District of Columbia Public Schools
DCPS *(GA)*

MISSION

The mission of the DC Public Schools (DCPS) is to educate all children in the District of Columbia, providing the knowledge and skills they need to achieve academic success and choose a rewarding professional path.

SUMMARY OF SERVICES

DCPS delivers all services required to provide students with a quality education. These include:

- Operating schools that provide a consistent foundation in academics, strong support for social/emotional needs, and challenging themes and programs;
- Hiring, developing, and rewarding teachers, principals, aides, and other staff;
- Developing and implementing academic tools that provide all students with meaningful options for life;
- Collecting data and providing decision- and policy-makers with accurate information about how our students and the school district are performing;
- Providing schools the administrative and operational support they need to foster student achievement;
- Creating forums for interaction and continued dialogue between DCPS and families and community members.
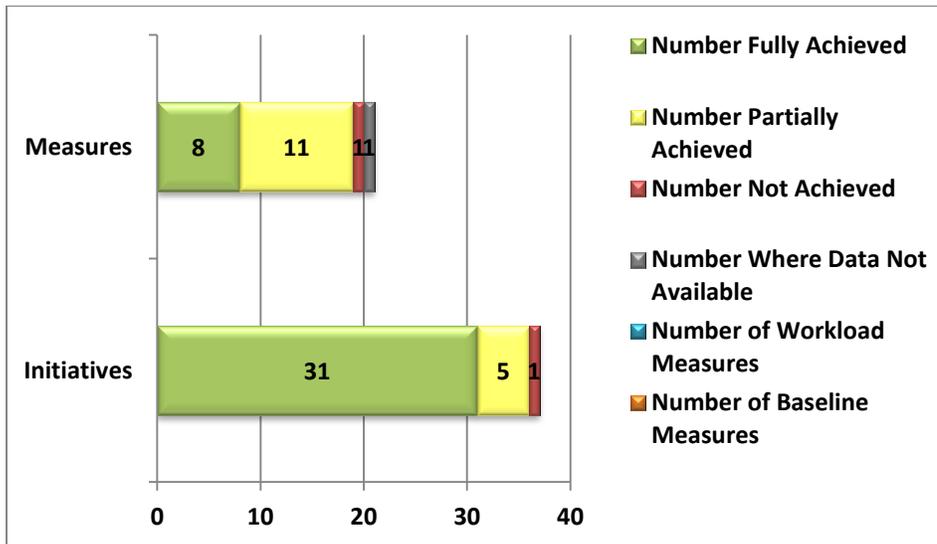
ACCOMPLISHMENTS

✓ **Prepare for the adoption of the Common Core State Standards:** During FY 2011, DCPS crafted an Academic Plan for the next four years that is the road map to implementing these game-changing new standards. This work helped prepare teachers to begin shifting their curriculum and instruction to implement the common core standards in SY 2011-2012. DCPS is considered by many to be the leader in this effort due to the significance of our Academic Plan. There are a number of key components of the DCPS Academic Plan, including: a comprehensive early childhood curriculum; new standards for grades K-12 in English/Language Arts and Mathematics; scope and sequence documents and unit overviews for teachers; paced interim assessments; and additional support systems and resources for teachers.

Importantly, all of these components are closely aligned to our Teaching and Learning Framework, which provides a common set of expectations for how teachers effectively plan and deliver instruction and then how they increase their effectiveness by reflecting on student progress.

✓ **Implement the pay-for-performance system:** DCPS and the Washington Teachers' Union (WTU) agreed in the most recent teachers' contract to develop and implement a performance-based pay system because we felt it was essential to demonstrate – in the boldest way possible – how much we value the work our teachers do. IMPACT*plus* is the product of this groundbreaking collaboration. The IMPACT*plus* system recognizes and financially rewards teachers who are highly effective in the classroom. DCPS gave out bonuses for a second time to all highly effective teachers and for teachers who were highly effective the second year in a row, salary increases of up to $27,000.

