



DISTRICT OF COLUMBIA PUBLIC SCHOOLS

FY 2027 PERFORMANCE PLAN

APRIL 14, 2026

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1 INTRODUCTION

This document is the Fiscal Year 2027 Performance Plan for the District of Columbia Public Schools.

This Performance Plan is the first of two agency performance documents published each year. The Performance Plan is published twice annually – preliminarily when the Mayor’s budget proposal is delivered, and again at the start of the fiscal year when budget decisions have been finalized. A companion document, the Performance Accountability Report (PAR), is published annually in January following the end of the fiscal year. Each PAR assesses agency performance relative to its annual Performance Plan.

Performance Plan Structure: Performance plans are composed of agency Objectives, Administrative Structures (such as Divisions, Administrations, and Offices), Activities, Projects and related performance measures. The following describes these plan components, and the types of performance measures agencies use to assess their performance.

Objectives: Objectives are statements of the desired benefits that are expected from the performance of an agency’s mission. They describe the goals of the agency.

Administrative Structures: Administrative Structures represent the organizational units of an agency, such as Departments, Divisions, or Offices.

Activities: Activities represent the programs and services an agency provides. They reflect what an agency does on a regular basis (e.g., processing permits).

Projects: Projects are planned efforts that end once a particular outcome or goal is achieved.

Measures: Performance Measures may be associated with any plan component, or with the agency overall. Performance Measures can answer broad questions about an agency’s overall performance or the performance of an organizational unit, a program or service, or the implementation of a major project. Measures can answer questions like “How much did we do?”, “How well did we do it?”, “How quickly did we do it?”, and “Is anyone better off?” as described in the table below.

Measures are printed in the Performance Plan along with the Objective, Administrative Structure, Activity, or Project that they measure.

Measure Type	Measure Description	Example
Quantity	Quantity measures assess the volume of work an agency performs. These measures can describe the inputs (e.g., requests or cases) that an agency receives or the work that an agency completes (e.g., licenses issued or cases closed). Quantity measures often start with the phrase “Number of...”.	“Number of public art projects completed”
Quality	Quality measures assess how well an agency’s work meets standards, specifications, resident needs, or resident expectations. These measures can directly describe the quality of decisions or products or they can assess resident feelings, like satisfaction.	“Percent of citations issued that were appealed”
Efficiency	Efficiency measures assess the resources an agency used to perform its work and the speed with which that work was performed. Efficiency measures can assess the unit cost to deliver a product or service, but typically these measures assess describe completion rates, processing times, and backlog.	“Percent of claims processed within 10 business days”

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Measure Type	Measure Description	Example
Outcome	Outcome measures assess the results or impact of an agency's work. These measures describe the intended ultimate benefits associated with a program or service.	"Percent of families returning to homelessness within 6-12 months"
Context	Context measures describe the circumstances or environment that the agency operates in. These measures are typically outside of the agency's direct control.	"Recidivism rate for 18-24 year-olds"
District-wide Indicators	District-wide indicators describe demographic, economic, and environmental trends in the District of Columbia that are relevant to the agency's work, but are not in the control of a single agency.	"Area median income"

Targets: Agencies set targets for most performance measures before the start of the fiscal year. Targets may represent goals, requirements, or national standards for a performance measure. Agencies strive to achieve targets each year, and agencies provide explanations for targets that are not met at the end of the fiscal year in the subsequent Performance Accountability Report.

Not all measures are associated with a target. Newly added measures do not require targets for the first year, as agencies determine a data-informed benchmark. Changes in some measures may not indicate better or worse performance. They may be "neutral" measures of demand or input or outside of the agency's direct control. In some cases, the relative improvement of a measure over a prior period is a more meaningful indicator than meeting or exceeding a particular numerical goal, so a target is not set.

2 DISTRICT OF COLUMBIA PUBLIC SCHOOLS OVERVIEW

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.

