



## **FY 2011 PERFORMANCE PLAN District of Columbia Public Schools**

### **MISSION**

The mission of the DC Public Schools 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.

### **PERFORMANCE PLAN DIVISIONS**

- Office of the Chief Academic Officer
- Office of Human Capital
- Office of Special Education
- Office of the Chief Operating Officer
- Office of Data and Accountability
- Office of Family and Public Engagement
- Office of the Director/Agency Management

### **OBJECTIVES**

**DC Public Schools identified 6 objectives central to carrying out the agency's mission. Each Division's performance is focused on 1 or more of these objectives.**

**They include:**

1. Ensure that schools provide a consistent foundation in academics, strong support for social/emotional needs, and a variety of challenging themes and programs.
2. Develop and retain the most highly effective and highly compensated educators in the country, and recognize and reward their work.
3. Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.
4. Provide schools with the central office support they need to foster student achievement.
5. Support decision-making with accurate information about how our students and the school district are performing.
6. Partner with families and community members who demand better schools.



## AGENCY WORKLOAD MEASURES

<b>Measure</b>	<b>FY 2009 Actual</b>	<b>FY 2010 Actual</b>
Number of students enrolled in DCPS	44,681	44,467
# of Title I schools	99	102
# of students qualified for Free or Reduced Lunch	68%	70%



## *Office of the Chief Academic Officer*

### **SUMMARY OF SERVICES**

The Office of the CAO ensures that every child, in every classroom, has access to engaging instruction. It does this by:

- Monitoring educational content and standards at all grade levels, PK-12;
- Providing specialized instruction for English Language Learners as well as Gifted and Talented students;
- Supporting general and special education teachers to deliver instruction to students with special needs;
- Providing academic and extracurricular programs to students after school, on Saturdays, and during the summer;
- Providing athletic programs; and
- Providing academic and counseling services to support our students' career and college readiness.

**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.**

All PS/PK teachers will implement GOLD, an online observational child assessment tool. GOLD will provide teachers with a resource for instructional planning, help parents better understand their child's progress and support administrators in tracking kindergarten readiness. This work will be completed by June 30, 2011.

**INITIATIVE 1.2: Implement a blended model in all Title I PS/PK classrooms.**

Creating a national model for early childhood education, DCPS will "blend" Head Start and non-Head Start PS/PK classrooms in all Title I schools. This approach will provide Head Start's comprehensive services to all students in Title I schools and allow more students to receive those services in their neighborhood schools. This work will be completed by June 30, 2011.

**INITIATIVE 1.3: Turn around low-performing schools through partnership with proven external school operators.**

In SY 10-11, DCPS will partner with an external provider to manage daily operations of an elementary school, the fourth partnership in the school district, and conduct a rigorous, transparent and collaborative RFP process to identify at least two more partners for School Year (SY) 11-12. By partnering with highly successful school operators, DCPS will turn around some of the most persistently lowest-achieving schools. These activities will be completed by March 1, 2011.

**INITIATIVE 1.5: Improve behavior management and school culture through consistent application of Chapter 25 (the rules governing student discipline).**

OCAO will implement the Student Behavior Tracker (SBT), a web-based tool that will allow for document and work flow management of student behavior. The SBT will allow us to provide targeted intervention and support to reduce student behavior incidents, ensure disciplinary decisions are made in compliance with Chapter 25 of the DCMR, and provide safe learning environments for our students. This work will be completed by June 30, 2011.



**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.**

DCPS will ensure that all beginning teachers are supported by a mentor teacher, up from 63% of new teachers last year. By expanding the number of mentors from 21 to 25, we will increase the quality and amount of support provided to teachers in their first year in order to improve teacher performance and the overall quality of instruction of students. This work will be completed by June 30, 2011.

**INITIATIVE 2.2: Implement a Professional Learning Community model in all Restructuring I schools.**

The Professional Learning Community model will be introduced, modeled and facilitated in all 15 Restructuring I schools. The PLC at each school engages in a variety of activities including sharing a vision, working and learning collaboratively, visiting and observing other classrooms, and participating in shared decision to improve student achievement. This pilot approach will be evaluated for possible District wide expansion. This work will be completed by June 30, 2011.

**INITIATIVE 2.3: Collaborate with the Washington Teacher's Union (WTU) to plan at least three Teacher Centers.**

During the 2010-2011 school year, the Office of Professional Development will work with the WTU to plan for at least three (3) Teacher Centers located throughout the District. These centers will provide teachers with resources and supports aligned to the TLF and IMPACT evaluation system. The centers will focus on both content and instructional development. This work will be completed by June 30, 2011.

