



Office of the State
Superintendent of Education

FLEXIBLE SCHEDULING PILOT PROGRAM LEARNING BRIEF

January 2026

TABLE OF CONTENTS

Executive Summary	3
Background	4
Purpose	4
Timeline.....	4
Application	4
Overview of Grantees.....	5
Grantee Demographics.....	5
General Information and Enrollment by Student Group, School Year 2023-24.....	5
Enrollment by Race/Ethnicity, School Year 2023-24.....	5
Grantee Models.....	6
Analysis	7
Methodology - Flexible Scheduling Post-Pilot Perception Survey	7
Considerations.....	7
Survey Trends	7
Experience with Flexible Scheduling Enrichment Programming	7
Perceived Relationship Between Flexible Scheduling and Educator Wellbeing.....	8
Perceived Impact on Students’ School Engagement	9
Trends from Meetings with Grantees.....	9
Insight Into Structuring Flexible Scheduling Programming.....	9
Insight Into Selecting a Flexible Schedule Model	9
Insight Into Barriers to Continuing Flexible Scheduling Work	9
Recommendations	10
Conclusion	10
Appendix	11
Appendix A: Methodology.....	11
Survey Methodology	11
Data Sources for Grantee Enrollment, Demographic and Retention Data	11
Appendix B: Educator Demographics and Retention.....	12
Appendix C: Academic Outcomes, by Grantee	13
Appendix D: Spotlight on Another Local Education Agency Pursuing Flexible Scheduling.....	14
DC Prep Public Charter School (DC Prep PCS).....	14
Appendix E: Sample Surveys.....	15
Endnotes	22

EXECUTIVE SUMMARY

In November 2023, the Office of the State Superintendent of Education (OSSE) announced the availability of funds for the Fiscal Year 2024 (FY24) Flexible Scheduling Pilot Program grant. The purpose of the FY24 Flexible Scheduling Pilot Program grant was “to assist participating LEAs in providing additional time for educators to engage in professional development, continuing education, course planning, collaboration, wellness, and other similar activities by providing financial support, resources and guidance, linkages to youth development program providers and partners, and research on existing flexible schedule models across the District.”¹ In March 2024, OSSE awarded Flexible Scheduling Pilot Program grants to six public charter school local education agencies (LEAs).

Specifically, grantees received up to \$210,000 to:

- Develop resources and staffing plans to implement flexible scheduling models;
- Improve student academic outcomes by creating sustainable, flexible working conditions that promote the retention of effective educators; and
- Implement and sustain high-quality learning opportunities for students, while allowing educators additional time for professional development, continuing education, course planning, collaboration, wellness, and other similar activities.

During the grant period, from late March 2024 to Sept. 30, 2024, grantees used these funds to sustain high-quality learning opportunities for students while also providing educators with flexible working conditions that promoted the retention of effective educators.

Following the grant period, OSSE distributed post-pilot perception surveys to secondary students (grades six through eight), educators, and family members who participated in the pilot. These surveys captured respondents’ perceptions of the efficacy of flexible scheduling at their schools, the impact it had on their experiences or their students’ experiences, their level of satisfaction with flexible scheduling, and their feedback for future flexible scheduling work.

This “Flexible Scheduling Pilot Program Learning Brief” describes grantees’ flexible scheduling models, identifies trends across post-pilot perception surveys, and presents recommendations to inform future flexible scheduling initiatives in the District. Due to the fact the grant award period covered a total of four months of the 2023-24 and 2024-25 school years, many grantees engaged in brief pilots. Therefore, this report represents perceptions of flexible scheduling work in its early implementation stages rather than a statistical analysis and recommends topics for further exploration and consideration.



BACKGROUND

PURPOSE

The Office of the State Superintendent of Education’s (OSSE’s) [Flexible Scheduling Pilot Program](#) was a locally funded competitive grant opportunity authorized under the [Flexible Schedule Emergency Amendment Act of 2023](#) (the “Act”).² This grant sought “to assist participating LEAs in providing additional time for educators to engage in professional development, continuing education, course planning, collaboration, wellness, and other similar activities by providing financial support, resources and guidance, linkages to youth development program providers and partners, and research on existing flexible schedule models across the District.”³

APPLICATION

All DC public or public charter LEAs were eligible for the FY24 Flexible Scheduling Pilot Program Grant. LEAs submitted an application that included a summary of needs and a description of program features, program implementation and monitoring, financial management, and enabling conditions. During the review process, and in accordance with the requirements established in the Act, OSSE prioritized applicants that: 1) served students in the elementary and middle school grade levels; 2) experienced higher-than-average teacher attrition rates; 3) supported proportional representation across wards; and 4) had strong application question responses.⁴

TIMELINE

- **July 2023:**
DC Council passed legislation authorizing OSSE to administer a Flexible Scheduling Pilot program, with LEAs selected by March 15, 2024
- **Nov. 24, 2023:**
OSSE released a Notice of Funding Availability (NOFA) for the FY24 Flexible Scheduling Pilot Program Grant.
- **Dec. 15, 2023:**
OSSE released the Request for Applications (RFA) for the grant.
- **Dec. 15, 2023:**
OSSE held a pre-application webinar for potential grantees.
- **Dec. 19, 2023:**
Deadline for LEAs to submit a Notice of Intent to Apply.
- **Jan. 31, 2024:**
Deadline for LEAs to submit grant applications to OSSE.
- **March 8, 2024:**
OSSE notified applicants of their application status.
- **Late March 2024 to Early April 2024:**
Grantees started grant activities.
- **April 24, 2024:**
OSSE held a Flexible Scheduling Pilot Program Grant convening with all six grantees.
- **May to Sept. 2024:**
OSSE met with grantees individually and shared key implementation trends with grantees.
- **Sept. 30, 2024:**
The award period for the grant ended.
- **Nov. 1, 2024-Dec. 13, 2024:**
OSSE shared post-pilot surveys with all grantees to assess experiences with flexible scheduling, trends from the pilot, and recommendations for future flexible scheduling programming.

OVERVIEW OF GRANTEES

GRANTEE DEMOGRAPHICS

General Information and Enrollment by Student Group, School Year 2023-24⁵

Grantee	Ward	Grades Served	Total Enrolled Student	Students Identified as Economically Disadvantaged	Students At Risk	Students with Disabilities	English Language Learners
Capital City PCS	4	Pre-K 3 through Grade 12	1,031	39%	37.3%	22.3%	47.4%
E.L. Haynes PCS	1 and 4	Pre-K through Grade 12	1,197	42.4%	41%	22.6%	45.1%
Global Citizens PCS	7	Pre-K 3 through Grade 2	164	37.8%	34.7%	15.9%	10.4%
Howard University Middle School of Math and Science	1	6-8	259	65.6%	59.8%	12.4%	4.2%
I Dream PCS	7	Pre-K 3 through Grade 5	88	71.6%	68.1%	25%	5%
Kingsman Academy PCS	6	6-12	393	90.3%	7.3%	41.6%	1%