✓ **Reduce non-public special education placements:** The Mayor declared that one of his main goals is to decrease Non-Public enrollment by 50% to 1044 students by the end of SY13-14. To that end, the Deputy Mayor for Education, the Office of the State Superintendent of Education, and DCPS have worked together to develop strategies for special education to increase the capacity of the District to serve students with special needs. The Office of Special Education focused their efforts and experienced two huge wins related

to non-public enrollment in FY 2011: reducing non-public special education placements from 2,599 to 1,789 and Non-Public savings of $4 million.

OVERVIEW OF PERFORMANCE [1]

Category	Number Fully Achieved	Number Partially Achieved	Number Not Achieved
Measures	8	11	1
Initiatives	31	5	1

Legend:
- Number Fully Achieved
- Number Partially Achieved
- Number Not Achieved
- Number Where Data Not Available
- Number of Workload Measures
- Number of Baseline Measures

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[1] Although certain Measures in the Key Performance Indicators table appear more than once, each Measure is only counted once in the Overview of Performance.

Performance Initiatives – Assessment Details

Performance Assessment Key:

🟢 Fully achieved   🟡 Partially achieved   🔴 Not achieved   ⚪ Data not reported

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Office of the Chief Academic Officer

OBJECTIVE 1: Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs.

🟢 **INITIATIVE 1.1: Implement a developmental assessment tool for PS/PK students.**
The Office of Early Childhood Education (OECE) has adopted the Teaching Strategies GOLD system for assessment in preschool and pre-kindergarten classrooms. GOLD helps teachers collect observational data on children across a broad range of domains and indicators, including in social-emotional development, physical development, language, cognitive development, literacy and math, and has been shown to be valid and reliable for all children, including those with special needs and those from language minority backgrounds. All early childhood teachers (in Title I and non-Title I classrooms) are asked to record data in each domain for their students three times each year.

🟢 **INITIATIVE 1.2: Implement a blended model in all Title I PS/PK classrooms.**
The Head Start Schoolwide Model has been successfully implemented in 67 of the 68 Title I elementary schools. The remaining school opted out of the model. OECE serves nearly 5,000 children in 287 classrooms in these schools. Every child in these classes receives high quality instruction and a range of comprehensive services, including vision, hearing and dental screening, as well as extensive family engagement activities and supports.

🟢 **INITIATIVE 1.3: Turn around low-performing schools through partnership with proven external school operators.**
The selection of an external partner (Scholar Academies) to manage the turnaround efforts at a low performing DC elementary school (Stanton ES) was fully achieved between 10/1/10 and 9/31/11. Scholar Academies manages the daily operations of the school, allowing the principal to focus on improving instruction within her building. The activity of identifying two more partners to manage turnaround at additional DCPS schools was not achieved; DCPS wanted to ensure positive outcomes of previously selected partnerships before expanding the model.

🟢 **INITIATIVE 1.5: Improve behavior management and school culture through consistent application of Chapter 25 (the rules governing student discipline).**
In SY10-11, DCPS improved the consistency of Chapter 25 through the use of the Student Behavior Tracker (SBT). We experienced an increase in the reported incidents and a progress discipline approach to behavior management for Tiers 1-5 and disciplinary responses as indicative of due process improvement. We continue to build the capacity of school communities through the development of tools, ongoing training and technical assistance on developing understanding of Chapter 25 law, use of SBT, data cycle and other processes.

OBJECTIVE 2: Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.

● **INITIATIVE 2.1: Expand the mentor teacher program.**
The SY10-11 mentor teacher program supported approximately 539 teachers through the full-time release model. The ratio was approximately 23:1 (Teacher to Mentor), slightly higher than desired due to the inclusion of 2nd year teachers. We are continuing to make improvements and adjust to changing needs and resources.

● **INITIATIVE 2.2: Implement a Professional Learning Community model in all Restructuring I schools.**
The Professional Learning Community model has been partially achieved in Restructuring I schools. The district-led Instructional Coaching Program trains school-based instructional leaders to engage in vision sharing, working and learning collaboratively with school staff, visiting and observing classrooms, and participating in shared decisions to improve achievement. While the Coaching Program model has been solidified, school-based implementation is not uniform across Restructuring I schools.

● **INITIATIVE 2.3: Collaborate with the Washington Teacher's Union (WTU) to plan at least three Teacher Centers.**
DCPS is still working with the WTU to create Teacher Centers but, due to budget issues, the number and timing of the launch for the centers has been revised. DCPS has committed to provide staff for two Teacher Centers in school year 2012-13.