**INITIATIVE 2.4: Increase professional development opportunities focused on the revised Teaching and Learning Framework (TLF) and IMPACT rubric.**

Last year, DCPS offered courses to teachers on each of the nine modules of the TLF. This year DCPS will increase the number of professional development opportunities for teachers to include both foundational as well as advanced courses in those nine modules. These opportunities will be available in multiple formats including workshops at the Professional Development Center, workshops at targeted school sites, and online Webinars. This work will be completed by June 30, 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.**

OCAO will develop resources and facilitate professional development to support the adoption of the new common core standards in English/Language Arts and Mathematics. This work will help prepare teachers to begin shifting their curriculum and instruction to implement the common core standards in SY 2011-2012. This work will be completed by August 30, 2011.



**INITIATIVE 3.2: Provide targeted reading interventions for English Language Learner students.**

OCAO will expand the Imagine Learning Project from six to thirteen schools for SY 10-11. The Imagine Learning Project is a reading intervention program that focuses support on ELL students. This work will be completed by June 30, 2011.

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

OCAO will expand the use of the Scholastic Reading Inventory and Read 180, one of the most effective research-based reading interventions, to an additional 7 schools, bringing the total number of secondary schools implementing the program to 38. Providing effective interventions to struggling readers is essential to these students accessing a rigorous secondary education and achieving improved academic outcomes. This work will be completed by June 30, 2011.

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

OCAO will increase by twelve the number of elementary schools using Burst, an intervention program designed to help struggling readers build foundational reading skills. Aligned with the Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC) reading assessments used in 83 schools to provide teachers with current, relevant data to drive instruction, Burst provides K-3 students the help they need to learn to read. Similarly, 26 elementary schools and educational campuses will begin implementing the Wilson suite of reading interventions, another highly successful program that targets struggling readers. This work will be completed by June 30, 2011.

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

DCPS will begin implementing an online learning program for both credit recovery and Advanced Placement courses. Pursuant to a federal grant DCPS received, the program will focus on four high schools, but with additional opportunities for students across the District. Aligned to DCPS content standards, these engaging courses target students' individual performance levels to get more students back on track for graduation and offer to other students opportunities to engage in college-level coursework not currently offered at their school. These activities will be completed by June 30, 2011.

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

We are building capacity for all high schools to offer Advanced Placement (AP) course offerings in each of the core subjects of Mathematics, English/Language Arts, Science and Social Studies by SY 2011-12. This will address a long-standing disparity across the school district and provide all students access to college-level coursework. For SY 10-11, our schools are offering 11 more AP courses than they did last year, with 439 more students enrolled. To improve the rigor of our AP offerings and to create a larger pipeline of AP students, we will provide College Board trainings to more than 100 teachers and administrators, including pre-AP professional development workshops for teachers in grades 6-10 to better align their curricula with AP standards. By providing students with supports



including AP Saturday Academy and AP test-prep materials, we will ensure that students are better prepared for success on AP exams.

**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.** OCAO will ensure alignment of the CTE curriculum to industry and academic standards, expand relationships with postsecondary and industry partners, and implement a curriculum integration and professional development model to improve the quality of CTE program and increase the number of students participating in CTE pathways. This work will be completed by August 30, 2011.

**PROPOSED KEY PERFORMANCE INDICATORS - Office of the Chief Academic Officer**

Measure	FY 2009 Actual	FY 2010 Target	FY 2010 Actual	FY 2011 Projection	FY 2012 Projection	FY 2013 Projection
Average elementary daily attendance rate	95%	95%	97%	95%	95%	95%
Average secondary daily attendance rate	73%	90%	87%	90%	90%	90%
Student enrollment	44,681	Not Available	44,467	TBD	TBD	TBD
% of elementary students proficient or advanced in reading on DC CAS	49%	54%	44%	47%	50%	53%
% of elementary students proficient or advanced in math on DC CAS	48%	54%	43%	46%	49%	52%
% of secondary students proficient or advanced in reading on DC CAS	41%	46%	43%	46%	49%	52%
% of secondary students proficient or advanced in math on DC CAS	40%	45%	44%	46%	49%	52%
Reading achievement gap (% proficient or advanced) between black and white students	49	44	51	48	45	42
Math achievement gap (% proficient or advanced) between black and white students	49	44	51	48	45	42



