Supporting DC Public Schools

2010 Report to the Community
BRIDGE-BUILDER,
INVESTOR, INNOVATOR

OUR MISSION
To dramatically improve student achievement in the District of Columbia by serving as a strategic partner to businesses, foundations, community leaders, and individual donors in supporting high-impact programs within DC Public Schools.
DC Public Schools (DCPS) is at a critical moment. Scores on the DC CAS have grown by double digits since 2007, and Washington, DC, outpaced every other urban district last year in gains by 4th and 8th graders on the National Assessment of Educational Progress.

Yet much work remains. DCPS remains one of the nation’s lowest-performing city school systems. To meet its ambitious goal of preparing all students for college, careers, and citizenship, DCPS needs additional support from private donors.

Enter the DC Public Education Fund (the Education Fund). By serving as the bridge between DCPS and funders, the Education Fund plays three unique roles:

• We ensure that the outside support is **strategic** and closely aligned to DCPS’ most important priorities.

• We allow the school system to invest in the kinds of high-impact **innovations** that otherwise are not financially feasible, especially in today’s economy.

• And we hold DCPS **accountable** for meeting established performance benchmarks so that private donors know that their investments are getting results.

By the end of the 2009–10 school year, our investments were affecting schools in every corner of the city.

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**By providing a mechanism for private funders to invest in innovation, the Education Fund is an essential partner in our effort to ensure there are great schools in every neighborhood of our city.**

— Adrian Fenty

**Mayor, District of Columbia**
SUPPORTING GREAT TEACHERS

It is critical to engage our students' families and communities as valued partners.

We have the power and responsibility to close the achievement gap.

Achievement is a function of effort, not innate ability.

Our schools must be caring and supportive environments.

All children, regardless of background or circumstance, can achieve at the highest levels.

Our decisions at all levels must be guided by robust data.

District of Columbia Public Schools
Teacher quality is the most important lever for improving student achievement and has been a central priority of Chancellor Michelle Rhee since Mayor Adrian Fenty appointed her in June 2007. The Education Fund is supporting several projects to ensure that DCPS attracts, develops, rewards, and retains the most talented teachers in the country.

Evaluating: IMPACT

With initial funding from Fight For Children, we have provided important financial support to DCPS’ pioneering personnel evaluation system, which ensures that all teachers, principals, and other school staff clearly understand what is expected of them, get constructive feedback on their performance, and receive targeted support to improve their effectiveness. IMPACT recognizes teachers whose students show the greatest learning gains and identifies specific areas where mid-level and lower performers need additional support.

Developing: Customized Support

With initial support from the Bill & Melinda Gates Foundation, the Education Fund is supporting the development of an online platform that provides DCPS teachers with customized support to improve their skills. The site will offer a central access point for all professional development tools, which will be customized for each teacher based on his/her IMPACT evaluation. Teachers will benefit from streaming videos of exemplary teachers and online scheduling for mentor teachers to visit their classrooms, among other innovations.

Rewarding: Performance-Based Compensation

With $64 million from the Laura and John Arnold Foundation, The Eli & Edythe Broad Foundation, the Robertson Foundation, and the Walton Family Foundation, the Education Fund is helping to finance DCPS’ landmark new teacher contract. By rewarding strong classroom performance, the contract recognizes great teachers and strengthens professional accountability across the board.

“The Education Fund has provided strategic leadership as well as essential resources to help us advance reforms on behalf of the 45,000 children of DC Public Schools. It has been especially important in helping us think through implementation and long-term capacity issues.”

— MICHÉLLE RHEE
CHANCELLOR, DC PUBLIC SCHOOLS
Having access to timely, accurate, and actionable information helps drive improvements throughout the school system and hold all employees accountable for doing their jobs well. Teachers use student achievement data to adjust their lessons. Principals use data to fairly and consistently evaluate teachers. And central office administrators use data to manage and allocate resources to schools. The Education Fund is supporting three important initiatives to make good information available ... and help educators, parents, and the public take advantage of it.

Office of Data and Accountability
This DCPS office is responsible for ensuring that educators have access to the data they need to make informed decisions, tools to translate the data into action, and an understanding of how the data will be used to hold them accountable for results. With support from Carnegie Corporation of New York, we have helped restructure the office to support educators with the data and tools they need to help students succeed.

Helping Educators Use Data
With support from the Michael & Susan Dell Foundation, we are working with the DCPS Office of Data and Accountability, the Office of the Chief Academic Officer, and the Achievement Network (a Boston-based nonprofit) to help teachers use data effectively in their daily work — from analyzing test results to restructuring their lessons based on the assessment information.

School Scorecards
With support from the Education Fund, the DCPS Office of Data and Accountability is developing a tool that will give parents and principals access to clear and detailed information about every school in the system, from standardized test scores to more nuanced descriptions of each school’s learning environment. The scorecards will help parents make smarter school choices for their children, while giving administrators a new tool for identifying priority areas for attention.

The new school scorecards will provide information about school performance, facilities, and academic and extracurricular programs.
Students deserve compelling and effective places to learn, with a consistent foundation of challenging academics, strong support for their social and emotional needs, and a variety of programs and instructional themes that are both relevant and rigorous. And parents should be able to select from a broad portfolio of options to find the best placement for their child. The Education Fund is investing in several initiatives that are revolutionizing DCPS’ options.

