

**General Questions**

Q1: Please provide a current organizational chart for DCPS and the name of the employee responsible for the management of each office/program. If applicable, please provide a narrative explanation of any organizational changes made during FY13 or to date in FY14.

Over the past year, DCPS has increasingly worked to make its management structure as small as possible while aligning our chiefs to the most critical roles for improving our schools. To that end, we have made or are making the following changes at the chief/management team level:

- Eliminated two operational chief positions – the Chief of Data and Accountability and the Chief Operating Officer and combined these functions under existing chiefs;
- Established a small office under the new Chief of Communications so that we can more easily share our work with parents, community members, and other stakeholders;
- Consolidated responsibility for early childhood education, special education, and bilingual education under the Office of Specialized Instruction; and
- Created a special advisor position to help DCPS with legal issues related to labor relations, legislation, and regulations.

As such, our Management Team is now strongly aligned to the three keys to our success:

- great people as represented in the Office of Human Capital,
- rigorous academics as represented in the Office of Teaching and Learning and the Office of Specialized Instruction, and
- Engaged and motivated students and families as represented by the Chief of Schools and the Office of Family and Public Engagement.

In addition, DCPS has made a number of changes within our offices to improve efficiency and to provide better services. The most prominent example is the creation of the Office of School Portfolio Management whose responsibility will be to identify needs within our portfolio of schools and work with the relevant communities to fill these needs. DCPS has created an Office of College and Career readiness to look at ways to dramatically improve our high schools. We have also added a Deputy Chief of Schools to coordinate our instructional superintendents' work.

Please see Q1 Attachment\_DCPS Org Chart.

Q2: Please provide the agency's performance plan for FY13. Did DCPS meet the objectives set forth in the FY13 performance plan? Please provide a narrative description of what actions the agency undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

Please see Q2 Attachment\_FY13 DCPS Performance Plan and Q2 Attachment\_FY13 DCPS PAR. The performance plans lays out our initiatives and what actions we will take to achieve them, while the performance accountability report (PAR) captures whether we met the initiatives/objectives and what actions we took to do so.

Q3: Please provide the agency's performance plan for FY14. What steps has the agency taken to date in FY14 to meet the objectives set forth in the FY14 performance plan?

Please see [Q2 Attachment\\_FY14 DCPS Performance Plan](#).

Q4: Please provide the following budget information for DCPS, including the approved budget, revised budget, and expenditures, for FY13 and to date in FY14:

- At the agency level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
- At the program level, please provide the information broken out by source of funds and by Comptroller Source Group and Comptroller Object.
- At the activity level, please provide the information broken out by source of funds and by Comptroller Source Group.

[NOTE: for electronic submission we want the raw data – CFO data dump]

Please see [Q4 Attachment\\_DCPS Budget and Expenditure Pt. 1 \(FY 2013\)](#); and [Q4 Attachment\\_DCPS Budget and Expenditure Pt. 2 \(FY 2014\)](#).

Q5: Please provide a complete accounting of all intra-district transfers received by or transferred from DCPS during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within DCPS the transfer affected.

Please see [Q5 Attachment\\_Intra-District - Transfer In](#); and [Q5 Attachment\\_Intra-District - Transfer out](#).

Q6: Please provide a complete accounting of all reprogrammings received by or transferred from DCPS during FY13 and to date in FY14. For each, please provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected.

Please see [Q6 Attachment\\_Reprogramming](#).

Q7: Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY13 and to date in FY14. Include the source of funding and the percentage of these costs assigned to each DCPS program. Please provide the percentage change between DCPS's fixed costs budget for these years and a narrative explanation for any changes. Additionally please detail the process the agency used with the Department of General Services in FY13 to ensure accurate billing and verification of its fixed cost estimates and expenditures.

Please see [Q7 Attachment\\_Fixed Costs Summary](#).

Q8: Please provide the capital budget for DCPS and all programs under its purview during FY13 and FY14, including amount budgeted and actual dollars spent. In addition, please provide:

- An update on all capital projects undertaken in FY13 and FY14.

- If the capital projects undertaken in FY13 or FY14 have an impact on the operating budget of the agency? If so, please provide an accounting of such impact.
- A description regarding how the agency decided the FY13 proposed capital budget and the sequencing of projects

See attachment Q8 Capital Budget Information.xlsx (tab 1) for an update on all Capital Projects undertaken in FY 13 and FY14 as of January 3, 2014.

See attachment Q8 Capital Budget Information.xlsx (tab 2) for the operating budget impacts of projects that completed in FY13 and projects anticipated to complete in FY14. (Source - June - 2014 Budget Book).

See attachment Q8 Capital Budget Information.xlsx (tabs 3-4) for DCPS IT equipment purchased for Phase 1 and Modernizations. These reports reflect the operating budget impacts associated with the purchase of Non Capital Eligible computer equipment for the FY13 Phase 1 and Modernization Projects.

DC Public Schools works in conjunction with the Deputy Mayor of Education and the Department of General Services to develop and update the Capital Improvement Plan (CIPP annually based on the process of reviewing the information reflected in the Master Facilities Plan; current/projected school enrollment data, demographics, academic programming requirements, and facility conditions. All of these factors contribute to the sequencing and timing of proposed full and systemic modernization efforts.

Q9: Please provide a current list of all properties supported by the DCPS budget. Please indicate whether the property is owned by the District or leased and which agency program utilizes the space. If the property is leased, please provide the terms of the lease. For all properties please provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, and utilities).

Please see Q9 Attachment\_Properties and Fixed Costs.

Q10: Please describe any spending pressures that existed in FY13. In your response please provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

DCPS had spending pressures in FY13.

Q11: Please identify potential areas where spending pressures may exist in FY14. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY14 budget.

DCPS had no spending pressures in FY14.

Q12: Please provide a list of all FY13 full-time equivalent positions for DCPS, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

Please see Q12 Attachment\_FY13 Position Listing.

Q13: How many vacancies were posted for DCPS during FY13? To date in FY14? Which positions? Why was the position vacated? In addition, please note how long the position was vacant, what steps have been taken to fill the position, whether or not the position has been filled, and the source of funding for the position.

As of the end of FY13 (September 30, 2013), the following positions were vacant, including 49.5 which remain affected by the citywide hiring freeze:

School-Based			School Support	Central Office	Total
WTU*		Non-WTU**			
Frozen				49.5	49.5
Open	33.5	17	33	85	168.5
Total	33.5	17	33	134.5	218

Notes: "Frozen" vacancies are those for which we cannot currently hire due to the Mayor's hiring freeze. "Open" vacancies are those for which we have received a freeze waiver from the Deputy Mayor for Education. To simplify the analysis, the numbers below represent full-time equivalents

\*The Washington Teachers' Union (WTU) includes teachers, instructional coaches, counselors, librarians, and related service providers (e.g., psychologists, speech/language pathologists, and social workers).

\*\*Non-WTU positions are those that belong to the other three DCPS unions: the Council of School Officers (CSO), the American Federation of State, County, and Municipal Employees (AFSCME), and the Teamsters. The CSO includes principals, assistant principals, deans, coordinators, and some related service providers; AFSCME includes office staff, educational aides, and other support staff; and the Teamsters includes custodians and attendance counselors.

To date in FY14, the following central office and school support positions have been posted on the DCPS web site:

Office & Job Title	Date Posted
<b>Office of Data and Strategy</b>	
Analyst, Monitoring and Program Support	9/6/2013
Analyst, Special Education Data	5/29/2013
Analyst, Fiscal Management	9/30/2013
Analyst, Quality and Process Improvement	9/30/2013
Coordinator, Performance Management	8/15/2013
Coordinator, Program	9/6/2013
Director, Systems Development	7/31/2013
Specialist, Data	1/9/2014
Specialist, Fiscal Management	10/2/2013
Specialist, Performance Management	8/14/2013
Test Integrity Coordinator (Part time), Assessment	10/2/2013
<b>Office of Family and Public Engagement</b>	
Assistant, Operations	8/18/2013
<b>Office of Human Capital</b>	
Asst. Director, Leadership Development, Principal Effectiveness	1/16/2014
Coordinator, HR Data Systems	12/19/2013
Coordinator, IMPACT	12/20/2013
Coordinator, School Staffing	11/14/2013
HR Answers Analyst	12/13/2013

<b>Office &amp; Job Title</b>	<b>Date Posted</b>
Manager, Labor Management & Employee Relations	11/4/2013
Teacher Selection Liaison	12/16/2013
<b>Office of Specialized Instruction</b>	
Analyst, Assessments	8/22/2013
Analyst, Extended School Year	10/31/2013
Analyst, LEA Monitoring and School Support	1/2/2014
Analyst, LRE Support & Policy	12/11/2013
Analyst, Quality Assurance	9/4/2013
Assistant, LEA Monitoring and School Support	10/6/2013
Assistant, Operations (Front Desk)	6/24/2013
Assistant, Grant Management	8/23/2013
Audiologist	10/17/2013
Coordinator (Bilingual), Outreach	12/6/2013
Coordinator, Family Care (FCC)	8/20/2013
Coordinator, Locations	11/12/2013
Coordinator, Outreach	8/29/2013
Coordinator, Policy Team	10/6/2013
Coordinator, Behavioral Services	7/31/2013
Coordinator, Family Care (Early Stages)	8/22/2013
Coordinator, Operations (Central Office)	11/27/2013
Coordinator, Specialized Instruction	8/17/2013
Deputy Chief, Division of Early Childhood	11/29/2013
Director, LEA Monitoring and School Support	11/27/2013
Evaluation Coordinator	8/17/2013
Field Coordinator, Child Find - Early Stages	6/26/2013
Instructional Specialist, ECE	7/18/2013
Manager, Child Find	10/6/2013
Manager, LEA Monitoring & School Supports	5/29/2013
Occupational Therapist	1/15/2014
Psychologist, Early Stages	9/5/2013
Specialist, Child Find	10/6/2013
Specialist, ECE Montessori	7/10/2013
Specialist, Secondary Instructional Design	10/6/2013
<b>Office of Teaching and Learning</b>	
Assistant, Programs	10/7/2013
Coach, Instructional Technology	5/15/2013
Coordinator, Blended Learning	10/8/2013
Coordinator, Literacy and Humanities	9/30/2013
Deputy Chief, STEM	10/7/2013
Director, Elementary Literacy	7/30/2013
Director, Library Programs	11/13/2013
Director, Secondary Literacy	10/7/2013
Literacy Professional Learning Designer	4/1/2013

<b>Office &amp; Job Title</b>	<b>Date Posted</b>
Manager, Assessment	8/1/2013
Manager, IB	10/7/2013
Manager, Instructional Data	10/7/2013
Manager, ELA Curriculum	8/30/2013
Specialist, Elementary Math Curriculum	5/29/2013
Specialist, Library Media Services*	1/7/2014
Specialist, Physical Education Grant	11/13/2013
Specialist, Reading Interventions	10/7/2013

\*Per the suggestion of the Library Task force to build central office capacity, the Library Media Specialist position was created to support instruction and programming and to assist with the development of literacy-based curriculum, intervention, and enrichment strategies.

#### **Office of the Chief of Schools**

Coordinator, Career and Technical Education	12/2/2013
Coordinator, Chief of Schools	12/20/2013
Coordinator, New Heights	11/19/2013
Manager, Academic Planning	11/27/2013
Manager, CTE Strategic Initiatives	6/24/2013
Manager, HIV/STI Prevention	1/9/2014
Specialist, Data and Performance - Elementary Schools	1/17/2014
Specialist, Intervention	1/7/2014
Specialist, Student Discipline and School Climate	1/17/2014

#### **Office of the Deputy Chancellor for Operations**

Analyst, Audit and MOU Compliance	12/4/2013
Analyst, Data	1/7/2013
Analyst, OCA	5/15/2013
Analyst, OSTP Business Operations	1/5/2014
Analyst, Out-Of-School Time Program	8/21/2013
Assistant, Budget OFNS	9/20/2013
Cluster Coordinator, OSTP	12/2/2013
Coordinator, Critical Response Team	2/4/2013
Coordinator, Logistics Supply	5/20/2013
Deputy Chief, Administration	1/6/2014
Deputy Chief, Facilities and Information Technology Initiatives	1/6/2014
Deputy Chief, School Opening	7/23/2013
Deputy Chief, School Operations & Programs	1/6/2014
Executive Director, School Security	10/3/2013
Manager, Technology Strategy	9/20/2013
Special Police Officer	2/20/2013
Specialist, School Support	10/2/2013
Supervisory Contract Specialist	6/26/2013

**Office & Job Title**

**Date Posted**

**Office of Communications**

Chief

1/24/13

Note: Because we often post a position before it is truly vacant, in order to fill it quickly, the date posted does not always reflect the date a position became vacant.

Q14: How many employee performance evaluations were completed in FY13 and how was performance measured against position descriptions? To date in FY14? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Staff and School Leader IMPACT

IMPACT evaluations were completed for 6,145 school-based employees and 240 school leaders during SY12-13. IMPACT evaluations for SY13-14 will be complete in June 2014.

IMPACT performance evaluations are scored using multiple measures that are specific to each school-based employee according to his/her IMPACT Group. Each measure has a rubric and these rubrics are available in each guidebook. Guidebooks can be found on the DCPS website at [http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+\(Performance+Assessment\)/IMPACT+Guidebooks](http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks)

Complete information regarding professional development provided for school-based employees is available in the “Supporting Your Success” section of each guidebook: <http://www.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+%28Performance+Assessment%29/IMPACT+Guidebooks>

The length of a time an employee has to improve their performance is based on their final IMPACT rating. The three IMPACT ratings that signify performance that is not meeting expectations, and therefore subject to separation are Ineffective, Minimally Effective, and Developing.

- Ineffective: Individuals who receive a rating of Ineffective after one year will be subject to separation from the school system.
- Minimally Effective: Individuals who receive a rating of Minimally Effective for two consecutive years will be subject to separation from the school system.
- Developing: Individuals who receive a rating of Developing for three consecutive years will be subject to separation from the school system. In addition, individuals who receive a Developing rating in one year and a rating of Minimally Effective the next year (declining performance) will be subject to separation from the school system.

Non-School-Based employees

Employees who do not serve a specific school and are not covered by IMPACT are evaluated twice per year. The employee’s direct supervisor writes and delivers the assessment. Before each assessment round, managers receive training on what constitutes effective feedback. Employees are evaluated on general competencies including, Initiative and Results Orientation, Job Acumen, Constant Learning, Dependability, Adaptability, Customer Service Focus, Communication, and Teamwork. Managers apply these basic competencies to individuals’ roles and responsibilities. In FY 13, DCPS managers wrote 464 evaluations (71% completion). Recognizing that this effort was not sufficient, DCPS redoubled its focus



on strong performance evaluations for all employees. In FY14 to date, DCPS managers have completed the first evaluation of the year for over 98% of non-school-based employees including both central office staff and school support staff not covered by IMPACT. The second round of non-school-based performance evaluations are scheduled for mid-April and we expect a similar success rate.

Q15: Please provide the Committee with the following:

- A list of all employees who receive cellphones, personal digital assistants, or similar communication devices at agency expense and the cost per each employee;
- A list of all vehicles owned, leased, or otherwise used by the agency and to whom the vehicle is assigned;  
[See Q15 Attachment\\_ Wireless Devices and Vehicles](#) for a list of DCPS employees with wireless devices (tab 1); and [Tab 2](#) for a listing of vehicles owned or leased by DCPS.
- A list of employee receiving bonuses, special pay, additional compensation, or hiring incentives in FY13 and to date in FY14, and the amount;
- A list of the total overtime and workman's compensation payments paid in FY13 & FY14 to date;
- A list of travel expenses for FY13 and to date in FY14, arranged by employee. Please include the travel schedule (location and purpose of travel) and budget for each member in the agency's executive team, including the agency director by source of funds. If source of funds is from a private or non-governmental entity please detail.

Q16: Please provide the following information for all grants awarded to or accepted by DCPS during FY13 and to date in FY14:

- Grant Number/Title;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;
- Grant deliverables;
- Grant outcomes, including grantee performance;
- Any corrective actions taken or technical assistance provided;
- DCPS program and activity supported by the grant;
- DCPS employee(s) responsible for grant deliverables; and
- Source of funds.

[Please see Q16 Attachment\\_ Grants.](#)

Q17: Please provide the following information for all grants/subgrants awarded by DCPS during FY13 and to date in FY14:

- Grant Number/Title;
- Approved Budget Authority;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the grant;



- Grant deliverables;
- Grant outcomes, including grantee/subgrantee performance;
- Any corrective actions taken or technical assistance provided;
- DCPS employee/s responsible for overseeing the grant; and
- Source of funds.

No Grants have been awarded by DCPS in FY14.

Q18: Please provide the following information for all contracts awarded by DCPS during FY13 and to date in FY14:

- Contract number;
- Approved Budget Authority;
- Funding Source;
- Whether it was competitively bid or sole sourced;
- Expenditures (including encumbrances and pre-encumbrances);
- Purpose of the contract;
- Name of the vendor;
- Contract deliverables;
- Contract outcomes;
- Any corrective actions taken or technical assistance provided; and
- DCPS employee/s responsible for overseeing the contract.

Please see Q18 Q19 Q20 Q24 Attachment\_DCPS Contracts and Purchase Cards FY13 FY14 (tabs 1 and 2).

Q19: Please provide the following information for all contract modifications made by DCPS during FY13 and to date in FY14, broken down by agency program and activity:

- Name of the vendor;
- Purpose and reason of the contract modification;
- employee/s responsible for overseeing the contract;
- Modification cost, including budgeted amount and actual spent; and
- Funding source.

See Q18 Q19 Q20 Q24 Attachment\_DCPS Contracts and Purchase Cards FY13 FY14 (tabs 3 and 4).

Q20: Please provide the following information for all purchase card transactions during FY13 and to date in FY14:

- Employee that made the transaction
- Transaction amount
- Transaction purpose

Please see Q18 Q19 Q20 Q24 Attachment\_DCPS Contracts and Purchase Cards FY13 FY14 (tabs 5 and 6).

Q21: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DCPS during FY13 and to date in FY14. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

Please see Q21 Attachment\_FY13 and FY14 YTD Investigations Audits Reports.

