



2013 REPORT TO  
THE COMMUNITY

## On the Right Path to Success







*“The philanthropic and business communities have contributed millions to support DCPS in becoming one of the best urban school districts in the country and we are on the right path. Now, more than ever, their support is critical to our efforts as we continue to grow and accelerate student achievement.”*

—Kaya Henderson, Chancellor of DC Public Schools



**We're proud to say** that DC Public Schools is on the right path to success with support from the DC Public Education Fund (or, as it is often called, the "DC Ed Fund"). Because of you—our valued partners and supporters—we are providing the resources to help drive the innovation and achievement that is so exciting and critical for our students and our city.

Since our founding only seven years ago, DC Ed Fund has invested nearly \$80 million in programs in three portfolio areas: quality teachers and leaders; innovative classrooms and schools; and engaged students and families. The outcomes we have achieved for DC Public Schools include a higher number of quality teachers in the classroom, new systems to use data effectively, innovative technology and curriculum, support for literacy initiatives, and families that are better connected with their schools. The results are encouraging:

- Enrollment is increasing;
- Student satisfaction is at an all-time high;
- Results from a study about IMPACT—DCPS' teacher performance assessment system—shows that DCPS is retaining its best teachers, teacher practice is stronger, and new teachers are hired at higher levels of quality;
- Test scores from the District of Columbia Comprehensive Assessment System exam (DC CAS), as well as national assessments—the National Assessment of Educational Progress (NAEP) and the Trial Urban District Assessment (TUDA)—demonstrate statistically significant gains for our students in reading and math. (*See page 3 for details.*)

In the following pages, you will read more about our initiatives, partnerships, and the progress we've made for our schools in fiscal year 2013. We are pleased to share updates about our multi-year investments including our largest funded program to date, DCPS' *IMPACTplus*, which has successfully come to a close with future funding for the program incorporated into the public school budget; *Educator Portal Plus*, which successfully launched in School Year 2012-2013 through strategic investments by the Bill & Melinda Gates Foundation; and the *Targeted Literacy Initiative*, which is supported by Target.

*Standing Ovation for DC Teachers*, our annual educator recognition event, recognized over 1,300 highly effective educators and continues to be noticed as a national model for highlighting and supporting excellence in teaching and leadership. We also brought in new investments this year from current and new partners, including Capital One, Carnegie Corporation of New York, Michael & Susan Dell Foundation, and the Raikes Foundation.

On behalf of the board and staff, we thank you for your continued support that allows us to invest in high impact programs to produce positive student outcomes in DC Public Schools. We look forward to the path ahead and being an active partner to create one of the highest performing school systems in the nation.



Catherine Townsend  
President & Executive Director



Mark D. Ein  
Chair

## **DC Ed Fund: Accelerating Innovation in DC Public Schools**

**Since our founding**, we have invested nearly \$80 million in innovative initiatives including district-wide programs, pilots in select schools, and supports for individual schools. As the only accountable private funding source for DC Public Schools, we are the trusted matchmaker, implementation manager, and thought partner for private investors and DCPS leadership. As we reflect on the accomplishments in 2013, we are pleased to be a voice in the community supporting the highlights that have contributed to the achievements in DCPS.

### **OUR VISION**

DC Public Schools is an innovative, world-class school system that inspires students to learn and achieve.

### **OUR MISSION**

DC Ed Fund is the independent nonprofit formed to catalyze philanthropy in support of strategic initiatives in DC Public Schools. Through our investments, we collaborate with DCPS leadership and the philanthropic community to accelerate improvements, sustain excellence, and ensure accountability.



### **OUR PROMISE**

#### **Strategic Investing**

We align the donor's funding objectives to DCPS' most important priorities.

#### **Thorough Grant Management**

We validate every expenditure, as well as provide accountability and transparency to ensure program effectiveness.

#### **Continual Communication**

We evaluate progress, track results, and report back to the donor.



