting better academics in place

[4] "Q&A with Michelle Rhee," *C-SPAN*, August 23, 2007.

[5] John Merrow, "DC School Chief Rhee Faces High Hopes for Reform," *PBS Newshour*, November 19, 2007.

and doing a better job of managing core administrative tasks like teacher recruitment and text book distribution."

A second major change, which Rhee identified as one of her priorities, came in the form of legislation, proposed by Fenty, that stripped 700 non-union central office employees of their civil service status and reclassified them as employees-at-will. The legislation passed in December 2007. Rhee's reform strategy depended on her authority to fire non-performers: "I need this authority for the long term to make sure that any time there is any employee who is not producing results and who is not doing the right things for their kids, we are able to move them out of the system."[6] Critics of the legislation believed that it was too people-centric. WTU president George Parker stated, "We have to move the discussion away from hiring and firing of ineffective employees and begin to move the discussion to what kind of supports are we willing to put in place to support teachers and children." As former DCPS superintendent Arlene Ackerman noted, "I think we often make an assumption in a very naïve way that when you enter a broken system the people are broken who work there. It's easier to focus on people than to actually fix a broken system."[7] Bill Turque, a *Washington Post* reporter who followed education, saw further implications to the people-centric argument:

> DCPS has historically been an engine of the African American middle class. The middle class got where it is today primarily through government jobs created during former DC Mayor Marion Barry's reign. And the school system was a key employment center for the African American middle class. The core of this group are 40+, mostly African American women, many of whom are single parents. There is this sense that Fenty, Rhee and Reinoso want to push them off the stage, push them out of their jobs, steal the city from them in a way.

Within a year of the bill's passage, the central office was one-third its original size, and the savings generated were redirected towards schools. For example, music and art teachers were hired for every elementary school. In addition, an out-of-school-time coordinator was added to every elementary and middle school, which, as Reinoso explained, enabled principals to stay focused on academic instruction during the school day.

Alongside efforts to create a more streamlined and focused organization, Rhee devoted a lot of her time to developing a new performance assessment system in partnership with a team of educators led by Jason Kamras, the 2005 national teacher of the year. Launched in early fall 2009, IMPACT made it possible to assess the performance of teachers and other school-based staff. Evaluations were tied to the way in which DCPS employees' work affected student performance. (**Exhibit 2** lists the 20 customized assessment guidebooks for teachers and staff to refer to depending on the type of position held within DCPS.) As Reinoso explained, IMPACT meant that, "You can no longer sit in the office of procurement for DCPS and feel that your performance isn't connected to how well kids do."

[6] John Merrow, "DC Schools Chief Rhee Faces High Hopes for Reform," *PBS Newshour*, November 19, 2007.

[7] Ibid.

The standards for teachers' ratings varied a bit depending on what they taught. For those who taught math and reading, 50% of their ratings were based on how much their students improved on the DC CAS;[8] 40% was based on five 30-minute classroom observations by administrators and district evaluators; 5% was based on an assessment of a teacher's support for colleagues and the school; and the final 5% was based on the school's overall test score gains. Teachers received anywhere from 100-400 points. Those who scored below 175 would be "subject to dismissal." Principals had the final say in who was ultimately dismissed.[9]

George Parker who refused to sign DC's Race to the Top application because he opposed IMPACT, believed it placed too much weight on test scores: "It takes the art of teaching and turns it into bean counting."[10]

Indicators of Improvement

By late 2009, there was evidence that things were improving at DCPS. Since 2006, test scores had trended upward, and the US Department of Education found that the reading and math proficiency of fourth and eighth grade DCPS students was growing at a faster rate than their big-city peers (**Exhibit 3**). Closing the achievement gap between white and Hispanic and black students, however, was proving difficult, and Rhee acknowledged the challenge (**Exhibit 4**). During one of her PBS NewsHour interviews, a visibly perturbed Rhee explained that the achievement gap was "nothing but the result of adults not doing their jobs."[11]

Along with the improved test scores, in 2009-10 DCPS celebrated the fact that, for the first time in 35 years, the school system didn't lose a substantial number of students. "People are voting with their feet," Rhee stated, "and they're showing they have faith and confidence in what we're doing."