Enrollment by Race/Ethnicity, School Year 2023-24⁶

Grantee	Students Who Identify as American Indian/Alaskan	Students Who Identify as Asian	Students Who Identify Black/ African-American	Students Who Identify as Hispanic/Latino	Students Who Identify as Native Hawaiian or Pacific Islander	Students Who Identify with Two or More Races	Students Who Identify as White
Capital City PCS	0.1%	1.2%	24.7%	66.3%	0.1%	3.4%	4.4%
E.L. Haynes PCS	0.5%	0.3%	29%	59%	0.1%	3.1%	8.2%
Global Citizens PCS	1%	2.4%	79.3%	9.1%	1%	4.9%	3.7%
Howard University Middle School of Math and Science	1%	1%	95%	3.9%	1%	1%	1%
I Dream PCS	5%	5%	86.4%	5.7%	5%	5%	5%
Kingsman Academy PCS	1%	1%	97.9%	1.2%	1%	1%	1%

GRANTEE MODELS

Capital City Public Charter School (PCS)

Capital City PCS implemented a flexible schedule that enabled new teachers to participate in a New Teacher Collaborative on Wednesday afternoons. As part of the Collaborative, the Capital City PCS team identified veteran teachers to serve as mentor teachers and observe, provide feedback, and conduct check-ins with their new teacher counterparts. Capital City PCS's goal for this program was to create space for new staff to receive support from experienced and effective mentor teachers, thereby reducing their sense of loneliness, as reported in staff surveys. To implement this model, Capital City PCS provided a stipend to co-teachers and aftercare teachers, who provided coverage for mentor teachers on Wednesdays while they conducted observations and check-ins with new teachers. This staffing shift enabled the Capital City PCS team to continue its regular schedule for students while providing flexibility for educators.

E.L. Haynes Public Charter School (PCS)

E.L. Haynes PCS implemented an expansion of its “Early Dismissal Wednesdays” at its elementary and middle school campuses to provide educators with high-quality, targeted professional development opportunities. During expanded “Early Dismissal Wednesdays,” students worked on their i-Ready personalized pathways, engaged with the Read 180 and Math 180 programs, and participated in arts programming, including activities with the Dance Institute of Washington. While students engaged in academic and arts enrichment, educators engaged in professional development through Seeing Stars and Foundational Reading Skills with LETRS training.⁷ To implement this programming for educators and students, the LEA provided stipends to staff members to lead the student-focused portion of “Early Dismissal Wednesdays” and coaches who supported educators with professional development.

Global Citizens Public Charter School (PCS)

Global Citizens PCS launched a weekly “Enrichment Wednesday” program. During the first three Wednesdays of the month, teachers had the opportunity to leave at 1:00 p.m. to pursue wellness goals. On the fourth Wednesday of the month, teachers engaged in professional development, collaborative planning, and/or wellness activities, such as using on-site workout equipment, until 4:15 p.m. During this “Enrichment Wednesday” program, students participated in enrichment activities and engaged in social-emotional learning with a school counselor for the full instructional day until 3:00 p.m. To provide these enrichment activities, the LEA 1) partnered with organizations that offered music, arts, and science programming; and 2) hired new staff for specific roles in the arts, languages, and school counseling. The enrichment activities not only extended access to the arts, music, and language instruction but also helped increase student attendance to over 92 percent on Wednesdays and strengthen

teacher retention by providing dedicated time for professional learning and wellness. The LEA also partnered with a university to provide professional development to educators.

Kingsman Academy Public Charter School (PCS)

The Kingsman Academy PCS team implemented a flexible scheduling model that scaled a successful pilot originally launched within its Odyssey program.⁸ From 1:00 to 3:00 p.m., Monday through Wednesday, Kingsman Academy PCS leveraged community-based instructional partnerships to offer specialized elective courses—such as arts programming, athletics, internships, and cosmetology licensure—while simultaneously providing time for educators to engage in peer coaching, data analysis, and professional development. Kingsman Academy PCS utilized grant funds to provide stipends to educators serving as peer coaches and to fund community-based instruction partners. Through this grant opportunity, Kingsman Academy PCS solidified a personalized, competency-based academic program where educators were supported and students earned credits through industry-focused internships, dual enrollment, and vocational training tailored to their individualized post-secondary plans.

Howard University Middle School of Math and Science Public Charter Schools (PCS)

Howard University Middle School of Math and Science PCS (HU-MS PCS) piloted “Flex Friday” programming. During Fridays, the HU-MS PCS team offered elective programming to students such as science, technology, engineering, arts, and mathematics (STEAM) exploration, martial arts, and Girls Inc. programming.⁹ On the pilot days, staff rotated between teaching enrichment courses and taking a wellness day. During the pilot, the HU-MS PCS team provided stipends to educators who taught enrichment courses and partnered with a science consultant and a martial arts program.

I Dream Public Charter School (PCS)

I Dream PCS implemented a program that piloted a flexible schedule for a cohort of their teachers. The LEA also hired three additional teachers to support existing teachers during the day and also provide student aftercare services. These team members enabled the lead and assistant teachers to have additional time to plan instruction and collaborate with their colleagues to: 1) provide high-quality, differentiated instruction; 2) implement the Creative Curriculum in Pre-K; and 3) strengthen ELA and Math curricula implementation in pre-K through grade 1. During this time, staff members received coaching or engaged in professional development with one of the LEA's contracted professional development providers. During the pilot, I Dream PCS also partnered with consultants who provided training on effective co-planning (a key element of the flexible scheduling pilot) and deepened an existing partnership with a local afterschool program.

ANALYSIS

METHODOLOGY - FLEXIBLE SCHEDULING POST-PILOT PERCEPTION SURVEY

Following the grant award period, OSSE designed three surveys specifically targeting each priority stakeholder involved in the pilot: secondary students (grades 6 through 12), educators, and family members. These surveys asked stakeholders about their experiences or their students' experiences with flexible scheduling and their perceptions about the impact of flexible scheduling. Respondents had approximately six weeks to complete surveys. For sample surveys, please see Appendix E.

OSSE sent surveys to different subsets of grantees to account for the fact that grantees had varying levels of engagement with the different survey target groups.¹⁰ Combined, these perception surveys captured responses from all types of stakeholder groups (students, educators, and family members) involved in the grant. In total, OSSE received 231 responses to the surveys, with 24 responses to the family perception survey, 29 responses to the educator perception survey, and 178 responses to the student perception survey. OSSE posits that the n-sizes vary due to the fact that stakeholders had different levels of engagement with the flexible scheduling pilots and received the surveys at the end of the pilot period, which coincided with the first three months of the 2024-25 school year when schools complete many start of school requirements.

CONSIDERATIONS

Due to the fact that the grant award period covered a total of four months of the 2023-24 and 2024-25 school years and grantees had varying degrees of model implementation, this report is **unable to provide a causal relationship** between the flexible scheduling models and teacher retention or academic outcomes. During the grant period, additional factors such as the grantees' planning time, the number of educators and students involved in the pilot, the grade bands involved in the pilot, and other scheduled programming likely impacted both academic outcomes and teacher retention.