### **Budget and Agency Management/Operations**

Q22: Please describe any changes made in the last fiscal year to DCPS's practices for Medicaid billing? In particular, please provide the following information on Medicaid billing for school-based services:

No significant changes have been made to Medicaid billing at DCPS between FY13 and FY14. We have worked to stabilize its billing practices and are focused on maximizing the revenue. The same billing and Random Moment in Time vendors are in place and the contracts now reside with the OSSE. In FY13, there was a federal consent change that specified that school systems were now only required to obtain consent one-time with subsequent annual notification. This school year, the new final consent form has been implemented via SEDS and the Medicaid Services Team is working with schools to educate families on this change.

- DCPS's total Medicaid billing and total Medicaid received for FY13 and FY14, to date;

<b>FY13</b>					
Date From	Date To	Month	Year	Amount Billed	Amount Paid
7/5/2012	10/31/2012	November	2012	\$314,561.91	\$292,641.21
12/1/2011	11/28/2012	December	2012	\$314,295.68	\$281,505.69
2/1/2012	12/24/2012	January	2013	\$372,083.27	\$353,387.12
2/1/2012	1/25/2013	February	2013	\$194,075.75	\$181,005.58
3/1/2012	2/27/2013	March	2013	\$281,953.08	\$253,376.83
9/4/2012	3/27/2013	April	2013	\$242,674.89	\$188,751.39
9/4/2012	4/26/2013	May	2013	\$155,514.98	\$142,962.72
9/4/2012	5/24/2013	June	2013	\$241,342.17	\$219,775.30
9/4/2012	6/25/2013	July	2013	\$185,898.24	\$65,821.23
9/4/2012	6/25/2013	August	2013	\$124,578.10	\$112,404.48
<b>Total</b>				<b>\$2,426,978.06</b>	<b>\$2,091,631.55</b>

<b>FY14</b>					
Date From	Date To	Month	Year	Amount Billed	Amount Paid
9/2/2013	9/27/2013	October	2013	\$126,969.45	\$117,051.39
11/1/2012	10/30/2013	November	2013	\$146,853.07	\$0.00
9/20/2013	11/29/2013	December	2013	\$103,975.53	\$0.00
12/2/2013	12/24/2013	January	2014	\$57,093.57	\$0.00
<b>Total</b>				<b>\$434,891.62</b>	<b>\$117,051.39*</b>

\*The lack of payment since October 2013 is not due to denials of claims. However, DHCF and the ASO have been developing new processes for determining the accuracy of claims. This has led to a pause in the processing of Medicaid claims for DCPS since November 2013.

- A list of the 20 most frequently billed Medicaid reimbursable school-based services;

FY13				
Service Type	Units	Billed Amount	Paid Amount	Denied Amount
92508 - Group therapy session - Speech Therapy	140,088.0	\$1,024,043.28	\$644,029.63	\$109,065.20
H0004 - Group behavioral counseling therapy	47,104.0	\$195,952.64	\$132,629.84	\$8,278.40
97530 - OT Dynamic therapeutic activities, ...	44,022.0	\$962,761.14	\$618,077.91	\$83,609.01
H0004 - Individual behavioral counseling therapy	32,547.0	\$405,861.09	\$262,508.32	\$33,432.07
97150 - OT Therapeutic procedure, group	22,277.0	\$162,399.33	\$104,574.70	\$14,076.99
92507 - Individual therapy session - Speech ...	15,723.0	\$344,962.62	\$214,922.61	\$37,934.26
90853 - Group psychotherapy	9,082.0	\$37,781.12	\$24,572.86	\$2,928.64
97530 - PT Dynamic therapeutic activities, ...	8,322.0	\$166,440.00	\$114,452.40	\$3,240.00
90804 - Individual psych, insight orientated 20 ...	1,904.0	\$39,584.16	\$13,099.32	\$20,977.11
90806 - Individual psych, insight orientated 45 ...	1,259.0	\$49,717.91	\$15,570.98	\$27,524.53
92507 - Individual therapy session - Audiology	1,217.0	\$23,841.03	\$15,159.87	\$2,311.62
H0004 - Group behavioral counseling therapy	357.0	\$1,485.12	\$1,029.28	\$49.92
97150 - PT Therapeutic procedure, group	261.0	\$1,740.87	\$1,186.15	\$46.69
90808 - Individual psych, insight orientated 75 ...	219.0	\$14,110.17	\$4,521.62	\$7,667.17
H0004 - Individual behavioral counseling therapy	168.0	\$2,094.96	\$1,459.06	\$74.82
92508 - Group therapy session - Audiology	145.0	\$2,840.55	\$1,796.45	\$274.26
96101 - Psych testing, per hour. Exam and ...	115.0	\$9,045.90	\$2,678.28	\$5,270.22
97003 - Occupational therapy evaluation	106.0	\$9,272.88	\$1,102.23	\$7,698.24

FY13				
Service Type	Units	Billed	Paid	Denied
92506 - Speech/hearing evaluation	84.0	\$7,371.84	\$2,243.08	\$4,212.48
97001 - Physical therapy evaluation	39.0	\$3,120.39	\$168.02	\$2,880.36
97004 - Occupational therapy re-evaluation	28.0	\$2,449.44	\$1,362.92	\$524.88
G9042 - Rehabilitation services for low vision	12.0	\$235.08	\$0.00	\$235.08

and,

- A school-by-school breakdown of Medicaid billing that was billed and received for FY13 and to date in FY14.

Please see [Q22 Attachment\\_DCPS Medicaid Billing, by school](#).

**Q23:** Please also provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in FY12, FY13, and FY14 to date. Please detail the program, FTEs, and initiatives that were deemed ineligible use of funds in FY12, FY13, and FY14 to date for each federal grant. Please describe how the agency was impacted by these decisions both financially and programmatically.

Please see [Q23 Attachment\\_Title I School Allocations](#)

**Q24:** For contracts above \$100,000, please report on each contracting party's compliance with First Source requirements detailing the contracting party's number of new hires during FY 13, and FY 14 to date, and the percentage which were District residents.

A listing of all contracts above \$100,000 is included in tabs 7 and 8 of [Q18 Q19 Q20 Q24 DCPS Attachment\\_Contracts and Purchase Cards FY13 FY14](#).

We do not compile First Source hiring compliance data within our agency; however, we do ensure that for all bi-lateral contracts of \$100K and above, we secure First Source Agreements from each contractor. Upon receipt, our agency transmits these agreements to the Department of Employment Services (DOES) for review and approval. DOES monitors the compliance of each contractor.

**Q25:** In FY13 and FY14 to date, please provide an accounting of the agency's expenditures on IMPACT (including, bonuses, management, oversight, and implementation).

DCPS' IMPACT performance evaluation system is constructed to ensure first that our school-based staff receive clear, consistent feedback regarding their performance along with suggestions for improvement and opportunities to gain skills and second that DCPS can constantly work to improve the quality of its workforce and can use data to make critical staffing decisions.

Costs associated with IMPACT fall into three broad categories: the cost of implementing the evaluations system, the cost of providing clear information about the evaluation system, and the cost

of providing rewards for individuals who show exceptional talent through the evaluation system. Those costs are itemized below.

**FY13 IMPACT Budget**

Line Item	Cost
Master Educator Program (43 employees)	\$4,092,878
IMPACT Support Staff (15 employees)	\$1,182,949
Supplies and Recruitment	\$27,000
Mathematica Contract for the Value-Added Calculations	\$400,000
Battelle for Kids for the Value-Added Calculations	\$85,000
IMPACT Guidebooks – Design and Printing	\$100,000
IMPACT Final Reports	\$30,000
Master Educator Travel Stipend	\$30,000
OCTO Support (for IMPACT database)	\$160,000
IMPACT <i>plus</i> (bonuses and IMPACT step increases <b>only</b> )	\$9,934,382

- Q26: In the agency’s FY13 Budget Oversight Responses, DCPS stated that “We are not pursuing private funding to support the WTU contract going forward” and that “The DC Public Education Fund will pursue private funding to support other priorities going forward.” Please provide the Committee with a detailed accounting of all programs, and initiatives that are supported by the DC public Education Fund. Please include the amount of support each DCPS program or initiatives received from this entity in FY13 and FY14 to date.

The DC Public Education Fund is an independent 501c3 that works to fund educational priorities in Washington, DC. DCPS works closely with DCPEF to ensure the organization understands DCPS priorities. However, because DC PEF reports to a separate board under its own governance process, DCPS is not in a position to report on overall funding for the organization. When DC PEF makes contributions to DCPS, we report those contributions as private funds for which we are required to get OCFO approval and budget authority.

- Q27: Please answer the following questions regarding the DCPS food service program:
- What were the approved budgets, the actual expenditures, and the actual revenue (please include funding sources) for food services in FY13 and FY14 to date?  
Please see Q27 Attachment\_Food Service Data for information about approved budgets, actual expenditures and revenue in FY13 and FY14 (tabs 1-3).
  - For each food service vendor please list the total number of meals served in FY13 to date, broken down by fully paid meals, free, and reduced priced meals for each meal service (i.e. breakfast, lunch, snack, and supper).  
Also see Q27 Attachment\_Food Service Data for the breakdown of meals served by vendor (tabs 4-6).
  - Please detail the total school meal participation rates in FY12, FY13, and FY14 to date for breakfast, lunch, snack, and supper.  
See Q27 Attachment\_Food Service Data for meal participation rates (tabs 7-9).

- What measures does DCPS plan to put in place to control food services costs for the remainder of FY13?
- What efforts has DCPS engaged in to recover rebates and discounts owed to it by food service vendors; and,

The current food services contracts were executed in August 2012 and were structured as fixed-price-per-meal requirements contracts that included a cost reimbursement component for the maintenance, repair, and replacement of equipment. We established a ceiling of \$1,380,000 for that reimbursement component; however, under the new contracts, DCPS eliminated the maintenance reimbursement component. Our cost estimate for equipment repair in FY14 is now \$419,377.73, which represents a net cost savings of \$960,622.27 over the previous reimbursement provisions.

Additional cost savings have been realized through the retention of the food service equipment (valued at approximately \$143,000) which existed in the kitchens of the schools closed as part of the consolidation efforts, including:

- 5 reach-in freezers
- 10 reach-in refrigerators
- 10 milk coolers
- 24 food holding/warmer cabinets
- 33 ovens
- 9 cook-top ranges
- 57 prep tables
- 5 slicers

Nearly all of this equipment has been installed in consolidated schools to improve the quality of operations there. Any equipment that has not yet been repurposed will soon be used to replace equipment in other schools that is outdated and cost-prohibitive to repair.

Other potential savings may be embedded in the current price-per-meal costs. The Office of Food and Nutrition Services (OFNS) will work to identify additional potential savings for FY15.

Finally, the change to fixed-price-per-meal contracts does not require a reimbursement for products, nor are there any available rebates under the current contracts.

**Q28:** Please provide the following enrollment data:

- Total DCPS student enrollment by grade, and school for FY13 (based on the final audited enrollment report) and FY 14 (audited) ;
- Summer school enrollment, broken down by grade for FY12 and FY13; and,
- What is the proposed summer school enrollment and budget for FY14.

See Q28 Attachment\_Enrollment and Summer School Budget for total student enrollment by grade and school for FY13 and FY14 (tabs 1-2); summer school enrollment by grade band for FY12 and FY13 (tab 3) and sending school (tabs 4-5); and FY13 and FY14 summer school budget information (tabs 7-9).

Q29: Please answer the following questions regarding the DCPS out-of-boundary (K-12), preschool, and pre-K lottery process for both the FY13 and FY14 process:

- How many and what percentage of students applied through the out-of-boundary lottery?  
In FY13, DCPS received 2,994 K-12 out-of-boundary (OOB) applications and 4,219 PS/PK applications for a total of 7,213 OOB applications. Round 1 of the My School DC lottery for SY 14-15 (FY14) closes on February 3, 2014 (for 9-12<sup>th</sup> grade) and on March 3, 2014 (for PK3-8<sup>th</sup> grade). We will release those results on March 31, 2014.
- How many and what percentage of students in each school are out-of-boundary?

Please see Q29 Attachment\_Out-of-Boundary Percentages by School\_SY13-14.

- Please give a narrative description of how the lottery system was implemented in FY13 and if there are any changes for FY14.  
The lottery serves District families who want their children to attend (1) pre-kindergarten as a 3 or 4 year old, or (2) a school that is not their “school of right.” There are two types of “schools of right” within DCPS. The first is based on the address of the family; every District family has a right to attend an in-boundary school based on their address beginning in kindergarten. The second “school of right” refers to the school into which a DCPS student’s current school feeds.

PK3 and PK4 are non-compulsory grades within the District, and some DCPS schools are unable to accommodate all interested families, and so the PK3 and PK4 Lottery serves as the fair and equitable process by which available PK3 and PK4 seats are allocated. DCPS works each year to expand the number of seats available in PK3 and PK4, and to prioritize expansion in the most underserved and at-risk communities. The out-of-boundary Lottery allows families to apply for available seats at schools other than their child's school(s) of right.

In FY13, PK3/PK4 and out-of-boundary lottery applicants used an online system to complete and submit lottery applications. Applicants were able to select up to six (6) DCPS schools on their application and were asked to rank the school selections in order of preference. In FY13, the application was available on the DCPS website January 28, 2013 – February 25, 2013. After the lottery closed on February 25th, the computer-based lottery algorithm determined the lottery results, taking into account the order of preferences, and results were determined. Results were communicated to families beginning March 8, 2013 on the DCPS website, and by mail in early April.

In FY14, DCPS is participating in the MySchoolDC common application and lottery (MSDC). The “common lottery” was established to simplify the experience for families. This system includes DCPS schools and most charter schools. MySchoolDC is the single, online application families must use to apply for:

- Participating public charter schools (PK3–12)
- DCPS out-of-boundary schools (K–12)
- All DCPS PK3 and PK4 programs
- DCPS specialized high schools (9–12)



Student-school matches are based on the number of available spaces at each school; sibling, proximity, and other preferences; and each student's ranked choices. Applicants may select up to 12 schools on their application and are asked to rank the school selections in order of preference. The application for the main round of the MSDC lottery became available on the MSDC website on December 16, 2013, and will be available through February 3<sup>rd</sup> (9<sup>th</sup> -12<sup>th</sup> grade applicants) or March 3<sup>rd</sup> (PK3-8<sup>th</sup> grade applicants). The computer-based lottery algorithm, developed by the Institute for Innovation in Public School Choice, will run and results will be released on March 31, 2014. See Q29 Attachment\_ My\_School\_DC\_FAQ.pdf and Q29 Attachment\_ Lottery Matching Algorithm.pdf.

- How are parents notified of and informed about the lottery process?

The common lottery website, <http://www.myschooldc.org/> answers questions in detail. Through a combination of MySchoolDC and DCPS outreach activities, there are many opportunities and avenues for families to learn about the lottery process. In FY13, the following outreach strategies were implemented:

- DCPS created and circulated Preschool/Pre-Kindergarten and Out-of-Boundary FAQ one-pagers translated into Spanish, French, Chinese, Amharic and Vietnamese.
- DCPS staff members from the Offices of Special Education, Early Childhood Education, Language Acquisition Division, and from School Operations, all work closely with schools to support families through the lottery process.
- DCPS hosted and participated in numerous in-person public "Lottery 101" sessions where families were able to learn more about the lottery process and receive one-on-one assistance.
- An online campaign that included:
  - Online live web chats where families and community members had their lottery questions answered by DCPS staff members.
  - Email, text message, and various social media outlets.
  - Prominent web presence – DCPS home page feature

For the FY14 MSDC lottery, a parent and community outreach plan is being implemented by MSDC and DCPS. The plan includes:

- A detailed website (MySchoolDC.org) that provides all necessary information about the process, including an in-depth school search and Frequently Asked Questions section.
- MSDC online communications including, email, text message, and various social media outlets.
- A "boots on the ground" marketing team that is going door to door, primarily in Wards 5, 7, and 8.
- A "My School DC Hotline" that can be reached by phone (202.888.6336) or email (info@myschooldc.org) for families with questions, or who need assistance with completing the online application. Telephonic interpretation is available through our hotline for limited and non-English speakers.
- In-person application assistance available at 421 Alabama Ave., SE, Monday—Saturday from 10AM-7:30PM and Sundays from 10AM-2PM.
- Weekly "Learn and Apply" events hosted throughout the city at neighborhood libraries Jan/Feb.

- Earned media coverage in many of the local news outlets, including The Washington Post and WAMU.
- An advertising campaign launched in mid-January, which includes bus, bus shelter, metro, and radio advertisements in both English and Spanish.
- Marketing materials, including *School Chooser* books (in English and Spanish), flyers (in English, Spanish, French, Amharic, Chinese, and Vietnamese), FAQs, lanyards, pens, door hangers, and T-shirts.
- A DCPS-specific online campaign that includes:
  - Prominent web presence – DCPS homepage feature linking to the MSDC website.
  - Email, social media (Facebook, Twitter, Instagram) and text messaging.
  - A “robo-call” from central office to DCPS families.
- Support from trained DCPS school-based and central office staff.
- A MSDC and DCPS presence at local community events including, but not limited to: the Ward 5 school fair, the Ward 7 School Fair, and the DC Education Festival at the convention center.

**Q30:** In 2011, DCPS began working with Education Resource Strategies (ERS) to isolate areas within the agency where DCPS can reallocate resources. Please give a narrative description of the steps and initiatives that the agency implemented in FY13 and FY14, to date, based on ERS’ recommendations. Please describe how these actions impacted the agency’s budget and overall efficiency.

DCPS received recommendations from ERS that informed a few key initiatives in FY13 and FY14. Per the deck that DCPS previously shared with Councilmember Catania and the Committee, the ERS research helped DCPS decide that consolidating schools was a difficult but necessary action. Efficiencies were realized by consolidating smaller schools, resulting in DCPS’s ability to streamline operations and increase equity of course offerings (e.g., offering art, music, physical education, and world language to all elementary school students). ERS recommendations also helped DCPS determine how to bolster middle school programs that focus on the social and emotional needs of middle school students. At nine schools DCPS invested in *Students Forward*, a program that focuses on school climate, behavioral and socio-emotional supports, and student intervention management. (see Q37 for more detail). ERS also made recommendations related to strategic staffing, the practice of distributing highly effective teachers so that students have the opportunity to be taught by great teachers as many times as possible. DCPS has the best teaching workforce in our history and is looking at strategic staffing as a way to maximize their impact, ensuring teachers are deployed most effectively.