As Mayor Fenty, who would be running for re-election in November 2010, Rhee, and Reinoso approached the third year of mayoral control over DCPS, they faced the question of how to sustain growth, particularly in an environment that was becoming increasingly hostile towards Rhee and the whole concept of mayoral control. As Reinoso noted,

> The challenge for us is to create a set of public expectations and then professional standards of accountability that systematize the rhetoric of Mayor Fenty and Michelle Rhee. I think there's this expectation among detractors and even our supporters that all of this is happening because of specific players, and if they can get rid of the players then they can stop the agenda. Or if the

[8] For teachers who did not teach math and reading, their IMPACT scores were based 80% on their "instructional expertise," 10% impact on student learning, 5% based on an assessment of a teacher's support for colleagues and the school and the final 5% was based on the school's overall test score gains.

[9] Jay Matthews, "Rating D.C. Teachers No Easy Task," *The Washington Post*, November 2, 2009.

[10] Ibid.

[11] John Merrow, "DC Schools Chief Rhee Faces High Hopes for Reform," *PBS Newshour*, November 19, 2007.

players leave then everything will sort of regress. There are plenty of examples in business and government where things become so anchored around specific personalities to fuel this belief. But I think that Michelle and Mayor Fenty and the team have been disciplined enough so that while personalities are important, it is the systems, and alignment of job descriptions and collection of data that make high expectations the norm and will keep the momentum going.

Unsettled Waters

The DCPS education reform team had its share of critics, including members of the DC Council and the WTU. The council began to express its ire in November 2007, just six months after mayoral control took effect, when Mayor Fenty and Rhee announced their plan to close 23 under-enrolled schools, a move that would affect 5,500 students. The council, which had no authority to vote on the closures, was not forewarned of the decision and demanded to know why it learned of the closures only hours before it was announced to the public.[12] Council Chairman Vincent Gray stated at the time, "We need to know how [they] came to these decisions. [Ward council members] are being asked about decisions they had no involvement in or knowledge of."[13] As Randi Weingarten, the head of the American Federation of Teachers, the national teachers union, noted, "I have been part of a lot of reforms, and the one thing I have never seen work is a hierarchical, top-down model."[14] Rhee believed decisive decision-making was exactly what was needed: "If I was a council member or a citizen and the leader of the school district went about closing schools by saying 'What does everyone think about this? How do you think we should do it?' I would lose faith in that person."[15]

In the fall of 2009, Rhee was fighting the WTU in court. Six weeks into the school year, Rhee announced that 266 teachers would be laid off immediately in order to close a $21 million budget gap. Rhee instructed principals to keep the most effective teachers even if they weren't the most experienced. The announced layoffs took many by surprise, particularly since 900 new teachers had been hired the previous spring.

The WTU filed a grievance lawsuit calling Rhee's action "an illegal mass firing,"[16] arguing that teachers were being dismissed without cause. The court ruled in favor of Rhee, claiming that with the budget constraints, "Staff would be subject to a RIF even further into the school year, or programs that have been deemed essential would have to be cut."[17]

The time and energy the union spent attacking Rhee's firing of the 266 teachers perplexed Reinoso:

[12] Theola Labbe, "Short Notice on Plan to Close Schools Angers Council," *The Washington Post*, November 29, 2007.

[13] Ibid.

[14] Amanda Ripley, "Rhee Tackles Classroom Challenge," *Time*, November 26, 2008.

[15] John Merrow, "DC Education Leader Faces Resistance," *PBS Newshour*, February 7, 2008.

[16] Bill Turque, "Court Defends Rhee's Layoffs," *The Washington Post*, November 25, 2009.

[17] Ibid.

> The union distracted themselves and the public and the teachers by focusing on these specific actions, like the RIF lawsuit, rather than insuring we get to the finish line on the big action: creating a framework that we can all agree to around how to deal with performance and signing a new contract. It seems the priorities are askew. We're talking about a RIF that affects 266 teachers versus a contract that affects the entire union membership.