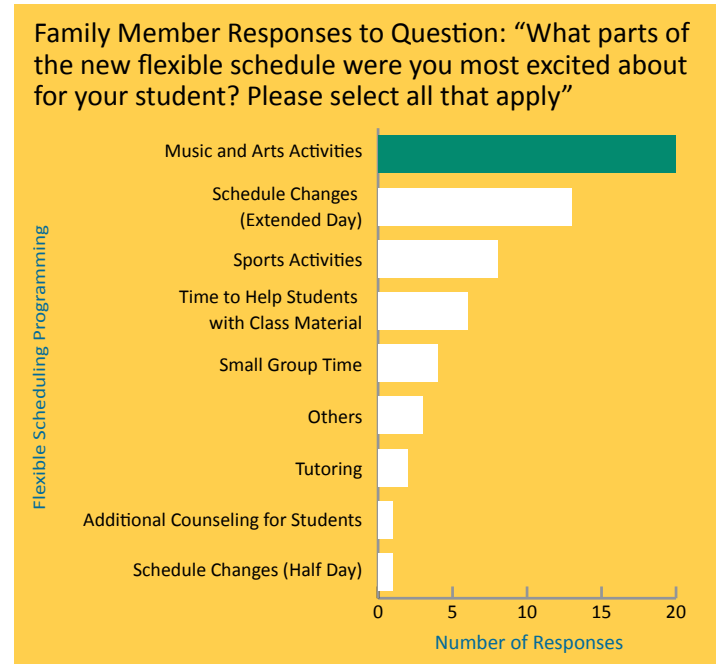
SURVEY TRENDS

Three trends emerged from the aggregated survey responses:

- 1) Most respondents reported a positive experience with flexible scheduling enrichment programming;
- 2) Educators perceived a positive relationship between flexible schedules and their social-emotional wellness; and
- 3) Family members and secondary students perceived that flexible scheduling programming increased students' interest in attending school.

EXPERIENCE WITH FLEXIBLE SCHEDULING ENRICHMENT PROGRAMMING

Figure 1: Family Member Levels of Interest in Types of Flexible Scheduling Programming for their Students



N: 23 Responses. The n size for this question is lower than the total number of survey respondents because this question was optional.

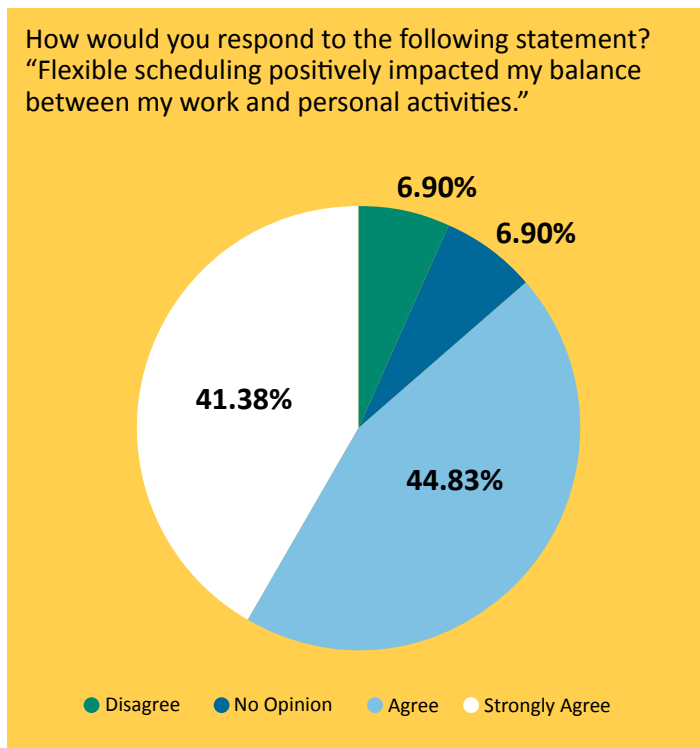
Across all three surveys, most respondents indicated that they had a positive experience with flexible scheduling enrichment programming. In this report, "enrichment" means programming such as sports, arts, or music that are provided by school staff or an external partner.

On the educator survey, OSSE asked respondents to rate their school's efficacy in "meet[ing] its goal of supporting educators with providing academic enrichment opportunities to students," among other goals. Fifty-five percent of respondents shared that their respective flexible scheduling program "very effectively" met this goal, while 28 percent responded that their program "mostly effectively" met this goal. Secondary students and family member respondents shared qualitative responses that supported educators' perceptions. For example, some secondary students shared that they valued being able to build relationships with their classmates during sports programming; others shared how arts programming enabled them to express their creativity. Similarly, 48 percent of respondents to the family member survey expressed excitement about sports, music, and arts activities, and approximately 40 percent of family members shared qualitative feedback that their students had positive experiences with enrichment programming.

As detailed in the grantee models section of this report, four grantees worked with external partners to provide enrichment programming or support staffing needs. All four of these grantees used the flexible scheduling pilot grant funds to work with external partners they had previously engaged during prior academic years.

PERCEIVED RELATIONSHIP BETWEEN FLEXIBLE SCHEDULING AND EDUCATOR WELLBEING

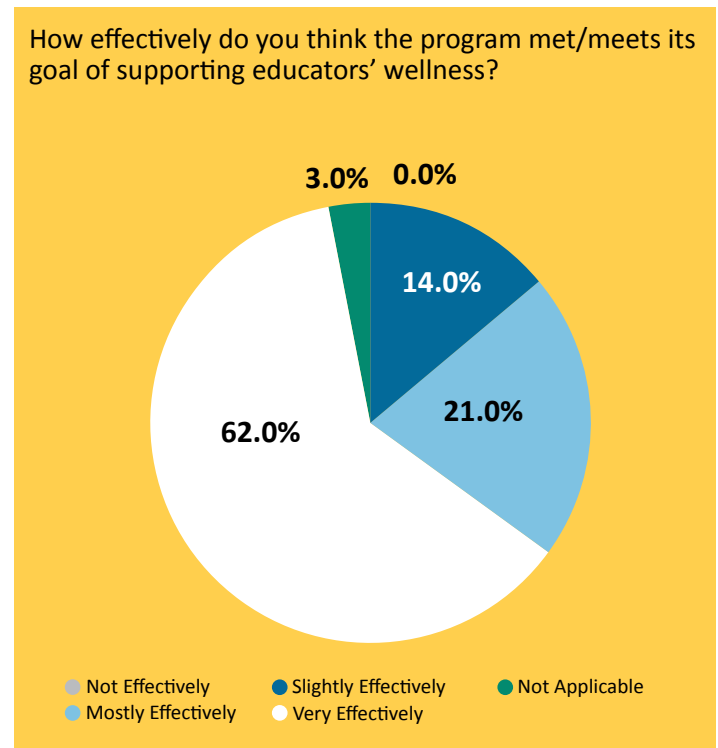
Figure 2: Educator Perceptions of Flexible Scheduling’s Impact on the Balance Between Their Work and Personal Activities



N: 29 Responses

Most respondents to the educator perception survey self-reported a positive relationship between flexible scheduling and their ability to balance work and personal commitments. Specifically, 41.38 percent of respondents to the educator perception survey “strongly agreed” and 44.83 percent “agreed” with the statement that “Flexible scheduling positively impacted my balance between my work and personal activities.” Expanding on these results, a few respondents named that having flexible time to focus on their needs, whether that involved grading or taking time to focus on their health, enabled them to be more “prepared” and “engaged” for their work with students.