● **INITIATIVE 2.4: Increase professional development opportunities focused on the revised Teaching and Learning Framework (TLF) and IMPACT rubric.**
The Office of Professional Development implemented 10 mandatory district-wide Professional Development days for all DCPS teachers during SY10-11, aligned to TLF, IMPACT and the Common Core State Standards (CCSS). District-wide professional development for teachers and school staff focused on specific components of the TLF or areas of need as evidenced by data. There were three modules organized around content, targeted teacher support, and technology integration. Additionally, the Pedagogy Professional Learning Designer role was created within the Master Educator Program to collect and create resources aligned to the TLF in July 2011.

OBJECTIVE 3: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

● **INITIATIVE 3.1: Prepare for the adoption of the Common Core Standards.**
As preparation for the adoption of the CCSS, DCPS devised a three-year Academic Plan that detailed our aggressive, but manageable roll-out of the Common Core ELA and Math standards. Using existing networks, and available conferences, workshops, and readings, DCPS trained an internal team to become highly expert on the CCSS and the instructional shifts they demand of our teachers. DCPS planned for the implementation of new formative assessments to align to the implementation of the new standards, began to write a new CCSS-aligned curriculum, and provided approximately 10 hours of CCSS training to our teachers, and 16 hours of training to our school leaders. In August, 2011, K-12 teachers began teaching the new CCSS ELA standards, and K-2 teachers began teaching the CCSS Math standards, according to the Academic Plan.

● **INITIATIVE 3.2: Provide targeted reading interventions for English Language Learner (ELL) students.**

Imagine Learning, a computer-based program designed to accelerate English language acquisition, was implemented for the first time in DCPS starting SY10-11. As of September 2011, 12 elementary schools are implementing Imagine Learning. ELL students continue to have access to the full range of district-wide reading interventions, including READ 180 and System 44. Additionally, ESL Reading Smart will be piloted in SY11-12.

● **INITIATIVE 3.3: Increase the implementation of reading interventions in secondary schools.**

DCPS increased the implementation of reading intervention in secondary schools, measured both in students' access to interventions and in the achievement of those students who participated in the interventions. Approximately 1,873 secondary students participated in the Read 180 intervention in SY10-11 and gained, on average, 107 lexiles (roughly equivalent to 2 years gain for a HS student or 1.5 years gain for a middle school student), as opposed to 1,779 students with an average gain of 66 lexiles the previous year. DCPS significantly increased student access to interventions by adding a new tiered intervention (Wilson Just Words) to complement Read 180 in 10 secondary schools in August 2011.

● **INITIATIVE 3.4: Increase the implementation of reading interventions in elementary schools.**

DCPS added new intervention options in 28 schools (Wireless Generation's Burst Reading Intervention in 13 elementary sites, for K-3 students struggling with early reading skills and Wilson Just Words in 15 elementary sites, for grades 4-5 students struggling with phonics and decoding skills.) For the first time, in SY 10-11, DCPS outperformed a national comparison cohort on the percentage of students meeting grade-level benchmarks for foundational reading skills, as measured by the widely used DIBELS assessments. In grades 2-5, DCPS placed below the national average but outperformed comparison peer districts (other urban school districts with similar demographics) in the percentage of students meeting grade level expectations of foundational reading skills as measured by DIBELS. Additionally, at every grade level, the percent of students who ended the year far below grade level decreased from the previous school year.

● **INITIATIVE 3.5: Implement online learning options.**

DCPS implemented its Online College and Career Prep (OCCP) program which increased availability of online learning options. OCCP is an educational reform program that uses technology to engage high school students to work toward meeting challenging academic standards that result in postsecondary success. The pilot program in SY10-11 focused on five high-need high schools and successfully increased availability of online learning options; courses were made available to all high school students for credit recovery and some middle schools had access to the program for remediation/enrichment. Additionally, 18 middle schools and education campuses launched Apangea Math in their classrooms in August 2011. Apangea Math is a research-based, online math intervention program that focuses heavily on building problem solving skills.