Objectives:

1. Ensure an equitable and inclusive school system
2. Provide a well-rounded education
3. Ensure a safe, supportive and culturally affirming learning environment
4. Ensure students are prepared to graduate on time and participate in a postsecondary pathway
5. Recruit, develop and retain a talented, caring, and diverse team
6. Establish and maintain meaningful partnerships with our community
7. Efficient, transparent, and responsive District government

3 PROPOSED OBJECTIVES

3.1 ENSURE AN EQUITABLE AND INCLUSIVE SCHOOL SYSTEM

DCPS will provide intensive, targeted support based on the need to eliminate barriers to academic and social success for our students furthest from opportunity: Black and Hispanic/Latino students, students receiving special education services, and multilingual learners.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Graduation rate of Black students	Up is Better	73.18%	77%	78%	79%
Outcome	Graduation rate of Hispanic students	Up is Better	76.3%	70.4%	74%	74%
Outcome	Graduation rate of Multilingual Learner students	Up is Better	65.04%	62%	69%	69%
Outcome	In-seat attendance (ISA) rate	Up is Better	87.4%	87.2%	Target not required	Target not required
Outcome	Percent of Black students who pass, meet, or exceed performance expectations on the English state standardized assessment	Up is Better	45.7%	50.4%	52%	54%
Outcome	Percent of Black students who pass, meet, or exceed performance expectations on the math state standardized assessment	Up is Better	30%	35.4%	37%	39%
Outcome	Percent of Hispanic students that pass, meet, or exceed performance expectations on the math state standardized assessment	Up is Better	44.2%	48.7%	51%	53%
Outcome	Percent of Hispanic students who pass, meet, or exceed performance expectations on the English state standardized assessment	Up is Better	52.9%	55%	57%	59%
Outcome	Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the English state standardized assessment	Up is Better	45%	45.4%	47%	48%
Outcome	Percent of Multilingual Learner students who pass, meet, or exceed performance expectations on the math state standardized assessment	Up is Better	41%	43.8%	45%	47%

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Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Percent of Special Education students who pass, meet, or exceed performance expectations on the English state standardized assessment	Up is Better	23.1%	27.3%	29%	31%
Outcome	Percent of Special Education students who pass, meet, or exceed performance expectations on the math state standardized assessment	Up is Better	18.1%	22.4%	24%	26%

3.2 PROVIDE A WELL-ROUNDED EDUCATION

DCPS will ensure students are mathematically strong and are reading and writing across all subjects.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Quantity	School Year Enrollment Total	Up is Better	51,293	52,030	Target not required	Target not required
Outcome	Percent of students enrolled in Algebra 1 in middle school	Up is Better	37%	37.8%	40%	41%
Outcome	Percent of students who pass, meet, or exceed performance expectations on the English state standardized assessment	Up is Better	57.2%	61.1%	63%	65%
Outcome	Percent of students who pass, meet, or exceed performance expectations on the science state standardized assessment	Up is Better	14.3%	16.7%	17%	18%
Outcome	Year over year change in student enrollment	Up is Better	1,162	735	Target not required	Target not required

3.3 ENSURE A SAFE, SUPPORTIVE AND CULTURALLY AFFIRMING LEARNING ENVIRONMENT

DCPS will ensure students are safe and have a sense of belonging and have equitable access to opportunities.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Quantity	In-seat attendance rate for 9th Grade Academy students	Up is Better	New in 2025	78%	80%	81%

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Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Quantity	Percent of students who feel safe at school based on Panorama survey data	Up is Better	New in 2026	New in 2026	New in 2026	64%
Quantity	Percent of students who have a sense of belonging at school based on Panorama survey data	Up is Better	New in 2026	New in 2026	New in 2026	59%
Outcome	In-seat attendance rate for 6th Grade Academy Students	Up is Better	New in 2025	91%	92%	92%

3.4 ENSURE STUDENTS ARE PREPARED TO GRADUATE ON TIME AND PARTICIPATE IN A POSTSECONDARY PATHWAY

Our students graduate on time and participate in a postsecondary pathway.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	4-year graduation rate	Up is Better	76.77%	77.6%	79%	80%
Outcome	On-time, 9th grade student promotion	Up is Better	87%	90%	90%	91%

3.5 RECRUIT, DEVELOP AND RETAIN A TALENTED, CARING, AND DIVERSE TEAM

DCPS is committed to valuing our people by boosting professional development, supporting employee wellness and establishing new pathways for support staff to become educators in our schools.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Percent of employees that are District residents	Up is Better	48.3%	48.45%	Target not required	Target not required
Outcome	Percent of new hires that are District residents (Peoplesoft)	Up is Better	52.33%	53.1%	Target not required	Target not required
Outcome	Percent of new hires that are current District residents and received a high school diploma from a DCPS or a District Public Charter School, or received an equivalent credential from the District of Columbia (eRecruit)	Up is Better	No data available	No data available	Target not required	Target not required

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Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Retention rate of teachers rated effective or highly effective on IMPACT	Up is Better	94%	94.7%	95%	Target not required

3.6 ESTABLISH AND MAINTAIN MEANINGFUL PARTNERSHIPS WITH OUR COMMUNITY

Maintain communication and deepen partnerships with families, DC government agencies, local businesses and community-based organizations.