**Q31:** What inter-agency program, initiatives, or MOUs were in place for FY13 and which are either in place or are planned for FY14? Please provide a narrative description of each such program, initiative or MOU, as well as copies of each MOU or agreement with other district agencies. In particular, please include any agreements with CFSA, DMH, and RSA regarding students with disabilities.

**Office of Human Capital**

**Dr. Jim Wyckoff, Dr. Thomas Dee, and Dr. Daphna Bassok at The University of Virginia:** This partnership began in November 2011 and will continue through 2014. The first set of their analyses will answer the following questions:

- Do the rewards, incentives, and supports associated with IMPACT and IMPACT<sub>plus</sub> appear to

influence improvement in teacher performance as measured by student achievement and as measured by classroom practices?

- What are the attributes of teachers who have left DCPS, those who remained in the same DCPS schools, and those who transferred among DCPS schools (e.g., IMPACT scores, age, race, experience, school attributes, whether they were hired other DC area schools?)
- How do teacher scores predict the likelihood of teacher retention?
- In addition, this partnership has been designed to extend over multiple years and to be flexible enough to evolve over time, such that the researchers will play a role in investigating the outcomes of the new initiatives included in this TIF grant. The researchers have expressed an interest in pursuing this additional investigation.

**Teach Plus T3 Initiative:** First designed by teachers in Boston in 2010, the T3 program recruits outstanding teacher-leader talent from across the country; provides intensive, job-embedded coaching and support to develop teacher-leaders' skills; and offers teacher-leaders the opportunity to work collaboratively as part of a cohort to dramatically increase student achievement in their schools. T3 is currently partnering with Kelly Miller Middle School, The Walker-Jones Education Campus, and Marie Reed Elementary School, supporting seven teacher-leaders at each school. DCPS will select three additional secondary schools to partner with T3 beginning in the 2014-15 school year.

**Office of the State Superintendent of Education (OSSE):** The value-added assessment system for schools and teachers that Mathematica Policy Research designed and has managed for the District is paid for by both DCPS and OSSE, as it is used across the state.

**Georgetown University:** Since January 2013, we have partnered with Georgetown to develop and support an Executive Master's in Leadership degree program for a cohort of school and system leaders with increased leadership skills.

#### **Office of the Deputy Chancellor**

**25 MOUs** (eg., various ones with OCTO for wireless and IT support, MPD for security services, DDOT and OSSE for transportation, for security services and Fillmore transportation, Board of Elections, Finance and Treasury for armored car services, DPW for citywide vehicle MOU)

#### **Office of Data and Strategy**

##### **MOU with OSSE (DC CAS development and administrations)**

Amount: \$915,000

Previously, DCPS developed the DC CAS for grades 2 and 9 with CTB/McGraw Hill. Starting with the 2012 administration, OSSE will take over the responsibility for the DC CAS in grades 2 and 9 for all DCPS schools. OSSE will assume all responsibility for development of the assessment.

##### **MOU with OCTO (School Profile and Scorecard Website)**

Amount: \$15,280

OCTO will modify aspects of the existing layout of the School Profile and Scorecard websites to accommodate new metrics.

##### **MOU with OSSE (OSSE-led Common Core State Standards Leadership Institute)**

Amount: \$30,000

This MOU is for the payment of Administrative Premium to employees of DCPS who participated in the OSSE-led CCSS Leadership Institute.

**Office of Teaching and Learning**

**U of Maryland (Blended Learning Research)**

This research partnership between the University of Maryland and DCPS will examine the blended learning initiative currently underway at Ketcham and Randle-Highlands Elementary Schools. The purpose of this project is to add to the scholarly research on blended learning and to inform DCPS' strategic planning and decision-making related to blended learning. The research will be conducted via interviews with district and school leadership, classroom teachers, and students, as well as quantitative analysis of data collected from interim and state assessments. The research will be conducted from mid-2013 through the end of 2014.

**U of Maryland (Sci-identity partnership with school librarians)**

The Scidentity program is a grant partnership between the University of Maryland, The National Science Foundation and the DCPS and will provide an opportunity to engage the DCPS middle school students through a STEM focus. The purpose of the grant is to develop a virtual platform for student exploration of STEM content areas and professions and creates a parallel entry to the catalyst and STEM programs already in place in DCPS.

**Metro TeenAIDS** (MTA) provides resources to help young people fight AIDS and support each other. The MTA/DCPS partnership is intended to help raise awareness and educate youth and/or parents around making proud choices, and empowering and engage students on the topic of healthy decision making.

**Office of Chief of Schools**

First, DCPS, the Office of the State Superintendent of Education (OSSE), and the Department of Youth Rehabilitation Services (DYRS) have a MOU governing the Student Placement team in the Office of Youth Engagement monitoring general education students as follows:

- Notify neighborhood schools when general education students are placed in Residential Treatment Centers (RTCs) by DYRS.
- Make sure that RTCs receive education records for students in a timely manner.
- Check class schedule of student in RTC and recommend changes if needed.
- Update student transcripts in DC STARS, DCPS' student information system, as they accrue credits.
- Make sure students are properly placed when they return to DCPS from RTCs.

Second, an MOU between DCPS, OSSE and for Centers for Disease Control and Prevention (CDC) for grant funding which outlines a CDC Cooperative Agreement for School-Based Surveillance and HIV/STI Prevention.

DCPS and DOH have a MOA for School-Based Health Center (SBHC) at Woodson Senior High School, which outlines the responsibilities of DCPS, Department of Health (DOH) and Unity Healthcare, a local primary care health center, to operate an SBHC at Woodson Senior High School.

**Office of Family and Public Engagement**

**DCPS Parent and Resource Center Operator Memorandum of Agreement**

This was a Memorandum of Agreement (MOA) between DCPS and The National Center for Children and Families that governed the operation of the DCPS Ward 8 Parent Resource Center located at Mary Church Terrell Elementary School. The MOA was effective between 3/13/2012-8/1/2013.

*Note-* Although the MOA between DCPS and The National Center was effective through August 1, 2013, all services and programming ceased at the close of the school year (June 2013) when the school was consolidated into ML King Elementary School.

### **Office of Specialized Instruction**

#### **Department of Disability Services**

This Memorandum of Understanding is between DCPS and the DC Department of Disability Services/Rehabilitative Services Administration (DDS/RSA) to prepare students with disabilities for postsecondary education, vocational education, integrated or supported employment, continuing/adult education, adult services, independent living, or community participation upon graduation from DCPS. DCPS and RSA work together to provide transition services for these students.

Q32: Please identify any statutory or regulatory impediments to your agency's operations. Please explain how any legislation passed at the local federal level during FY13 has affected the operations and/or policies of DC Public Schools.

#### Healthy Schools Act

The Healthy Schools Act (HSA) is a well-intentioned effort to improve the physical health and knowledge of health issues for DCPS students. DCPS has made a number of improvements over the past few years that aligned to the requirements of the HSA. For example, DCPS has taken great strides to improve the quality of meals served at our schools. In addition, DCPS has expanded the number of Physical Education (PE) teachers and ensures that all elementary students receive at least 45 minutes per week of PE instruction. DCPS strongly believes that PE is a valuable part of our students' educational experience.

However, beginning next school year, DCPS is required to provide 150 per week of physical education for elementary school students and 225 minutes per week of physical education for middle school students. While we share the goal of expanding physical activity for our students, it is simply not feasible to provide this amount of physical education regularly without encroaching on our instructional time. DCPS is eager to look for solutions, including extending the school day for students to move toward meeting the standard established in the HSA. However, given the academic needs of our students, the diversity of interests that we aim to address, and scheduling challenges, it is not possible to provide the level of PE described in the HSA without reducing other offerings including foreign language, art, music, or core subjects.

We are eager to work with Council to establish a reasonable solution, but will not be able to meet the legislative requirements without making dramatic, and likely undesirable changes.

There are also two impediments to our ability to serve students receiving special education services: Procurement Authority:

In accordance with paragraph 139 of the Blackman-Jones Consent Decree, "the Defendants are not bound by the D.C. Procurement Practices Act, D.C. Code Section 2-301.01 et seq., any other District or federal law relating to procurement, and any regulations thereunder." This independent contract authority has permitted DCPS to procure goods and services in a timely manner for students receiving special education services. More specifically, it has allowed DCPS to complete compliance reports,

build effective data systems, implement Hearing Officer Decisions (HODs) and Settlement Agreements (SAs), update principal, teacher and parent evaluation forms, and build an effective resolution team. All of these are requirements of the Blackman-Jones Consent Decree. Should DCPS exit Jones, this contract authority will be terminated. DCPS proposes sustaining this authority so that it can continue to procure goods in a timely manner to serve students according to the needs outlined in their IEPs and ordered through HODs and SAs. Otherwise, DC will be likely to have increases in due process complaints and increased likelihood of re-entering a class action lawsuit. DCPS needs independent contract authority for \$500,000 for procurement of goods and services for students receiving special education services in order to remain compliant with IEPs, HODs and SAs.

Responsibility for Dependent Charters:

Pursuant to section 2202 of the District of Columbia School Reform Act of 1995, (School Reform Act) approved April 26, 1996 (P.L. 104-134; 110 Stat.1321; D.C. Code §38-1802.02(19) (2009 Supp.), each public charter school shall elect to either:

- (a) Have the District of Columbia Public Schools serve as its local education agency (LEA) for purposes of the IDEA (a District Charter); or
- (b) Be an independent local education agency (an LEA Charter).

Currently, DCPS has responsibility for supporting the schools that select DCPS as their LEA. However, DCPS has no authority to actually ensure that these dependent LEA Charters are implementing special education requirements. DCPS is also accountable for ensuring that LEA charters maintain the same financial effort for special education and is at risk for financial penalties if charters do not comply. DCPS proposes that this be amended so that all public charter schools must accept full responsibility as an LEA Charter and take full responsibility for their special education population. If necessary, this proposal could be implemented in a phased approach.

**Academic and Performance Plan**

- Q33: For the 2012-2013 school year, DCPS ‘s stated foci were on math instruction emphasizing STEM and the “roll-out of intensive instructional technology and specialized reading and math interventions.”
- Please provide the Committee with an update on any actions DCPS undertook in FY13 as part of this initiative;
  - How did DCPS place an emphasis on STEM?;
  - What instructional technologies were implemented? What specialized math interventions?; and
  - Please provide a narrative description of what other actions and initiatives implemented by the agency in FY 13 to increase and support student learning?

DCPS emphasized STEM district-wide in a variety of ways in FY13. Specifically, the activities fell into three buckets – professional development, STEM experiences and resources and curriculum. First, for elementary math teachers, DCPS dedicated two professional development days to the topics of application, conceptual understanding through inquiry, and student-centered learning in implementation of the Common Core State Standards (CCSS) for Mathematics. Secondary math teachers were exposed to these topics for three professional development days. Science teachers received professional development anticipating Next Generation Science Standards shifts, along with



district-wide professional development days focused on using literacy strategies, especially reading of complex texts, in the science classroom.

The second bucket is STEM experiences. In FY13, we supported many of our schools in school-wide STEM experiences. Wilson HS hosted a secondary STEM Fair with 319 student participants, and an elementary STEM Fair was held at Takoma Education Campus, with 119 student participants. Ten DCPS high schools fielded teams for the regional 2013 FIRST Robotics Competition in March 2013; and in summer 2013, DCPS hosted a multi-week Robotics Camp at Wilson High School. Also, from March 11-26, 2013, the top 64 *First in Math* schools competed in our first annual *First in Math March Madness Competition*. Each school was seeded based on its students' average number of stickers before the competition. In each of the six single-elimination rounds, the winning school earned more stickers per student than its opponent over two school days. In a surprising turn of events, 64<sup>th</sup>-ranked Simon ES emerged as the winner, amassing an additional 600 stickers per student throughout the tournament.

The third bucket is resources and curriculum. DCPS purchased lab equipment for schools, including microscopes, triple beam balances, and glassware. The *Engineering is Elementary* curriculum was implemented in 2<sup>nd</sup> grade classrooms at 7 schools. Other manipulatives were purchased for grades 3-8 (ETA Hand2Mind kits), Algebra (Algeblocks), and Geometry (VersaTiles). Print books were purchased for both teacher and student use. They included resources for Grades K-5 (Mini-lessons for Math Practice), Grades 3-5 (Teaching Students-Centered Mathematics), Grades K-8 (ETA Hands On Standards), Grades 6-8 (Glencoe) and Algebra/Geometry (A Visual Approach to Functions and On Core). Instructional technologies and specialized math interventions varied from school to school. The programs focused on different math competencies, including fluency, conceptual understanding, deep understanding, and application. Programs at the elementary level included First in Math, ST Math, and LearnZillion. Programs at the secondary level included First In Math, LearnZillion, Think Through Math, Mathalicious, Gizmos, and Plato.

Q34: Please discuss how and in which schools the agency is implementing its technology focused classroom models in FY13 and FY14. Please detail the investments the agency made in each school for each model and the results of each initiative as it pertains to student achievement, enrollment, and teacher success.

In SY2012-13, DCPS introduced the *Teach to One* (New Classrooms) math program at Hart Middle School. This model was launched to address the various skill levels of math students at Hart and to increase student achievement by differentiating instruction for each student. The model allows for personalization of learning for each student on a daily basis and also presents math concepts to students in a variety of learning modalities (i.e. small group instruction, online tutors, and digital/video instruction). At the end of class every day, students take a brief exit assessment on laptops (1:1 laptop to student ratio) which is immediately scored, and an algorithm then calculates the best lesson for each student for the next day based on his or her mastery level. When you visit a Hart math classroom, you will see an entire grade level of students receiving instruction in small groups, based on their skill level and learning modality. DCPS made significant investments in technology, infrastructure, and facilities to launch this program. The DC Public Education Fund and CityBridge provided funding for licensing and programming in FY13 (\$400,000). The FY14 local allocation is \$212,500 for software and model licensing fees to New Classrooms.



DCPS has partnered with blended learning implementation experts, Education Elements, to design right-fit blended learning models for Ketcham and Randle Highlands Elementary Schools. Both schools received technology (80 new computers at Ketcham and 83 at Randle-Highlands) and professional development to implement a classroom station-rotation model. K-5 students move through three rotations in established literacy and mathematics blocks.

These schools are part of a blended learning feeder pattern in Wards 7 and 8, as both send students to Kramer Middle School, a blended learning middle school. We received consistent feedback from the community and Kramer MS that there was a great need for students coming from elementary schools to have additional exposure to technology literacy to prepare them both for secondary school and for the 21<sup>st</sup> century. These schools in particular were selected based on their interest in adapting a new instructional model that would better serve their students by providing more personalized instruction. Both schools received student licenses for reading and math digital content, including ST Math, iReady Math, Lexia, and myON reader. The schools also share a Technology Instructional Coach (TIC) who helps teachers analyze student data generated from the blended learning programs and provides professional development on best practices in blended learning.

Teachers also received extensive professional development on this model from content providers and an on-site Technology Instructional Coach (TIC). The TIC provides on-site tech support, student-level data, and in-class coaching and lesson-modeling to teachers. Teachers receive student-level data on a regular basis from the digital content providers that is used to inform and adjust their instruction. This project is funded by the DC Public Education Fund for FY14.

Additionally, the Office of Specialized Instruction (OSI) has made significant investments in instructional technology to support reading interventions, hybrid learning via PLATO (in middle and high schools) and classroom instruction.

For a more detailed description of Blended Learning and its role in DCPS, see Q34 Attachment\_Blended Learning Executive Summary.

**Q35:** Please describe the initiatives and policy changes the agency made in FY13 and FY14 to date to move DCPS' special education services from a compliance driven focus to an outcome driven focus. Please also describe how these changes impacted student learning.

Over the last several years, OSI has made a strategic shift from focusing on compliance to focusing on academic achievement as a priority. Given the progress made on continuous improvement for compliance benchmarks, OSI felt it was the right time to focus on expanded programming, academic achievement, improving connections to post-secondary opportunities, and boosting graduation/diploma rates. Specifically, in SY13-14, OSI has expanded the coaching model for several special education programs, deployed targeted reading interventions in all self-contained classrooms, piloted a program to align IEP goals to the Common Core, and continued to focus on providing robust professional development for teachers and paraprofessionals.

We are already seeing results from our work. In the recently released 2013 Trial Urban District Assessment (TUDA) scores, DCPS special education students had greater gains in math (4th and 8<sup>th</sup>

grade) than the overall DCPS gains, and they grew in all four areas (4th and 8th grade math and 4th & 8th grade reading).

#### Math

- DCPS special education students showed significant growth in 4th grade math (+14). While DCPS overall had 7 points growth, special education students doubled the growth of the school system as a whole.
- In 8th grade math, our special education students had larger gains than the system as a whole (+8 gains versus. +5).

#### Reading

- DCPS special education students realized 2 points in gains in 4th grade reading; and
- DCPS special education students realized 6 points in gains in 8th grade reading: (+6)

OSI also increased its investment in improving IEP quality in SY13-14. We have partnered with *Goalbook* to offer professional development and an online toolkit of IEP goals and instructional resources to approximately 400 special education teachers in 50 schools. These tools are directly aligned to the Common Core State Standards and assist teachers in aligning students' IEPs and classroom instruction to rigorous grade-level standards. This program was piloted at three schools in SY 12-13 and produced a 1.1 point increase in IEP quality on a 5 point scale for participating teachers.

Finally, OSI has increased the amount of classroom-based coaching and professional development available to teachers and classroom staff to improve instruction. Trainings are offered during the summer, on district-wide professional development days, and at other times throughout the school year, covering topics including alignment of classroom instruction to the Common Core, implementation of reading interventions, and classroom management and student crisis prevention.