Many believed that part of the WTU's objection was in response to Rhee's decision to weaken the seniority system at DCPS. In September 2008, she had proposed that the new teacher contract include a salary system that would let teachers choose between two pay models: they could surrender tenure for one year and earn up to $130,000 in merit pay based on their performance, or they could keep tenure and accept a smaller raise. Union leadership believed the system would not adequately protect teachers from arbitrary dismissal by their principals. As Parker stated, "Anytime you have the human element in decision-making there's human fraility."[18] But Reinoso argued that "Employment is not a right. It's a privilege and you earn the ability to keep that privilege by performing on behalf of the constituents in a measurable way."

The Bottom Line

In early March 2010, the Department of Education announced that out of 40 states that had submitted applications for the Race to the Top competition, Washington, DC and 15 states had been selected as finalists for phase 1.[19] When the winners were announced one month later, DC finished last among the 16 finalists, with Delaware and Tennessee taking the prize. DC lost points due to a lack of union support, poor data collection and questions about the sustainability of its test scores.[20] Rhee regarded Washington, DC's finalist status as a great honor: "Just advancing this far was an important validation that DC is on the right track with education reform." Reinoso began preparing an application for phase 2 of Race to the Top.

Despite the recognition that the DC system received, the calls for Rhee's resignation did not subside. Many within the system believed she was moving too fast and was too heavy-handed in her management style. Candi Peterson, a former DCPS teacher and founder of *The Washington Teacher* blog argued that,

> They need to be sensitive to the fact that here in DC we've been on one educational bandwagon after another. For a long time we have not provided our people with the resources, the training, or the support they need. You can't just come in and throw everything out. It's sort of like the people in the DC school system have gone through a form of PTSD. There is value in our

[18] Stephen Sawchuk, "Pay-for-Tenure Swap for D.C. Teachers Under Debate," *Education Week*, August 27, 2008.

[19] Other finalists included Colorado, Delaware, District of Columbia, Florida, Georgia, Illinois, Kentucky, Louisiana, Massachusetts, New York, North Carolina, Ohio, Pennsylvania, Rhode Island, South Carolina, and Tennessee.

[20] Nick Anderson and Bill Turque, "Delaware, Tennessee Win Education Awards in First Race to the Top Competition," *The Washington Post*, March 30, 2010.

> collective institutional knowledge. History is important and you can't be in a hurry to see the bottom line change.

Peterson believed the management structure was doing more harm than good: "The mayoral control structure is not working. It's like having a totalitarian government. All that power should not be in the hands of one person. There is a benefit to having a school board structure although I know it's very political. I think you need to have people willing to collaborate in education in order to make change happen."

Rhee stood by her decision-making style:

> When we inherited this school district, 8% of all 8th graders in the system were on grade level in math, which meant that 92% of them did not have the skills and knowledge needed to be productive members of society. So say you took the approach where you were satisfied with incremental progress of 2% growth ever year. After five years you would be at 18% proficiency. You would still have less than 20% of your grades at grade level after five years. There is no way I could look anyone in the eye and say that I was satisfied with this result.

Rhee was also as committed as ever to the management structure: "In order to have a successful organization, you have to have accountability. You have to have one person who is in charge. You can't run an organization by committee-by-consensus and you certainly can't through an elected body that has lots of various interests in different things."

