



## **FY 12 PERFORMANCE PLAN DC Public Schools**

### **MISSION**

The mission of the DC Public Schools (DCPS) is to educate all children in the District of Columbia and provide the knowledge and skills the children need to be successful in college and career.

### **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 programs 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 its community stakeholders.

### **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



## AGENCY WORKLOAD MEASURES

<b>Metric</b>	<b>FY 09 Actual</b>	<b>FY 10 Actual</b>	<b>FY 11 Actual</b>	<b>FY 12 YTD</b>
Number of students enrolled in DCPS	44,681	44,467	45,630	46,096
# of Title I schools	99	102	96	99
% of students qualified for Free or Reduced Lunch	68%	70%	76%	70%



## *Office of the Chief Academic Officer*

### **SUMMARY OF SERVICES**

The Office of the Chief Academic Officer (OCAO) ensures that all children have access to engaging instruction that prepares them to succeed in college, career and life. It does this by:

- Ensuring students are in school and ready to learn
- Defining rigorous content expectations for what students learn and improving how they learn it
- Supporting schools so all students can access content and high-quality programs
- Turning around persistently struggling schools

**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: Make our learning environments safer and more conducive to learning by fostering supportive school communities.**

OCAO will assist schools in expanding anti-bullying supports by creating a portal of resources for National Bullying Prevention Month. OCAO will also support the development and implementation of comprehensive LGBTQ-specific policies and trainings for Principals and Assistant Principals. This includes professional development, resources, and ongoing technical assistance to school-based staff members through the Liaison Program. These activities will be completed by August 31, 2012.

**INITIATIVE 1.2: Implement key initiatives of the Citywide Truancy Taskforce designed to bolster student attendance.**

DCPS will work in partnership with Taskforce agencies to implement truancy reduction pilots in targeted secondary schools. DCPS will contribute to the citywide media campaign and align district and school-level attendance promotion efforts. These activities will be completed by September 30, 2012.

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

**INITIATIVE 2.1: Improve instructional coaching and professional development to support the implementation of the Common Core State Standards Initiative and the facilitation of the IMPACT assessment system.**

OCAO will implement Collaborative Learning Cycles and Individual Learning Cycles as targeted professional development tools. Learning Cycles include four cycles of collaborative and individual job-embedded professional development that target the specific needs of each teacher. Participants will emerge with an individualized coaching plan that will enable them to both improve their practice and also to track progress toward their professional development goals. This work will be completed by June 30, 2012.

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



**INITIATIVE 3.1: Create curricular resources to implement the Common Core State Standards Initiative and support standards-based instruction district-wide.**

OCAO will develop and provide Common Core State Standards-aligned curricular resources that include Scope and Sequence documents and Unit Overviews for numerous content areas: ELA instruction in grades K-12; Science, Social Studies, and Technical Subjects in grades 6-12; Math instruction for grades K-2. OCAO will also provide ongoing professional development support regarding how to apply these new standards and resources. This work will be completed by June 30, 2012.

**INITIATIVE 3.2: Increase access to technology-enhanced learning opportunities that engage students and individualize instruction according to student needs.**

OCAO will increase the offering of technology-enhanced courses that engage and challenge students with a variety of learning needs. Improvements include: updated procedures for technology-enhanced online learning; online learning tools for credit recovery, remediation, and acceleration; additional distance learning opportunities; and access to online study aids. These activities will be completed by September 30, 2012.

**INITIATIVE 3.3: Implement STEM-focused instructional programs that will serve to translate content standards into standards-based instruction.**

Through the use of updated tools and partnerships made possible by the developing STEM (science, technology, engineering, and math) vision for DCPS, OCAO will implement targeted STEM interventions like the Apangea Math Pilot Program, a technology-based mathematics problem-solving support program for middle school students, and the Sangari Active Science Pilot, an inquiry-based science program for grades 3 through 5. DCPS will also expand STEM-focused instruction at the newly opened H.D. Woodson High School, a school built specifically to emphasize STEM education. These STEM activities will be further integrated via the DC STEM Fair, sponsored by DCPS, to be held on March 24, 2012. These activities will be completed by June 30, 2012.