<b>Measure</b>	<b>FY 2009 Actual</b>	<b>FY 2010 Target</b>	<b>FY 2010 Actual</b>	<b>FY 2011 Projection</b>	<b>FY 2012 Projection</b>	<b>FY 2013 Projection</b>
% of HS students taking at least 1 AP exam	12%	17%	14%	17%	20%	25%
% of AP exams passed	33%	Not Available	28%	18%	21%	25%
% of 9-11 <sup>th</sup> grade students taking the PSAT	72%	75%	67%	80%	80%	80%
4-year graduation rate	Not Available	Not Available	Not Available	TBD	TBD	TBD
% of parents satisfied with schools' academic progress and opportunities for engagement	Not Available	Not Available	Not Available	TBD	TBD	TBD



*Office of Human Capital*

**SUMMARY OF SERVICES**

The Office of the Deputy Chancellor for Human Capital is responsible for:

- Recruiting and hiring all school-based and central office staff
- Evaluating and recognizing the performance of all school-based staff
- Processing and managing human resources

**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.**

The Washington Teachers Union (WTU) contract allows for a pay-for-performance system to compensate teachers for excellent performance. Called *IMPACT Plus*, this system recognizes and financially rewards teachers who are highly effective in the classroom. The plan will be implemented so that teachers are paid for the first time during or before November 2010.

**INITIATIVE 1.2: Implement a new principal evaluation tool.**

DCPS will implement the updated principal evaluation tool for SY 10-11 and will finalize a new evaluation for SY 11-12. These evaluation tools will provide monthly feedback to principals on their performance and will allow DCPS to develop and target professional development programs for principals. Both of these evaluation tools will be completed by July 31, 2011.

**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.**

DCPS will launch a new automated recruitment and selection module. This tool will streamline the process for hiring new employees, leaving more time to focus on identifying highly effective teachers. DCPS will launch this system by June 2011.

**INITIATIVE 2.2: Launch a new system for principals to find substitute teachers.**

DCPS will launch an automated substitute-finder system. This will eliminate the need for principals to call substitute teachers manually and will increase the school district’s compliance with regulatory requirements. DCPS will launch this system by December 2010.

**PROPOSED KEY PERFORMANCE INDICATORS - Office of Human Capital**

Measure	FY 2009 Actual	FY 2010 Target	FY 2010 Actual	FY2011 Projection	FY 2012 Projection	FY 2013 Projection
Retention rate of teachers rated highly effective on IMPACT	Not Available	Not Available	TBD	TBD	TBD	TBD



<b>Measure</b>	<b>FY 2009 Actual</b>	<b>FY 2010 Target</b>	<b>FY 2010 Actual</b>	<b>FY2011 Projection</b>	<b>FY 2012 Projection</b>	<b>FY 2013 Projection</b>
Percentage of teachers Highly Qualified <sup>1</sup>	60%	75%	75%	85%	85%	85%
# HR constituent cases open 50+ days	0	0	0	0	0	0

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<sup>1</sup> Highly Qualified is defined in the legislation authorizing No Child Left Behind as a teacher holding a bachelor's degree and holding a state certification and demonstrating subject matter knowledge.



## *Office of Special Education*

### **SUMMARY OF SERVICES**

The Office of Special Education works with schools to ensure that students with disabilities have the services and support they need to achieve success. This includes:

- Working with families and school staff to develop appropriate individualized educational plans (IEPs) for students in need of additional services;
- Providing students with assessments and intervention services for speech therapy, psychology, occupational and physical therapy, audiology, and social work;
- Monitoring the services provided to students in tuition grant and residential schools;
- Investigating and resolving due process complaints;
- Monitoring the timely implementation of hearing officer decisions and settlement agreements

### **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.**

To increase the identification rate for children ages three to six that require special education services, DCPS will expand Child Find (a program to evaluate any DC resident from birth to 21 that is thought to have a disability), build relationships with key partners in the community, and create a marketing plan so that parents are aware of our services. DCPS will complete these activities by December 2010.

#### **INITIATIVE 1.2: Resolve the Blackman/Jones consent decrees.**

This fiscal year, DCPS intends to successfully reach an agreement with the plaintiffs in the case stipulating that we have met the terms of the settlement and that the case should be resolved. This work will be completed by June 30, 2011.

#### **INITIATIVE 1.3: Increase timeliness of Individual Education Plans (IEPs).**

The Office of Special Education (OSE) will work with principals and school-based Special Education Coordinators to improve the timeliness and quality of IEPs. This includes conducting weekly monitoring of IEPs that are coming due to ensure their timely completion. This work will continue throughout the fiscal year, concluding by June 30, 2011.