## DC Public Schools: Building a Path to Inspire All Students to Achieve

**Chancellor Henderson** has a clear strategy to improve schools by providing three key elements in every part of the city—great educators, challenging coursework, and motivated students and engaged families. DCPS calls this strategy its theory of action.

### Theory of Action



DC Ed Fund is a key partner with DCPS to reach *A Capital Commitment* goals by 2017. We provide funding to support DCPS' theory of action through our three investment portfolios:



**Quality Teachers  
and Leaders**



**Innovative Classrooms  
and Schools**



**Engaged Students  
and Families**

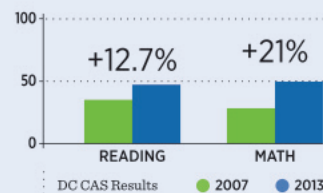
The following pages highlight a selection of initiatives within these portfolios.

## PROGRESS TO DATE: *A Capital Commitment*

### GOAL 1 Improve Achievement Rates

1

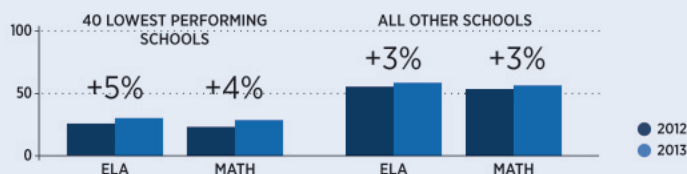
Since the reform efforts began in 2007, DCPS students reached their highest proficiency rates ever in reading and math.



### GOAL 2 Invest in Struggling Schools

2

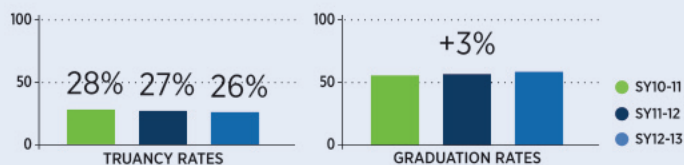
The lowest performing schools are now leading the district in growth in student proficiency rates.



### GOAL 3 Increase Graduation Rate

3

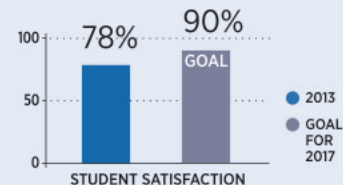
Student engagement has reduced truancy rates supporting increases to four-year graduation rates.



### GOAL 4 Improve Satisfaction

4

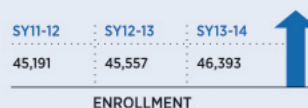
Survey results in 2013 show that student satisfaction is at an all-time high.



### GOAL 5 Increase Enrollment

5

In School Year 2013-14, DCPS had the highest audited enrollment since School Year 2007-08, and for the first time in 40 years, DCPS increased its enrollment in two consecutive years.





## Quality Teachers and Leaders

**DC Ed Fund** invests in programs that develop the best teachers and leaders in every classroom, in every school, in DC Public Schools. By supporting efforts to recruit, retain, and reward high-quality educators, we are helping to build one of the most innovative schools districts in the nation.

### **IMPACT<sup>plus</sup>: Investments in Teachers Reap Rewards**

In 2010, DC Ed Fund and DC Public Schools formed a unique three-year partnership with the Laura and John Arnold Foundation, The Eli and Edythe Broad Foundation, the Robertson Foundation, and The Walton Family Foundation to support the implementation of the 2010 collective bargaining agreement with the Washington Teachers' Union (the WTU Contract). The WTU Contract—in combination with IMPACT—has enabled

## IMPACT Gets Proven Results

In 2013, the University of Virginia and Stanford University released a study proving that IMPACT, DCPS' cutting edge performance assessment system, trains and retains high-quality teachers.

This study has three key findings:

- 1 **IMPACT** is responsible for substantial improvements in teacher practice;
- 2 **DCPS** is retaining its best teachers at very high rates; and
- 3 **IMPACT** causes some low-performing teachers to leave the school system on their own—and, more importantly, DCPS is replacing those educators with higher caliber ones.

