



## District of Columbia Public Schools DCPS (GA)

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### MISSION

The mission of DC Public Schools is to ensure that every DCPS school provides a world-class education that prepares ALL of our students, regardless of background or circumstance, for success in college, career, and life.

### 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

#### ✓ **Roll out Common Core State Standards district-wide**

DCPS is considered by many to be the leader in the nation-wide shift to the Common Core State Standards (CCSS). This work is anchored by a strong academic plan that includes: 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. In SY 2011-2012, DCPS invested time and resources on the reading component of CCSS. Teachers received targeted support, including professional development on guided reading, a key component of the 120 minute literacy block. This shift will increase rigor of what students learn and will provide teachers a clear vision of how to teach reading, and all subjects, in ways that will better prepare students to be competitive in the 21<sup>st</sup> century.

#### ✓ **Reduce non-public special education placements**

DCPS continued to exceed targets in FY12 related to the number of special education students placed in non-public settings. DCPS was able to do so by increasing program offerings that meet the needs of more learners. This move both saves the city significant funds and enables families to send their children to local schools.



✓ **Teacher Incentive Fund Grant**

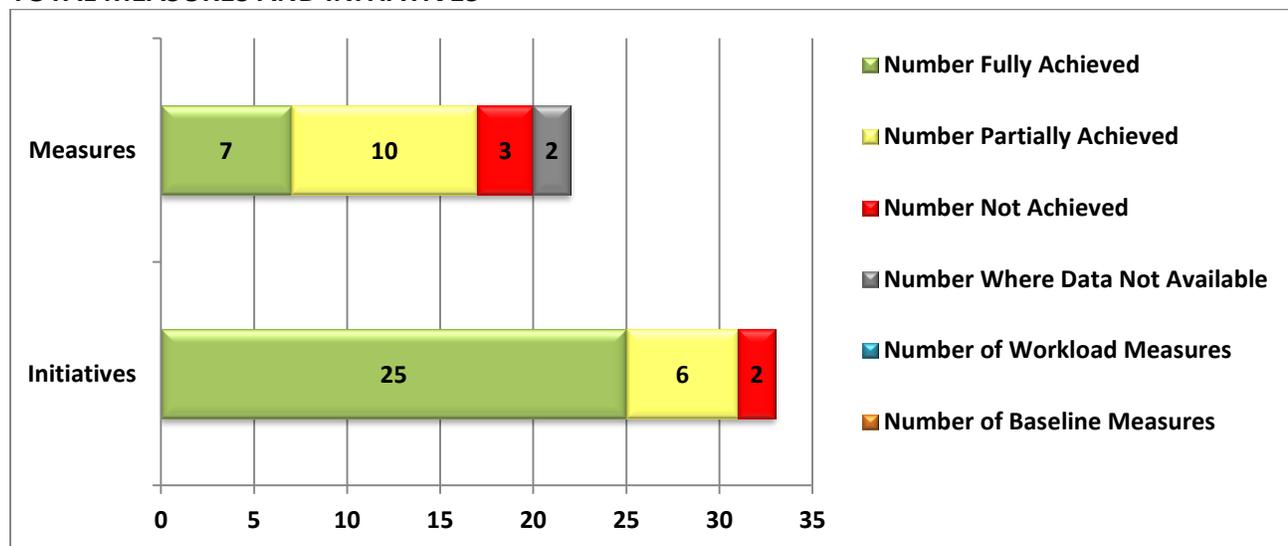
District of Columbia Public Schools (DCPS) will receive over \$62 million over five years to help reward, retain, and provide more professional development opportunities to teachers and principals with a grant from the U.S. Department of Education. The grant, the Teacher Incentive Fund Grant or TIF, will provide DCPS with significant funds to help ensure that by the end of the 2016-2017 school year, at least 90 percent of DCPS teachers and principals will be Highly Effective or Effective, as determined through the IMPACT evaluation system.

Funds from the TIF grant will support rigorous, ongoing leadership development training for teacher leaders and principals, the creation of additional leadership roles for teachers aimed at school turnaround and expansion of performance-based compensation, including the creation of a new salary structure based on effectiveness for principals and assistant principals. The \$62 million over five years is more than any of the 34 other grantees.