**Q36:** For each of the lowest performing schools, please provide a breakdown of the services and supports that were provided by the Office of School Turnaround (OST) In FY13, to accelerate their achievement. Please also detail by school the costs expended for these services and supports. Additionally, please provide a narrative description of the school improvement and turnaround methods the agency used in FY13 for each low performing school and how those indicatives impacted student achievement.

In FY13, the Office of School Turnaround and Performance was comprised of a team of seven Specialists and two Grant Managers supported by School Improvement Grants (SIG) and Race to the Top (RTTT) funding. The Specialists worked closely with Instructional Superintendents and Principals to develop comprehensive school improvement plans to meet annual goals. Additionally, Specialists provided implementation feedback and monitoring performance to meet the requirements of the Elementary and Secondary Education Act (ESEA).

The SIG and RTTT Managers were responsible for working with the Office of the State Superintendent of Education (OSSE) to implement program requirements outlined in each grant application. In FY13, DCPS received approximately \$760,000 in personnel funding. For a breakdown of the FY13 SIG funded programs, see the table below. 64% of these SIG funded schools (7 schools) met Year 1 exit criteria, per the District's ESEA waiver.

*DC Public Schools*  
*FY13 Performance Oversight Questions*

School	Turnaround Model	FY13 SIG allocation*	Program Focus	2012 DC CAS Results	2013 DC CAS Results
Anacostia HS	Restart	\$517,340	Management Fee with Friendship Academy	Math=12.0% ELA=16.9%	Math=18.5% ELA=19.6%
Browne EC	Transformation	\$19,672	Mathematics professional development	Math=21.7% ELA=19.5%	Math=37.6% ELA=26.4%
Dunbar HS	Transformation	\$109,250	Twilight Academy programmatic development and implementation	Math=20.5% ELA=29.9%	Math=16.8% ELA=17.9%
Eastern HS	Turnaround	\$65,659	Professional development related to teaching and learning	N/A	Math=39.3% ELA=45.1%
Garfield ES	Turnaround	\$208,826	Blended learning implementation	Math=11.8% ELA=9.4%	Math=25.0% ELA=15.6%
Johnson MS	Turnaround	\$106,326	Media Arts Literacy and Socio-emotional Supports	Math=23.3% ELA=18.0%	Math=29.2% ELA=30.1%
Kelly Miller MS	Transformation	\$168,559	Extended day	Math=38.5% ELA=24.0%	Math=52.9% ELA=37.5%
Kramer MS	Turnaround	\$141,023	Blended Learning implementation	Math=25.0% ELA=16.9%	Math=31.5% ELA=23.1%
Luke Moore HS	Turnaround	\$107,587	Professional development related to teaching and learning	Math=7.9% ELA=22.2%	Math=7.5% ELA=11.2%
Prospect LC	Transformation	\$74,654	Special Education curriculum and interventions	Math=20% ELA=7.8%	Math=16.2% ELA=10.8%
Savoy ES	Transformation	\$173,073	Arts Integration programmatic development and implementation	Math=16.0% ELA=19.4%	Math=21.5% ELA=26.6%
Spingarn HS	Transformation	\$45,900	Professional development related to teaching and learning	Math=12.8% ELA=13.5%	Math=17.2% ELA=22.7%
Stanton ES	Restart	\$64,000	Management Fee with Scholar Academies	Math=28.1% ELA=18.8%	Math=42.4% ELA=19.9%

\* These allocations do not include personnel costs.

Q37: Please provide the amount allocated in FY13 & FY14 to date to improve the quality of middle schools. Please update the Committee on the actions taken in FY13 & FY14 to date to strengthen middle school options in each ward in order to grow middle school enrollment and academic achievement.

### **Students Forward**

In FY13 and FY14, given the importance of providing socio-emotional supports to students during their middle grades, DCPS has invested in a program called *Students Forward*, a school-wide Response to Intervention (RTI) initiative, based on lessons learned from the *Full Service Schools* (FSS) model that focused on school climate, behavioral and socio-emotional supports and student intervention management. *Students Forward* focuses on two of the original elements of the FSS model: Positive Behavior Supports and Systems of Care.

Eleven schools participated in this program during SY12-13 (Eliot Hine, Hart, Jefferson, Johnson, Kelly Miller, Kramer, MacFarland, Ron Brown, Shaw, Sousa and Stuart Hobson). During SY13-14, nine schools currently participate in this program (Eliot-Hine, Hart, Jefferson, Johnson, Kelly Miller, Kramer, Sousa, Stuart Hobson, and Cardozo).

### **Strategic Supports**

DCPS provided programmatic and/or financial supports to individual middle schools based on their specific data and needs. A few highlights include:

- **Kelly Miller** – DCPS’ Proving What’s Possible (PWP) Grant funds were used to provide academic acceleration and remediation during a yearlong extended day program. Afterschool programming has been available for all students each day. This programming provided additional learning opportunities, a safe space for students after school, a structured environment for homework, targeted interventions, and a wide variety of clubs and organizations. In addition to the afterschool program, Kelly Miller implemented summer camps for rising 6<sup>th</sup>-8<sup>th</sup> grade students, along with summer enrichment seminars for students in the gifted-and-talented program using the Schoolwide Enrichment Model (SEM). All programs were supported by an infusion technology and online programming, specifically Apangea and First in Math. Kelly Miller also received SIG funds to pay for City Year corps members and other critical school support positions to meet its school goals. In FY13, Kelly Miller received \$490,000 in PWP Grant funds and in FY14, DCPS provided a budget of \$300,000 to fund the Extended Day program for academic year 2013-14.
- **Johnson** – Extended School Day program was implemented to enhance student learning and increase academic achievement of students. Johnson also received SIG and RTTT funds to support their turnaround initiatives including implementing a digital platform and other technological solutions to support blended learning. Please see Q36 for SIG and RTTT funding details.
- **Kramer** – SIG and RTTT funds were used to pay for Kramer’s blended learning initiatives and to pay for City Year corps members and other critical school support positions to meet its school goals. Please see Q36 for SIG and RTTT funding details.
- **Hart** – In SY12-13, DCPS introduced the Teach to One (New Classrooms) math program to Hart. This model was launched to address the various skill levels of math students at Hart and

to increase student achievement by differentiating instruction for each student. This model allows the personalization of learning for each student on a daily basis and also presents math concepts to students in a variety of learning modalities (e.g., small group instruction, online tutors, and digital/video instruction). At the end of class every day, students take a 5 question exit assessment on laptops (1:1 laptop to student ratio) which is immediately scored, and an algorithm then calculates the best lesson for each student for the next day based on his or her mastery level. When you visit a Hart math classroom, you will see an entire grade level of students receiving instruction in small groups, based on their skill level and learning modality. DCPS made significant investments in technology, infrastructure, and facilities to launch this program. The DC Public Education Fund and CityBridge provided funding for licensing and programming to the District in FY13 (\$400,000). The FY14 local allocation is \$212,500 for software and model licensing fees to New Classrooms.

- **Hardy** – Since SY12-13 DCPS has funded a full time Schoolwide Enrichment Model (SEM) resource teacher along with providing the necessary professional development and student resources necessary to implement this program for high ability students. Hardy is one of five DCPS middle schools (Sousa, Kelly Miller, Stuart-Hobson, and Johnson) that have a SEM program aimed at meeting the needs of high ability and advanced students. The overall SEM cost for FY14 is approximately \$115,000.
- **Eliot-Hine and Jefferson** – Both schools are in the candidate authorization process with the International Baccalaureate Organization (IBO) in order to qualify as an official IB Middle Years Program (MYP). Each school is funded by DCPS with a 12-month IB coordinator per the rules of the IBO who oversees, along with the principal and the DCPS Manager of IB to ensure that their school is working towards meeting all of the IBO's requirements in order to be fully authorized. Both Eliot-Hine and Jefferson feed into Eastern SHS which is pursuing an IB Diploma Program (DP) so that students can be immersed in the IB-oriented content and curriculum from the beginning of sixth grade through their high school graduation. The total cost for IB programs in ten schools, including Eliot-Hine and Jefferson, for FY14 is approximately \$422,000 excluding personnel costs. Each IB school has one IB Coordinator.

Over the past few years, DCPS has developed district-wide priorities to ensure rigorous academic content with a focus on literacy for all students and to ensure that highly effective educators are in all DCPS classrooms. More emphasis was placed on supporting the elementary schools last year. However, we are currently planning for an enhanced middle grades experience during SY13-14 with an eye towards full implementation in SY14-15.

### **Special Education Supports**

OSI has also been particularly careful to ensure the equitable distribution of self-contained classrooms in DCPS middle schools. This has increased the options available to families of students with high levels of need in each ward and has allowed students to continue their education in their current schools and feeder patterns. Middle school students and classroom staff also participate in OSI's district-wide initiatives to support instruction and improve student outcomes. These have included: training and support for implementing targeted reading interventions for students in self-contained classrooms; classroom-based coaching for teachers and classroom staff in self-contained and co-taught settings; and extensive professional development opportunities around alignment of instruction to the Common Core, classroom management and student crisis prevention, and writing quality IEPs.

One program offered in at least one feeder middle school for every comprehensive high school is *Self-Advocacy*. This course is designed to teach students with disabilities how to reflect on their abilities and limitations, and then translate that knowledge to identifying their needs in the classroom. This puts the responsibility of the success in education with the student. By empowering students to make decisions that impact their educational career, we have found that they feel more connected to their educational career and thus more invested in its success. In FY15, DCPS plans to have this course in all secondary schools and a few elementary schools. Finally, we hope to offer this course in all schools throughout the District in FY16. Below are the *Self-Advocacy* concepts covered with middle grades students.

*Sixth Grade*

- Students will express the areas of difficulty the face academically and to consider what accommodations are necessary to assist them be successful.
- Students will consider accommodations based on their understanding of their disability.

*Seventh Grade*

- Students will explore the concept of independence and independent living; students will recognize different variations of independence.
- Students will apply knowledge of their limitations and abilities when considering their level of independence.

*Eighth Grade*

- Students will learn about the various elements of their individualized education plan (IEP).
- Students will review their IEP to identify their needs and any changes that need to be made for their annual IEP.

Q38: For FY13, DCPS identified the use of instructional coaches as a critical component of its effort to ensure that all students receive a high quality education. Please provide the total amount budgeted for instructional coaches (by source of funds) along with the name, salary and school assignment of each of the instructional coaches employed by DCPS in FY13 & FY14 to date. In addition, please provide a narrative description of the work undertaken by instructional coaches during the 2012-2013 school year to support teachers with the implementation of Common Core.

Since 2009, DCPS has been able to remove most of the district's ineffective teachers, and currently the majority of teachers are, at a minimum, "effective" or "developing." In order to ensure that 90% of all teachers are "highly effective" and "effective," we must continue our efforts to develop our teaching force. Studies have shown that professional development that is long term, focused and job embedded it is more likely to directly impact student learning (Joyce and Showers 1985, Diane Sweeney [Student Centered Coaching](#), 2011). Our district's Instructional coaching in DCPS model is long-term, focused and job-embedded. We are confident that our current coaching program will enable us to see even greater growth in student learning.

DCPS Instructional Coaches are full-time, school-based employees assigned to most DCPS schools; currently, we have 89 instructional coaches in 82 schools. They are responsible for improving student learning by strengthening teachers' practice. In SY12-13 instructional coaches conducted four Learning Cycles (LCs) and in each LC, worked with 8-10 teachers. Teachers were enrolled in either an Individual



Learning Cycle (ILC) or a Collaborative Learning Cycle (CLC). This represents approximately 22,000 hours of coaching, with 1,245 teachers having participated in a learning cycle.

ILCs are focused on the individual teacher's needs and are aligned to the Teaching and Learning Framework (TLF). Also, during SY12-13, Collaborative Learning Cycle (CLC) topics focused on DCPS' Common Core State Standards (CCSS) roll-out and the shifts in teaching expected from the CCSS. Elementary topics included guided reading and two of the shifts for math: deep understanding and application. For the fourth Learning Cycle (LC), instructional coaches designed their own CLC plan, based on the previous seven plans (four from SY11-12 and three from SY12-13) depending on the needs at their school. Secondary CLCs all focused on close reading and analyzing student work and student responses to their reading. During these CLCs, teachers in a school come together in a weekly meeting to study the topic/s, analyze student work and plan lessons together. In addition, the instructional coach provides in-classroom support, planning and debriefing time with each teacher participating in the CLC.

Based on surveys from teachers who were coached in SY12-13, 84% of teachers who participated in in CLCs and 94% of teachers who were supported in ILCs indicated that they would like to participate in another cycle with the instructional coach.

For a listing of Instructional Coaches in FY13 and FY14, to date, see Q38 Attachment\_DCPS Instructional Coaches

(Note: some of the salaries may appear extremely low. This is due, in part, to (1) coaches starting near the end of the year; and also (2) the end of the fiscal year falling near the beginning of the school year, while coaches work on a school-year contract beginning in mid-August.)

### **OSI Instructional Coaching Model**

As DCPS expands the types of programs it offers to support students receiving special education services, the coaching model has evolved and expanded. DCPS began its coaching model with autism coaches. With the success of these coaches in supporting school-based staff, the model has been replicated to support the expansion of Behavioral and Educational Supports (BES) classrooms for students with emotional disabilities. For the most part in SY12-13, there were nine autism and three BES coaches providing support in self-contained and co-taught classrooms across all schools. In particular, the autism coaches offered Applied Behavior Analysis (ABA) support. This is the first year that the coaching model has expanded to all types of programs across DCPS; as such, our data capturing the OSI coaches' specific assignments is more robust for SY13-14.

The coaches in the Early Childhood Education (ECE) Division within OSI work to support early childhood teachers and paraprofessionals with implementation of the Common Core: first, to implement best practices that create high quality classroom environments that promote children's development across all domains (including pre-literacy and pre-math skills); second, to support implementation of research-based curricula aligned with the Common Core and giving children access to materials and resources needed to develop academic and social-emotional skills; and finally, to help teachers improve their work with our young children (eg., individualized instruction and development of lesson planning that helps children attain the skills needed to be successful in meeting the kindergarten Common Core standards). Our ECE coaches work in two cycles throughout the year, helping teachers set goals in



these areas. They provide ongoing technical assistance and resource development to address specific needs and help teachers in peer learning sessions to improve their practice as a learning community.

For a listing of OSI and ECE Coaches, see Q38 Attachment\_OSI Instructional Coaches.

## **Personnel**

Q39: Please provide an update regarding the agency's efforts to negotiate and update its labor contracts. DCPS is in productive negotiations with all four of its union partners: Washington Teachers Union (WTU), Council of School Officers (CSO), Teamsters, and American Federation of State, County, and Municipal Employees (AFSCME). We anticipate reaching an agreement with both Teamsters and AFSCME soon. We are back at the bargaining table with the CSO after membership voted down an initial agreement last fall. We have engaged a professional facilitator to support our negotiations with the WTU.

Q40: Please give a narrative description of recruitment efforts by DCPS along with an accounting of the expenditures for recruitment in FY13 and FY14 to date. Please include a description of the national recruitment efforts focusing on experienced and effective teachers the Office of Human Capital undertook in FY13 and:

- How many new teachers were brought into the 40 lowest performing schools as a result of the recruitment efforts?
- How does the agency incentivize educators to teach in the District's lowest performing schools?
- Overall, how many highly effective teachers & HQT were there in the 40 lowest performing schools during FY13? How many of them had been retained from FY12? How many stayed in their schools for the current school year?
- Additionally please detail the specific tools the agency uses in its hiring process such as personality, and or aptitude tests.

We believe that teacher effectiveness is the best measure of a teacher's quality. Over the past three years, we have worked hard to ensure that we are identifying and retaining our best teachers. Two recent studies – one by The New Teacher Project and one conducted by researchers at the University of Virginia and Stanford – show that DCPS' approach to this challenge is working. See OHC Attachment 6 and 7 for copies of both of these studies.

In FY13, 17% of teachers in the 40 lowest-performing schools were rated Highly Effective. 84% of teachers rated Highly Effective in SY11-12 in the 40 lowest performing schools returned to the same school for SY12-13. 84% of teachers rated Highly Effective in SY12-13 in the 40 lowest performing schools returned to the same school for the SY13-14.

Highly Qualified Teachers (HQT) is a measure of how teacher certification aligns to the work that a teacher does. Our experience and research both demonstrate that HQT is not a good estimation of the quality of the individual teacher, but rather serves as a compliance measure. DCPS reports on teacher qualifications annually as required by federal law. In FY13, 66% of teachers in the 40 lowest-performing schools were considered highly qualified.

Please see Q40 Attachment\_Teacher Recruitment and Selection.

Q41: How many hours of professional development are DCPS staff expected to participate in each year? How many hours were offered and actually taken attend in SY 12-13? Please break down the data by position (e.g., teacher, social worker, etc.).

DCPS staff are expected to attend pre-service training and participate in training on designated professional development days every school year. In SY12-13, there were four mandatory professional development days held in October, December, February and April. In SY13-14, there are five mandatory professional development days. Attendance data is not available, by position, for all professional development offered.

Q42: Please list all the professional development opportunities provided to DCPS staff in each of SY 12-13 and SY 13-14 to date, including:

- Description each training and/or activity;
- The name and qualification of the presenter;
- The type of staff the training was offered to (e.g., teacher, aide, social worker, etc.); and,
- A narrative description on how the agency provided professional development on strategies including co-teaching, differentiation, accommodation, modification, common core alignment, and interpretation of assessments during FY13.

The professional development calendars described in Q41 provide details on session topics, objectives, presenters, and audience.

At DCPS, professional development cannot be reduced to a list or a series of workshops. While we do have regularly scheduled professional development opportunities for staff at the district level, this list does not fully encompass the many learning opportunities we offer. For example, as mentioned in response to question 38, Instructional Coaches work with teachers at their schools to help improve teaching practice. Similarly, Master Educators provide feedback and recommendations for all teaching staff through evaluations and review sessions. In addition, schools conduct their own professional development targeted around school-specific needs and programs. Finally, as DCPS implements new programs such as the blended learning models detailed in question 34, we train staff to ensure they are able to implement the new programs effectively.