Exhibit 1 DCPS Highlights FY 2007-2008

- **First Buff and Scrub.** We had 117 businesses doing work at 54 schools. Graffiti, light and bathroom fixtures, painting. This year, the Office of Public Education Facilities Management will manage 26 schools assigned to 35 total partners. Ten additional businesses have expressed an interest in participating.
- **ICSIC.** Created the Interagency Collaboration and Services Integration Commission to address the needs of at-risk children by reducing juvenile and family violence and promoting social and emotional skills among children and youth through the oversight of a comprehensive integrated service delivery system. The Commission meets monthly to discuss data around one of the six goals to determine how agencies can collaborate to address the needs of children, youth, and their families.
- **Summer Blitz and Targeted Repair Initiatives.** OPEFM covered 70 schools.
- **Tracking Textbooks.** Created a new tracking and distribution system, and got 97 percent of the textbooks into the classrooms in time for the first day.
- **Digitized Personnel Files.** DCPS teamed up with the Office of the Chief Technology Officer (OTCO) to scan 4.6 million loose, individual personnel documents in just 54 days and to re-engineer OHR business processes from manual paper-based to end-to-end digital. These papers were previously neglected for at least 10 years.
- **Contracting and procurement.** Developed, for the first time, systems to track how many employees are in the school system and how many are on leave; also to track the system's contractual obligations.
- **Athletic Fields.** Modernized six fields with the help of Fannie Mae. Bought new uniforms for all high school sports teams, with eight more on the way.
- **Beautification Day.** Signed up more than 1,600 volunteers in all eight wards. Most successful Beautification Day ever.
- **Personnel.** Converted non-union DCPS career employees to at-will status, allowing the Chancellor to have the team she needs to make sure the entire team is focused on the needs of students first, not adults.
- **Improved Security.** Overhauled the entry and exit systems at 9 key schools, improving security for students and staff and ending fire code violations. Includes replacing all the doors at Ballou High School. On track to eliminate fire code violations and improve security at all schools by the end of this school year.
- **Hired Ombudsman.** Hired Tonya Kinlow as the Ombudsman for Public Education, covering DCPS, public charter schools and UDC.
- **Blackman-Jones Agreement to Improve Special Education.** Reached an agreement with the plaintiffs in this long-running lawsuit to finally deliver on the District's special-education obligations to all students.
- **Community Meetings and Town Halls.** Hosted hundreds of meetings across the city, in every ward to discuss important issues such as school consolidation, restructuring and reuse.
- **School Consolidations.** So every student in every classroom can have resources such as art, music, guidance counselors and a school nurse, the administration announced plans to consolidate 23 schools after a thorough set of community meetings and public input process.
- **TEAM Awards: Pay for Performance.** Announced the first achievement awards for staff at schools whose test scores improve by 20 percent or more in a single year. From the principal down to the custodian, the teams at three District elementary schools received between $2,000 and $10,000.
- **Cable TV at McKinley Tech.** Brought DCPS Channel 99 under the Office of Cable Television, and built new production studios at McKinley Technology High School to generate programming and teach students video production.
- **Wilson Pool.** Demolished the old Wilson Pool and broke ground on a new Ward Three Aquatic Center with bigger, better facilities for students and the entire community.
- **Buff and Scrub 2.** Donation targets of $15,000 for each school in the system for repairs this summer.
- **School Restructuring.** Announced plans to restructure 27 schools under the federal No Child Left Behind (NCLB) Act. Some will be reconstituted with new staff, some will partner with outside organizations, and others will receive restructuring plans individually tailored to their needs.