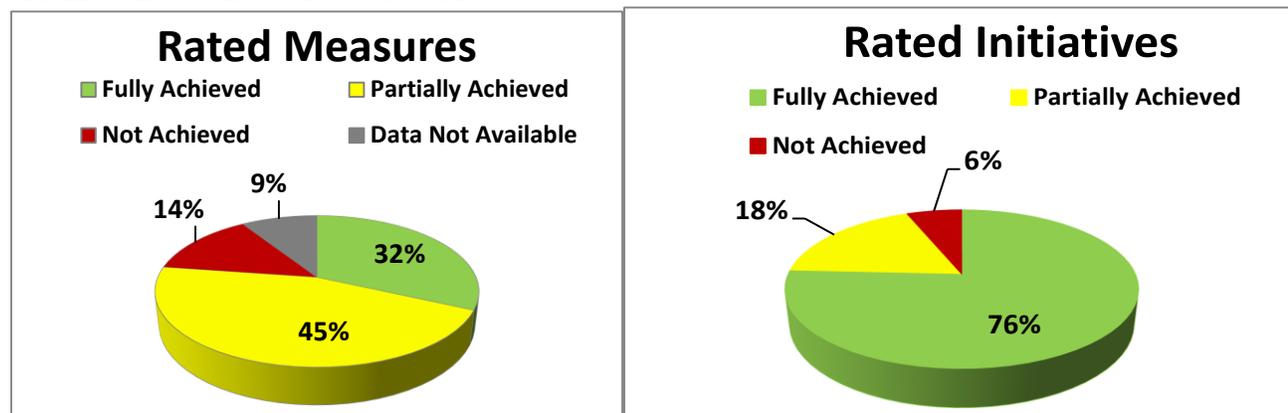


## OVERALL OF AGENCY PERFORMANCE<sup>1</sup>

### TOTAL MEASURES AND INITIATIVES



### RATED MEASURES AND INITIATIVES



**Note:** Workload and Baseline Measurements are not included

Default KPI Rating:	
$\geq 100\%$	Fully Achieved
75 - 99.99%	Partially Achieved
$< 75\%$	Not Achieved

<sup>1</sup> 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

### Office of the Director/Agency Management

#### **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.**

-  Fully Achieved. DCPS used themes from the Hopes and Dreams Campaign to create a five-year strategic plan, called A Capital Commitment. DCPS engaged stakeholders in the vision statement process and shared the plan during eight Ward-based State of the Schools meetings in spring 2012. A Capital Commitment and the five ambitious goals in the plan will guide budgeting and strategic planning activities through 2017. The plan can be accessed here: <http://dc.gov/DCPS/Files/downloads/ABOUT%20DCPS/Strategic-Plan/DCPS-Capital-Commitment-Strategic-Plan-April-2012.pdf>

### Office of Data and Accountability

#### **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.**

-  Fully Achieved. DCPS has rolled out phase 1 of the Teacher Data and Professional Development Platform. Phase 1 has been extremely successful with over 85% of teachers using the Platform and its resources. In addition, there are over 15 professional learning communities available to teachers and over 4,000 curricular resources and documents for teachers.

#### **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.**

-  Fully Achieved. In SY 11-12, DCPS released our School Scorecards which are an annual snapshot that provides parents, community members, students, teachers and principals with a comprehensive view of school performance. The Scorecards were aligned to the Effective Schools Framework and contain information on: Student Performance, Student Progress, Safe and Effective Learning Environment, Family and Community Engagement and Satisfaction, and Unique School Indicators. This initiative was completed by September 30, 2012.



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



Not Achieved. DCPS introduced paced interim assessments (PIA) to students in grades 2 to 10 in Reading and Math. There were challenges with the new assessments' format, materials and the data system used to report results. The summative assessment (DC CAS) in reading and math in the second grade was a rigorous and high-quality test of student performance, but the test itself was poorly delivered due to logistical challenges. The expansion to DC CAS 9th grade reading gained 71% participation rate which is 23% higher than the previous year

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



Fully Achieved. Throughout school year 2011-12, ODA and OCAO produced resources and conducted trainings for school leadership in implementing data-driven decision making in our schools. This included specific training on data analysis, sub-skill analysis, reteach plans and reassessment creation. DCPS also created time for every teacher in the district to have both professional development opportunities as well as conduct Data Cycle meetings and look at student assessment data together.