At a district level, the Office of Teaching and Learning (OTL) offered content-based professional development institutes throughout the school year, both during and after the school day. These trainings are designed by content specialists in OTL and led by these content specialists and selected teachers and coaches. Teachers in the following subjects participate in the OTL-led trainings: Advanced and Enriched, Art, Elementary, Health and PE, Music, Science, Secondary English Language Arts, Secondary Mathematics, Social Studies, and World Languages, and Library Media. Sessions incorporated training on numerous instructional strategies.

Academic Leadership Team (ALT) trainings are offered four times during the school year. These trainings are designed by OTL and led by OTL staff and vendors. Principals serve as the leaders of the ALT by providing vision, accountability, instructional leadership, and prioritization of the work. The teams include Assistant Principal(s), Assistant Principals of Literacy (where applicable), Instructional

Coaches, Teacher Leads, and Reading Specialists (where applicable). Sessions incorporated training on numerous instructional strategies.

Finally, OTL offered focused sessions at School Leadership Academies (SLA) during the school year. These trainings are designed by several DCPS offices, including OTL, and led by DCPS staff. Depending on the topic, various members from school leadership teams participate in the trainings. In SY13-14, OTL provided literacy focused sessions at each SLA.

**Q43:** What are the roles and responsibilities of Master Educators? How are master educators or other experts made available to teachers for support or to assist when they have questions? Please list the total number of master educators that the agency employed in FY13 and FY14 to date. Please detail each master educator's discipline(s) of expertise.

DCPS employed 42 master educators in FY2013 and FY2014, to date. Master Educators conduct formal observations of between 85-100 teachers each IMPACT cycle, and they provide weekly coaching to 2-5 first year teachers throughout the year. The variance depends on content area.

These master educators are expert practitioners who as serve as impartial evaluators, conducting observations of all DCPS teachers. Following each observation, master educators conduct a one-on-one conference with each teacher to dialogue about areas of strength in addition to specific areas of development. Most importantly, they then provide targeted, content-specific feedback and resources to help improve a teacher's effectiveness in the classroom. In addition to one-on-one conferencing and coaching support, master educators are support teachers through with ongoing professional development sessions that outline the components and best practices for TLF standards.

DCPS master educators are also providing one-on-one coaching to new teachers in the 40 lowest performing schools. With this support, those new teachers are able to focus on developing foundational instructional skills to help them become successful teachers in the classroom. Finally, master educators collaborate with other DCPS support staff, such as experts in OTL and school-based experts such as administrators and instructional coaches, to co-facilitate professional development sessions and informal classroom walkthroughs.

The disciplines of each master educator's area of expertise are listed below.

Subject Area	Number of Master Educators
Art	2
ECE	7
Elementary	7
Health/PE/CTE	2
Humanities (ELA/Social Studies)	6
Language Acquisition/World Languages	4
Math	3
Music	1
Science	2
Special Education	8

- Q44: Please answer the following questions regarding IMPACT, DCPS's system for assessing the performance of teachers and other school-based staff:
- Define each rating (i.e., highly effective, effective, minimally effective and ineffective), and list the number of employees that are in each rating category in the 2012-2013 and 2013-2014 school years;
  - Provide the total number of employees by school who were ranked highly effective, developing, minimally effective, and ineffective for the 2012-2013 school year; and
  - Detail the total number of teachers in each performance category that were rated under IMPACT in FY12, and FY13 and subsequently remained employed by DCPS as educators the following fiscal year. Please also provide this retention information by individual school, ward, and school poverty level.
  - What changes, if any, have been made to IMPACT in FY 13 and FY14? Does DCPS intend to make any changes to IMPACT in the near future?
  - Detail how IMPACT scores calculated for each category of staff?
  - What student-generated work, outside of DC-CAS, is factored into IMPACT evaluations?; and
  - How are characteristics of students (i.e. free and reduced lunch status, special education, etc.) factored into teacher evaluations?

At DCPS, we believe that the quality of the workforce is one of the critical factors to ensuring that we provide students with an education that prepares them for college and careers. Along with rigorous academics and engaged and motivated parents and students, great people are a key element to the success we have seen in recent years.

It is useful to remember that, prior to the implementation of IMPACT, DCPS teachers did not consistently receive evaluations, did not receive a clear explanation of what quality teaching is, were almost universally rated highly, and never received professional development aligned to their performance.

Along with a wide variety of other human capital investments, from degree programs for our principals to pipeline and training programs for promising staff, hoping to become principals, our investment in IMPACT is critical to the continued improvement to our workforce. Moreover, IMPACT has provided data that has made it possible for us to look at retention trends, equity of teacher quality across grades and schools, and strategic staffing plans at individual schools. While we continue to work to improve IMPACT, it is clear that the investment that we have made has paid off.

#### Teachers

- DCPS has successfully implemented all components of the IMPACT evaluation system for teachers and has calculated final scores with rewards and consequences district-wide since SY09-10.
- All educators receive a final score between 100 and 400, which corresponds to one of five final ratings: Highly Effective, Effective, Developing, Minimally Effective, or Ineffective.
  - **Highly Effective** (Final score between 350 and 400): This rating signifies outstanding performance. Teachers who earn Highly Effective ratings are eligible to advance to the next Leadership Initiative For Teachers (LIFT) career stage, giving them access to a variety of leadership opportunities as well as increased recognition and compensation.

- **Effective** (Final score between 300 and 349): This rating signifies solid performance. Teachers who earn Effective ratings are also eligible to advance to the next LIFT career stage (up to the Advanced Teacher stage), albeit at a slower pace than educators who earn Highly Effective ratings. These teachers will progress normally on their pay scales.
- **Developing** (Final score between 150 and 299): This rating signifies performance that is below expectations. DCPS will encourage principals and instructional coaches to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If, after three years of support, however, an educator is unable to move beyond the Developing level, she or he will be subject to separation. In addition, teachers who earn Developing ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.
- **Minimally Effective** (Final score between 175 and 249): This rating signifies performance that is significantly below expectations. As with Developing teachers, DCPS will encourage principals and instructional coaches to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If, after two years of support, however, an educator is unable to move beyond the Minimally Effective level, she or he will be subject to separation. In addition, teachers who earn Minimally Effective ratings will be held at their current salary step until they earn a rating of Effective or Highly Effective, and they will not advance on the LIFT career ladder.
- **Ineffective** (Final score between 100 and 174): This rating signifies unacceptable performance. Individuals who receive this rating for one year will be subject to separation from the school system.

#### IMPACT Ratings for All Staff

Rating	Total DCPS Teachers and Staff
Highly Effective	2,155
Effective	2,607
Developing	1,015
Minimally Effective	288
Ineffective	80
Total Staff	6,145

#### Teacher Retention from 2012-13 to 2013-14, by IMPACT rating

SY12-13 Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher	Total	% of Teachers Retained
Ineffective		38	38	0%
Minimally Effective	89	85	174	51%
Developing	497	137	634	78%
Effective	1242	217	1459	85%
Highly Effective	894	94	988	90%

**Teacher Retention from 2012-13 to 2013-14, by ward**

Ward	Retained as DCPS Teacher	Not Retained as DCPS Teacher	Total	% of Teachers Retained
1	307	70	377	81%
2	172	29	201	86%
3	377	57	434	87%
4	414	75	489	85%
5	305	90	395	77%
6	356	73	429	83%
7	333	67	400	83%
8	411	99	510	81%
Teachers in Programs/Serve Multiple Wards	47	11	58	81%

**Teacher Retention from 2012-13 to 2013-14, by school poverty level**

School Poverty Level	Retained as DCPS Teacher	Not Retained as DCPS Teacher	Total	Percentage of Teachers Retained
High Poverty	2093	481	2574	81%
Low Poverty	629	90	719	87%

Also see both Q44 Attachments\_Changes to IMPACT.

Regarding future changes to IMPACT, we recognize that it is not reasonable to significantly change expectations for teachers and school leaders each year – doing so introduces a level of unpredictability and instability and can undermine educators’ investment in the system. Changes also require that considerable time and resources be devoted to training and communications. However, we are committed to continuously improving IMPACT. To that end, we regularly gather feedback, analyze data, research best practices in other systems across the country, and consider potential future improvements.

**Student Work**

Student-generated work, outside of DC CAS, is factored into the IMPACT system through a process called Teacher-Assessed Student Achievement Data (TAS). TAS is a measure of students’ learning over the course of the year as evidenced by a rigorous assessment other than the DC CAS. These assessments must be approved by principals and may include a range of standardized and teacher-created assessments including: the Text and Reading Comprehension (TRC) assessment, the Brigance for special education students, the Teaching Strategies GOLD early childhood assessment, student portfolios, science fair projects, writing samples, end of course exams, etc.

TAS accounts for 15% of the final overall IMPACT scores for teachers in Groups 1-6. Building on a beginning of year goal-setting conference, teachers meet with their principals at the end of the year

(and often throughout the year) to review student work samples, analyze achievement data on assessments other than the DC CAS, and discuss whether the teacher met the goal they set for themselves and their students at the beginning of the year.

Student characteristics are factored into teacher evaluations through the student achievement metrics of Individual Value-Added and Teacher-Assessed Student Achievement data. For teachers in grades 4-10 ELA and 4-8 Math, the Individual Value-Added component takes into account free and reduced price lunch status and special education status among other student characteristics as a part of the value-added statistical model. Controlling for factors outside the teacher's control allows the value-added score to better reflect the contributions of the teacher. For all teachers, Teacher-Assessed Student Achievement involves teachers and principals collaboratively choosing a set of appropriate, rigorous assessments and setting appropriate goals based on their knowledge of the teacher's classroom. In this way, teachers and principals can take individual student characteristics into account as they choose appropriate assessments and set appropriate goals.

#### Teachers and Support Staff

Through IMPACT, teachers and other school-based staff are evaluated by their school administrator or content-specific central office program manager multiple times a year. Teachers are also evaluated by master educators, content experts who provide external judgment.

All staff members have a primary, role-specific rubric, each of which contains multiple standards. Each standard is scored on a one to four scale. Many staff members are also rated on other components, which are also scored on a one to four scale. For example, all school-based staff members are also rated on Commitment to School Community (CSC).

All components on which an employee is evaluated are outlined in position-specific staff guidebooks distributed at the start of each school year. This ensures that from the beginning of the school year staff members have a clear understanding of how they will be evaluated over the course of the school year.

At the end of the year, staff members' rubric scores are averaged together and then multiplied by the appropriate weight. All of the weighted scores are added together, generating a number ranging from 100 to 400. Finally, any CP deductions are subtracted from the score. Final scores are then converted to final ratings using the five categories described above.

Guidebooks which detail the exact scoring process for each group are available via the DCPS website. [http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+\(Performance+Assessment\)/IMPACT+Guidebooks](http://dcps.dc.gov/DCPS/In+the+Classroom/Ensuring+Teacher+Success/IMPACT+(Performance+Assessment)/IMPACT+Guidebooks)

#### School Leaders

- **Highly Effective:** This rating signifies outstanding performance and indicates that a school leader has the ability to teach other school leaders. School leaders who earn Highly Effective ratings are considered for Standing Ovation Awards, tapped for district leadership opportunities, and will receive performance bonuses.



- **Effective:** This rating signifies solid performance. School leaders who earn Effective ratings are provided with developmental opportunities throughout the school year and tapped for leadership development opportunities.
- **Developing (renamed to Minimally Effective for 2013-14):** This rating signifies that a school leader is experiencing challenges and/or struggles, and may need additional support to improve. Instructional superintendents will prioritize working with these principals to identify their specific developmental needs and provide targeted professional development resources.
- **Ineffective:** This rating signifies unacceptable performance. Individuals who are non-reappointed will receive this rating and will be removed from a school leadership position in the system.

#### **IMPACT Ratings for School Leaders**

<b>School Leader</b>	<b>Highly Effective</b>	<b>Effective</b>	<b>Developing</b>	<b>Ineffective</b>
Principals	14	36	61	9
Assistant Principals	9	36	72	3

Over the course of two years of implementing the School Leader IMPACT system, DCPS received extensive feedback on how to improve the first version of the Leadership Framework (LF) in order to make it clearer, fairer, and more reflective of best practices. To that end, several revisions were made in FY13. First, the rubric was streamlined from eleven standards to six standards, which eliminated specific instances of overlap across standards. Within each standard, explicit and concrete descriptions of actions that school leaders are expected to demonstrate were included, and this has helped managers to provide detailed feedback during performance review conversations that identify the needs of school leaders and guide their professional development. Overall, the revised framework increased expectations for principals and assistant principals based on the rationale that in order to meet the ambitious Capital Commitment Goals, the bar needed to be raised for what was expected from school leaders in improving student learning. Consequently, the revised framework also placed a greater weight on instructional leadership.

Throughout FY14, a task force of principals, assistant principals, and instructional superintendents has been working to propose additional revisions to School Leader IMPACT. As a result of the task force's work, the scoring system has been revised to enhance clarity and better reflect the performance of school leaders. During the remainder of FY14, DCPS, in collaboration with the task force, aims to continue to refine the goal setting process (particularly given the upcoming shift to the PARCC assessment), explore the use of upward feedback from teachers, and think through multi-year contracts. Additionally, we hope to expand the developmental aspects of IMPACT to ensure that supports are more explicitly tied to evaluation.

Each year, school leaders are assessed twice, once at mid-year and again at the end of the year, based on the Leadership Framework rubric, which focuses on six key leadership standards: (1) Instruction, (2) Talent, (3) School Culture, (4) Operations, (5) Family and Community, and (6) Personal Leadership. The Mid-Year Leadership Framework Assessment and End-of-Year Leadership Framework Assessment are

based on the manager's multiple informal observations of the school leader's performance over each assessment period, the school leader's self-assessment, and formative student achievement data and other school performance metrics (such as Paced Interim Assessment results and DIBELS reading score growth).

Each school leader sets a series of goals with his or her manager each year, and these goals are approved by the Chancellor. These goals prioritize student growth for all students, in addition to performance measures that are aligned with DCPS' strategic priorities.

When DC CAS results and other End-of-Year data become available, Mid-Year LF and End-of-Year LF scores are supplemented by Student Achievement Goal data to determine a final IMPACT rating for all principals and assistant principals, and these ratings determine eligibility for leadership opportunities, performance-based compensation, and other awards.

**Q45:** How did DCPS use the information provided by IMPACT to make decisions about professional development in the past fiscal year?

#### Teachers

IMPACT is a key method of supporting teachers. Through IMPACT, every teacher receives an unprecedented amount of feedback on their practice – feedback from a variety of observers, some of whom are familiar with their students, others of whom are content area experts, all of it personalized and delivered in one-on-one conferences. These conferences also focus on how teachers can improve, providing them with specific suggestions for improvement.

All IMPACT data are housed in an online database where administrators, instructional superintendents, and other district leaders can view data at the individual school, cluster, and district levels. As mentioned above, principals and assistant principals analyze trends at the school-level, as well as at the individual teacher and subject/grade levels, in order to target support and resources effectively. After using IMPACT data to identify areas of need, schools leaders help teachers access appropriate supports – learning cycles facilitated by instructional coaches and master educators, the Reality PD video library of outstanding practice, the Teaching in Action program that allows teachers to observe other great teachers across the district, resources available on the Educator Portal, and more.

School-based instructional coaches use IMPACT data to identify and support teachers in improving their practice through differentiated, job-embedded professional development. During learning cycles and in other settings, instructional coaches work with teachers to analyze data and student work, observe and debrief lessons, co-teach, and model effective practices. Instructional coaches facilitate learning cycles that focus on the Common Core State Standards and the Teaching and Learning Framework. Learning cycles are designed to provide teachers with intensive classroom support over the course of several weeks in both one-on-one and group settings. This approach exemplifies research-based best practices for professional development: support is extended over time, is targeted and specific, and includes ongoing follow-up.

Through the IMPACT database, employees have consistent access to all evaluation scores and comments, and central office staff members also use IMPACT data to plan professional development that targets district-wide areas of weakness.

#### School Leaders

As a part of the School Leader IMPACT process, school leaders meet with their supervisors at the beginning of the school year to reflect on the previous year's strengths and weaknesses and develop a plan for professional development. Leadership Academies are also held throughout the school year and in the summer to provide system-wide professional development based on the annual results of the School Leader IMPACT evaluation.

The Leadership Framework (LF) and the corresponding evaluation results have enabled greater targeting of PD to specific school leader needs. For example, assistant principals have been targeted for instructional leadership development, based on feedback that their operational expertise was not preparing them adequately for the principalship. School leaders also have the opportunity to participate in a series of workshops on the LF standards.

All reappointed school leaders are eligible for entry into the Executive Master's in Leadership (EML) program at Georgetown University, which is designed to encourage and build the leadership skills of principals.

- Q46: Describe the administrative actions taken for employees in each category, including termination, professional development and other support where relevant. Please also provide a timeline for such actions. How many teachers, employees, and staff were terminated, fired, or excused in FY13?

#### Teachers

	Highly Effective	Effective	Developing	Minimally Effective	Ineffective
Administrative Action and Timeline	WTU members eligible for bonuses were given a window of time to accept the bonus during August 2013. Bonuses were distributed in the fall of 2013.	Individuals with an effective rating advance normally on the pay scale and no unique administrative actions were taken.	In July 2013, individuals rated developing for the first time were informed that their final rating would result in a step hold for the 2013-2014 school year. The step-hold was placed in August of 2013.	In July 2013, individuals rated minimally effective for the first time were informed that their final rating would result in a step hold for the 2013-2014 school year. The step-hold was placed in August of 2013.  In July 2013, individuals rated minimally effective for the	In July 2012, individuals rated ineffective were sent termination documentation. Termination letters were dated August 10 2013 or August 21, 2013, depending on the teachers' IMPACT group.