DCPS to create a performance-driven culture in which: all educators receive the feedback they need to improve; its best educators receive recognition and compensation for outstanding performance; its lowest-performing educators exit the system; and principals are empowered to make decisions about who works in their schools.



**PRINCIPAL OF THE YEAR**

**Abdullah A. Zaki II**

Principal, Kelly Miller Middle School



**TEACHER OF THE YEAR**

**Kathy Hollowell-Makle**

Kindergarten, Simon Elementary School

# DCPS 2013

As a result of the WTU Contract, DCPS' highest performing teachers now have the opportunity to participate in IMPACT<sup>plus</sup>, the performance-based compensation system that rewards teachers rated Highly Effective in IMPACT with base salary increases and annual performance bonuses of up to \$25,000. And, for the first time, DCPS used public funding to cover the costs of teacher performance pay in School Year 2012-2013. DCPS awarded over 1,300 highly effective teachers more than \$8 million in bonuses for outstanding performance during School Year 2012-2013. The successful transition of teacher performance bonuses into the public budget represents a significant milestone and positive progress for DCPS.

School districts across the country are now modeling their teacher performance evaluation systems after DCPS' programs. Additionally, in the fall of 2012, DCPS leveraged the private investments in this program to secure a five-year, \$62 million federal Teacher Incentive Fund (TIF) grant, which it is using to expand its efforts to develop, reward, and retain great teachers and school leaders between now and School Year 2016-2017.

These results demonstrate the potential of public-private partnerships to create a supportive and empowering environment for teachers to thrive at DC Public Schools.



### Align: Cutting-Edge Platform for Evaluator Training

In a groundbreaking effort to maximize consistency of teacher performance assessments, DCPS and DC Ed Fund partnered with the Bill & Melinda Gates Foundation to create Align, a state-of-the-art multimedia training and calibration platform launched in the summer of 2013. DCPS is now using Align, in combination with extensive in-person support, to train and norm all principals and master educators responsible for evaluating teachers in IMPACT. Through the Align initiative, DCPS is serving as a national model for its work to ensure that teachers receive meaningful, consistent feedback that supports their efforts to drive dramatic student achievement gains.

### Mary Jane Patterson Fellowship: Creating New School Leaders

The first cohort of Mary Jane Patterson Fellows began their learning journey in January 2013 through the help of investments by the Freddie Mac Foundation, CityBridge Foundation, Gephardt Government Affairs, and The Boeing Company. The Mary Jane Patterson Fellowship provides a rigorous leadership training

*“I am committed to DCPS and what it can do for our community. By investing in great teachers and school leaders, DCPS is truly changing lives for kids. I hope to become a principal to further this impact. I hope to create a great school community so parents see DCPS as the best option for their children.”*

—Katie Lundgren, Inaugural Cohort of the Mary Jane Patterson Fellowship and Aspiring DCPS School Leader

program that prepares eligible DCPS staff to become high-performing DCPS principals through a partnership with Georgetown University’s McDonough School of Business and several other nationally respected leadership development consultants. In Phase Three of the program, each fellow will complete two half-year residencies during School Year 2013-2014. Pending successful completion of residencies and other program requirements, all fellows will be eligible for placement as DCPS principals.

### Increase Effectiveness Data Cycle: Using Data to Drive Instruction

In order to improve student outcomes, teachers and school leaders need real-time access to clear, robust information on student performance, as well as the ability to act on it to improve classroom instruction. For several years, the Michael & Susan Dell Foundation has supported the implementation of DCPS’ Increase Effectiveness (IE) Data Cycle, which it implemented to build the capacity of teachers across the district to use formative assessment data to drive instructional decision-making. Since the launch of the IE Data Cycle model in School Year 2012-2013, DCPS has made significant progress toward its initial implementation goal to ensure that schools have the time, processes, and protocols to use data to make smart, strategic decisions about instruction.