**INITIATIVE 3.4: Enhance the quality of our school portfolio focused on college and career readiness through the implementation of Career and Technical Education (CTE).**

OCAO will increase participation in and completion of CTE programs through the implementation of the Individualized Graduation Portfolio (IGP), a tailored road map to graduation for students, and through the distribution of the CTE Guidebook, a student-friendly guide to college and career options that helps students map their career interests and aspirations. Every eighth grade student in DCPS will receive a copy of the Guidebook, which will also be available online. OCAO will also expand student participation in Technical Skills Assessments for industry-recognized certificates and will increase work-based learning opportunities for students. These activities will be completed by September 30, 2012.

**INITIATIVE 3.5: Implement a new comprehensive early childhood curriculum.**

The Office of Early Childhood Education, within OCAO, will expand the Tools of the Mind curriculum in over 175 pre-school, pre-kindergarten, and kindergarten classrooms at 26 Title I schools. This research-based curriculum addresses all domains of child development, and places a significant emphasis on the development of self-regulation. All teachers and



instructional aides in these classrooms will receive intensive professional development and on-site coaching as they implement the curriculum for the first time. This work will be completed by June 30, 2012.

**INITIATIVE 3.6: Enhance the quality of our school portfolio by increasing access to rigorous, college-preparatory programs and services.**

OCAO will support the establishment and operation of three new International Baccalaureate (IB) programs pursuing authorization. These activities will be completed by September 30, 2012.

**INITIATIVE 3.7: Streamline the high school application process through the use of the Common Application for all DCPS selective admission high schools.**

OCAO will implement the first phase of the DCPS High School Online Application in an effort to streamline and standardize the high school application process for all specialized high school options. Phase 1 will bring all of the specialized high schools online and will align the process by creating one deadline and notification date as well as one web based application entry point to apply to any or all of the six specialized high schools. Implementing the DCPS High School Online Application will help make the high school application process more transparent and accessible for all DC students and families. This work will be completed by September 30, 2012.



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

<b>Measure</b>	<b>FY 11 Actual</b>	<b>FY 12 Target</b>	<b>FY 12 YTD</b>	<b>FY 13 Projection</b>	<b>FY 14 Projection</b>	<b>FY 15 Projection</b>
Average elementary daily attendance rate	97%	95%	97%	95%	95%	95%
Average secondary daily attendance rate	89%	90%	91%	92%	93%	95%
Student enrollment (Oct 5 count)	45,630	47,247	46,096	47,147	TBD	TBD
% of elementary students proficient or advanced in reading on DC CAS	43%	48%	TBD	53%	58%	64% (on PARCC <sup>1</sup> )
% of elementary students proficient or advanced in math on DC CAS	42%	47%	TBD	52%	57%	63% (on PARCC)
% of secondary students proficient or advanced in reading on DC CAS	44%	49%	TBD	54%	59%	65% (on PARCC)
% of secondary students proficient or advanced in math on DC CAS	46%	51%	TBD	56%	61%	67% (on PARCC)
Reading achievement gap (% proficient or advanced) between black and white students	52%	49%	TBD	46%	43%	40%
Math achievement gap (% proficient or advanced) between black and white students	59%	56%	TBD	53%	50%	47%
% of HS students taking at least 1 AP exam	17%	19%	TBD	21%	23%	25%
% of AP exams passed	29.5%	30%	TBD	31%	34%	37%
% of 9-11 <sup>th</sup> grade students taking the PSAT	79%	85%	TBD	88%	90%	90%
4-year graduation rate	TBD	51% <sup>2</sup>	TBD	52%	60%	65%
% of parents satisfied with schools' academic progress and opportunities for engagement	83%	N/A <sup>3</sup>	N/A	85%	87%	90%

<sup>1</sup> Partnership for Assessment of Readiness for College and Careers (PARCC) is the new assessment tool which will replace DC CAS.

<sup>2</sup> This target is based on the new cohort graduation rate calculation.

<sup>3</sup> There is no target for FY 12 because this survey is administered every other year.