Figure 3: Educators’ Perceptions of the Efficacy of Educator Wellness Programming

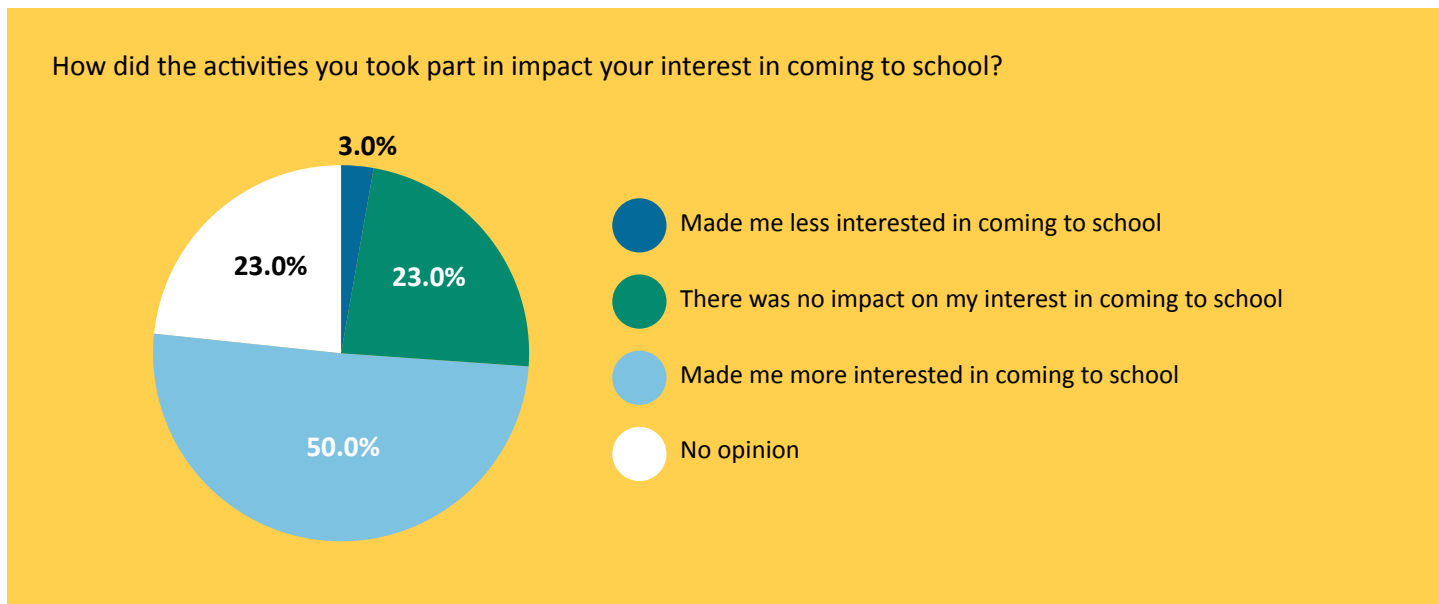


N: 29 Responses

Many respondents to the educator perception survey described a positive relationship between flexible scheduling programming and their social-emotional wellness. Respondents self-reported that flexible scheduling had many benefits, such as affording educators an opportunity to focus on their mental health, providing them with an opportunity to work with colleagues they might not regularly work with, and enabling them to have additional time to balance their professional and personal commitments. Specifically, 62 percent of respondents thought that their program “very effectively” met its goal of supporting educators’ wellness. Due to the self-reported nature of these results and relatively small n-size, these responses provide a partial perspective on the potential relationship between flexible scheduling and educators’ balance between work and personal activities. Further quantitative research on this relationship is needed to demonstrate a causal relationship between flexible scheduling and educator social-emotional wellness.

PERCEIVED IMPACT ON STUDENTS' SCHOOL ENGAGEMENT

Figure 4: Secondary Students' Perceptions of the Impact of Flexible Scheduling Enrichment Activities on Interest in Attending School



N: 171 Responses

Secondary students who responded to the perception surveys suggested that flexible scheduling programming had mixed impacts on students' interest in attending school. For example, 50 percent of secondary students who responded indicated that flexible scheduling activities made them more interested in coming to school, while the other 50 percent reported a range of views. When asked to elaborate on their responses to the question, "How did the activities you took part in impact your interest in coming to school?," 24 students cited the "fun" nature of the program, the activities reflecting their interests, or the opportunity to learn or try something new as a reason for increasing their desire to come to school. This self-reported feedback suggests that further research could explore the long-term relationship between participation in flexible scheduling enrichment programming and attendance rates.

TRENDS FROM MEETINGS WITH GRANTEES

Insight Into Structuring Flexible Scheduling Programming

Meetings with grantee leads offered insights into stakeholders' perceptions of the structure of flexible scheduling programming. In these discussions, grantees described the importance of diversifying flexible scheduling offerings for both students and educators. Grantees suggested that providing students with the opportunity to select their enrichment opportunities enhances their learning experience during and after flexible scheduling time. Similarly, grantees indicated that differentiating professional development for educators by level of experience ensures that educators could engage in the career development that is most beneficial for them.

Insight Into Selecting a Flexible Schedule Model

Discussions with grantees also illustrated that selecting a flexible scheduling model is highly dependent on school needs. In their applications, during the grantee convening, and in individual conversations, grantee leads described how they leveraged data about educator and student outcomes to craft a model that responded to their school's needs. Thus, this report does not recommend a particular model or set of models to expand to other schools or LEAs. Rather, this report recommends that school leaders or LEAs use their data about student and educator outcomes to inform the design of a flexible scheduling model.

Insight Into Barriers to Continuing Flexible Scheduling Work

Grantees highlighted funding as a barrier to continuing their flexible scheduling work. Grantees stated that funding for external providers and stipends for internal staff would help them continue their current flexible scheduling models.

RECOMMENDATIONS

The FY24 Flexible Scheduling Pilot Program provided an opportunity for OSSE and six LEAs to explore flexible scheduling models and identify recommendations for future flexible scheduling work. Feedback from the flexible scheduling post-pilot perception surveys and trends shared during OSSE-grantee meetings informed the following recommendations:

1. Incorporate Family and Staff Into the Flexible Scheduling Design Process

- a. Incorporate stakeholder engagement, such as focus groups and surveys, into the flexible scheduling planning process.
- b. Communicate information about the flexible scheduling model to all stakeholders in advance of piloting a new schedule.

2. Provide Support to Educators Serving in New Roles

- a. Identify staffing needs for the school's flexible scheduling model and discuss changes with all staff.
- b. Dedicate professional development time during the summer or at the beginning of the school year to discuss and define new responsibilities related to flexible scheduling, such as serving as a mentor, co-teacher, or enrichment leader.
- c. Consider incorporating staff who are not in traditional classroom roles (such as aftercare providers) into flexible scheduling planning and ensure that they are able to engage with the same students consistently.

3. Review Existing Programs and Trends

- a. Determine whether the school could leverage current programming, such as partnerships with enrichment providers or professional development providers, to develop a flexible scheduling model.
- b. Leverage data to identify trends, such as low attendance on certain days, that flexible scheduling could potentially address or inadvertently exacerbate.

4. Conduct a Pilot Before Fully Implementing the New Schedule

- a. Identify whether there is a subset of your student or educator population with which the school could pilot elements of a flexible scheduling program.
- b. Review results from the pilot and iterate on the design before fully implementing the program.
- c. Walk educators through the logistics of the new schedule before implementing it with students.

CONCLUSION

While OSSE was unable to make a causal claim about the relationship between the pilot and teacher retention or academic performance outcomes due to the pilot's small sample size and the high number of confounding variables, the FY24 Flexible Scheduling Pilot Program grant provides descriptive insights to inform flexible scheduling implementation in the District. Grantees leveraged scheduling flexibilities such as half-day Wednesdays to incorporate afterschool providers into the school day, create mentoring and co-teaching systems, and implement supplemental programming. The diverse flexible scheduling models provide examples that other LEA and school leaders could pilot or adopt in the future.