**DC Catalyst Project**
Thirteen elementary, middle, and K–8 schools throughout the district are offering innovative school designs based on relevant themes such as science, technology, engineering, and math (STEM); arts integration; and world cultures. By helping teachers make learning more engaging and relevant to students, these schools will improve achievement and provide models for adaptation elsewhere. After a rigorous planning year, these schools are launching their themes in fall 2010.

**DC Collaborative for Change**
Leadership teams from 10 elementary and K–8 schools from across the city are sharing best practices and pooling people and financial resources to help raise student achievement. Funding from the Education Fund helps ensure that all participating schools have the resources they need to implement their research-based improvement programs.

**Secondary School Reform**
We are funding the development of a three-year strategic plan that will establish priorities for driving dramatic changes in all DCPS middle and high schools. In one initiative, the Youth Engagement Academy, we are helping teachers create a new high school to meet the needs of students at high risk of dropping out. The Partnership Schools Initiative is helping to turn around several of the city’s lowest-achieving schools through innovative alliances (for example, Friendship Public Charter Schools is working in Anacostia High School, and Friends of Bedford is in Coolidge and Dunbar High Schools).

“The DC Catalyst Project helped Beers Elementary integrate its NASA program into its overall science and technology theme.

“A Catalyst school program like this wouldn't be possible without startup funds from the Education Fund. When we started, our school had few resources to help teachers teach world cultures.”

— KYLE EVANS
WORLD CULTURES COORDINATOR, DANIEL A. PAYNE ELEMENTARY SCHOOL
**DC PUBLIC EDUCATION FUND FOR THE NINE MONTHS ENDED JUNE 30, 2010**

### REVENUES

<table>
<thead>
<tr>
<th>Source</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Contributions/Grants</td>
<td>$6,155,017</td>
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<tr>
<td>In-Kind Income</td>
<td>$5,668</td>
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<tr>
<td>Interest Income</td>
<td>$29,551</td>
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<tr>
<td><strong>TOTAL REVENUES</strong></td>
<td><strong>$6,190,236</strong></td>
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### EXPENSES

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<thead>
<tr>
<th>Category</th>
<th>Actual</th>
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<tbody>
<tr>
<td>Grants</td>
<td>$3,495,249</td>
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<tr>
<td>Operations</td>
<td>$413,182</td>
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<tr>
<td><strong>TOTAL EXPENSES</strong></td>
<td><strong>$3,908,431</strong></td>
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### NET ASSETS

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<tr>
<th>Category</th>
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<tr>
<td>Increase in Net Assets</td>
<td>$2,281,804</td>
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<tr>
<td>Beginning Net Assets</td>
<td>$5,793,459</td>
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<tr>
<td><strong>ENDING NET ASSETS</strong></td>
<td><strong>$8,075,263</strong></td>
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### FUNDS RAISED, FY08–10

<table>
<thead>
<tr>
<th>Year</th>
<th>Amount</th>
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<tbody>
<tr>
<td>FY08</td>
<td>$1.5 million</td>
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<tr>
<td>(10/1/07–6/30/08)</td>
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<tr>
<td>FY09</td>
<td>$5.2 million</td>
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<tr>
<td>(10/1/08–6/30/09)</td>
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<tr>
<td>FY10 to date</td>
<td>$6.2 million</td>
</tr>
<tr>
<td>(10/1/09–6/30/10)</td>
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### STAFF

- **Megan Aghazadian**
  - Portfolio Director
- **Kesson Anderson**
  - Development Associate
- **Rhonda Bishop**
  - Program Assistant
- **Kevin Hinton**
  - Portfolio Director
- **Cate Swinburn**
  - Executive Director
- **Colin Welch**
  - Operations and Information Manager
“In considering how to best support DC Public Schools, it was incredibly valuable to have an independent, professionally managed fund to help us identify a project aligned to our giving strategy and serve as an accountable steward of our funds.”

— Michela English President and CEO, Fight For Children
BOARD AND OFFICERS as of June 30, 2010

Beth Dozoretz
Advanced Leadership Initiative Fellow
Harvard University

Michela English
President and CEO
Fight For Children

Mark D. Ein
Founder and Chief Executive Officer
Venturehouse Group, LLC

Raul Fernandez
Chairman and Chief Executive Officer
ObjectVideo, Inc.

Earle Horton, III
Principal
Graves, Horton, Askew & Johns, LLC
Chair, DC Public Education Fund Board

Joel I. Klein
Chancellor
New York City Department of Education

Benjamin Soto
President
Premium Title & Escrow, LLC
Treasurer and Secretary, DC Public Education Fund Board

Jason Washington
Vice President, DC Public Education Fund Board

Cate Swinburn
President and Executive Director
DC Public Education Fund

“The Education Fund is positioned to be a long-term partner to DC Public Schools and the private sector, ensuring that the current reform efforts are sustained and institutionalized.”

— EARLE HORTON, III
GRAVES, HORTON, ASKEW & JOHNS, LLC, AND EDUCATION FUND BOARD CHAIR