# *Standing Ovation* FOR DC TEACHERS

## Engaging the Community by Celebrating Extraordinary Educators

This year marked the fourth annual *Standing Ovation for DC Teachers*, which brought together over 2,000 attendees at the John F. Kennedy Center for the Performing Arts to celebrate and reward DCPS' highly effective educators. Over 1,300 teachers, principals, and their guests cheered on as seven *Excellence in Teaching Awards* and the *Excellence in Leadership Award* were presented to outstanding educators. In addition, thirty highly effective educators were recognized with Rubenstein Awards. All of the awardees received bonus awards made possible through the generous support of David Rubenstein.

The creator of this event, George Stevens, Jr., Emmy and Oscar-Award winning producer/director, continues to attract top celebrity talent and presenters to be a part of this special night. The 2013 performers included Estelle and Luke James, as well as a star-studded line up of prominent presenters including Dr. Jill Biden, Mayor Vincent C. Gray, Tim Gunn, Debra Lee, Josh Morgan, Colin Powell, and David Rubenstein. *Standing Ovation* has become an established tradition that is one of the premier education events in Washington, DC. Support for the program comes from contributions by the business, arts, and philanthropic communities. Co-chairs for the event were Gina Adams, Katherine Bradley, David Rubenstein, and George Stevens, Jr.



*"I hope that these awards can incent other teachers and principals to reach their potential, while also showing students that their school system's best teachers and principals are being properly rewarded and recognized in the community they serve."*

—David Rubenstein  
Co-Founder of Carlyle Group and Co-Chair of *Standing Ovation*



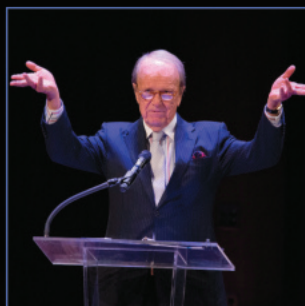




*"Winning this year's Excellence in Teaching Award confirms the words of so many people in my life who have assured me that if I am passionate about my efforts to be the difference, I will continue to be inspired by the results."*

—Davey S. Yarborough

Director of Jazz Studies, Duke Ellington School of the Arts





## Innovative Classrooms and Schools

**With DC Ed Fund's help**, DCPS is creating schools where students love to learn. Our investments are focused on designing state-of-the-art classrooms and schools by providing support for curriculum pilots and expansions, teacher curriculum supports, literacy resources, and technology. DCPS is leveraging the latest innovations to create schools where students can discover their path to graduation, college, and career.

### Joining the National STEM Movement

In 2011, DCPS joined the national 100Kin10 movement—a multi-sector network responding to President Obama's call to action to train 100,000 excellent science, technology, engineering, and math (STEM) teachers by 2021. To support DCPS' 100Kin10 commitment to train 1,500 STEM educators by 2015, Carnegie Corporation of New York provided funding for a district-wide STEM educator development strategy aimed at ensuring that DCPS STEM teachers have the capacity, tools, and resources to support students' paths to STEM college courses and careers. In March 2014, the first cohort of Master Teachers will begin their work aligning current science curricula to the newly-adopted Next Generation Science Standards. They will focus on curricular scope

***"We believe technology has the ability to do incredible things—if it's used strategically and carefully. It can never replace an excellent teacher, but it can help motivate students who may have had trouble being excited about school before. It also allows teachers to focus on one of the more difficult parts of teaching, the ability to cater to different levels of students in one classroom."***

— Chancellor Henderson



and sequence, evaluate resources, and provide district-wide professional development to prepare all science teachers for the new standards in School Year 2014-2015.

### Blended Learning: Leveraging Technology to Support Individualized Learning

There is great potential in blended learning—an exciting instructional approach which combines teacher-led instruction with online instruction—to accelerate student learning at DC Public Schools and continue on the path to achieve all five goals in *A Capital Commitment: Better Schools For All Students By 2017*.

With initial funding from Google, DCPS established a two-person blended learning team and began implementation of a district-wide blended learning strategy in School Year 2012-2013. DCPS launched a school-wide blended learning initiative at Kramer Middle School in Ward 8, piloted the implementation of New Classroom's groundbreaking *Teach to One: Math* program at Hart Middle School, and studied the impact of numerous online learning programs in use across the district.