APPENDIX

APPENDIX A: METHODOLOGY

Survey Methodology

After the grant period ended on Sept. 30, 2024, OSSE developed flexible scheduling post-pilot perception surveys for family members, secondary students, and educators who participated in the pilots. OSSE disseminated these surveys by email to each grantee lead, who shared surveys with stakeholders via their LEA's communication platforms. OSSE also provided surveys in French and Spanish, based on the language needs of each grantee. Respondents had approximately six weeks to complete the survey.

Each grantee received a survey based on the stakeholder group that was most involved in the implementation of the pilot. For example, secondary students had significant engagement with enrichment programming and therefore were selected as the target group for student surveys. Combined, the surveys represent initial aggregated perceptions of flexible scheduling work.

Data Sources for Grantee Enrollment, Demographic and Retention Data

- DC School Report Card
- OSSE Educator Workforce Data
- OSSE Faculty and Staff Data Collection

Limitations

The post-pilot perception surveys provide initial insights into the potential relationships between flexible scheduling, educator well-being, and student engagement in school but are limited due to the self-reported nature of the survey and the limited number of respondents. To explore these relationships in more detail, LEAs that implement flexible scheduling models should evaluate the impact of flexible scheduling on educator wellbeing, educator retention, student engagement, and academic outcomes.

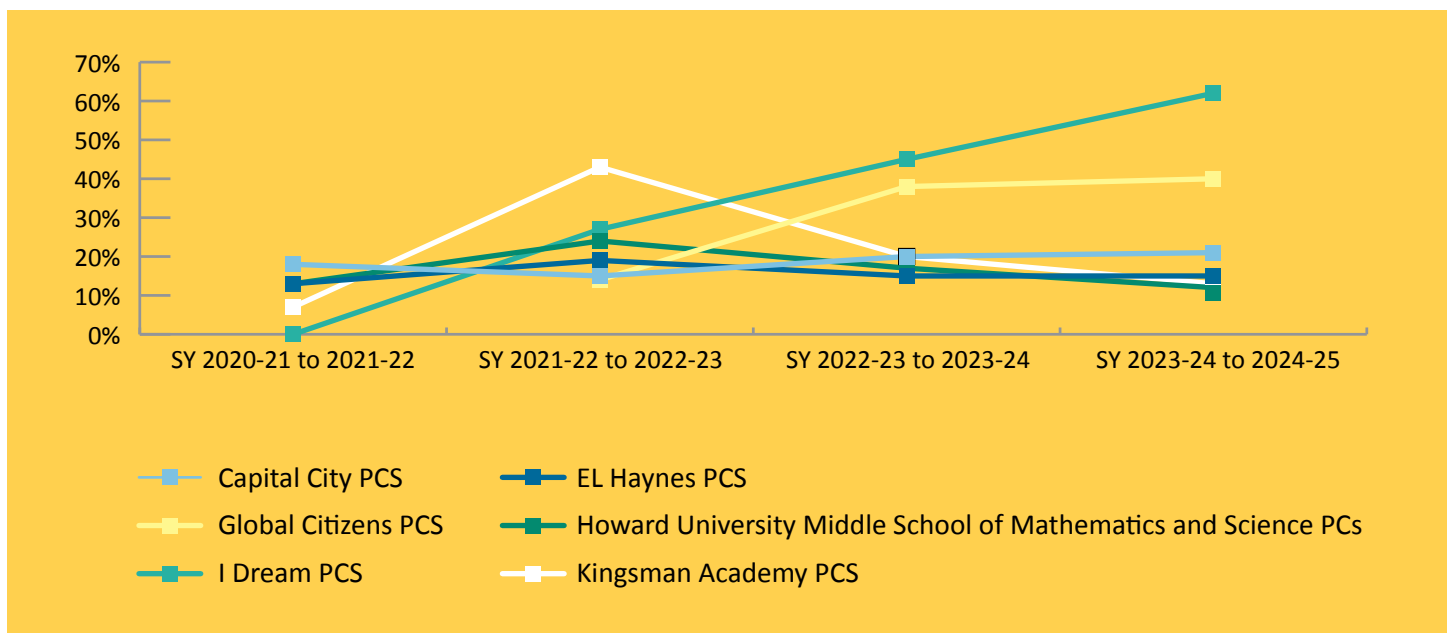
APPENDIX B: EDUCATOR DEMOGRAPHICS AND RETENTION

Figure 5: SY 2023-24 Staff Counts, by Grantee¹¹

Grantee	Total Number of Staff	Number of School Leaders	Number of Teachers	Number of Counselors	Number of Psychologists	Number of Paraprofessionals
Capital City PCS	252	9	113	10		26
E.L. Haynes PCS	270	15	118	5	4	23
Global Citizens PCS	34	3	15	1	1	
Howard University Middle School of Math and Science	66	6	34	2	1	
I Dream PCS	30	2	13		3	3
Kingsman Academy PCS	65	5	24		3	6

Figure 6: Grantee's Attrition Trends from SY 2020-21 to SY 2024-25¹²

The chart below describes the percentage of teachers at each grantee who left the DC public education workforce from the 2020-21 school year through the 2024-25 school year. Due to the short duration of the grant and the variety of programs and policies at each grantee, this report cannot make a causal claim about the relationship between flexible scheduling and the percentage of leavers at each grantee.

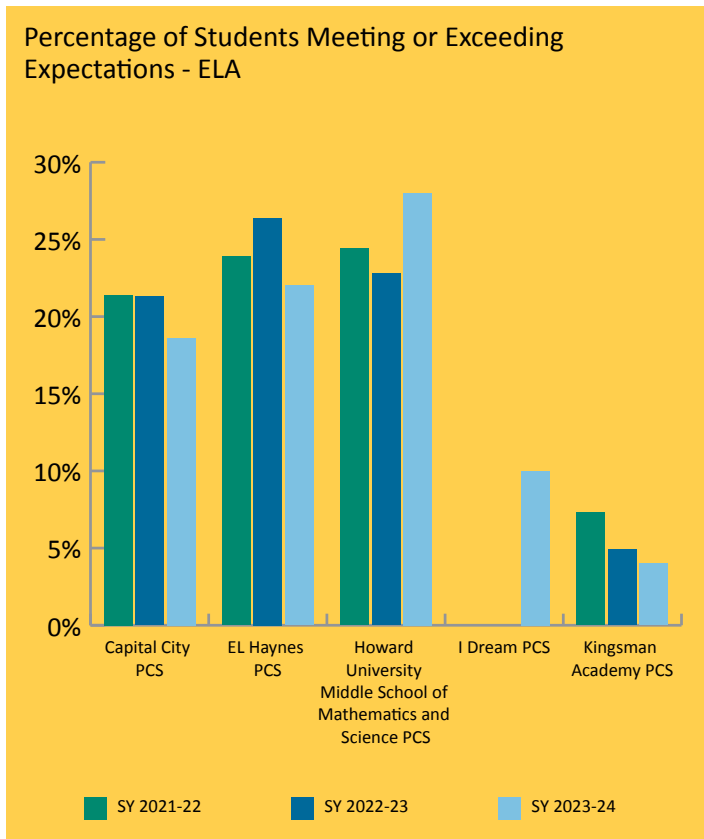


Data Note: Leavers are defined as the percentage of teachers who left the DC public education workforce.