### **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 will develop best-practice autism programs for students at elementary, middle, and high school levels. This will include expanding autism support staff and leadership, providing professional development to teachers and paraprofessionals in autism programs, aligning IMPACT evaluation rubrics with industry-recognized best practices, and providing training and supports to parents and families of participating students. These activities will be completed by June 30, 2011.



**INITIATIVE 3.2: Expand post-secondary opportunities for students from non-public schools.**

DCPS will accelerate the graduation of students from non-public schools through credit recovery programs. DCPS will also work with those students, local universities, post-secondary training programs, and the Department on Disability Services to identify meaningful post-secondary options.

**PROPOSED KEY PERFORMANCE INDICATORS - Office of Special Education**

<b>Measure</b>	<b>FY 2009 Actual</b>	<b>FY 2010 Target</b>	<b>FY 2010 Actual</b>	<b>FY 2011 Projection</b>	<b>FY 2012 Projection</b>	<b>FY 2013 Projection</b>
% of elementary students proficient or advanced in reading on DC CAS	49%	54%	44%	47%	50%	53%
% of elementary students proficient or advanced in math on DC CAS	48%	54%	43%	46%	49%	52%
% of secondary students proficient or advanced in reading on DC CAS	41%	46%	43%	46%	49%	52%
% of secondary students proficient or advanced in math on DC CAS	40%	45%	44%	46%	49%	52%
% of parents satisfied with schools' academic programs and opportunities for engagement	Not Available	Not Available	Not Available	TBD	TBD	TBD



*Office of the Chief Operating Officer*

**SUMMARY OF SERVICES**

The COO is responsible for food service, technology, textbooks, procurement, realty functions and manages the warehouse for the school district.

**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.**

DCPS will increase participation and access to meals by implementing “Breakfast in the Classroom” in elementary and K-8 schools, “Grab & Go Breakfasts” in middle and high schools, and supper programs in all after-school programs. These programs will ensure that all students have access to healthy food at the beginning, middle, and end of the day. These programs will be fully implemented by December 31, 2010.

**OBJECTIVE 4: Provide schools with the central office support they need to foster student achievement.**

**INITIATIVE 4.1: Exceed OCP standards for cycle time.**

DCPS will help schools obtain goods/services faster by reducing the amount of time it takes the Office of Contracts and Acquisition to process requisition requests to 2 days for procurements under \$5,000; 10 days for procurements between \$5,000 and \$100,000; and 30 days for procurements greater than \$100,000. This initiative will be fully realized by September 30, 2011.

**INITIATIVE 4.2: Improve textbook ordering.**

DCPS will implement a teacher textbook survey that will enhance transparency of textbooks inventory in each school and lead to refined accountability and ordering processes. The textbook survey will improve our textbook distribution and will ensure that teachers have the books their students need. Further, DCPS will improve the textbook inventory system to better know the number of textbooks in our schools to create a more lean supply chain and maximize cost savings. This initiative will be completed by July 1, 2011.

**PROPOSED KEY PERFORMANCE INDICATORS - Office of the Chief Operating Officer**

Measure	FY2009 Actual	FY2010 Target	FY2010 Actual	FY2011 Projection	FY2012 Projection	FY2013 Projection
% of principals certifying that their schools have the necessary textbooks and instructional materials	Not Available	100%	Not Available	100%	100%	100%



## *Office of Data and Accountability*

### **SUMMARY OF SERVICES**

The Office of Data and Accountability (ODA) is responsible for the maintenance of and upgrades to our student information system (STARS). In addition, ODA collects and analyzes data from DCPS assessments and public surveys and to review adequate yearly progress (AYP) & student achievement.

### **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.**

ODA will expand our successful pilot of ANet to 30 schools for SY 10-11. ANet is a system of formative assessments that allow teachers to track their students understanding of key skills and areas of knowledge that will be tested on the DC CAS. These activities will be completed by July 1, 2011.

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

#### **INITIATIVE 2.1: Implement the value-added teacher assessment model.**

This is the second year calculating the value-added score for each teacher, but the first year we are using them for decision-making and sharing them with teachers and schools. Value-added scores are a sophisticated statistical measure of the effect that each teacher has on their students' achievement. These scores will help us assess the contribution of schools and teachers to growth in student achievement. This initiative will be completed by July 29, 2011.