Building on early successes, and with DC Ed Fund's support, DCPS launched a new Elementary Blended Learning Program at Randle Highlands and Ketchum Elementary Schools in School Year 2013-2014. Under this new program, DCPS is piloting the implementation of a school-wide "station rotation" blended learning model at these two schools. Through this effort, DCPS is also creating a blended learning feeder pattern extending to Kramer Middle School and Anacostia High School, which utilizes blended learning in its ninth grade academy program. DC Ed Fund and DCPS are grateful to the generous support of the Michael & Susan Dell Foundation, The Gamba Family Foundation, and an anonymous donor in launching this initiative. DCPS has ambitious plans to expand its blended learning initiative in the coming school years to impact 7,000 students in 16 schools across feeder patterns in four of DC's eight wards.

### **Literacy: Investing in the Basic Building Blocks for Student Success**

In order to achieve its high-reaching goals, DCPS has prioritized time in each school day for focused literacy instruction, which builds reading proficiency and fosters deep comprehension skills. This prioritization of time, coupled with investments in literacy resources and professional development support, is demonstrating growth in student literacy proficiency.

### ***Leveled Libraries for Guided Reading in Elementary Schools***

Leveled libraries provide the resources to allow teachers to match appropriate texts with a student's skill level. Contributions from Target provided Leveled Libraries for Guided Reading in four high needs schools, and a contribution from Pitney Bowes provided support for a fifth school's Leveled Library. These important resources,

*"At Target, we are committed to serving local communities where we do business. That's why we are proud to partner with DC Public Education Fund as we work to strengthen communities and enrich the lives of our guests and team members."*

—Laysha Ward, President, Community Relations, Target

along with rigorous reading instruction and regular opportunities for reading practice, ensure that students have the support they need to increase their literacy proficiency. Results show that based on a grade level scale, this program can increase a student's proficiency by at least six months of growth.

### ***Targeted Literacy Initiative to Improve Reading***

Target's support of teacher practice is a key lever for accelerating student achievement in literacy. DCPS was selected as one of three school districts in the country to receive a multi-million dollar grant to improve student outcomes in literacy proficiency. Now in its second year in five DCPS schools, the Targeted Literacy Initiative (TLI) is designed to develop teachers' capacity for literacy instruction. By providing literacy consultants in each school, teachers receive continuous professional development focusing on high-impact areas of instruction and supports including digital, technical, and print resources. By combining literacy consultant strategies and engaging supports, Target's investment is helping DCPS meet its goals.





## Engaged Students and Families

**DC Ed Fund** believes that students succeed when the right support and programs are in place to drive student and family engagement. Arts, music, clubs, after-school programs, and progressive enterprises like the Family Engagement Partnership provide opportunities for students and families to connect with their schools.

### **Family Engagement Partnership: Parent-Teacher Collaboration to Support Student Achievement**

The Family Engagement Partnership (FEP) initiative is an intensive, school-wide intervention designed to support student success by transforming the ways in which teachers and families collaborate with one another. What started as a humble pilot with five schools in 2011 has rapidly grown to 15 DCPS schools as more and more committed principals and teachers have implemented the partnership's strategies and communicated its impacts to others. Designed and supported by Flamboyant Foundation based on a thorough research review and

suggestions from teachers, the FEP provides coaching, professional development, and funding to support three key strategies: 1) relationship-building, particularly through the use of parent-teacher home visits; 2) academic partnering, including unique approaches to data-driven parent-teacher conferences; and 3) ongoing communication systems and practices.

Initial results are impressive. To date, FEP schools have outpaced other district schools in their annual achievement growth. Teachers report that FEP strategies helped increase their job satisfaction and effectiveness in the classroom. 100% of partner principals agree or strongly agree that the FEP is improving family engagement and student achievement in their schools. Preliminary results from an evaluation conducted by Johns Hopkins University are forthcoming. Excitingly, beginning in 2014, DCPS will help oversee a randomized control trial evaluation of the partnership as it spreads to 15 to 20 more schools.