	Highly Effective	Effective	Developing	Minimally Effective	Ineffective
				second time were sent termination documentation. Termination letters were dated August 10 2013 or August 21, 2013, depending on the teachers' IMPACT group.	
Professional Development	These individuals were encouraged throughout the year to access professional development through the coaching cycles, the educator portal, building-level professional development, and through other avenues in order to further increase their effectiveness. See Q23 for additional information about professional development as it relates to IMPACT.	These individuals were encouraged throughout the year to access professional development through the coaching cycles, the educator portal, building-level professional development, and through other avenues in order to further increase their effectiveness. See Q23 for additional information about professional development as it relates to IMPACT.	These individuals were encouraged throughout the year to access professional development through the coaching cycles, the educator portal, building-level professional development, and through other avenues in order to further increase their effectiveness. See Q23 for additional information about	These individuals were encouraged throughout the year to access professional development through the coaching cycles, the educator portal, building-level professional development, and through other avenues in order to improve performance. See Q23 for additional information about professional development as it relates to IMPACT.	These individuals were encouraged throughout the year to access professional development through the coaching cycles, the educator portal, building-level professional development, and through other avenues in order to improve performance. See Q23 for additional information about professional development as it relates to IMPACT.

### School Leaders

Rating	Highly Effective	Effective	Developing	Ineffective
Administrative Action and Timeline	Bonuses were distributed in the fall of 2013 to school leaders with a Highly Effective rating. They also advanced normally on the pay scale.	School leaders with an Effective rating advanced normally on the pay scale and no unique administrative actions were taken.	School leaders with a Developing rating advanced normally on the pay scale and no unique administrative actions were taken.	Non-reappointed school leaders received an Ineffective rating and were removed from their school leadership position effective June 30, 2013.
Professional	These individuals	These individuals	These individuals	These individuals were

Rating	Highly Effective	Effective	Developing	Ineffective
Development	were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. See Q45 for specific information about professional development as it relates to IMPACT.	were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. See Q45 for specific information about professional development as it relates to IMPACT.	were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. See Q45 for specific information about professional development as it relates to IMPACT.	encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. See Q45 for specific information about professional development as it relates to IMPACT.

### FY13 Terminations and Excesses

Actions	WTU	Non-WTU	Total
IMPACT Terminations	75	38	113
Reduction in Force (RIF) Terminations	-	123	123
Terminations for WTU Members Exceeded without Options*	52	-	52
Licensure Terminations	35	2	37
Other Terminations	15	34	49
<b>Total Terminations</b>	<b>177</b>	<b>197</b>	<b>374</b>
Exceeded WTU Members**	359	0	359

\*This group includes all WTU members who were exceeded at the end of the 2012-2013 school year and were not eligible to receive early retirement, an additional year of work, or a one-time payout. This group is primarily made up of probationary (first or second year) employees and employees with minimally effective IMPACT ratings.

\*\*Exceeded employees are not necessarily terminated. An employee is exceeded at the end of a school year if, due to changes in school priorities or funding, the number of available positions is reduced from year to year. Exceeded employees have the opportunity to seek positions at other schools, or if eligible to receive one of three options as stipulated in the WTU contract.

Q47: How does DCPS solicit and receive feedback from parents, students, and the educator's peers into the performance evaluation? Please describe how DCPS incorporates this feedback into the performance evaluation? Additionally, please provide a narrative statement pertaining to the agency's use of 360 reviews for its personnel.

### Teachers

Regarding parent engagement, "Partnership with Families" is one standard of the Commitment to the School Community component, which makes up 10% of a teacher's final IMPACT score. This standard allows principals to assess how effectively teachers engage and collaborate with students' families. In assessing teachers on this standard, principals consider feedback they've received from students' families as well as additional evidence regarding teachers' parental engagement systems and strategies. While parent input is not included in IMPACT in any additional ways, parental engagement and feedback are critical means of assessing how effectively our teachers and schools are serving our students, and principals and teachers are continuously gathering and acting on this feedback in formal and informal ways.

In the spring of 2012, DCPS administered a student survey pilot in six schools in order to determine whether teachers and principals found the feedback helpful in informing improvements to teacher practice, and exploring whether student surveys should be formally incorporated into IMPACT in the future. Approximately 85 teachers administered the survey to more than 1,400 students. The survey instrument was developed by Dr. Ron Ferguson and his Tripod Project team at Harvard University and is based on ten years of research.

While participating teachers did find the student survey results helpful, we decided not to broaden the pilot or formally include student surveys as part of IMPACT for the time being. The primary reasons for this decision were:

- There were a number of other significant changes planned for the SY12-13 iteration of IMPACT, and we wanted to be sensitive to the number of changes to which teachers and school leaders would need to adjust.
- We need to be cognizant of attaching high stakes to student surveys and how that will affect classroom culture and relationships between students and teachers.
- The capacity required to implement student surveys with fidelity in all schools would be a significant lift for central office, both in terms of workload and cost.
- To make the student survey data meaningful, schools would need to plan targeted professional development and support for teachers. Given the many competing priorities and the current focus on implementing the Common Core State Standards, we determined that this was not the appropriate time to implement student surveys in all schools.

We did, however, make the student survey instrument and other resources available to teachers online so that they could use the surveys as an additional mechanism for gathering feedback on their practice throughout the year.

We are now revisiting our decision regarding student surveys, and considering whether SY14-15 is the right time to implement them. We're currently speaking with numerous states and districts around the country about their implementation of student surveys, challenges, and lessons learned and will use that, along with teacher and principal feedback and budgetary constraints, to determine whether to implement surveys next year.

We are judicious in determining when feedback or other evidence of teacher practice should be formally included in IMPACT – and when it is more appropriate, effective, and operationally feasible for teachers to receive that feedback through other mechanisms over the course of the year. There will always be aspects of teachers' diverse responsibilities on which they receive feedback and for which they are held accountable outside of the IMPACT process.

#### School Leaders

One component of the Mid-Year and End-Of-Year Leadership Framework Assessment is a manager's multiple observations of a school leader's performance over the course of an assessment period. During these observations, managers informally solicit feedback from parents, students, and school staff to inform their assessments. DCPS is currently exploring the formal use of upward feedback in evaluations of its school leaders.



- Q48: How does DCPS solicit feedback from its excess teaching workforce, the principals that are not reappointed, and the teachers and educational professionals that do not return as a DCPS employee the following year?
- What has the agency learned from this feedback?
  - How has the agency changed its practices as a result of such feedback?
  - Please provide a sampling of this feedback to the Committee.
  - How many exit interviews did the agency conduct in FY13. Please provide a sample copy of an exit interview document and a narrative description of what the agency learned from those interviews.

To date, DCPS has solicited structured feedback from Teachers and Related Service Providers (WTU members) that have chosen to separate from DCPS. Human Resources collects exit survey data from WTU members participating in the annual Declaration of Intent to Not Return (DINR) process. DINR is part of the Washington Teachers' Union contract and is a mechanism that allows teachers to indicate they are not returning for the following school year. We do not currently collect structured feedback from separating employees other than the DINR information from WTU members. We do, however, have anecdotal conversations with our non-reappointed Principals to gather general feedback about their experience within DCPS. In FY13, 411 exit surveys were submitted to DCPS through the DINR process. A copy of the DINR exit survey questions is provided in Q48 Attachment\_DINR Exit Survey.

Through these DINR surveys, we have learned that while many teachers leave the system for reasons beyond our control, such as retirement or relocation, a good number exit because of concerns with programs or policies that can be adjusted or improved. We have been able to categorize the concerns raised by teachers into four primary areas and have taken steps to address each of them. They include:

- School leadership
- IMPACT
- Leadership Opportunities
- Professional development and curriculum

In response to these concerns, we've taken the following steps:

1. **Support to principals to better retain teachers:** Over the past two school years, principals have been given information and strategies to better retain their high performing teachers. Information was compiled from principals and instructional superintendents who have been effective at this in the past. Strategies were shared by email and through a session at a School Leadership Academy meeting in which principals learn about the importance of retention, identify top teachers to retain, receive strategies to implement, and are provided with hands-on recognition items to assist with retention efforts. Going forward, we are continuing to pursue new ways to work with our principals to support their ability to retain their strong teachers.
2. **Adjustments to IMPACT:** Feedback from exiting teachers has played a major role in informing changes to IMPACT over the past five years. For example, in the latest set of major revisions to IMPACT, the IMPACT design team made a number of critical changes in direct response to teacher feedback, including (1) the ability for teachers to drop the lowest outlier score they

received on observations, (2) the lowering of Individual Value Added data in a Group 1 teacher's annual evaluation from 50% to 35%, (3) differentiated observations for teachers at different levels of the new career ladder, which ensures that newer teachers can receive more feedback and high performing teachers can worry less about observations, and (4) introduction of informal observations for new teachers to allow them to receive low-stakes, helpful feedback.

3. **Development of LIFT:** DCPS has developed a five-stage career ladder, which is aligned to IMPACT observations, compensation, and leadership opportunities. The career ladder is intended to better retain our strong teachers who indicated these areas as concerns when we requested feedback. It allows us to pay strong teachers more, provide them with more prestigious leadership opportunities, and evaluate them less frequently. LIFT is currently in its second year of implementation, and we have received extensive positive feedback from teachers about the increased recognition and opportunities it affords. LIFT has also received significant national attention as a leading example of teacher career ladder structure.
4. **Additional professional development options:** In response to teacher concern about the amount and quality of professional development, DCPS has developed a wider array of PD opportunities for teachers. The Office of Teaching and Learning has rolled out a school-level PD focus strategy where schools select a literacy focus for the year and their teachers receive a series of five high-quality PD sessions on that literacy focus throughout the year. Teachers' individual instructional coaches then follow up on this content in their building through collaborative and independent learning cycles. In addition to coaching received from in-school instructional coaches, special education inclusion teachers now receive instructional coaching from the Office of Specialized Instruction. Teachers may also sign up for a new video coaching initiative, Great Teaching Great Feedback, where they videotape their classroom 4 times and receive feedback on their instruction from a remote content area expert coach. The Master Educators are now also providing job-embedded support to new teachers in the targeted 40 schools through on the ground coaching. Teachers can also get additional resources through the Educator Portal+, an online platform where unit plans, lesson plans, and other resources can be found. The Ed Portal also houses over 80 videos that are aligned to the Teaching and Learning Framework that teachers can use to improve pedagogical skills. Teachers are also able to reserve a time to observe other teachers through the *Teaching In Action* program, where they can sign up online to visit and then debrief with a high performing teacher. Finally, we regularly provide information about upcoming fellowships, professional development opportunities, and awards through a biweekly Teacher Opportunities Newsletter.

\*remainder of page left intentionally blank\*

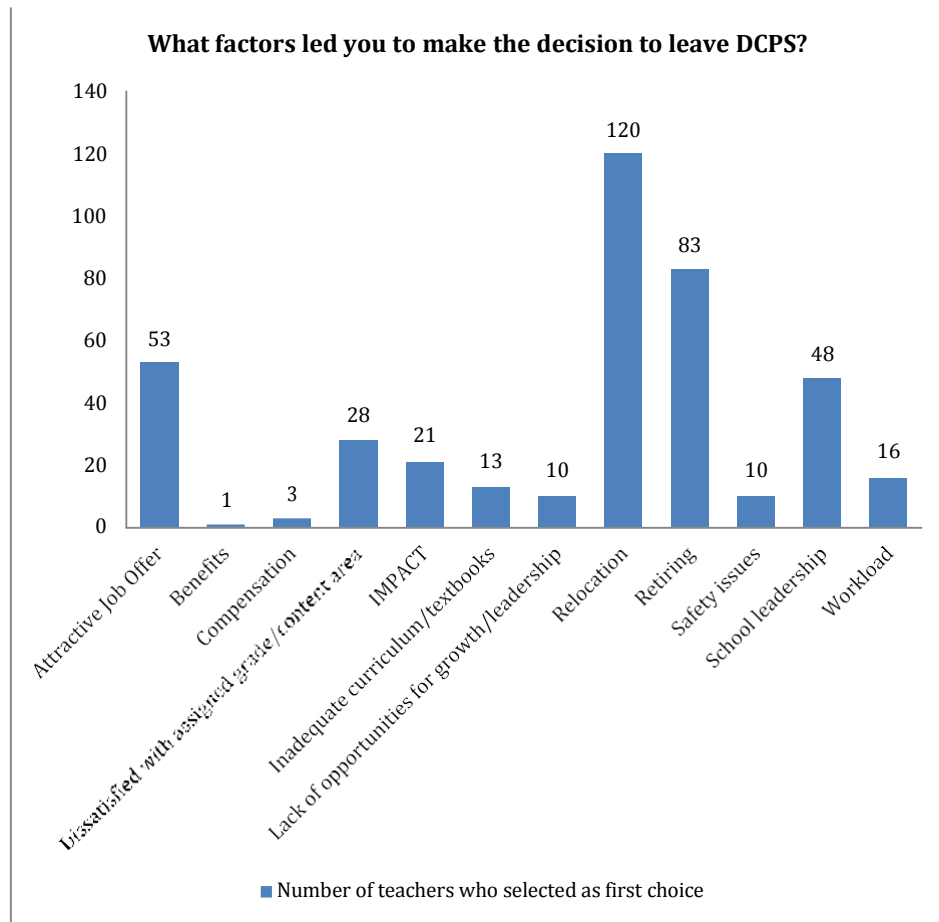
### Samples of Feedback

*Question: What factors led you to make the decision to leave DCPS?*

(Exiting teachers were allowed to select three options, and rank them in order of significance).

Key Takeaways:

- Nearly half of all respondents (49%) planned to move to a new location or retire, which are more difficult issues for DCPS to address to improve retention.
- The third and fourth most often-cited reasons for leaving were an attractive job offer elsewhere and dissatisfaction with school leadership.
- Very few teachers (less than 1%) left because of dissatisfaction with their compensation or benefits.

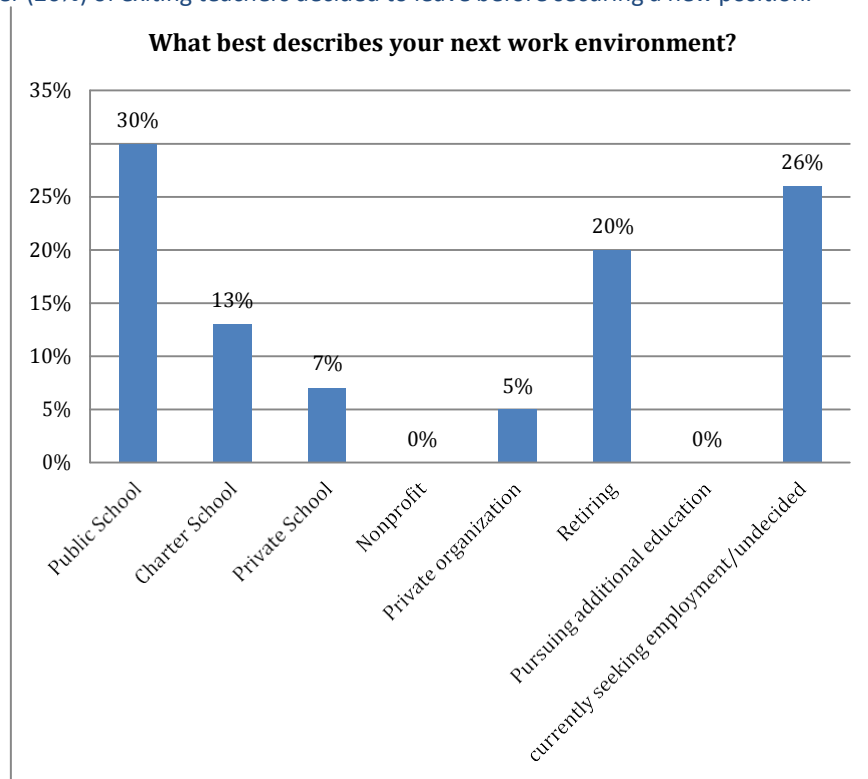


\*remainder of page left intentionally blank\*

Question: What best describes your next work environment?

Key takeaways:

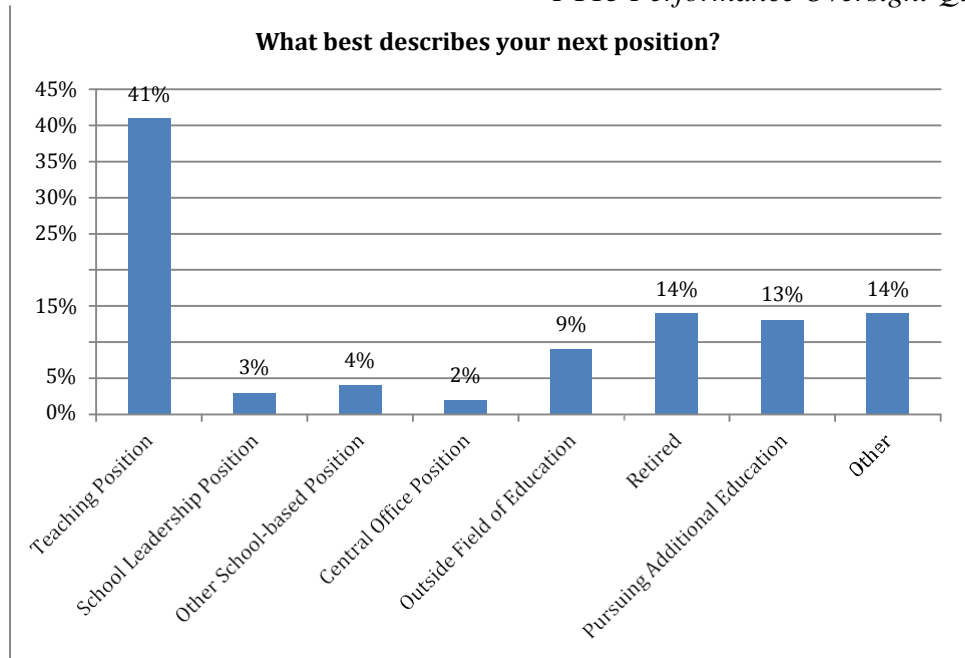
- Half of exiting teachers (50%) moved into positions at either private, public, or charter schools.
- A quarter (26%) of exiting teachers decided to leave before securing a new position.



Question: What best describes your next position?

Key takeaway:

- A plurality of exiting teachers (41%) plan to remain in classroom teaching positions in other organizations. These are teachers we might persuade to stay in the district by responding to the concerns they identify.