APPENDIX C: ACADEMIC OUTCOMES, BY GRANTEE

Figure 7: Percentage of Students Meeting or Exceeding Expectations in English Language Arts (ELA) from SY 2021-22 to SY 2023-24¹³

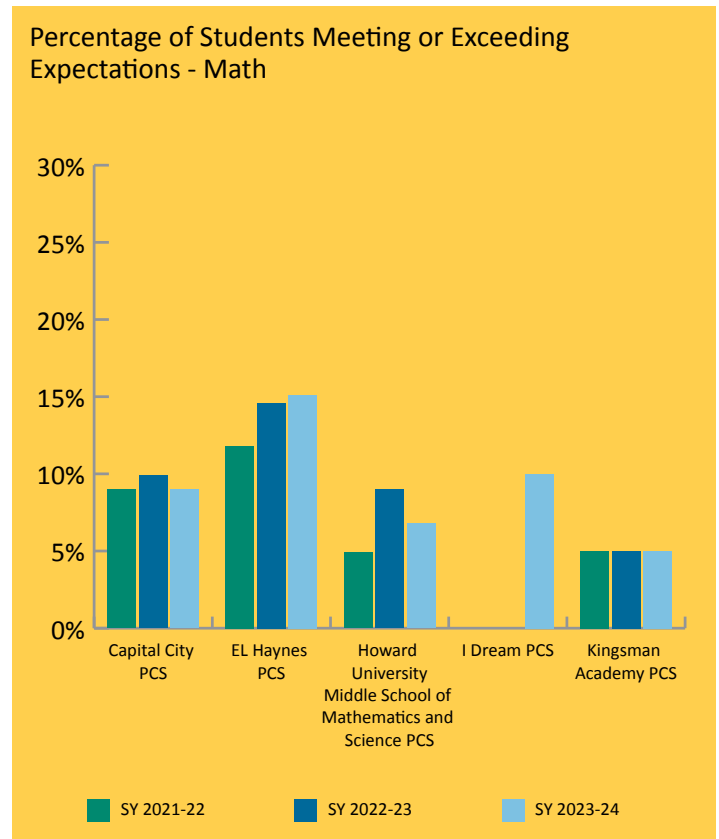
The chart below describes the percentage of students at each grantee meeting or exceeding expectations in ELA on the District’s statewide assessments during the 2021-22, 2022-23, and 2023-24 school years. Due to the short duration of the grant and the variety of programs and policies at each grantee, this report cannot make a causal claim about the relationship between flexible scheduling and the academic outcomes at each LEA.



Data Note: Global Citizens does not have academic outcomes data because they only served PK-3 through grade 2, as of SY 2023-24. The exact percentages for I Dream PCS for SY 2023-24 and for Kingsman Academy for SY 2022-23 and 2023-24 are suppressed according to OSSE’s Student Privacy and Data Suppression Policy to protect students’ privacy.

Figure 8: Percentage of Students Meeting or Exceeding Expectations in Math from SY 2021-22 to SY 2023-24¹⁴

The chart below describes the percentage of students at each grantee meeting or exceeding expectations in Math on the District’s statewide assessments during the 2021-22, 2022-23, and 2023-24 school years. Due to the short duration of the grant and the variety of programs and policies at each grantee, this report cannot make a causal claim about the relationship between flexible scheduling and the academic outcomes at each LEA.



Data Note: Global Citizens does not have academic outcomes data because they only served PK-3 through grade 2, as of SY 2023-24. The exact percentages for I Dream PCS for SY 2023-24 and for Kingsman Academy for SY 2021-22, SY 2022-23, and SY 2023-24 are suppressed according to OSSE’s Student Privacy and Data Suppression Policy to protect students’ privacy.

APPENDIX D: SPOTLIGHT ON ANOTHER LOCAL EDUCATION AGENCY PURSUING FLEXIBLE SCHEDULING

DC Prep Public Charter School (DC Prep PCS)¹⁵

Staff and Students Overview During School Year 2023-24						
LEA Name	Ward(s)	Total Number of Staff	Total Number of Students	Percentage of Students who are Economically Disadvantaged	Percentage of Students with Disabilities	Percentage of Students Who Are English Learners
DC Prep PCS	5, 7, and 8	420	2,213	64.8%	16.8%	5.7%

Flexible Scheduling Model Overview

DC Prep launched the Pilot Teacher Program in Fall 2022. The program recognizes some of the highest-performing teachers in DC Prep’s network by providing a suite of additional benefits to those educators. These benefits include increased schedule flexibility, the opportunity to work with additional co-teacher support in the classroom, and greater capacity to lead academic interventions. The program also works in collaboration with the Junior Teacher Program, DC Prep’s High-Impact Tutoring (HIT) and teacher pipeline initiative.

During the Pilot Teacher Program, Junior Teachers provide HIT and co-teach with their Pilot Teachers four days per week. On the fifth day, they serve as the lead teacher, which enables the Pilot Teacher to have a “Flex Day.” To prepare for this increased responsibility, Junior Teachers engage in summer training, receive intensive coaching from a dedicated Academic Assistant Principal, and participate in weekly mentoring sessions with their Pilot Teacher. On their “Flex Day,” Pilot Teachers choose from a menu of flexible working activities, including leading interventions, preparing lessons, reviewing student data, or working on other projects that support school needs.

Overall, the Pilot Teacher Program has contributed to 92 percent retention of Pilot Teachers at DC Prep and has simultaneously helped prepare Junior Teachers to become effective lead teachers by their second year at DC Prep. The DC Prep team will continue to implement its Pilot Teacher Program in the 2025-26 school year.

APPENDIX E: SAMPLE SURVEYS

Student Post-Pilot Survey

INTRODUCTION

For the following questions, we are interested in your thoughts about your school's flexible scheduling program. The flexible scheduling program allows teachers to have more time during the week to do activities that support their teaching and provides you with more time for activities to support your classes and career goals. Some of these activities include sports programs, beauty school classes, and internships and art opportunities. Your responses will help us understand what students like about activities that happen during flexible scheduling time. You can decide if you would like to complete this survey or not and your responses will not include your name on them.

YOUR FLEXIBLE SCHEDULING ACTIVITY

In this section, we ask you about your activities during the flexible scheduling time.

1. What types of activities did you do during the flexible scheduling time? Please **check the box for all the activities you did**.
 - Sports Program
 - Arts Program
 - Beauty School Program
 - Internship
 - Other (Please write in a response)

YOUR THOUGHTS ON FLEXIBLE SCHEDULING

In this section, we ask you about your thoughts on the activities in which you participated.

2. How interested are you in the sports programming that is a part of the new flexible schedule? Please **check only one box**.
 - Not Interested
 - Slightly Interested
 - Mostly Interested
 - Very Interested
 - I did not participate in this activity.
3. What else would you like to share about the sports programming?

4. How interested are you in the beauty school programming that is part of the new flexible schedule? Please **check only one box**.

- Not Interested
- Slightly Interested
- Mostly Interested
- Very Interested
- I did not participate in this activity.

5. What else would you like to share about the beauty school programming?

6. How interested are you in the arts programming that is part of the new flexible schedule? Please **check only one box**.

- Not Interested
- Slightly Interested
- Mostly Interested
- Very Interested
- I did not participate in this activity.

7. What else would you like to share about the arts programming?

8. How interested are you in the internship programming that is part of the new flexible schedule? Please **check only one box**.

- Not Interested
- Slightly Interested
- Mostly Interested
- Very Interested
- I did not participate in this activity.