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



Fully Achieved. In SY 2011-12, DCPS continued to support principals and instructional superintendents in data-informed decision-making through a successful launch of Phase II of the School Performance Data Initiative (SPDI). DCPS has begun work on increasing the functionality and expanding the coverage of the measures and metrics.

**Office of Family and Public Engagement**

**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.**



Fully Achieved. In FY 12, OFPE set guidelines and helped train Local School Advisory Teams (LSATs) and principals on the development of the Family Engagement section of the Comprehensive School Plan (CSP). Schools completed these activities during the fall of 2011 and subsequently used them as roadmaps for their family engagement activities during the 2011-2012 school year. The Flamboyan Foundation also partnered with numerous schools through DCPS to implement home visit programs and family-focused parent-teacher nights. Schools using this program saw significant growth and gains in student achievement. These initiatives were 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.**

Partially Achieved. In FY 12, OFPE utilized the school district's Educator Portal to provide teachers and administrators with professional development curricula and tools to improve family engagement at the school level. Additionally, the Office of Family and Public Engagement hosted multiple hour-long sessions for all DCPS Principals and Assistant Principals during the 2012 Summer Leadership Academy. During these sessions, school leadership teams were trained on a minimum of two new family engagement activities that would complement, supplement, or be executed to support their school's academic goals for School Year 2012-2013. They were also able to obtain materials and strategies to share with their staff for School Year 2012-2013. These initiatives were completed by September 30, 2012.

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

Partially Achieved. In FY 12, The Office of Family and Public Engagement (OFPE) worked to expand our existing STEM partners and increase hands-on, interactive experiences for our students. OFPE also worked closely with arts partners like the Washington Performing Arts Society to expand opportunities and launched a planning initiative developed to bring increased continuity and support for the arts within the DC Public School system.

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

Fully Achieved. In FY 12, OFPE launched the Ward 5 Great Schools Initiative in an effort to improve the quality of education and develop a new configuration of middle grade options in Ward 5. Prior to the launch of this initiative, the Ward lacked a stand-alone middle school and middle grade options that included a full complement of world languages, advanced mathematics, and other components that are key to delivering great schools. OFPE worked through the 2011-2012 school year to collect extensive feedback from residents, facilitated a working group of central office staff, and supported the Chancellor in the quest to develop a new configuration of middle grade options in Ward 5. The new configuration consists of the following: a stand-alone Arts Integration and World Language middle school at Brookland; an International Baccalaureate program at Browne Education Campus; and a middle school Science, Technology, Engineering and Math (STEM) integration program at McKinley Tech.



## 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 updates to the IMPACT evaluation system.**

Fully Achieved. In FY 12, OHC revised IMPACT with feedback from all key stakeholders, including revisions to the Teaching and Learning Framework (the rubric used to evaluate observations of teachers), the student achievement measure in IMPACT, and IMPACTplus (our pay for performance system). In addition, DCPS created and rolled out a new teacher career ladder, LIFT. Teachers' annual IMPACT scores are the mechanism by which they move up the ladder, which affords them more leadership opportunities and increased base salary.

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

Fully Achieved. In FY 12, OHC created the first phase of an online training tool for classroom observers. OHC produced 192 video clips for calibration training of observers. This year, the external evaluators – Master Educators – used this tool during their six-week training. OHC piloted the training with a select group of principals this year (phase 1), with the intention of fully implementing the use of this tool next year (phase 2).

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

Fully Achieved. In FY 12, OHC designed a new internal leadership pipeline called the Mary Jane Patterson Fellowship to provide a pathway to principalship for DCPS employees. In FY12, over 90 DCPS employees applied for the Fellowship, including assistant principals, instructional coaches, teachers, and central office employees. The first cohort of twelve aspiring leaders was selected at the end of FY12 and the programming will begin in January 2013. All of this will be possible because of the design work completed in FY12.

### **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.**

Fully Achieved. In FY 12, OHC designed and implemented the Talent Selection, Hiring, and Onboarding (TSHO) platform. This tool allowed us to collect better data than we had in previous recruitment and selection cycles, and because it is automatically connected to PeopleSoft, it also reduced the errors caused by manual data entry in the hiring process.

- **INITIATIVE 2.2: Improve customer service.**

Not Achieved. In FY 12, OHC made progress toward our customer service goals. In both Quarter II and Quarter III, OHC was very close to reaching goals for the OHC HR Answers Helpline for call abandon rate (the percentage of callers who hang up after waiting) and



call wait time (the minutes a caller has to wait until she speaks with an HR representative). However, in Quarter IV, OHC saw a spike in call volume, and we did not reach the goals. The compensation study and revised onboarding process are in progress and should be ready for FY13.