● **INITIATIVE 3.6: Increase Advanced Placement (AP) course offerings and number of students enrolled in AP courses.**

DCPS increased the AP course offerings in high schools across the district from 106 AP courses in FY10 to 123 courses in FY11. 226 more students took an additional 360 AP exams in FY11 than in FY10. DCPS continued to offer College Board AP professional development trainings designed to

increase the pipeline of AP students and improve the rigor of future AP course offerings. Currently, all high schools offer AP courses.

- **INITIATIVE 3.7: Ensure all high school Career and Technical Education (CTE) programs are aligned with high-need career options and college-ready academic skills.**
  DCPS added new programs and consolidated or phased out selected CTE programs of study (POS) based on the labor market demand and the rigor of the POS. New CTE programs of study to be added in SY2011-2012 include Biomedical Sciences, Electro-Mechanical Technology, Renewable Energy, Communications Technology, and Law, Justice and Security. DCPS also standardized and published course sequences for 30 CTE programs of study to be offered in SY2011-2012 and retained an outside consultant to conduct a study based on the best practices nationwide and develop the draft standards for each of the 30 CTE programs of study.

Office of Human Capital

OBJECTIVE 1: Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.

- **INITIATIVE 1.1: Implement the pay-for-performance system.**
  After the 2009-10 school year, DCPS offered IMPACT*plus* bonuses to over 600 teachers for earning a Highly Effective rating. After the 2010-11 school year, Highly Effective DCPS teachers were again offered bonuses and for the first time, teachers who earned a Highly Effective rating for two years in a row (291) were offered base-salary increases of up to $27,000.

- **INITIATIVE 1.2: Implement a new principal evaluation tool.**
  In FY 11, principals were evaluated under IMPACT for the first time. DCPS implemented the IMPACT principal evaluation again in 2011-12 with minor revisions based on data and feedback from the 2010-11 process. Principal evaluations include student achievement metrics, special education metrics, and instructional superintendent assessments of principal performance based on the DCPS Leadership Framework.

OBJECTIVE 2: Provide schools with the central office support they need to foster student achievement.

- **INITIATIVE 2.1: Launch a new teacher recruitment and selection tool.**
  In the spring of 2012, anyone applying to work at DCPS will do so via a new applicant tracking system, based on work from FY 11. This system will replace the selection tool used in past years as well as the hiring software used by Human Resources, making it simpler for central office staff who support hiring and on-boarding and simpler for principals who make all final hiring decisions.

- **INITIATIVE 2.2: Launch a new system for principals to find substitute teachers.**
  DCPS implemented the automated SmartFind Express system for substitute teachers in 2010-11. This system removes the burden from principals in locating and "booking" qualified substitutes by providing on-line and telephone means of listing needs and filling them, as well as managing substitute teacher payroll.

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OBJECTIVE 1: Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs.

● **INITIATIVE 1.1: Increase the identification rate for children ages three to six.**
Early identification and provision of special education services enhances a student's long-term academic success. By opening a new Early Stages diagnostic center and satellite location in Northeast DC, DCPS improved its ability to identify children ages three to six for special education services. Within two years of opening, the identification rate tripled to 7.5% in FY11.

● **INITIATIVE 1.2: Resolve the Blackman /Jones consent decrees.**
The Blackman/Jones consent decree holds DCPS to rigorous protocols related to hearing officer decisions (HOD) and settlement agreement (SA) implementation. DCPS was released from Blackman in July 2011 and negotiated a new Jones settlement with plaintiffs. As of court reporting period 5, which ended June 2011, DCPS was at 90% timely implementation of HODs/SAs.

● **INITIATIVE 1.3: Increase timeliness of Individual Education Plans (IEPs).**
Completion and implementation of IEPs ensures timely access to special education services. In FY11, IEP timeliness went from 89.5% to 92.2%, including students in non-public placements, DCPS, and dependent charter schools. IEP timeliness for students in non-public schools went from 75% to 83.4% in FY11.

OBJECTIVE 3: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.

● **INITIATIVE 3.1: Develop high-quality autism programs, services, and supports.**
DCPS increased autism classrooms from 27 to 58 in FY11. Intensive training was provided for all teachers, paraprofessionals, and other school-based personnel throughout the school year. Inclusion programs were developed in 40 neighborhood schools in FY11.