9. What else would you like to share about the internship programming?

10. How did the activities you took part in impact your interest in coming to school?
Please **check only one box**.
- Made me less interested in coming to school.
 - There was no impact on my interest in coming to school.
 - Made me more interested in coming to school.
 - No Opinion

11. Would you like to further explain your response to the previous question?

BACKGROUND

In this section, we ask you about your grade, how many years you have been at your school, and your background. All of these questions are optional, and your name will not be included with any of your responses.

12. What grade are you in?
- | | |
|----------------------------------|-----------------------------------|
| <input type="checkbox"/> Grade 6 | <input type="checkbox"/> Grade 10 |
| <input type="checkbox"/> Grade 7 | <input type="checkbox"/> Grade 11 |
| <input type="checkbox"/> Grade 8 | <input type="checkbox"/> Grade 12 |
| <input type="checkbox"/> Grade 9 | |
13. For how many years have you attended your school?
- | | |
|---|---|
| <input type="checkbox"/> Less than 1 Year | <input type="checkbox"/> 6 Years |
| <input type="checkbox"/> 1 Year | <input type="checkbox"/> 7 Years |
| <input type="checkbox"/> 2 Years | <input type="checkbox"/> 8 Years |
| <input type="checkbox"/> 3 Years | <input type="checkbox"/> 9 Years |
| <input type="checkbox"/> 4 Years | <input type="checkbox"/> 10 Years or More |
| <input type="checkbox"/> 5 Years | |

14. What is your sex?
- Male
 - Female
 - Prefer not to respond

15. Some people describe themselves as transgender when their sex at birth does not match the way they think or feel about their gender. Are you transgender?
- No, I am not transgender
 - Yes, I am transgender
 - I am not sure if I am transgender
 - I do not know what this question is asking
 - Prefer not to respond

16. Are you of Hispanic/Latino/Spanish Origin?
- Yes
 - No
 - Prefer Not to Respond

17. How would you best describe your race and ethnicity?
- American Indian or Alaska Native
 - Asian American or Pacific Islander
 - Black or African American
 - Two or More Races
 - Native Hawaiian
 - White or Caucasian
 - Prefer Not to Respond
 - Other (Please write in a response)

CONCLUSION

Thank you for sharing your thoughts on these questions. Your responses will help us to continue to make flexible scheduling a great program for students.

Educator Post-Pilot Survey

INTRODUCTION

The Office of the State Superintendent of Education (OSSE) is gathering feedback on educators' experiences with the Flexible Scheduling Pilot Program Grant that your school participated in to provide educators with additional flexibility in their daily or weekly schedules. As part of the program, OSSE is requesting feedback from educators who participated in flexible scheduling in order to develop an understanding of educators' experiences with flexible scheduling and recommendations for future programming. This survey is voluntary and encouraged, and all responses will be kept anonymous.

Please visit the following webpage for more information about the grant: osse.dc.gov/page/fy24-flexible-scheduling-pilot-program-grant

YOUR ROLE WITH FLEXIBLE SCHEDULING

In this section, we ask you about your role in your school's flexible scheduling program.

1. What is/was your role with flexible scheduling?
Please select **all that apply**.

- Flexible Scheduling Program Manager
 - Educator Participating in Flexible Scheduling Programming for Staff
 - Educator Leading Flexible Scheduling Programming for Students
 - Other (Please write in a response)
-
-

WORK EXPERIENCE

In this section, we ask you about your work experiences.

2. How positive do you feel about your social-emotional wellness when you are at your school?

In this question, the term "social-emotional wellness," refers to your social, emotional, physical, mental, and professional well-being.

- Not Positive
- Slightly Positive
- Mostly Positive
- Very Positive

3. Over the course of a full week (seven days), how many hours, on average, do you spend completing work for your campus position outside of the school day?

Please do not include additional contracted hours in this estimate.

- 0-3 Hours
- 4-7 Hours
- 8-11 Hours
- 12 or More Hours

4. How would you respond to the following statement?

Flexible scheduling positively impacted my balance between my work and personal activities.

- Strongly Disagree
- Disagree
- Agree
- Strongly Agree
- No Opinion

5. Would you like to further explain your response to the previous statement?

FEEDBACK ON FLEXIBLE SCHEDULING PROGRAM

In this section, we ask you to share your feedback on the flexible scheduling program at your school.

6. What is your overall level of satisfaction with the flexible scheduling program at your school?

- Not Satisfied
- Slightly Satisfied
- Mostly Satisfied
- Very Satisfied

7. How would you describe the goals of your school's pilot program? Please select all that apply.

- Improve students' academic performance
- Support educators' wellness
- Support educators with professional development
- Support educators with course planning
- Provide academic enrichment opportunities to students
- Other (Please write in a response)

8. How effectively do you think the program met its goal of improving students' academic performance?

- Not Effectively
- Slightly Effectively
- Mostly Effectively
- Very Effectively
- Not Applicable

9. How effectively do you think the program met its goal of supporting educators' wellness?

- Not Effectively
- Slightly Effectively
- Mostly Effectively
- Very Effectively
- Not Applicable

10. How effectively do you think the program met its goal of supporting educators with professional development?

- Not Effectively
- Slightly Effectively
- Mostly Effectively
- Very Effectively
- Not Applicable

11. How effectively do you think the program met its goal of supporting educators with course planning?

- Not Effectively
- Slightly Effectively
- Mostly Effectively
- Very Effectively
- Not Applicable

12. How effectively do you think the program met its goal of supporting educators with providing academic enrichment opportunities to students?

- Not Effectively
- Slightly Effectively
- Mostly Effectively
- Very Effectively
- Not Applicable

13. What do you see as some of the benefits of flexible scheduling?

14. What do you see as some of the drawbacks to flexible scheduling?

15. If applicable, what was your experience working with your school's youth development or enrichment provider?

16. What have we not asked about regarding your school's flexible scheduling program that you would like to share?

FUTURE PLANS

In this section, we ask about your plans for the 2025-26 school year. Please remember that all responses on this survey are anonymous and will not have any impact on your position or work.

17. What are your anticipated plans for the 2025-26 school year?
- Stay in the same role at the same school
 - Move to a new school in the same type of role
 - Change to a new type of role at the same school
 - Change to a new type of role at a different school
 - Leave the teaching profession
 - Undecided
18. To what extent did flexible scheduling influence your plans for the 2025-26 school year?
- Flexible scheduling influenced my school year 2025-26 plans
 - Flexible scheduling did not influence my school year 2025-26 plans
 - Other (Please write in a response)

EDUCATOR BACKGROUND

In this section, we ask you about your background. Please remember that all responses will be kept anonymous.

19. How many years of teaching experience do you have?
- | | |
|---|---|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 6 Years |
| <input type="checkbox"/> 1 Years | <input type="checkbox"/> 7 Years |
| <input type="checkbox"/> 2 Years | <input type="checkbox"/> 8 Years |
| <input type="checkbox"/> 3 Years | <input type="checkbox"/> 9 Years |
| <input type="checkbox"/> 4 Years | <input type="checkbox"/> 10 or More Years |
| <input type="checkbox"/> 5 Years | |
20. For how many years have you taught at your current school?
- | | |
|---|---|
| <input type="checkbox"/> Less than 1 year | <input type="checkbox"/> 6 Years |
| <input type="checkbox"/> 1 Years | <input type="checkbox"/> 7 Years |
| <input type="checkbox"/> 2 Years | <input type="checkbox"/> 8 Years |
| <input type="checkbox"/> 3 Years | <input type="checkbox"/> 9 Years |
| <input type="checkbox"/> 4 Years | <input type="checkbox"/> 10 or More Years |
| <input type="checkbox"/> 5 Years | |

21. How would you describe your caregiving status?

Definition: This survey defines a "Caregiver" as someone who is the primary provider of care or control and support to another individual, including but not limited to individuals under the age of 18, older individuals, and individuals with disabilities.