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

● Fully Achieved. These initiatives are fully implemented and ongoing. By the end of FY12, we had achieved a 3-5 year old identification rate of 8.72% citywide. DCPS child find staff delivered professional development sessions to 237 child care, health care and social services organizations; increased the number of child care centers conducting routine developmental screening from 16 to 61; established a process for screening and referral for all children entering foster care through CFSA; used GIS mapping software to identify high and low identification rates by census tract; and increased the number of non-DCPS organizations referring to Early Stages from 116 to 154.

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

● Partially Achieved. In FY12, OSE developed infrastructure within DCPS to adhere to the protocols agreed upon with the plaintiffs and court monitor but did not achieve the target of 90% timely implementation and no case over 90 days overdue within the fiscal year. However, as of the last court report in the period ending September 30, 2012, DCPS achieved 88% timeliness and less than 20 cases over 90 days overdue, putting DCPS on track to achieve this goal.

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

Fully Achieved. OSE transitioned vendor-operated classrooms to DCPS-run classrooms, focusing on support for students with challenging behaviors. These 8 classes are now known as RISE (Readiness Scholarship Innovation Excellence) classes. One class was converted from high school to middle school in response to non-public data. Trainings in Life Space Crisis Intervention were offered during the summer prior to SY2012/2013 and additional trainings are forthcoming. OSE trained RISE staff in Safety-Care, verbal de-escalation and other best practices to support students with challenging behaviors, as well as the staff working with them in the classroom setting. Two OSE behavior coaches are designated to support the RISE classes in terms of behavior and crisis management.



- **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.**

Fully Achieved. The Multi-tiered Systems of Support/Response to Intervention (MTSS/RTI) training module was developed and presented to administrators during School Leadership Academy (SLA), June 2012 and to school psychologists in August, 2012. Orientation to MTSS/RTI and the School Support Teams (SST) process presented to SST Coordinators in September, 2012 (95% SST Coordinator attendance). Monthly SST Coordinator training dates have been established (last Tuesday of each month). There is collaboration with the Office of Curriculum and Instruction to coordinate messaging and supports around academic interventions. Furthermore, there is collaboration with the Office of Youth Engagement Behavior and Attendance teams to coordinate messaging and supports around behavior and attendance interventions.

**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).**

Fully Achieved. OSE established 4 BES (Behavior & Educational Support) classes at the elementary level. The classes were established to align with RISE classes on the secondary level which also support students with ED (see Initiative 1.3 above). OSE hired and assigned one behavior coach to focus on technical assistance for BES classroom staff. Existing classes at five other schools, totaling 10 classes, are being supported by vendors to provide technical assistance and professional development, which aligns to BES and RISE. OSE has collaborated with Life Space Crisis Intervention and Safetycare to train school-based staff and OSE staff in best practice.

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

Fully Achieved. In FY12, the transition team has provided on-site technical assistance to high school and middle school personnel to ensure the development of compliant transition plans that increase access to post-secondary options. OSE has also provided professional development workshops and created a transitional manual for school-based staff that includes increased options. A new mentor/internship program for special needs students is in development, as well as course revisions to the existing transition curriculum. OSE has continued our contracts with the Arc of DC and the Marriott Foundation's Bridges From School to Work programs.



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

Fully Achieved. OCAO created, collected, and disseminated anti-bullying supports for use during National Bullying Prevention Month and beyond. The materials were housed on the education portal accessible by all DCPS staff. Additionally, OCAO initiated a community Anti-Bullying Advisory Committee in March 2012 to guide the development of a plan to prevent and address bullying. OCAO initiated a comprehensive plan to create a more inclusive environment for the LGBTQ community. The office trained liaisons in 28 schools (including principals and assistant principals), provided resources to every EC, MS and HS, initiated 13 LGBTQ student groups, and strengthened collaboration with community partners and other agencies who are also working to support LGBTQ students.