● **INITIATIVE 3.2: Expand post-secondary opportunities for students from non-public schools.**
DCPS created a referral process for a credit recovery program for students in non-public schools. DCPS also reintegrated over 250 students back into local schools, which enabled some of these students to be better positioned to receive a diploma. Additionally, DCPS identified four new CTE opportunities for students from non-public schools and will implement these programs with additional funding.

OBJECTIVE 1: Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs.

● **INITIATIVE 1.1: Implement new food pilots to increase participation.**
The Office of Food and Nutrition Services (OFNS) mandated the implementation of the Breakfast in the Classroom Program in all Elementary Schools with greater than 40% free & reduced meal rate which resulted in an increased participation of 6% since SY 10/11 and 30% since SY 09/10.
OFNS also opened ten new 10-foot salad bars in high schools in all wards at the start of SY 11/12. Combined, the 10 high schools with salad bars serve over 500 salads per day.

OBJECTIVE 4: Provide schools the administrative and operational support they need to foster student achievement

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● **INITIATIVE 4.1: Exceed OCP standards for cycle time.**
   DCPS Office of Contracts and Procurement fully achieved its goal of 10 days for procurements between $5,000 - $100,000; and a targeted 30 days for procurements between $100,000 - $999,000. However, DCPS OCA only partially achieved the goal of 2 days for procurements below $5000. The average processing time for these smaller purchases is currently 2.7 days. The following efforts contributed to our ability to meet our fully and partially meet our goals:
   - Centralization of review and assignment of Requisitions (RQs) for immediate review and processing in accordance with the standard lead times.
   - Implemented weekly assessment of Requisition Status for each Contract Specialist.
   - Established daily Requisition reports for distribution to staff to track status.
      Assigned dedicated staff to review and process Requisitions for $5,000 and below.

● **INITIATIVE 4.2: Improve textbook ordering.**
   Twice a year, within three weeks after the start of each semester, Spring and Fall, DCPS Textbook Management surveys all principals regarding their teacher's current supply of textbooks and instructional materials. These surveys are compiled, analyzed, and then used to create a list of materials to be procured and distributed to the locations in need. All principals are then required to certify that their teachers then have their necessary materials. For FY2011, both certifications were at the 100% threshold. Improvement efforts include:
   - Optimization of the Quickbase Textbook Request System to ensure ordering accuracy
   - Consumables drop-shipped from vendor directly to schools, eliminating heavy warehouse transportation costs and space
   - School bookrooms systematically checked and waste and excess were removed

Office of Data and Accountability

OBJECTIVE 1: Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs

● **INITIATIVE 1.1: Implement Achievement Network in 30 Schools.**
   DCPS successfully rolled out the Achievement Network system in 30 of our targeted schools in SY 10-11. Achievement Network is a system of formative assessments that allows teachers to track their students understanding of key skills and areas of knowledge that are then tested in the DC CAS through a combination of tools, data and training that delivers measureable achievement gains. This model of data-driven instruction is part of the larger district-wide roll out of using data to drive instruction.

OBJECTIVE 2: Retain the most highly effective and highly compensated educators in the country.

● **INITIATIVE 2.1: Implement the value-added teacher assessment model.**
   For the second year in a row, DCPS successfully calculated the value-added scores for each teacher. This is the first year that DCPS used these scores for decision-making and shared these scores with the teachers and schools. These scores helped DCPS to assess the contribution of schools and teachers to growth in student achievement. This data is ultimately used in our teacher evaluation system, IMPACT.

OBJECTIVE 5: Support decision-making with accurate information about how our students and the school district are performing.

● **INITIATIVE 5.1: Surveys our stakeholders.**
In SY 10-11, DPCS successfully administered the biennial survey of DCPS students, parents, and school-based staff. The information from this survey will be used to gauge satisfaction with DCPS schools and the district and to guide school- and district-level improvement planning. This initiative was partially achieved – Response rates increased among students, parents, and administrators, but decreased among teachers and staff from 2009 to 2011.