## *Office of Human Capital*

### **SUMMARY OF SERVICES**

The Office of Human Capital (OHC) works to ensure that DCPS has the most effective teachers, principals and central office staff in the nation. Its work is organized into four divisions:

- Recruitment and Selection: Responsible for attracting top talent to DCPS schools and the central office
- Teacher Effectiveness: Responsible for the evaluation, development, recognition, and retention of classroom teachers and other school staff
- Principal Effectiveness: Responsible for the evaluation, development, recognition, and retention of principals and assistant principals
- Human Resources: Responsible for providing outstanding customer service to our employees on all staffing, benefits, payroll, and other related issues

**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 updates to the IMPACT evaluation system.**

DCPS first implemented IMPACT, its groundbreaking evaluation system, in August of 2009. The Office of Human Capital will partner with hundreds of stakeholders over the 2011-12 school year – including teachers, principals, other school staff, parents, the community, and researchers – to produce the next version of the IMPACT evaluation system and the *IMPACTplus* performance-based compensation system. This work will be completed by September 1, 2012.

#### **INITIATIVE 1.2: Implement the first phase a cutting edge online tool to train classroom observers.**

Key to the success of DCPS is a shared understanding of what quality instruction looks like. This is why we developed the Teaching and Learning Framework – which outlines nine standards for effective instruction – three years ago. Over the course of the 2011-12 school year, the Office of Human Capital will complete phase one of the development of an online training tool to help principals and other classroom observers more accurately and more consistently assess teacher performance using the Teaching and Learning Framework. The first phase of this five-year project will be completed by September 1, 2012.

#### **INITIATIVE 1.3: Complete the design process for a new internal leadership pipeline.**

All great organizations leverage the leadership potential of their best employees. DCPS hopes to do the same by developing an industry-leading internal leadership cultivation program. Through this initiative, a cohort of aspiring leaders within the DCPS family will undergo extensive training, mentoring, and fieldwork to become the next generation of DCPS principals. The design phase for the launch of this program will be completed by September 1, 2012.



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

**INITIATIVE 2.1: Launch a new, more technologically advanced employee recruitment, selection, and onboarding platform.**

Though DCPS has made many technological upgrades over the past four years, the school district still lacks a modern platform to manage the recruitment, selection, and onboarding of its employees. The Office of Human Capital will address this gap over the course of the 2011-12 school year by adopting and fully integrating with PeopleSoft a new platform to enhance both the applicant experience and the hiring manager experience. This work will be completed by September 1, 2012.

**INITIATIVE 2.2: Improve customer service.**

Through a variety of initiatives, the Office of Human Capital will work to improve the customer service it provides to its employees over the course of the 2011-12 school year. Among these initiatives are: a compensation study to bring clarity and consistency to job titles and compensation policy in the central office, a revised onboarding process utilizing the power of a new technology platform (see Initiative 5.1 above), and the implementation of new software to help track and facilitate the resolution of employee issues. These activities will be completed by September 30, 2012.

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

Measure	FY 11 Actual	FY 12 Target	FY 12 YTD	FY 13 Projection	FY 14 Projection	FY 15 Projection
Retention rate of teachers rated highly effective on IMPACT	93%	94%	TBD	95%	95%	95%
Percentage of teachers Highly Qualified <sup>4</sup>	81%	83%	73%	85%	85%	85%
# HR constituent cases open 50+ days	19	0	5	0	0	0

<sup>4</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 (OSE) is working to make DCPS the school of choice for students with disabilities by providing high quality instruction and services as close to home as possible in a timely and consistent manner. This includes:

- Building neighborhood school capacity for students with disabilities
- Managing non-public enrollment and costs
- Expanding early identification of students to allow for early intervention
- Implementing timely interventions before moving to identify students as in need of special education services
- Prioritizing academic achievement for all students with disabilities
- Creating a culture of inclusiveness for students with disabilities in all of our schools

### **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 percentage of 3-5 year old children eligible for special education services in the district.**

Although DCPS has increased the identification rate of children ages 3-5 to 7% over the past two years, we still have work to do. Given the critical importance of early identification, DCPS will strengthen its existing Child Find strategies to further increase the rate. Child Find will increase education and training activities, build district-wide capacity for developmental screening, create targeted outreach goals based on an analysis of existing referral data and the new 2010 census figures, and expand the network of referring agencies. This work will be completed by September 30, 2012.

#### **INITIATIVE 1.2: Meet benchmarks for termination in the Jones Consent Decree.**

After successful completion of the Blackman portion of the consent decree, DCPS has entered into an agreement with the plaintiff counsel outlining implementation procedures. Resolving the Jones portion of the consent decree will provide evidence of the improvements that DCPS has made in our processes and our work in collaboration with key stakeholders to ensure better quality services to students with disabilities. With these new guidelines, we expect to meet the benchmarks for termination in the Jones Consent Decree thus allowing for submission to the Court to close the Jones Consent Decree by September 30, 2012.