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

Fully Achieved. During the 2011-2012 school year, DCPS worked with sister agencies in the Citywide Truancy Taskforce to implement universal and targeted truancy reduction strategies. The Byer Truancy Court Diversion Program (TCDP) engaged truant students and families at Kramer and Johnson middle schools in a 10-week program of weekly morning sessions and on-going case management. Through the High School Case Management Initiative, DCPS partnered with the Deputy Mayor for Health and Human Services, the Child and Family Services Agency and the Far Southeast Family Strengthening Collaborative to provide case management to a cohort of chronically truant 9th graders at Anacostia and Ballou high schools. And, DCPS students were featured in a citywide media campaign including radio spots and print advertisements on metro trains, buses and bus shelters reinforcing the link between consistent school attendance and academic success.

**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: 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.**

Fully Achieved. DCPS implemented 4 Collaborative and Individual Learning Cycles during SY11-12 designed to improve teaching and student learning. Over 900 teachers participated in each cycle with 85% of teachers reporting that the coaching improved their teaching and student learning. All teachers in the Learning Cycle had focused coaching plans with measureable goals and 50% of teachers who scored below a level 3 in IMPACT prior to their coaching cycle, improved to a level 3 or 4 on their next IMPACT.



**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.**

Partially Achieved. OCAO designed and rolled out the Common Core State Standards-aligned curricular resources for K-12 ELA and K-2 Math instruction during FY12. Some of the Science, Social Studies, and Technical Subjects resources in grades 6-12 were rolled as well but most are still in development. Additionally, approximately 20 hours of teacher professional development focused on the implementation of the Common Core ELA standards and our new curricular documents were rolled out between June of 2011 and June of 2012. Principals and Instructional Coaches also received these trainings. Follow up professional development was provided in small groups using a six-week Collaborative Learning Cycle to allow teachers to practice and apply what they had learned in PD with the support of Instructional Coaches. Additionally, OCAO has been able to respond to individual requests at the school and cluster level to provide more support and training.

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

Fully Achieved. In SY11-12, OCAO expanded online learning for high and middle school students in all core areas for credit recovery, remediation, and acceleration. These core courses are aligned with Common Core and DCPS Scope and Sequences. In addition to courses, DCPS has launched hybrid learning models and supports over a dozen projects in various grade levels focused on a variety of content areas including literacy, language development, reading, and math. Hybrid learning models have changed the role of technology in the classroom from that of a supportive tool to an integrated component of instruction and have been shown to accelerate student learning by motivating students, improving time on task, expanding access to content, extending learning beyond the traditional classroom experience, and personalizing and differentiating instruction to meet unique student needs.

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

Fully Achieved. In SY11-12, DCPS incorporated many STEM-related resources into schools' instructional program. DCPS has 16 schools utilizing Think Through Math, 26 schools utilizing Mind ST Math, and 10 schools incorporating Sangari, an inquiry-science model for elementary grades in addition to other schools piloting Apangea Math. All schools now have access to math manipulatives at the K-8 level, in addition to various on-line and hybrid supplemental resources, including Mathalicious and Explore Learning's Gizmos at the middle school levels. Additionally, OCAO is continuing to strengthen partnerships with local STEM-related organizations to support our students' learning through internships, mentorships, and school-based collaboration. There was also a STEM fair held in March that aligned to the expansion of STEM at the high school level.



- **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).**

Fully Achieved. OCAO developed and distributed the Career and Technical Education (CTE) guidebook to every eighth grade student in DCPS and provided the Educator version of the CTE guidebook to all schools counselors in DCPS secondary schools. Additionally, the CTE guidebook and its translated versions in the five official languages (in DC) have been posted on the DCPS website since spring 2012. In FY12, all 8-11 grade students used the Individualized Graduation Portfolio (IGP) system to self-select courses. OCAO also expanded IGP to include the guideways feature that helps students map their career interests and aspirations. OCAO has increased student participation in Technical Skills Assessment and internship during SY2011-2012. In total, 348 students participated in the Industry Certification assessments and 129 students participated in paid internship in SY2011-2012.

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

Fully Achieved. OCAO expanded the Tools of the Mind curriculum in over 180 pre-school, pre-kindergarten, and kindergarten classrooms at 47 Title I schools. Professional development and onsite coaching were provided to all teachers and instructional aides in these classrooms.

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

Fully Achieved. OCAO is on track to authorize three International Baccalaureate (IB) programs at Turner ES, Eliot-Hine MS, and Eastern HS. All teachers and administrators have received professional development and training aligned to the IB curriculum. Authorization visits are in-process of being scheduled. Eastern is scheduled to have its visit in November 2012.