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

**INITIATIVE 5.1: Surveys our stakeholders.** ODA will administer surveys to students, parents, and school staff to gauge their satisfaction with DCPS services. These surveys were last administered in the spring of 2009. The administration of the survey will be completed by June 30, 2011.

#### **INITIATIVE 5.2: Expand assessment coverage for SY 11-12.**

ODA will develop a comprehensive, integrated assessment system that supports teaching and learning. This assessment system will include grade levels and subject areas not covered by the DC Comprehensive Assessment System (DC CAS), including grades K-2 (in reading and mathematics) and science and social studies in the middle and high school grades. The new system will comprise 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. The new assessment system will increase the proportion of DC teachers in the value-added measurement (VAM) program. This initiative will be completed by June 15, 2011.

#### **INITIATIVE 5.3: Implement phase I of the School Performance Data Initiative (SPDI).**



ODA is leading the effort to provide instructional superintendents and principals a central access point to school-level performance data such as DC CAS data and average daily attendance. This initiative is designed to foster a data-driven culture in which school-level data is used to drive decisions that will improve student outcomes. The first phase of this system will be launched by December 31, 2010.

**PROPOSED KEY PERFORMANCE INDICATORS - Office of Data and Accountability**

<b>Measure</b>	<b>FY2009 Actual</b>	<b>FY2010 Target</b>	<b>FY2010 Actual</b>	<b>FY2011 Projection</b>	<b>FY2012 Projection</b>	<b>FY2013 Projection</b>
% of elementary students proficient or advanced in reading on DC CAS	49%	54%	44%	47%	50%	53%
% of elementary students proficient or advanced in math on DC CAS	48%	54%	43%	46%	49%	52%
% of secondary students proficient or advanced in reading on DC CAS	41%	46%	43%	46%	49%	52%
% of secondary students proficient or advanced in math on DC CAS	40%	45%	44%	46%	49%	52%
% of teachers with value-added data	Not Available	Not Available	TBD	TBD	TBD	TBD
% of schools receiving benchmark data within 3 days	100%	100%	100%	100%	100%	100%



## *Office of Family and Public Engagement*

### **SUMMARY OF SERVICES**

The Office of Family and Public Engagement provides the following services:

- Strengthening school-based parent and family engagement;
- Developing school, family, and community partnerships;
- Managing all press-related activities and inquiries;
- Strengthening and expanding DCPS' community presence through use of technologies.

### **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.**

DCPS will establish expectations for principals and schools around four aspects of family engagement: 1) communication; 2) continuous outreach to families; 3) programming for all families; and 4) creation and support of strong and inclusive parent structures. DCPS will complete these activities by June 2011.

#### **INITIATIVE 6.2: Place Family Engagement Coordinators (FECs) in 32 schools.**

Last year DCPS had 3 resource centers for parents. This year DCPS is expanding our reach to 32 schools by placing part-time FECs in 32 schools. FECs will help schools build capacity to engage families and build sustainable parent engagement systems. DCPS will complete these activities by June 2011.

#### **INITIATIVE 6.3: Work with WTU to re-launch local school advisory boards.**

DCPS will update guidelines that include a clear purpose for SABs and provide professional development opportunities for SAB members throughout the year. DCPS will complete this activity by July 2011.

#### **INITIATIVE 6.4: Launch parent academy.**

DCPS will launch a formal program for parents that systematically and strategically addresses various topics, including family literacy, developing parent leaders, and health and nutrition. The academy will be fully functioning by September 2011.

#### **INITIATIVE 6.5: Strengthen and expand communication through social media, video and texting.**

DCPS will expand communication through social media services, including Twitter and Facebook. Video distribution will include the DCPS website, DCPS' YouTube channel and the District Knowledge Network. Additionally, videos in Spanish will be used to target harder to reach audiences. DCPS will provide parents and families with the ability to opt in to receive text message notifications, including upcoming events, high priority DCPS messages, and emergency and weather closure notifications. DCPS will complete this expansion by June 2011.



**PROPOSED KEY PERFORMANCE INDICATORS - Office of Family and Public Engagement**

<b>Measure</b>	<b>FY 2009 Actual</b>	<b>FY2010 Target</b>	<b>FY 2010 Actual</b>	<b>FY2011 Projection</b>	<b>FY2012 Projection</b>	<b>FY2013 Projection</b>
% of parents satisfied with schools' academic programs and opportunities for engagement	Not Available	Not Available	Not Available	TBD	TBD	TBD
# pageviews on DCPS website	6,238,458	Not Available	9,518,760	9,994,698	10,294,539	10,500,430