- Caregiver
 - Non-Caregiver
 - Prefer Not to Respond
22. Do you consider yourself a DC native?
- Yes
 - No
 - Prefer Not to Respond
23. How would you best describe your gender?
- Male
 - Female
 - Non-Binary
 - Prefer Not to Respond
24. How would you best describe your race and ethnicity?
- American Indian or Alaska Native
 - Asian American or Pacific Islander
 - Black or African American
 - Two or More Races
 - Native Hawaiian
 - White or Caucasian
 - Other (Please write in a response)

 - Prefer Not to Respond
25. Are you of Hispanic/Latino/Spanish Origin?
- Yes
 - No
 - Prefer Not to Respond
26. What age group are you in?
- | | |
|--------------------------------------|---|
| <input type="checkbox"/> 18-24 Years | <input type="checkbox"/> 35-64 Years |
| <input type="checkbox"/> 25-34 Years | <input type="checkbox"/> 65-84 Years |
| <input type="checkbox"/> 35-44 Years | <input type="checkbox"/> 85 or More Years |

CONCLUSION

Thank you for taking the time to participate in this survey. For additional information regarding the Flexible Scheduling Pilot Program Grant, please contact Abigail Goodman-Johnson, Educator Preparation, Pipeline and Support Specialist at Abigail.Johnson@dc.gov.

Family Post-Pilot Survey

INTRODUCTION

The Office of the State Superintendent of Education (OSSE) is gathering information on family members' experiences with the Flexible Scheduling Pilot Program Grant that your student's school participated in. This grant allowed schools to change parts of their schedule to give more time to teachers during the school week for activities that supported their teaching and gave students time to take part in activities, such as mentoring or arts programs, that helped their in-class learning.

As part of the program, OSSE is requesting survey responses from family members who participated in family engagement activities as part of the flexible scheduling program. Your participation in this survey is voluntary and your responses will not include your name.

For more information about the Flexible Scheduling Pilot Program Grant, please visit the following webpage: osse.dc.gov/page/fy24-flexible-scheduling-pilot-program-grant

LEARNING ABOUT FLEXIBLE SCHEDULING

In this section, we ask you about when you first learned about your student's school's flexible scheduling program.

1. How did you **first learn** that your student's school was doing a flexible scheduling program? Please **select one response**.
 - School Newsletter or Email
 - Teacher or School Staff Member
 - Your Student
 - Other Parents
 - Family Event
 - I did not learn about it before this survey
 - Other (Please write in a response)

YOUR THOUGHTS ON FLEXIBLE SCHEDULING

In this section, we ask you about your thoughts about the flexible scheduling program.

2. What parts of the new flexible schedule were you **most** excited about for your student? Please select **all that apply**.

- Sports Activities
 - Music and Arts Activities
 - Tutoring
 - Small Group Time
 - Time to Help Students with Class Material
 - Schedule Changes (Half Day)
 - Schedule Changes (Extended Day)
 - Additional Counseling for Students
 - Other (Please write in a response)
-
-
-

3. What parts of the new flexible schedule were you **least** excited about for your student? Please select **all that apply**.

- Sports Activities
 - Music and Arts Activities
 - Tutoring
 - Small Group Time
 - Time to Help Students with Class Material
 - Schedule Changes (Half Day)
 - Schedule Changes (Extended Day)
 - Additional Counseling for Students
 - Other (Please write in a response)
-
-
-

4. What was your overall level of satisfaction with the flexible scheduling pilot at your student's school? Please **select one response**.

- No Opinion
- Not Satisfied
- Slightly Satisfied
- Mostly Satisfied
- Very Satisfied

5. How do you think the flexible scheduling program impacted your student's interest in attending school?

6. What would you like to share about flexible scheduling that we have not asked about?

7. BACKGROUND

In this section, we ask you about your background. Please remember that your responses will not include your name.

8. What ward do you live in?

- | | |
|---------------------------------|---------------------------------|
| <input type="checkbox"/> Ward 1 | <input type="checkbox"/> Ward 5 |
| <input type="checkbox"/> Ward 2 | <input type="checkbox"/> Ward 6 |
| <input type="checkbox"/> Ward 3 | <input type="checkbox"/> Ward 7 |
| <input type="checkbox"/> Ward 4 | <input type="checkbox"/> Ward 8 |

9. Do you consider yourself a DC native?

- Yes
 No
 Prefer Not to Respond

10. How would you best describe your gender?

- Male
 Female
 Non-Binary
 Prefer Not to Respond

11. How would you best describe your race and ethnicity?

- American Indian or Alaska Native
 Asian American or Pacific Islander
 Black or African American
 Two or More Races
 Native Hawaiian
 White or Caucasian
 Other (Please write in a response)

- Prefer Not to Respond

12. Prefer Not to Respond Are you of Hispanic/Latino/Spanish Origin?

- Yes
 No

CONCLUSION

Thank you for taking the time to participate in this survey. For additional information regarding the Flexible Scheduling Pilot Program Grant, please contact Abigail Goodman-Johnson, Educator Preparation, Pipeline and Support Specialist at Abigail.Johnson@dc.gov.

ENDNOTES

- 1 DC Code § 38-2617(a).
- 2 DC Code § 38-2617.
- 3 DC Code § 38-2617(a).
- 4 DC Code § 38-2617(b)(1).
- 5 DC School Report Card, Off. of the State Superintendent of Educ., schoolreportcard.dc.gov/home (last visited Nov. 25, 2025) (for the 2023-24 school year).
- 6 DC School Report Card, Off. of the State Superintendent of Educ., schoolreportcard.dc.gov/home (last visited Nov. 25, 2025) (for the 2023-24 school year).
- 7 E.L. Haynes offered these two trainings to educators during “Early Dismissal Wednesdays.” Seeing Stars provided educators with training on phonics and data coaching, while the LETRS training provided elementary school educators with foundational structured reading skills training.
- 8 Kingsman PCS describes the Odyssey Program as one that “prepares students for college, career, or trade school and helps them develop the academic skills necessary for success in higher education and careers..
- 9 Girls Inc. provides programming and mentoring to young women both during the school year and the summer (see girlsinc.org/).
- 10 For additional information about the survey distribution method, please see the “Methodology” section in the Appendix.
- 11 Office of the State Superintendent of Education, [Educator Workforce Data Files From SY 2020-21 to SY 2024-25](#); Office of the State Superintendent of Education, Faculty and Staff Data Collection for SY 2023-24
- 12 Office of the State Superintendent of Education, [Educator Workforce Data Files From SY 2020-21 to SY 2024-25](#)
- 13 Office of the State Superintendent of Education, [DC School Report Card for SY 2023-24](#)
- 14 Office of the State Superintendent of Education, [DC School Report Card for SY 2023-24](#)
- 15 Office of the State Superintendent of Education, [Educator Workforce Data Files From SY 2020-21 to SY 2024-25](#); Office of the State Superintendent of Education, [DC School Report Card for SY 2023-24](#)



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