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

Fully Achieved. In FY 12, OCOO piloted phase I of the centralized High School Online Application. All students interested in applying to one or more of DCPS's specialized city-wide high schools for school year '12-'13 did so through a centralized online system. The specialized high schools reviewed all applications and made admissions decisions according to their schools' specific admissions criteria. Communications regarding admissions decisions were aligned across the specialized schools, and took place earlier than in previous years, allowing families more time to make enrollment decisions.



## Office of the Chief Operating 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: Increase the availability of nutritious food options that appeal to students.**

Partially Achieved. In school year 2010/11 DCPS operated 13 salad bars. In school year 2011/2012, DCPS rolled out 10 new reimbursable salad bars in DCPS high schools (students create a complete meal at these salad bars), making a total of 23 salad bars. Salad bar meals in high schools accounted for approximately 18% of all lunch meals served in the year. DCPS successfully recruited parents and community members for the Friends and Family Advisory Committee in the spring of 2011. The Committee met monthly starting in the summer of 2011 through the summer of 2012 and worked on community engagement activities. Since then, the Friends and Family Advisory Committee has branched out to a group that operates in partnership with DCPS, but as an independent group. In school year 2011-2012, DCPS partnered with 7 embassies to implement 3 district-wide International Food Days. On Nordic Food Day (in partnership with the Embassies of Sweden, Norway, Denmark, Iceland & Finland), Indonesian Food Day and Panamanian Food Day, all DCPS schools featured meals traditional to each country that were planned in partnership with the respective embassy. DCPS publicized the special days and also hosted a special event at one or more schools on the day of each event. DCPS scaled the program back from 4 events in order to create time for food service management companies to plan and order items and to maintain special focus on DCPS' annual celebration of Strawberries and Salad Greens Day in May. DCPS will continue to celebrate 3 International Food Days in school year 2012/2013.

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

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

Partially Achieved. The Recruitment School Initiative began in 2009 in an effort to support low-enrolled schools. For the last 4 years, 14-16 schools were selected annually based on a number of different criteria which include, but are not limited to, excess building capacity, improving or compelling academic programs, strong school leadership, and geographic neighborhood from which to pull students. As participants in the program, schools were given a small stipend in order to support the development of a recruitment plan, purchase of recruitment materials, implement recruitment activities in their community and across the city, and develop internal capacity to incorporate recruitment strategies in their overall administrative culture. This year, we identified 14 schools. Six of the 14 schools (43%) exceeded their projected enrollment for SY12-13, an 8% increase from the previous year's cohort of recruitment schools. Of these six schools, the average increase was approximately 7% above their respective projections. As a cohort, the schools exceeded their projection by 5%.



## Key Performance Indicators – Details

**Performance Assessment Key:**

● Fully achieved  
 ● Partially achieved  
 ● Not achieved  
 ● Data not reported  
 ● Workload Measure

	KPI	Measure Name	FY 2011 YE Actual	FY 2012 YE Target	FY 2012 YE Revised Target	FY 2012 YE Actual	FY 2012 YE Rating	Budget Program
<b>Office of Data and Accountability</b>								
●	<b>2.1</b>	% of teachers with value-added data	15%	30%		15%	50%	SCHOOL SYSTEM MANAGEMENT
●	<b>2.2</b>	% of schools receiving benchmark data within 3 school days	96%	96%		96%	100%	SCHOOL SYSTEM MANAGEMENT
●	<b>2.3</b>	% of ES students proficient in Reading	43%	48%		45%	93.75%	INSTRUCTIONAL SUPPORT SERVICES
●	<b>2.4</b>	% of ES students proficient in Math	42%	47%		46%	97.87%	INSTRUCTIONAL SUPPORT SERVICES
●	<b>2.5</b>	% of SEC students proficient in Reading	44%	49%		42%	85.71%	INSTRUCTIONAL SUPPORT SERVICES
●	<b>2.6</b>	% of SEC students proficient in Math	46%	51%		46%	90.20%	INSTRUCTIONAL SUPPORT SERVICES
<b>Office of the Chief Academic Officer</b>								
●	<b>1.1</b>	Avg elementary school daily attendance rate	97%	95%		96.67%	101.75%	STUDENT SUPPORT SERVICES
●	<b>1.2</b>	Avg secondary school daily attendance rate	89%	90%		91%	101.11%	STUDENT SUPPORT SERVICES
●	<b>1.3</b>	Student enrollment on October 5	45,630	47,247		46,096	97.56%	SCHOOL SYSTEM MANAGEMENT