- **DCHR Evaluations.** DCPS Office of Human Resources (OHR) created and implemented a system wide employee evaluation process. No official reporting structure had existed for nearly two decades. OHR has created a new culture of accountability and transparency.
- **National Principal Recruitment Campaign.** Last fall, DCPS OHR launched an aggressive national principal search, increasing the number of applicants by 350 percent; from 200 in 2007 to 700 in 2008, ensuring that DCPS has an excellent pool of potential school leaders to choose from.
- **School Leadership Institute.** In response to the surge of interest generated by the principal search and to support retention efforts, DCPS successfully obtained federal funding to create a comprehensive School Leadership Institute, designed to provide principals with the support and guidance needed to excel.
- **Teacher Transition Awards.** Implemented this buyout program to provide new exit opportunities for Washington Teacher's Union (WTU) members who were eligible for retirement, as well as those who were simply looking to leave the school system. TTA created options for 1,700 teachers, potentially $13 million in cost savings opportunities for DC Public Schools, and monetary awards to eligible DCPS teaching professionals.
- **Critical Response.** Over the past 12 months DCPS' Critical Response Team (CRT) has responded to 7,038 constituent requests and concerns, 92 percent of which were responded to in the first 24 hours, and have ultimately been resolved.
- **Security Committees.** For the first time, DCPS has brought together all stakeholders to address security concerns at the school level. With newly-formed security committees at 111 schools across the city, staff from central office and school faculty together with parents, students, security guards and the Metropolitan Police Department have begun to tackle key issues with intervention and peer mediation.
- **Transcript Audit.** Last fall, the newly created office of Data and Accountability conducted a transcript audit and found that nearly 1/3 of DCPS high school students were in jeopardy of not graduating because they were either missing core classes, enrolled in the wrong class or simply weren't credited with earned units. The audit allowed instructional staff to better target students for credit recovery and summer school, ultimately contributing to more students earning their diplomas this year.
- **Renew, Revitalize and Reorganize.** The Administration finalized this plan in an effort to deliver new, innovative programs by consolidating the District's under enrolled, poor performing public schools.
- **2007-08 School Opening.** Just months after gaining control of the District of Columbia Public Schools, the Administration successfully reorganized the DCPS central warehouse, completed 97 percent all textbook orders and opened schools on time; tasks that were not successfully executed in past years.
- **Food Service.** The Office of Food and Nutrition Service (OFNS) implemented a food pilot program in four schools offering new healthy lunch menus to students. Food sales increased from $180 to $900 a day at two high schools.
- **Food Service Upgrade.** As a result of the food service pilot program, OFNS began the process of outsourcing food service, by issuing and a RFP; a plan which will save millions of dollars in expenses and offer new, nutritious meals to students. The Administration is currently finalizing plans.
- **Parent Resource Centers.** DCPS has launched its new Parent Resource Centers aimed at providing a "one-stop shop" for parents by providing them with the tools and information they need to partner with their children and schools for academic success. Currently there are three resource centers in Wards 1, 7, and 8; programming covers a range of topics such as enrollment, special education, preventing truancy and parent rights.
- **Saturday Scholars.** Launched as an academic intervention initiative designed to assist students in grades 3 through 6 in preparing for the spring 2008 District of Columbia Comprehensive Assessment System (DC-CAS).
- **Summer School.** The new five-week program will be expanded to 37 schools, which includes 12 high school sites, a significant increase from only three last year.
- **Construction.** OPEFM undertook an unprecedented $500 million in school construction, capital improvements, modernizations and/or maintenance projects. Currently, 20 projects are in design, under construction or completed.
- **Work Orders.** OPEFM inherited over 11,000 known work orders and uncovered at least as many that were never reported. In one year, with contractors and in-house trade staff, OPEFM has touched each school

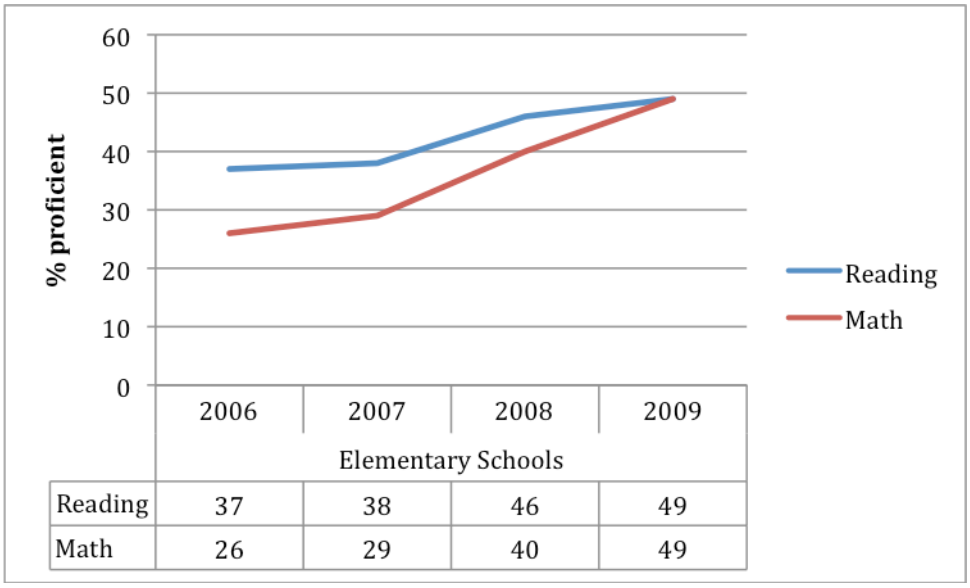
with necessary quality of life improvements. By the end of this summer, there will be few if any remaining backlogged work orders.