#### **INITIATIVE 1.3: Increase capacity at DCPS schools to serve students returning from or who would potentially leave to attend non-public schools.**

OSE will develop new classrooms with highly qualified teachers to serve student needs within DCPS schools and reduce non-public enrollment. This will allow DCPS to better control the inflow of students into non-public placements by providing increased services in neighborhood schools. In preparation for and in conjunction with these new classrooms, OSE will focus on providing ongoing professional development and technical support for school staff. This work will be completed by September 30, 2012.



**INITIATIVE 1.4: Make our learning environments more conducive to learning by developing an intervention system that will assist students who are struggling with academics or behavior.**

OSE will develop a comprehensive Response to Intervention model that will be utilized in schools to provide students with both academic and behavioral support. This model will help to decrease the number of students who need to receive special education services and increase the amount of time that students can be in a general education setting. This system will be developed by September 30, 2012.

**OBJECTIVE 2: Implement a rigorous, relevant, college preparatory curriculum that gives all students meaningful options for life.**

**INITIATIVE 2.1: Develop high-quality programs, services, and supports for students with Emotional Disturbance (ED).**

DCPS will develop best-practice ED programs for students at elementary, middle, and high school levels. This will include expanding ED support staff and providing professional development to teachers and paraprofessionals in ED programs. These activities will be completed by September 30, 2012.

**INITIATIVE 2.2: Improve access for students with disabilities to post-secondary opportunities aligned with interests.**

DCPS will equip teachers with the skills to develop appropriate transition plans for students with disabilities that are aligned with students’ interests and age-appropriate activities. DCPS will increase the number and variety of post-secondary opportunities available to students with disabilities including higher education, trade schools and workforce development so that they have access to careers with competitive wages by September 30, 2012.

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

Measure	FY 11 Actual	FY 12 Target	FY 12 YTD	FY 13 Projection	FY 14 Projection	FY 15 Projection
% of elementary students proficient or advanced in reading on DC CAS	43%	48%	TBD	53%	58%	64% (on PARCC)
% of elementary students proficient or advanced in math on DC CAS	42%	47%	TBD	52%	57%	63% (on PARCC)
% of secondary students proficient or advanced in reading on DC CAS	44%	49%	TBD	54%	59%	65% (on PARCC)
% of secondary students proficient or advanced in math on DC CAS	46%	51%	TBD	56%	61%	67% (on PARCC)
% of parents satisfied with schools’ academic programs and opportunities for engagement	83%	N/A <sup>5</sup>	N/A	85%	87%	90%

<sup>5</sup> There is no target for FY 12 because this survey is administered every other year.



*Office of the Chief Operating Officer*

**SUMMARY OF SERVICES**

The Office of the Chief Operating Officer (OCOO) ensures schools have the operational supports to meet their programmatic goals through providing the following services:

- Food service
- Technology infrastructure and support, and acting as the liaison between DCPS and OCTO
- Efficient procurement systems, including ordering of textbooks and instructional materials
- Realty functions and management of the warehouse for the school district
- Annual enrollment projections and the Pre-School/Pre-K/Out-of-boundary lottery
- Facilities planning and coordination with Department of General Services and Deputy Mayor for Education

**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 availability of nutritious food options that appeal to students.**

OCOO will increase healthy options available to students through the Salad Bar expansion, doubling the number of salad bars in schools. To encourage students to choose healthy foods, we will introduce a Family and Friends Advisory Committee. The Advisory Committee will provide DCPS parents and DC community members with a forum to provide feedback on the food program; to advise DCPS Food Services on programming, engagement, and strategy; and to develop and support community engagement activities. In conjunction with the DCPS Embassy Adoption, DCPS Food Services will also partner with 8 embassies to implement four district-wide international food days. This inaugural program will expose students to new foods while providing them with educational and cultural enrichment. This work will be complete by June 30, 2012.