**Sample Feedback/Quotes:**

Topic	Example quotes
Encouragement from Administration	<i>"I am still surprised that, with the amount of work I have put into my classes for the pass two years, the school administration looks for negative performance, instead of the positive assessments of the teacher and her efforts and consistency and hard work that that teacher puts every day to help all those students, especially students with special needs."</i>
School Culture	<i>"Improving our school climate would have been the most powerful factor in retaining me. Important components of school climate include student safety, discipline, professional community, and organizational structure. The second factor would be offering hybrid teaching/ leadership positions which allow a greater commitment to systems-level work, as well as the opportunity to telecommute."</i>
Professional Development	<i>"Currently, the professional development days are of little use to teachers. They consist of someone lecturing in front of a boring PowerPoint for hours and then demanding a product from us without giving us time to complete it. I would appreciate true pedagogically oriented professional development. I want to learn how to be a better English teacher and instead of talking at me about some strategies that I already employ in my classroom, I would like to be able to practice new strategies."</i>
Dissatisfaction with Current School Leadership	<i>"None of the above! The problem with DCPS's attempts to retain good teachers is the fact that DCPS believes that teachers will stay if better compensated or have better job prospects in the district. At the end of the day, I am choosing to leave DCPS for another district because of my lackluster school leadership. They have an enormous challenge as school leaders, however they squander opportunities for improvement every single day. I am choosing to leave because my administration do not operate professionally and do not allow me to</i>

	<i>do my job in the classroom."</i>
	<i>"I am currently unhappy and discouraged with my present teaching assignment. With the change in administration the climate and professionalism at my school has decreased immensely."</i>
<b>IMPACT</b>	<i>"Count only the top 4 of the 5 IMPACT scores so that teacher anxiety levels can dissipate and teachers can feel more free to focus on what truly matters, the students."</i>
	<i>"Make the IMPACT evaluations more consistent. My administration evaluations are always extremely lower than those of my ME. It is very suspicious and obvious, yet I have no recourse."</i>
<b>Teacher Recognition</b>	<i>"Do more to authentically recognize the professionalism and expertise of teachers. Right now, all moves in that direction feel like lip service and platitudes when put next to actual initiatives on the ground."</i>
<b>Maternity Leave</b>	<i>"Fix the maternity leave policy. All of my friends are teachers in Maryland and they have a sensible maternity leave (3 months). Teachers have their positions at their school secured for only 6 weeks. I don't understand why D.C can't follow every other school district in protecting family rights."</i>
<b>Upward Feedback</b>	<i>"Getting more systematic feedback from teachers and holding administrators more accountable. I think teacher evaluation is important and essential to keeping good teachers in the district. It is great that teachers are evaluated and held accountable by administrators and DCPS, evaluated by students, and evaluated informally by parents. I do not understand why I have never been asked about my experience with the district or with my administrator in a more systematic and objective way."</i>

### **Capital & Planning**

**Q49:** In FY13 DCPS decreased its budget on security services by \$2.9m. Please provide a narrative description illustrating what programs, services, and FTEs were impacted by this decision as well as actions the agency took to ensure service levels remained constant and the safety of its facilities and property during FY13 and FY 14 to date.

Our appropriated budget was not decreased between FY12 and FY13; however, DCPS decreased its budget on security services in FY14 due to a reduction of contract security for before-and after-school, as well as summer school programming, the closing of 11 schools, and by reducing the number of guards in elementary schools and schools with lower enrollment. These reductions were made to align with the needs and enrollment of these programs, but they have not had an impact on the operations of programs themselves. Specifically, the decreased spending has not impacted any of our FTEs/Office of School Security (OSS) officers (who are used to augment security when contract officers are not available). As the safety and security of our facilities and property remains a top priority, in FY14 we have invested \$85,000 in a new security (alarm) monitoring system which allows OSS to respond better to alarms and threats to building security. Additionally DGS is identifying funds to install locking hardware on all classroom doors that will allow classrooms to be safely locked down in case of emergencies such as the Sandy Hook tragedy. We have also installed A-Phones (visual access monitors) at the entrance of every school so that visitors can be seen before they are allowed access into the building. Currently, funding for four schools has been identified; more schools will be added as additional funding becomes available. Finally, we are currently conducting Security Assessment



Walks at each of our buildings with DGS, OSS, and PSD to identify any other necessary security upgrades.

- Q50: Please identify all electronic databases maintained by your agency, including, but not limited to those databases containing information about special education, 504 plans, student discipline and Student Support Teams. Please provide the following:
- A detailed description of the information tracked within each system, including each recordable data element;
  - Identification of persons who have access to each system, and whether the public can be granted access to all or part of each system; and,
  - The age of the system and any discussion of substantial upgrades that have been made or are planned to be made to the system.

See Q50 Attachment\_DCPS Data Systems Inventory.

- Q51: Please explain any emergency response procedures in place for the DCPS as it relates to on-campus emergencies.
- Please discuss how DCPS receives information from the District and/or the Homeland Security Emergency Management Agency following emergencies to help guide emergency response activities and resource support requests.
  - Please discuss how in FY13 and FY14 to date the agency communicates, trains, and ensures the practice of school safety plans and drills.

See Q51 Attachment\_Emergency Response Procedures.

- Q52: Please describe any partnerships or collaborations currently underway between the DCPS and other District government agencies. In particular, point out any new partnerships or collaborations developed, planned, or implemented over the last fiscal year. Please include the following agencies:
- DC Public Charter Schools
  - Public Charter School Board;
  - DC Public Library;
  - DC Department of General Services;
  - DC Metropolitan Police Department;
  - DC Department of Mental/Behavioral Health;
  - Office of the Deputy Mayor for Education;
  - Office of the Deputy Mayor for Health and Human Services; and,
  - Office of Planning.

### **DC Public Charter Schools and Public Charter School Board (PCSB)**

#### **DC Education Festival**

For the first time, in January 2014, DCPS and PCSB partnered to showcase education options for children in PK3/4 through high school and adult education/GED at the DC Education Festival. The event, which was held at the Washington Convention Center, was designed to promote the variety of high-quality education options in the District. DCPS joined a Steering Committee of representatives from various District charter schools PCSB staff members for planning. In December; in the future, we will be a part of the planning process from the beginning. This year, only our middle and high Schools

participated in the event; however, next year, we plan to incorporate all of our schools in the Festival. Over 3,000 DC families attended the daylong event to “meet and greet” DC public, public charter, and private school representatives. Additional offerings included youth arts and cultural performances, science demonstrations, sample cutting-edge technology, community market and informative workshops.

**District of Columbia School Equity Reports**

DCPS worked with the PCSB, OSSE and the Deputy Mayor for Education (DME) to release the first-ever District of Columbia School Equity Reports. The reports focus on the retention, discipline, academic growth and achievement of all students and moves DCPS and the charters closer to having a complete and transparent view, using the same metrics, of how the District’s public schools serve a range of students.

**Competency Based Learning Working Group**

DCPS worked with EL Haynes PCS and Thurgood Marshall Academy PCS to form a Competency-Based Learning Steering Committee to explore how best to shift towards a competency-based learning system in DC. The Steering Committee expanded to a Working Group that includes OSSE, SBOE, and several other charter LEAs.

**Graduation Requirements Revisions**

DCPS collaborated with multiple charter LEAs to submit a coordinated response to the State Board of Education’s proposed revisions to the District’s graduation requirements.

**Achievement Prep PCS Partnership at Malcolm X ES**

At the start of the SY13-14, DCPS entered into an innovative partnership with Achievement Prep PCS and Malcolm X Elementary School. This partnership between our district and a highly successful Achievement Prep aims to have an impact on student achievement and create a stronger culture of achievement for at one neighborhood school. It is also an opportunity to implement innovative programs and academic models (such as extended day) at Malcolm X.

**DC Department of Transportation (DDOT), Metropolitan Police Department (MPD), Department of Parks and Recreation (DPR) and Metro Transit Police**

**Safe Passages Partnership**

During the summer of 2013, DCPS (*Office of School Security and Office of Family and Public Engagement*) spearheaded an effort with key district agencies (DDOT, MPD, DPR-Roving Leaders, Metro Transit) to form the Safe Passages Neighborhood Consolidation Planning Group. The purpose was to prepare for, and remediate, possible safety issues facing students who were traveling to their new receiving schools as a result of the SY13-14 school consolidations. This group met 3-4 times over a period of two-three months and addressed issues such as, redeploying crossing guards from the closing schools and in certain cases, anticipating and addressing neighborhood rivalries at receiving schools. A description of some of the steps involved in the process of developing the recommended “safe passage” routes are outlined below:

- Met individually with each agency to gather detailed recommendations and feedback on safe routes and confirmed agency roles;
- Walked each recommended route and made adjustments to routes;
- Received feedback from school leaders on established routes;
- Solicited and reviewed feedback from neighborhood stakeholders on the communications plan and the draft flyers for distribution to families;

- Mailed flyers home to impacted families, posted on DCPS website, distributed at schools, and distributed via partner agencies (DPR and DC Public Libraries); and
- Attended multiple receiving school's Back to School Nights and distributed flyers with routes.

## **Deputy Mayor for Education**

### **Boundaries and Feeders**

While the Deputy Mayor for Education (DME) is responsible for leading the current-year Boundary and Feeder Pattern effort to review policies and practices, identify challenges, analyze data, and recommend solutions, DCPS has played a critical role in the design of the effort and is working in partnership with the DME, including the following:

- DCPS Chief of Family and Public Engagement serves as a member on DME's Advisory Committee;
- DCPS Chief of Family and Public Engagement has weekly check-in meetings with DME team to ensure alignment of overarching work (i.e. student assignment Advisory Committee tasks, supports EngageDC.org public engagement website, developing plan for public/community engagement process);
- Providing applicable information and resources to DME, where needed, to support DME's work; and
- Leading (on DME's behalf) the comprehensive community engagement efforts once a proposed Student Assignment plan is created by the Advisory Committee.

### **Common Lottery, MySchoolDC**

Under the leadership of the Deputy Mayor, DCPS is working with charter LEAs and the PCSB as part of the new MySchoolDC.org, a common lottery process for DC families. Now, for the first time, families can apply to DCPS PK3/PK4 programs, DCPS out-of-boundary schools, DCPS specialized high schools, and participating charter schools through one online application.

### **CTE Task Force**

DCPS served on the CTE Task Force, which was chaired by OSSE and included PCSB, DME, WIC, and UDC-CC. The Task Force collaboratively created a new CTE Strategic Plan, *Strengthening the Pipeline to College & Career*, which was submitted to Council per the Career and Technical Education Plan Establishment Act of 2012. The first major implementation of the Strategic Plan is the new Career Academy Fund initiative, through which DCPS and Friendship PCS began working together to launch nine career academies in eight schools across the two LEAs.

### **Raise DC**

DCPS actively participated in the RAISE DC public/private partnership, working with a wide variety of stakeholders including multiple DC government agencies led by the Deputy Mayor Education.

## **DC Public Libraries**

Over the past year the areas in which DC Public Schools has partnered with DCPL are:

- Professional development on
  - Early childhood storytelling practices
  - Visual Thinking Strategies and Literacy which included
    - DCPS School Library Media Specialists
    - DCPS Art Teachers,
    - DCPL Branch Librarians
    - Museum professionals

- Summer reading pilot with the nine Collaborative schools (Hyde, Maury, Miner, Orr, Walker-Jones, Janney, Mann, Smothers, Wheatley);
- Focus groups to discuss the children and teen spaces for the upcoming renovation of the main branch (MLK);
- Participation by DCPS students with the *DC Reads* program;
- Completion of a “public computing centers” grant that brought computers to 3 DC public schools: Kimball ES, Sousa MS, and McKinley Tech HS;
- Revising general reading recommendation lists for each grade level; and
- Acting as general liaison between DCPL and the DCPS school library media specialist
  - Raise awareness to any events or resources appropriate for our communities
    - Letters About Literature contest
    - Books that Shape me contest
    - Local branch events;
    - Library card practices for students and educators; and
    - DCPL online resources for learning.

### **Mayor Gray’s ONE City Youth Initiative- Multi-Agency Initiative Steering Committee**

DCPS is one of many DC Government Agencies\* that has been participating in the One City Youth Initiative (OCYI) Steering Committee since Summer 2012. The original intent was to align summer programs across the city in response to a needs assessment for youth services in high-crime target areas. In 2012 the Committee created overarching outcomes to guide the Committee’s programmatic work and ensure youth in the target areas had access to safe and healthy summer enrichment activities. Since 2012, the scope of the Committee has expanded to include year-round programming. DCPS has contributed in the following ways:

- DCPS opened school buildings in target areas to host Community Based Organizations’ (CBOs) summer camps (in addition to regular K-12<sup>th</sup> summer school), allowing CBOs to continue services to the population they care for during the year.
- DCPS co-located many summer school and CBO Summer Youth Employment Program (SYEP) sites to conduct career exploration and work experience with youth ages 14 to 21.
- During the Summer of 2013, five consolidating schools were used by the DC Children and Youth Investment Trust Corporation (DC CYITC) as “hubs” of SYEP and CBO programming in targeted areas of the city.
- As a result of the DCPS commitment to open school buildings to external organizations over the summer of 2012 and 2013, well over 2,000 youth enjoyed enriching and safe summer activities, resulting in safer neighborhoods when school is not in session.

*\*Key participating agencies include, but are not limited to, DC Public Library, the Department of Parks and Recreation, the Metropolitan Police Department, the Department of Mental Health, the Deputy Mayor for Education, the Deputy Mayor for Health and Human Services, the DC Housing Authority, the Office on Aging, DC Child and Family Services Agency, the Department of General Services, and the Office of the Attorney General’s.*

### **Department of General Services School Improvement Teams (SITs)**

DCPS works regularly with the Department of General Services (DGS) on the School Improvement Teams (SITs) which are utilized by DGS as the outreach and engagement process for major capital projects (e.g. modernizations or new school construction). SITs are usually comprised of school staff,

parents, neighborhood representatives, DGS staff and representatives from the DCPS. Typically, the SIT is chaired by the school principal (or a designee) and the meetings are facilitated by DGS staff. In FY13 through the present, we have worked in conjunction with the DGS on the SITs associated with two new schools scheduled to open within the next two years— Brookland Middle School and the new Special Education Center at River Terrace. The SIT’s primary focus is to garner school and community input into the development of education specifications (i.e. what specifications must be included in the project to ensure that it results in a facility that can deliver the desired academic programming) and the subsequent schematic design. In some cases, the work extends into the development of school culture, branding, and the school’s ongoing relationship with the neighborhood it serves.

**Special Education Center at River Terrace**

DCPS (OSI) is working with DGS to repurpose the River Terrace ES facility to accommodate students from Sharpe Health and Mamie D Lee in SY14-15.

**The DC Green Schools Challenge**

DCPS is also partnering with DGS on The DC Green Schools Challenge. The Challenge is a partnership between the US Green Building Council’s National Capital Chapter and the DC Government and has two core components: “Sprint to Savings” ties monetary incentives to energy savings as part of a competition that tracks energy consumption through web-based District-wide leaderboards; and “Innovation Challenge” challenges students to develop real-world efficiency projects for their schools.

**The Office of Planning**

The Office of Planning provided data that contributed to our planning for school consolidations in FY13.

**Other OSI-specific Initiatives**

OSI is currently working on a proposal to operate Options Public Charter School for SY14-15, a collaborative project with the Public Charter School Board (PCSB) and the Deputy Mayor for Education (DME).

We work with the **Department of Behavioral Health** to support the mental health needs of students through the School Mental Health Program (SMHP). The School Mental Health Program is a supplemental service to existing mental health resources that exist in schools. This program was created to ensure that students presenting with mental health needs are addressed in a safe and secure setting. Often times, school is the most consistent service sector in children's lives and this partnership has increased students’ access to services.

Additionally, **Help Me Grow** is an OSI system for increasing coordination of services for young children with developmental needs. It is based on four key principles: (1) outreach to health care providers to support early intervention, (2) community outreach to encourage use of the system, (3) a centralized call center for referral to services, and (4) data collection and analysis to identify gaps. This model is being explored for the District of Columbia and is currently being coordinated through the **Community Health Administration of the Department of Health**. The Executive Director of Early Stages is a member of the Leadership Team.

**Project LAUNCH** (Linking Actions for Unmet Needs in Children’s Health) promotes the health and well-being of children from birth to age 8 by providing grants to expand existing programs, support new initiatives and increase coordination of services for children. The **Department of Health** manages the

project and has funded an Early Stages initiative to provide 40 child care centers with an onsite professional development series and training, an ASQ developmental screening kit, and a year of onsite coaching in developmental screening for child care staff.

### **Stakeholder Engagement and Communication**

Q53: How does the agency solicit feedback from students, parents, and stakeholders? Please describe. DCPS has demonstrated a great commitment to working closely with families and to ensuring that we understand how our students perceive their schools. In fact, two of our *Capital Commitment* goals speak specifically to these priorities. We are working toward ensuring that 90% of our students like their school and we are working to increase our district-wide enrollment – perhaps the strongest measure of parental engagement and satisfaction.

We are also clear that we cannot be successful as a district if we do not have motivated students and engaged families. In fact, we view this strategy, along with hiring great people and implementing rigorous content, as critical to our success. To help us work toward these goals, DC Public Schools solicits feedback and provides for meaningful family, community and student engagement in a variety of ways, including direct home visits, meetings and trainings, in-person and digital communications as well as through the distribution of annual surveys.

DC Public Schools' Office of Family and Public Engagement (OFPE) engages with families, partners and community stakeholders in order to build and strengthen critical relationships that improve the educational environment for our students, informs the development of resources, and in turn, drives student academic success. OFPE seeks to create mechanisms for public input into the development of policy and programming around major initiatives using communication channels such as text, email and social media, and through regular attendance at community meetings and special events. The office serves as a link between key stakeholders in and out of DCPS central office and schools.

Perhaps most importantly, DCPS has made a deep commitment to ensuring that schools have the tools they need to engage parents directly in their homes. Over the past three years DCPS has invested in training teachers on strategies for conducting home visits that allow teachers to get a better understanding of their students' home lives and allow parents to meet teachers in a non-threatening environment. This family engagement partnership program has been remarkably successful, not only as an outreach strategy, but also in improving student outcomes.