- **Heat/AC.** Fixed more than 400 boilers; made repairs to all central cooling systems and installed 2,500 window AC units.
- **Expanded DIBELS.** A literacy assessment tool for grades K-3, which evaluates weaknesses and enables teachers to target their lesson plans to meet students' specific needs. This assessment was expanded district wide to create more focused instruction.
- **Additional Pre-K.** 220 slots will be available in the 2007-08 school year for families in the District of Columbia.
- **PACE.** The Phelps Architecture Construction and Engineering (PACE) High School will be open in the 2008-09 school year, giving students more academic options to prepare them for college or other post graduation opportunities.
- **Computers in Every Classroom.** OCTO has also taken the lead in equipping DCPS classrooms with the technology they need to enhance learning. In six weeks, the agency was able to deploy more than 6,300 computers for teachers and administrators, making a huge impact on a persistent digital divide across the district. OCTO also implemented the Read 180 and Accelerated Math Intervention programs to provide teaching and learning tools for the students.
- **High-Speed Network.** To support computer upgrades, OCTO converted 103 schools to the new high-speed broadband network increasing Internet speed 50 times over, from speeds of 1.5 mbps to as much as 100 mbps, with the remaining schools scheduled to be converted by the beginning of September. Network protection was also a priority, as OCTO eliminated viruses that infected 85 percent of the computing infrastructure while implementing processes to consistently back up servers and scan for viruses.
- **Federal E-Rate funding.** In an effort to continue funding classroom initiatives and system-wide upgrades, OCTO has received more than $20 million in Federal E-Rate funding for key technology investments; $6.3 million will go toward outstanding debt dating back to 2003, and $13.8 million will be used to fund current IT initiatives, including installing wireless access points, internal cabling, conduit repair, switch and router maintenance and network interface cards at public schools.
- **Federal Payment Increase.** The school system's first financial achievement includes DCPS' ability to secure an increase in the federal payment for the 2007-08 school year. This action will help to significantly increase classroom resources and provide schools with additional teachers and support staff needed to raise the achievement levels in students throughout the system.
- **FY '09 Budget.** The total DCPS budget includes $773 million for the school system; with 23 schools slated to close starting next school year, monies allocated for schools increased to $537 million from $493 million in FY '08. This increase signals the administration's commitment to ensuring classrooms across the school district realize financial benefits for new programs and additional staffing.
- **Comprehensive Staffing Models.** Next school year, each receiving school will receive this staffing model--a major benefit of the new budget--allowing schools to receive art, music and physical education teachers as well as social workers, psychologists and literacy coaches to support teachers and students both in and out of the classroom.
- **Other Budget Highlights.** Includes increased funding for athletics and other program activities like debate teams, chess clubs and yearbook; DCPS will also expand partnerships with external organizations that provide important extracurricular, after-school, and educational services for students. Schools will also benefit from the expansion of extended-day initiatives.