	KPI	Measure Name	FY 2011 YE Actual	FY 2012 YE Target	FY 2012 YE Revised Target	FY 2012 YE Actual	FY 2012 YE Rating	Budget Program
●	1.4	% of parents satisfied with schools' academic progress and opportunities for engagement	83%	N/A		N/A	Not Rated	SCHOOL SYSTEM MANAGEMENT
●	3.1	% of ES students proficient in Reading	43%	48%		45%	93.75%	INSTRUCTIONAL SUPPORT SERVICES
●	3.2	% of ES students proficient in Math	42%	47%		46%	97.87%	INSTRUCTIONAL SUPPORT SERVICES
●	3.3	% of SEC students proficient in Reading	44%	49%		42%	85.71%	INSTRUCTIONAL SUPPORT SERVICES
●	3.4	% of SEC students proficient in Math	46%	51%		46%	90.20%	INSTRUCTIONAL SUPPORT SERVICES
●	3.5	Black-White Reading achievement gap	52%	49%		55%	89.09%	INSTRUCTIONAL PROGRAMS
●	3.6	Black-White Math achievement gap	59%	56%		52%	107.69%	INSTRUCTIONAL PROGRAMS
●	3.7	% 9-11th grade students taking the PSAT	79%	85%		75%	88.24%	SCHOOL SYSTEM MANAGEMENT
●	3.8	% of AP exams passed	29.5%	30%		30%	100%	INSTRUCTIONAL SUPPORT SERVICES
●	3.9	% of HS students taking at least 1 Advanced Placement exam	17%	19%		22%	115.79%	INSTRUCTIONAL SUPPORT SERVICES



	KPI	Measure Name	FY 2011 YE Actual	FY 2012 YE Target	FY 2012 YE Revised Target	FY 2012 YE Actual	FY 2012 YE Rating	Budget Program
●	3.1	4-Year Graduation Rate	53	51		56%	109.80%	SCHOOL SYSTEM MANAGEMENT
<b>Office of Human Capital</b>								
●	1.1	Retention rate of highly effective teachers	93%	94%		90.53%	96.31%	SCHOOL SYSTEM MANAGEMENT
●	1.2	% of teachers rated highly qualified	81%	83%		72.25%	87.05%	SCHOOL SYSTEM MANAGEMENT
●	2.1	# of HR constituent cases open 50+ days	19	0		TBD	Not Rated	SCHOOL SYSTEM MANAGEMENT
<b>Office of Special Education</b>								
●	1.1	% of parents satisfied with schools' academic progress and opportunities for engagement	83%	N/A		N/A	Not Rated	SCHOOL SYSTEM MANAGEMENT
●	2.1	% of ES students proficient in Reading	43%	48%		45%	93.75%	INSTRUCTIONAL SUPPORT SERVICES
●	2.2	% of ES students proficient in Math	42%	47%		46%	97.87%	INSTRUCTIONAL SUPPORT SERVICES
●	2.3	% of SEC students proficient in Reading	44%	49%		42%	85.71%	INSTRUCTIONAL SUPPORT SERVICES
●	2.4	% of SEC students proficient in Math	46%	51%		46%	90.20%	INSTRUCTIONAL SUPPORT SERVICES
<b>Office of the Chief Operating Officer</b>								
●	2.1	% of principals certifying they have the necessary textbooks	100%	100%		100%	100%	SCHOOL SYSTEM MANAGEMENT



	KPI	Measure Name	FY 2011 YE Actual	FY 2012 YE Target	FY 2012 YE Revised Target	FY 2012 YE Actual	FY 2012 YE Rating	Budget Program
<b>Office of Family and Public Engagement</b>								
●	1.1	% of parents satisfied with schools' academic progress and opportunities for engagement	83%	N/A		N/A	Not Rated	SCHOOL SYSTEM MANAGEMENT
<b>Agency Management</b>								
●	1.1	# of pageviews on DCPS website	9,249,459	11,250,000		9,595,504	85.29%	SCHOOL SYSTEM MANAGEMENT
●	1.2	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		8,224,604	697%	SCHOOL SYSTEM MANAGEMENT