● **INITIATIVE 5.2: Expand assessment coverage for SY 11-12.**
DCPS continued to improve and expand a comprehensive, integrated assessment system that supports teaching and learning. For SY10 -11, assessments were increased to cover 9th grade Reading. In SY10-11 the plan was also completed for SY 11-12 to continue this expansion of assessments to include Paced Interim Assessments, 2nd grade Reading and Math aligned to the Common Core. This expanded assessment system will include grade level and subject areas not covered by the DC Comprehensive Assessment System (DC CAS). DCPS plans to eventually expand this system to include grades K-2 (in reading and math) and science and social studies in the middle and high school grades. The system is composed of both summative and formative elements such as end-of-year and end-of-course tests, interim benchmark tests and formative and diagnostic tools for teachers to use in their classrooms. This new assessment system increased the proportion of DC teachers in the value added measurement program**.**

● **INITIATIVE 5.3: Implement phase I of the School Performance Data Initiative (SPDI).**
For SY 10-11, DCPS launched DCPS launched the first phase of our SPDI by July 25, 2011, almost 7 months after our commitment date of December 31, 2010. SPDI focuses on providing Central Office, Instructional Superintendents, and Principals with a central access point to fresh, accurate, school-level performance data via an online dashboard meant to both ensure clarity on the key school metrics for which they are being held accountable and to ensure they understand and use this data and to improve data quality over time. This initiative is ultimately designed to foster a data-driven culture in which school-level data is used to drive decision-making to improve student outcomes. The initiative was not achieved by the commitment due date, however 100% of the initiative was achieved at the July 25th date.

Office of Family and Public Engagement

OBJECTIVE 6: Partner with families and community members who demand better schools.

● **INITIATIVE 6.1: Establish specific expectations for schools and principals around family engagement.**
In September 2010, the Office of Family and Public Engagement (OFPE) provided schools with Family Engagement Plans which required schools to meet specific metrics designed to engage families. An audit of schools was done in January-February 2011. In July, the second iteration of the Family Engagement Plan was shared with principals in the Summer Leadership Academy and rolled out in schools in August 2011.

● **INITIATIVE 6.2: Place Family Engagement Coordinators (FECs) in 32 schools.**
The Parent and Family Resource Center staff was re-assigned in September 2010 until May 2011 to

work in 32 schools as FECs. The schools were: Shaw, Cardozo, Tubman, Powell, Barnard, Cleveland, MacFarland, Raymond, Garrison, Jefferson, Francis-Stevens, Plummer, Kimball, Winston, River Terrace, Garfield, Ketcham, Neval Thomas, C.W. Harris, Kelly Miller, Hendley, Leckie, Patterson, M.C. Terrell, Malcolm X, Savoy, Hart, Stuart Hobson, Woodson, Ballou, Wheatley, Reed.

● **INITIATIVE 6.3: Work with WTU to re-launch local school advisory boards.**
The WTU was involved in the redraft of the LSAT guidelines. Additionally, they appointed at least 4 members to the governance committee.

● **INITIATIVE 6.4: Launch parent academy.**
The academy was launched and was run out of the Parent and Family Resource Centers. Approximately 50 workshops were offered between October 2010 - April 2011.

● **INITIATIVE 6.5: Strengthen and expand communication through social media, video and texting.**
During FY2011, the OFPE established the position of Social Media coordinator and doubled the amount of Facebook subscribers and Twitter followers associated with the official DCPS accounts. In February of 2011, OFPE launched a district-wide text message notification system which now has more than 6,000 subscribers. Finally, efforts to improve communications through online video helped garner 37,349 views on the DCPS YouTube channel.

Key Performance Indicators – Details

Performance Assessment Key:

🟢 Fully achieved 🟡 Partially achieved 🔴 Not achieved ⚪ Data not reported

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY2011 YE Rating	Budget Program
Office of the Chief Academic Officer								
🟢	1.1	Avg. elementary school daily attendance rate	97%	95%		97.39%	102.52%	STUDENT SUPPORT SERVICES
🟢	1.2	Avg. secondary school daily attendance rate	89%	90%		92.50%	102.78%	STUDENT SUPPORT SERVICES
🟢	1.3	Student enrollment on October 5	44,467	45,881		46,515	101.38%	SCHOOL SYSTEM MAGEMENT
🟡	3.1	% of ES students proficient in Reading	44%	47%	46%	43%	93.48%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.2	% of ES students proficient in Math	43%	46%		42%	91.30%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.3	% of SEC students proficient in Reading	43%	46%		44%	95.65%	INSTRUCTIONAL SUPPORT SERVICES
🟢	3.4	% of SEC students proficient in Math	44%	46%		46%	100%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.5	Black-White Reading achievement gap	51	48		52	92.31%	INSTRUCTIONAL PROGRAMS
🟡	3.6	Black-White Math achievement gap	51	48		59	81.36%	INSTRUCTIONAL PROGRAMS