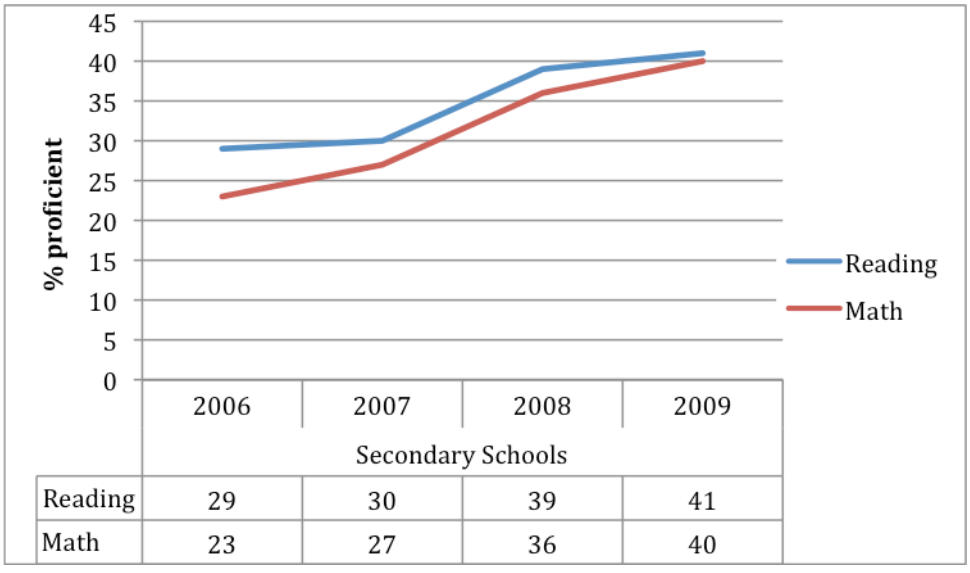
Exhibit 2 List of IMPACT Guidebooks

1: General Ed Teachers with Individual Value Added (IVA)
2. General Ed Teachers without Individual Value Added (IVA)
3. Special Education Teachers
4. Non-Itinerant English Language Learner (ELL) & Bilingual Teachers
5. Itinerant English Language Learner (ELL) Teachers
6. Shared Teachers
7. Visiting Instruction Service Teachers
8. Youth Services Center & Incarcerated Youth Program Teachers
9. Library Media Specialists
10. Counselors
11. School Based Social Workers
12. Related Service Providers
13. Special Education Coordinators
14. Program Coordinators & Deans
15. Instructional Coaches
16. Mentor Teachers
17. Instructional Paraprofessionals
18. Non-Instructional Paraprofessionals
19. Custodial Staff
20. All Other School-Based Staff

Exhibit 3 DCPS DC Comprehensive Assessment System Test Results



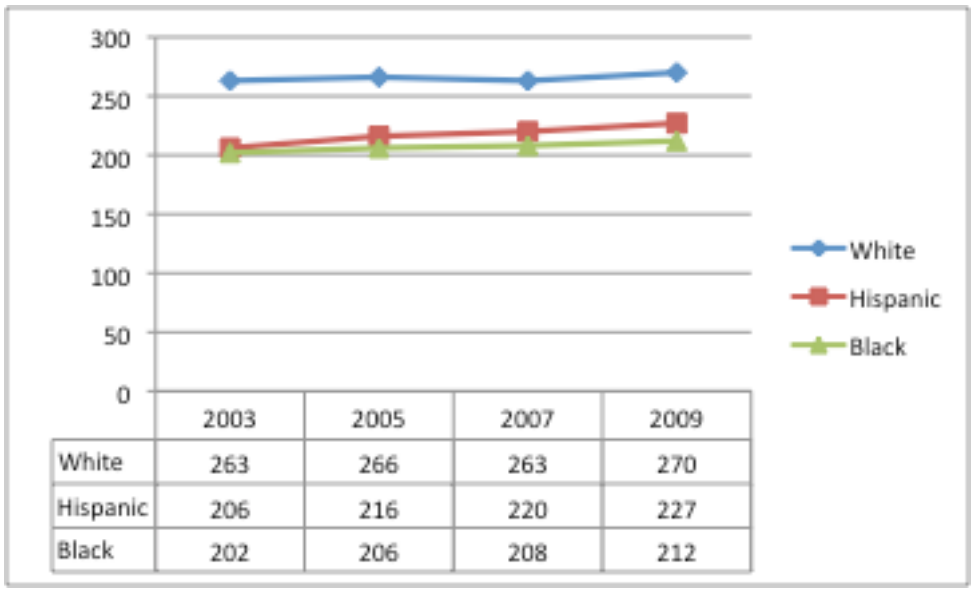
Elementary Schools	2006	2007	2008	2009
Reading	37	38	46	49
Math	26	29	40	49



Secondary Schools	2006	2007	2008	2009
Reading	29	30	39	41
Math	23	27	36	40

Source: "Fenty, Rhee and Reinoso Announce DCPS 2009 DC CAS Scores," DCPS Press Release, July 13, 2009.

Exhibit 4 National Assessment of Educational Progress for Washington, DC Average Mathematics Scores for 4th DCPS 4th Graders by Race/Ethnicity



	2003	2005	2007	2009
White	263	266	263	270
Hispanic	206	216	220	227
Black	202	206	208	212

Source: "DCPS Student Growth Outpaces Urban Peers in Math," DCPS Press Release, December 8, 2009.