## The Path Ahead

**DC Ed Fund** has been a steadfast partner with DC Public Schools, providing critical resources for important initiatives to drive change in our schools. DCPS has built the groundwork to ensure that all students, regardless of circumstance, have access to experiences that will prepare them for success in college and their career. As a partner in this work, we will continue to mobilize supporters and investors to help DCPS realize its vision and path for student success. DC Ed Fund is committed to ensuring that DCPS is an innovative, world-class school system that inspires students to learn and achieve.

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Rebecca Sivy, *Senior Manager of Communications & Events*

Catherine Townsend, *President and Executive Director*

## Financials

FY 10/1/2012-9/30/2013

In fiscal year 2013, the DC Public Education Fund received \$21.2 million to support key initiatives of DC Public Schools. We are proud to report a clean audit for 2013. You may request a copy of our audit by calling 202-549-3711.

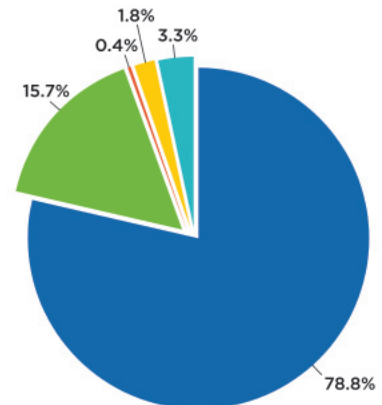
	2013	2012
<b>Revenues</b>		
Contributions — Corps/Foundations	20,233,535.00	16,582,626.00
Contribution — Individuals	384,950.00	52,792.00
Special Events	495,334.00	439,047.00
Interest and other	77,143.00	63,839.00
<b>Total Revenues</b>	<b>21,190,962.00</b>	<b>17,138,304.00</b>
<b>Expenses</b>		
Programs in Schools	21,711,734.00	15,141,763.00
Administrative & development	737,485.00	640,321.00
<b>Total Expenses</b>	<b>22,449,219.00</b>	<b>15,782,084.00</b>
<b>Change in Net Assets*</b>		
Beginning Net Assets	8,039,000.00	6,682,780.00
<b>Ending Net Assets</b>	<b>6,780,743.00</b>	<b>8,039,000.00</b>

### Breakdown of 2013 Expenditures

Quality Teachers and Leaders*	78.8%
Innovative Classrooms and Schools Includes expenditures for the Engaged Students and Families investment portfolio.	15.7%
School System Strategy	0.4%
Special Events	1.8%
Administrative and Development	3.3%

\*Includes over \$15.5M for the third year of payments for teacher compensation bonuses.

- Quality Teachers and Leaders
- Innovative Classrooms and Schools
- School System Strategy
- Special Events
- Administrative and Development





## Our Donors

LIST REFLECTS GIFTS RECEIVED 10/1/2012 - 9/30/2013

### \$1,000,000+

Laura and John Arnold Foundation  
The Eli & Edythe Broad Foundation  
Bill & Melinda Gates Foundation  
Robertson Foundation  
Target  
The Walton Family Foundation

### \$250,000 through \$999,999

Anonymous  
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Carnegie Corporation of New York  
CityBridge Foundation  
Michael & Susan Dell Foundation  
Flamboyant Foundation  
Raikes Foundation

### \$100,000 through \$249,999

FedEx Corporation  
The Andrew & Julie Klingenstein  
Family Fund  
Alice and David Rubenstein

### \$25,000 through \$99,999

The Abington Foundation  
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U.S. Chamber of Commerce  
Natalie Wexler and Jim Feldman

### \$10,000 through \$24,999

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Thompson Hospitality  
Chevron  
Community Foundation for the  
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### Special thanks to our new supporters for *Standing Ovation* 2013

(RECEIVED AFTER 9/30/2013)

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