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

**INITIATIVE 2.1: Increase student enrollment at targeted schools.**

OCOO will provide resources and supports to a cohort of under-enrolled schools that have strong assets to offer students and families. Schools will then craft and implement targeted student recruitment plans in an effort to increase enrollment at the school level. This work will be completed by September 30, 2012.

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

Measure	FY 11 Actual	FY 12 Target	FY 12 YTD	FY 13 Projection	FY 14 Projection	FY 15 Projection
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% of principals certifying that their schools have the necessary textbooks and instructional materials	100%	100%	100%	100%	100%	100%
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***Office of Data and Accountability***

The Office of Data and Accountability (ODA) supports schools and teachers and the broader school system with data-related services that include collection, tracking, and analysis to fuel the continuous improvement process, including:

- Maintenance of and upgrades to select student information systems including STARS (Student Tracking and Reporting System)
- Collection and analysis of data from DCPS assessments and public surveys
- Analysis to support adequate yearly progress (AYP) and student achievement
- Oversight and direction of all research, evaluation, analytics and testing activities, including summative and formative student assessments

**OBJECTIVE 1: Retain the most highly effective and highly compensated educators in the country.**

**INITIATIVE 1.1: Launch an interactive online Data and Professional Development Platform for teachers.**

DCPS will introduce a Teacher Data and Professional Development (PD) Platform which will serve as the technology centerpiece to DCPS’ broader system of professional supports for teachers. The Platform will allow educators to draw on individualized student and teacher data in real time and in one place, connecting them with curricular and pedagogical resources that meet their individual needs, and facilitating professional learning communities. This work will be completed by September 30, 2012.

**OBJECTIVE 2: Support decision-making with accurate information about how our students and the school district are performing.**

**INITIATIVE 2.1: Make high quality data and comprehensive data available to DCPS stakeholders by publishing online and print School Scorecards.**

The School Scorecards are an annual snapshot that provides parents, community members, students, teachers and principals with a comprehensive view of school performance. The Scorecard is aligned to the Effective Schools Framework and contains information on: Student Performance, Student Progress, Safe and Effective Learning Environment, Family and Community Engagement and Satisfaction, and Unique School Indicators. This initiative will be completed by September 30, 2012.

**INITIATIVE 2.2: Provide teachers and schools with a comprehensive, integrated assessment system that supports teaching and learning.**

DCPS will provide more teachers with relevant, actionable data about student progress by expanding the grade levels and subject areas that have access to rigorous and high quality assessments. In the 2011-12 school year, we will introduce paced interim assessments in math



and reading for grades 2 through 10, along with a summative test in reading and math in the second grade. We will also ensure a high participation rate in Grade 9. This initiative will be completed by July 31, 2012.

**INITIATIVE 2.3: Provide supports to transform data into actionable information through the Data Cycle.**

The Data Cycle initiative is a district-wide model that will build school level capacity to use data to drive effective instruction. ODA will team with OCAO to provide support to schools in implementing paced interim assessments, analyzing the resulting data, and developing action plans to adapt instruction. These activities will be completed by June 30, 2012.

**INITIATIVE 2.4: Support principals and instructional superintendents in data-informed decision-making through launching Phase II of the School Performance Data Initiative (SPDI).**

ODA is leading the effort to provide instructional superintendents and principals a central point to view 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 second phase of this system will include increased functionality and expanded coverage of measures and metrics. The second phase of this system will be launched by September 30, 2012.

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

Measure	FY 11 Actual	FY 12 Target	FY 12 YTD	FY 13 Projection	FY 14 Projection	FY 15 Projection
% of elementary students proficient or advanced in reading on DC CAS	43%	48%	TBD	53%	58%	64% (on PARCC)
% of elementary students proficient or advanced in math on DC CAS	42%	47%	TBD	52%	57%	63% (on PARCC)
% of secondary students proficient or advanced in reading on DC CAS	44%	49%	TBD	54%	59%	65% (on PARCC)
% of secondary students proficient or advanced in math on DC CAS	46%	51%	TBD	56%	61%	67% (on PARCC)
% of teachers with value-added data	15%	30%	TBD	TBD	TBD	TBD
% of schools receiving benchmark data within 3 days	96%	96%	TBD	96%	96%	96%



## *Office of Family and Public Engagement*

### **SUMMARY OF SERVICES**

The Office of Family and Public Engagement (OFPE) supports families and community members in their effort to foster great schools by providing the following services:

- Strengthening school-based parent and family engagement
- Developing school, family, and community partnerships
- Engaging DCPS stakeholders in collaborative planning and implementation of district-wide and ward-based initiatives
- Cultivating effective business and community partnerships district-wide that contribute to student achievement

### **OBJECTIVE 1: Partner with families and community members who demand better schools.**

#### **INITIATIVE 1.1: Engage parents in their students' academic life by creating opportunities at the school and district levels.**

The Comprehensive School Plan (CSP) is a two-year school improvement plan that identifies the top three goals, targets, strategies and action steps that a school will undertake to advance its student achievement priorities. For the 2011-12 school year, DCPS has integrated a Family Engagement Plan (FEP) as a required part of the CSP. Schools' FEPs must reflect three primary strategies: creating a welcoming and inviting climate with relationships and communication, partnering with families to support student achievement, and investing families and community members in school success. OFPE will provide guidance and support to school-based staff in the development of FEPs for each individual school to achieve improved outcomes in these three focus areas. These activities will be completed by September 30, 2012.

#### **INITIATIVE 1.2: Equip school-based staff with meaningful tools and strategies to engage families in their students' academic success.**

OFPE will use effective professional development strategies, curricula, and tools to train principals, teachers and other school staff in family engagement strategies proven to improve student achievement. OFPE will provide online resources and tools to school-based staff and administrators concerning family engagement best practices related to topics like parental outreach and parent teacher conferences. These activities will be completed by September 30, 2012.

#### **INITIATIVE 1.3: Pursue partnerships with businesses and community-based organizations.**

OFPE will expand existing partnerships and develop new partnerships with the community that increase in-school and out-of-school learning opportunities for DCPS students. Focused initiatives include an increase in hands-on, interactive STEM (science, technology, engineering, and math) programs and an expansion of visual and performing arts programs. These activities will be completed by September 30, 2012.



**INITIATIVE 1.4: Engage DCPS parents and community stakeholders in the planning and improvement of our schools.**

OFPE will work directly with parents, community members, and key DCPS staff to launch the Ward 5 education initiative. The Ward 5 education initiative will allow DCPS to partner with community stakeholders in an effort to improve middle-grade quality while aligning and strengthening educational opportunities at existing Pre-K through 12 schools. These activities will be completed by September 30, 2012.

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

<b>Measure</b>	<b>FY 11 Actual</b>	<b>FY 12 Target</b>	<b>FY 12 YTD</b>	<b>FY 13 Projection</b>	<b>FY 14 Projection</b>	<b>FY 15 Projection</b>
% of parents satisfied with schools' academic programs and opportunities for engagement	83%	N/A <sup>6</sup>	N/A	85%	87%	90%

<sup>6</sup> There is no target for FY 12 because this survey is administered every other year.



*Office of the Director/Agency Management*

**SUMMARY OF SERVICES**

Agency Management provides the following services:

- Budget planning and financial oversight
- Strategic planning and performance management
- Implementation of special projects
- Manage information sharing including press-related activities and inquiries
- Engage a broad range of DCPS stakeholders through a variety of forums including technology-based platforms and new media.

**OBJECTIVE 1: Partner with families and community members who demand better schools.**

**INITIATIVE 1.1: Engage the full range of DCPS stakeholders in defining the long-term strategic vision and priorities for DCPS.**

DCPS staff, families, and community members will engage in Community Vision meetings where they will build on the themes identified in the Hopes and Dreams campaign from summer 2011. The Community Vision meetings will result in a set of vision statements that will guide the long-term planning process, ultimately resulting in a strategic framework that DCPS and its stakeholders will use to guide its work in the coming years. These activities will be completed by September 30, 2012.

**PROPOSED KEY PERFORMANCE INDICATORS – Office of the Director/Agency Management**

Measure	FY 11 Actual	FY 12 Target	FY 12 YTD	FY 13 Projection	FY 14 Projection	FY 15 Projection
Combined # of public stakeholder interactions including news subscribers, Facebook fans, Twitter followers, text messages subscribers, YouTube channel subscribers, AND unique website visitors.	978,015	1,180,002	TBD	1,381,989	1,583,976	1,785,963
# of page views on DCPS website	9,249,459	11,250,000	TBD	11,500,000	11,750,000	12,000,000