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		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY2011 YE Rating	Budget Program
🟡	3.7	% 9-11th grade students taking the PSAT	67%	80%		78.5%	97.16%	SCHOOL SYSTEM MAGEMENT
🟢	3.8	% of AP exams passed	29%	18%		29.50%	163.89%%	INSTRUCTIONAL SUPPORT SERVICES
🟢	3.9	% of HS students taking at least 1 Advanced placement exam	14%	17%		17%	100%	INSTRUCTIONAL SUPPORT SERVICES
⚪	3.1	4-Year Graduation Rate	Not Available	TBD		TBD		SCHOOL SYSTEM MAGEMENT
🟡		% of parents satisfied with schools' academic progress and opportunities for engagement	Not Available	TBD	85%	83%	97.65%	SCHOOL SYSTEM MAGEMENT
Office of Human Capital								
🟡	1.1	Retention rate of highly effective teachers	94%	TBD	95%	93%	97.89%	SCHOOL SYSTEM MAGEMENT
🟡	1.2	% of teachers rated highly qualified	78%	85%		75%	88.24%	SCHOOL SYSTEM MAGEMENT
🔴	2.1	# of HR constituent cases open 50+ days	4	0		24	0%	SCHOOL SYSTEM MAGEMENT
Office of Special Education								
🟡	3.1	% of ES students proficient in Reading	44%	47%	46%	43%	93.48%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.2	% of ES students proficient in Math	43%	46%		42%	91.30%	INSTRUCTIONAL SUPPORT SERVICES

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY2011 YE Rating	Budget Program
🟡	3.3	% of SEC students proficient in Reading	43%	46%		44%	95.65%	INSTRUCTIONAL SUPPORT SERVICES
🟢	3.4	% of SEC students proficient in Math	44%	46%		46%	100%	INSTRUCTIONAL SUPPORT SERVICES
🟡	1.1	% of parents satisfied with schools' academic progress and opportunities for engagement	Not Available	TBD	85%	83%	97.65%	SCHOOL SYSTEM MAGEMENT
Office of Data and Accountability								
🟡	3.1	% of ES students proficient in Reading	44%	47%	46%	43%	93.48%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.2	% of ES students proficient in Math	43%	46%		42%	91.30%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.3	% of SEC students proficient in Reading	43%	46%		44%	95.65%	INSTRUCTIONAL SUPPORT SERVICES
🟢	3.4	% of SEC students proficient in Math	44%	46%		46%	100%	INSTRUCTIONAL SUPPORT SERVICES
🟡	3.1	% of teachers with value-added data	13%	TBD	16%	15%	93.75%	SCHOOL SYSTEM MAGEMENT
🟢	3.2	% of schools receiving benchmark data within 3 school days	99%	100%	95%	96.53%	101.61%	SCHOOL SYSTEM MAGEMENT

		Measure Name	FY2010 YE Actual	FY2011 YE Target	FY2011 YE Revised Target	FY2011 YE Actual	FY2011 YE Rating	Budget Program
Office of Family and Public Engagement								
🟡	1.1	% of parents satisfied with schools' academic progress and opportunities for engagement	Not Available	TBD	85%	83%	97.65%	SCHOOL SYSTEM MAGEMENT
🟡	1.2	# of page views on DCPS website	9,518,760	9,994,698		9,249,459	92.54%	SCHOOL SYSTEM MAGEMENT
Office of the Chief Operating Officer								
🟢	2.1	% of principals certifying they have the necessary textbooks	100%	100%		100%	100%	SCHOOL SYSTEM MAGEMENT

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