No Related Measures

3.7 EFFICIENT, TRANSPARENT, AND RESPONSIVE DISTRICT GOVERNMENT

DCPS Strives for Operational Excellence by maintaining a highly efficient, transparent, and responsive District government.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Percent of agency staff who were employed as Management Supervisory Service (MSS) employees prior to 4/1 of the fiscal year that had completed an Advancing Racial Equity (AE204) training facilitated by ORE within the past two years	Up is Better	41.29%	96.67%	Target not required	Target not required
Outcome	Percent of required contractor evaluations submitted to the Office of Contracting and Procurement on time	Up is Better	No incidents	No incidents	Target not required	Target not required

4 PROPOSED ACTIVITIES

4.1 TALENT AND STAFFING

DCPS aims to recruit, select, and retain top instructional talent in its pursuit to leverage talent as a lever for equity. Through various initiatives, we will continue to maintain a sustainable and effective talent ecosystem necessary for fostering cohesive, supportive, and equitable educational community for all students.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Quality	Percent of teachers retained in the District	Up is Better	New in 2025	90.1%	90%	90%
Quality	Percent of Black and Hispanic/Latino teachers retained in the District	Up is Better	New in 2025	90%	90%	90%

4.2 COMMUNITY AND PARTNERSHIP ENGAGEMENT

The Office of External Affairs (OEA) will provide families with information via Parent University content, district-wide emails, focused listening sessions with target school communities, and more. Additionally, OEA will explore various platforms to increase engagement with families to deepen parent knowledge and engagement in academic partnerships with teachers.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Quantity	Number of family and community engagement sessions held by The Office of External Affairs	Up is Better	New in 2026	New in 2026	New in 2026	8

4.3 OPERATIONS MANAGEMENT

We will provide schools with administrative and operational support to foster student achievement while creating opportunities for interaction and continued dialogue between DCPS and all stakeholders.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Efficiency	Percent of proposed Network Infrastructure projects completed	Neutral	New in 2025	100%	Target not required	Target not required

4.4 LITERACY ACHIEVEMENT

A well-rounded education marked by achievement in literacy is key to unlocking academic success for our students. DCPS students will receive a stronger foundation in literacy, starting in PreK and leading to accelerated outcomes for middle and high school students.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Percent of Kindergarten-2nd grade students who perform at or above benchmark for the foundational literacy assessment	Up is Better	76.9%	79%	81%	83%

4.5 KEY TRANSITIONS

To ensure students are prepared for what's next at every stage, DCPS will guide students through their entire PreK-12 experience. With additional reinforcement for critical grade level transitions, this guidance will include providing individualized planning, multiple pathways, and alumni support.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Percent of 6th Grade Academy Students promoted to the next grade level	Up is Better	90%	91%	92%	92%
Outcome	Percent of graduates enrolled in at least one college-level course during high school	Up is Better	75%	74%	80%	78%
Outcome	Percent of all 6th Grade Students promoted to the next grade level	Up is Better	New in 2025	89%	90%	91%

4.6 MATH EXCELLENCE

A well-rounded education marked by math excellence is key to unlocking academic success for our students. By focusing on early numeracy, mathematical reasoning, and algebra readiness, we will drive math excellence across the district and prepare students for advanced courses in high school and STEM-focused career opportunities.

Measure Type	Measure	Directionality	FY2024	FY2025	FY2026 Target	FY2027 Target
Outcome	Percent of students who pass, meet, or exceed performance expectations on the math state standardized assessment	Up is Better	45.8%	50.9%	52%	54%
Outcome	Percent of middle school students who pass, meet, or exceed performance expectations on the Algebra I state assessment	Up is Better	64.3%	66%	68%	69%