In addition, DC Public Schools' Office of Data and Strategy (ODS) delivers stakeholder surveys on an annual basis to school-based staff as well as parents and students. This proactive approach to understanding DCPS families and students helps to provide valuable information to central office and school-based staff on such things as academic and extracurricular programming, communications, and facilities. In May 2013 students in grade 3 and higher took part in the student survey. The purpose was to measure progress against our *Capital Commitment* goal that 90% of students say they like their school, in addition to providing both schools and central office with valuable information about student satisfaction. A district-level report is available at <http://dcps.dc.gov/survey> and school-level scores for the Student Satisfaction Index can be found on each individual school's scorecard (<http://profiles.dcps.dc.gov>). In FY14, both student and parent surveys will be conducted.



## **DC Public Schools- Family and Community Engagement Feedback Channels (FY13-Present)**

While it is nearly impossible to capture all of the many public engagement activities that we do, it is useful to think of these activities in four broad categories. Below, we list those categories and provide examples of each.

- 1. District-level Engagement Activities**
  - 2. Targeted School and Community-level Engagement Activities and Resources**
  - 3. Chancellor and DCPS Leadership Engagement Activities**
  - 4. Digital Engagement Activities**
- 

### **District-level Engagement Activities**

DCPS periodically hosts large scale, district-wide engagement events to share information about key priorities, solicit feedback and encourage relationship building at the school level. The following are examples of district-level engagement activities from FY 2013 and FY 2014.

#### **1. School Consolidation and Reorganization Engagement (FY13)**

In the fall of 2013, when DCPS began the process of right-sizing the district, we reached out to communities across the district to share our proposal its rationale and solicit feedback that we ultimately used in making final consolidation decisions. Our hope was also that, by engaging families in the consolidation process, we could create smooth transitions for students impacted by consolidations. We know that nearly 80% of students affected by consolidation enrolled in a new DCPS school, a significant measure of our success.

Engagement related to school consolidations included:

- Two City Council hearings;
- Calls and office hours for Advisory Neighborhood Commissioners of affected schools;
- Ward-based community meetings
  - Wards 1–4, 6: 248 attendees
  - Ward 5: 132 attendees
  - Ward 7: 231 attendees
  - Ward 8: 169 attendees
- Meetings with Education Councils in Wards 5, 7, and 8;
- Public office hours;
- Meetings with a wide range of stakeholder groups such as:
  - City Council members and staff
  - Major nonprofit and corporate partners of affected schools
  - Members of the faith community
  - PTAs and parent groups
  - State Board of Education members
  - State Advisory Panel on Special Education
  - U.S. Department of Education staff

- Washington Teachers Union and teachers
- Council for School Officers, Teamsters, and AFSCME;
- Information-sharing through the DCPS Website (26,461 page views as of 12/19/12);
- A dedicated website to receive feedback regarding the consolidation proposal, [EngageDCPS.org](http://EngageDCPS.org) (35,133 page views, 218 ideas, and 180 comments from 279 participants);
- Increased DCPS Facebook traffic;
- More than 400 tweets; and
- Multiple ward-based community meetings re-broadcasted on DKN District Cablevision/Channel 99.

## **2. Budget Engagement (FY13 and FY14 to-date)**

Beginning in the fall of 2013, DCPS launched a significant project to share information and gather feedback regarding DCPS FY15 budget proposals. This effort represented a departure from previous years' budget development in that we sought broad feedback through our website and through community meetings.

### **FY 2015 Budget Development**

- November 26, 2013- Kicked off public engagement efforts at the Chancellor's Public Hearing. Provided public with link to feedback survey on DCPS' website.
  - Received a total of 202 public comments (Survey was available from 11/26-1/7)
- December 20, 2013- Launched EngageDCPS.org, an online interactive engagement forum to solicit additional feedback on FY15 budget priorities.
- January 2, 2014- February 13, 2014 - Chancellor's Budget Engagement Meetings with all LSATs
  - Provided an opportunity for all LSATs to hear directly from the Chancellor on DCPS' budget priorities and engage in table exercises to increase the LSAT's understanding of their school's budget and allocation process.

### **Targeted School and Community-level Engagement Activities and Resources**

Often, DCPS faces issues that are of interest to particular communities rather than the city as a whole. To address these issues, we work through a community-level engagement strategy. This engagement strategy involves both community level meetings and providing resources to community members and parents to help them determine how to be effective advocates for their students. Examples of both are below.

#### **1. Education Council – Principal Meetings**

Starting in FY13, DCPS held quarterly meetings with the Ward 5, 7, and 8 Education Councils and their respective ward principals. The purpose of the meetings is to proactively engage the members of the Education Councils and productively assist schools in meeting their school goals. As a result of these meetings, DCPS co-hosted a Ward 7 School Fair with the Ward 7 Education Council and we are currently planning to launch an inter-agency forum on truancy in Ward 8 with the W8 Education Council.

## **2. Technical Support and Engagement with Parent Organizations/LSAT**

We know that in order for parents to be effective advocates for their students, they need an adequate understanding of how DCPS decisions are made and what resources are available. The following supports provide this information to parents.

### **District Level Supports**

- Resources for Parent Leaders
  - Teleconferences on various district level initiatives
  - Monthly email with updates about district initiatives- Parent Leader Academic Network (PLAN)
  - “On demand” (narrated PowerPoint) trainings
  - Parent Leader Toolkit
  - Annual in-person training
- Local School Advisory Teams (LSATs)
  - In-person and on-demand training about the purpose, roles and responsibilities of LSATs
  - Guidance materials about LSATs (LSAT guidelines, FAQs)
  - Budget training specifically developed for LSATs (in-person and webinars)
  - Technical assistance as requested (school-specific training for LSAT members; working with principals)
  - Trouble shooting technical issues regarding budget process meetings with principals and on-line budget verification process
- Collaboration with DCPTA
  - Monthly meetings to share information about upcoming events and resources
  - Supported DCPTA’s work to re-charter existing DCPS PTAs to ensure that those PTAs are in good standing with the National PTA

### **Individual Parent Organization Supports**

- OFPE stands ready to provide technical assistance to parent organization executive boards as requested. Common requests for assistance include:
  - Strengthening the executive board
  - Communicating with, and including families in, parent organization initiatives/activities
  - Working effectively with principals
  - Developing effective programs and initiatives to support schools
- OFPE also provides intensive professional development for new parent organization leaders (e.g., understanding by-laws; resolving conflicts; recruiting volunteers to work with the executive board; forming effective partnerships with principals)

## **3. DCPS Parent Handbook**

The *DCPS Parent Handbook* was developed and distributed to each DCPS school site during the summer before the 2013-2014 school year. The Handbook is produced in a family-friendly, easy to read format and includes, but is not be limited to, the following content: (1) Academic policies affecting students and parents; (2) Disciplinary policies affecting students and parents; (3) Educational rights that are guaranteed by law; (4) Rights and responsibilities of students and parents; (5) Strategies families can use to support their children's learning; (6) Strategies families can use to partner with their school to support its success; (7) Various topics including parent services, testing, health services, graduation requirements; and (8) a Central Office directory. It is available online (in 5 translated versions). It can be accessed at <http://dcps.dc.gov/DCPS/parenthandbook>

#### **4. Parent Leader Guide**

The *Skills for Effective DCPS Parent Leaders: A Toolkit for Moving Forward* serves as a guide to help parents create, strengthen and expand parent-led organizations in DC Public Schools that support schools' goals for student academic growth. The toolkit offers a series of one-pagers that center on a key skill parent leaders can use to support their school success. Each page contains a skill description, opportunities to use the skill, and an example of the skill in practice. The skills for effective parent leaders in the toolkit are: (1) Incorporating School Goals into Parent Programs, (2) Mobilizing Families for Student Success, (3) Working Effectively with School Leaders, (4) Understanding and Using Data, (5) Aligning School Goals and Fundraising Initiatives, (6) Recruiting and Maintaining Volunteers and Community Partners, (7) Cultivating other Parent Leaders, and (8) Communicating Effectively with the School Community. All schools have received two copies for School Year 2013-2014.

#### **Chancellor and DCPS Leadership Engagement Activities**

Chancellor Henderson takes her commitment to DCPS parents very seriously and has demonstrated this commitment by engaging parents in a variety of settings.

##### **1. Chancellor's Address October 17, 2013**

DCPS hosted a State of the Schools Address at Cardozo Education Campus that provided an opportunity for DC families, community members, students and partners to spend an evening with the Chancellor and her leadership team. The event featured a speech from the Chancellor where the audience heard about the state of DCPS schools and how key stakeholders are playing a critical role in building a high quality, vibrant school district for all. A reception followed the Chancellor's remarks where attendees viewed and interacted with displays of DCPS academic programs and initiatives such as Junior Great Books, food services, art programming and library services. Families and community members were able to meet and greet with the Chancellor and her leadership team and have intimate conversations following up from the Address. Attendance was estimated at nearly 500 individuals.

##### **2. Chancellor's Living Room Chats**

In the fall of 2013 DCPS started the Chancellor's Living Room Chats- small, intimate discussions (10-15 people) hosted in the home of a DCPS parent. The host invites current and prospective DCPS families as well as families in charter and private schools for an informal opportunity to share perspectives and opinions directly with the Chancellor. The discussions have been an opportunity

for the Chancellor to interact with a variety of families and community members while sharing information and answering questions about DCPS programming and initiatives. Living Room Chats will be held in all 8 Wards of the District.

### 3. Chancellor's Parent Cabinet

The Chancellor's Parent Cabinet will launch in March 2014 and will serve as a mechanism for parent leaders to directly inform the Chancellor about system wide policies and programs affecting schools. The Parent Cabinet will be comprised of 16-24 volunteer parents and will be selected through a competitive application process. To ensure broad representation, the applications and nominations will be evaluated using a variety of factors, including place of residence, child's grade level, school community, and areas of interest and experience. The Parent Cabinet will meet monthly.

### Digital Engagement Activities

DCPS is recognized as a leader among school districts for its use of social media and technology to engage parents and community members. Through our website, Twitter, and other social media outlets, we provide critical updates about school closings, opportunities for parent and student involvement, and information about what is happening in our schools. Through these means, we also receive feedback on a variety of issues from our stakeholders from across the city.

#### DCPS Website (dcps.dc.gov)

	Metric on 9/30/13	Gain from FY12 to FY 13	% growth from FY12 to FY13
Website Page views	21,179,383	9,802,512	-16%
Website Visitors	3,163,821	1,554,770	-3.4%

#### Social Media

Tool	Metric on 9/30/13	Growth since 10/1/12	Notes
Facebook fans (Started in Jan. 2010)	6,684	+43%	Facebook is used to share good news, critical information and provide an opportunity for our stakeholders to interact with central office and each other.

<b>Twitter followers</b> (Started in Jan. 2010)	15,457	+69%	Twitter has become our most popular social media tool where we share good news, critical information and allow stakeholders to interact with us directly. This has also become a great listening tool for us to hear what stakeholders are tweeting about so that we are better able to respond to their needs.
<b>Instagram followers</b> (Started in Aug. 2011)	1,064	+82%	DCPS uses Instagram to share photos of activities happening across DCPS and engage students.
<b>Youtube Views</b> (Started in April 2009)	251,157	+50%	DCPS regularly posts a variety of videos featuring students, teacher, and DCPS leadership.
<b>Email new subscribers</b> (Started in 2009)	47,732	+10.9%	DCPS regularly sends mass emails to parents, families and stakeholders about emergencies, key events and important messages from DCPS leadership. All parent email addresses are automatically included and any district resident can sign up via the DCPS Website to be on the subscriber list.
<b>Text messaging subscribers</b> (Started in 2010)	14,584	+58%	Since text messages have a 90% open rate, DCPS' text messaging service is an invaluable tool we use for emergencies and important news. We've seen significant growth this year, especially during times of inclement weather.
<b>Blackboard Connect robocalls</b> (Service has been used for several school years)	572,969	+59.4%	Blackboard Connect is the robocall service that all schools and central office use to do mass communications with parents and families. The system now allows for email and text communication, which schools have started to use and that been popular among parents. The system is also used by schools to send attendance calls and text messages when students are



			not in school.
<b>Email addresses for the Office of Public Engagement</b>			<u>DCPS.communications@dc.gov</u> and <u>info.ofpe@dc.gov</u> are two key email addresses where stakeholders contact our office.

- What the agency has learned from this feedback?

Parents and families want comprehensive and regular updates and opportunities to engage with, and provide feedback to the Chancellor and decision-makers within DCPS. DCPS stakeholders want to feel authentically engaged and listened to, especially when policy and program changes are being enacted that affect their school community and child. When parents and community members receive regular updates through traditional and social media and feel their concerns are acknowledged and addressed in a timely manner, there is greater satisfaction and trust that the school system is working. Stakeholders also want evidence that their point of view has been heard and their feedback has resulted in some change.

- How the agency has changed its practices as a result of such feedback?
- What steps DCPS leadership has taken to facilitate a sense of community and proactive parent and youth engagement?
- The number and purpose of each community meeting or information session held in FY13

Feedback received via survey, in-person focus groups, special events, or online is taken very seriously and DCPS is very thoughtful about how the information is used as a part of the policy and program development/adjustment process. Family, community and student feedback can drive the development of annual goals and budget priorities, it can assist in the strengthening of relationships at the school level, it can guide the style and frequency of communications to families, and it can lead to the development of a new program or initiative.

As an example, OFPE prioritized the launch of the EngageDCPS.org site as key outreach strategy after the consolidation and reorganization proposal was released to the public in November 2012. We came to the conclusion that in addition to the planned community meetings and the one-way communications, we needed a forum that was transparent and accessible, allowing for authentic two-way communication among all key stakeholders.

As a second example, DCPS will launch OFPE Office Hours to provide our parents and families with an opportunity to offer direct feedback on their personal experiences with DCPS, their assessment of our progress, and the opportunity to develop relationships with senior staff.

And third- the detailed and thoughtful written feedback provided by the students during the FY13 survey will help to guide and steer the current-year budget priorities to increase student satisfaction in all DCPS schools.

Perhaps most significantly, DCPS has established an FY15 budgeting priority related to improving student satisfaction with their schools. This initiative was the direct result of feedback we heard

through our annual student survey in which students were very satisfied with their schools in many ways, but still had concerns about how students treat each other and the overall cleanliness of their schools. DCPS will make critical expenditures, based on the needs of specific schools, in FY15 to address these needs.

- The engagement process regarding the commitment to open Brookland Middle School in August 2014 with an art and world languages focus.

**Brookland Middle School Engagement Process**

The **Ward 5 Great Schools Initiative** was DCPS' response to the Ward 5 community's interest in a stand-alone middle school in the ward. DCPS created a portfolio of enhanced middle grades options with parent and community input. DCPS opened McKinley Middle School in the annex of McKinley Technology High School to create the McKinley Technology Education Campus in August 2013. Brookland Middle School will open in August 2015 with an Arts and World Language focus. Finally, Brown Education Campus is expected to receive its International Baccalaureate certification by the 2016 school year. The engagement process for the Ward 5 Great School Initiative included:

- Three community meetings during SY 2011 (total of 273 attendees) where Ward 5 and District residents weighed in on the middle school planning;
- PTA and school based meetings at all Ward 5 Education Campuses and Elementary Schools (total of 200 attendees);
- Close to 3000 surveys sent to Ward 5 families;
- 150 surveys and one-pagers distributed during morning drop off at schools;
- A 12-member Parent Engagement Committee was created and provided advice to architects and the overall planning and design process;
- Presentations to Ward 5 organizations (Ward 5 Council on Education, Brookland Neighborhood Civic Association); and
- Prepared responses to daily/weekly emails and responses to individual calls with interested stakeholders.

The feedback received from the Ward 5 Great Schools Initiative greatly informed the design, planning and offerings of the new Ward 5 middle schools.

**Ongoing Community Engagement- Brookland School Improvement Team (SIT)**

DCPS is eager to open the new Brookland School to help address the demand for quality middle grades options in Ward 5. While there have been delays in construction, DCPS has worked closely with the community to ensure they have meaningful input on the project.

- In October 2012, DCPS created a SIT team with 16-20 members made up of DCPS, Charter, and prospective Ward 5 parents, ANC, community members, DCPS and DGS staff, and architects
- Notable accomplishments to date have included:
  - Quarterly community meetings co-hosted with DGS and DPR where status updates are provided to the surrounding neighborhood stakeholders

- Elementary school feeders were able to participate in visioning sessions to ensure alignment and maximize the capacity of the building
    - Visits to other arts schools were made to discuss and observe best practices and an academic plan was drafted by an Academic Planning Team led by Central Office staff
  - A series of targeted focus groups, community meetings, surveys, and calls were used when needing to get specific information or feedback from the Brookland community regarding the development of the school
- How did the agency address that “DCPS stakeholders want more opportunities to regularly see the Chancellor and representatives of DCPS in their schools and communities.”
- In addition to the public engagements coordinated through OFPE, the Chancellor:
- Visits schools 2-4 days per month;
  - Has teacher and principal cabinets ( and is now adding a Parent Cabinet);
  - Meets with stakeholders who request via the web or who contact her directly;
  - Speaks at external events for groups that serve our students (e.g.POSSE and DC CAP)
  - Attends large community events targeting our students and families such as the District Education Festival, OSI Expo and EngageDCPS LSAT Budget Meetings; and
  - Meets with every principal at least the beginning of the year for goal-setting - and throughout the year.

Members of the leadership team and Central Office staff also regularly participate in interagency collaborative initiatives and represent the district at community meetings. Some examples of this engagement include:

- Attendance at the OSSE Parent Summit
- Participation in the 2014 DC Education Festival
- OSI Expo in 2013 and 2014
- Attendance at the Mayor’s Citywide Summer Events
- Attendance at Adams Morgan Day
- Community Days for the local Washington Nationals Games (Community Booth)
- Summer and OSTP program enrollment events in the community (evening and weekend hours held)
- Deployment of Central Office staff to all schools as School Ambassadors for school opening preparation and on the first day of school and as support during DC-CAS administration.

Q54: Please specify the student recruitment and outreach efforts that were implemented in FY13 and that will be made in FY14 to reach families and students. In addition, please specify:

- The agency’s timeline for student recruitment;
- The agency’s goals for student enrollment;
- How DCPS publicized schools throughout the communities; and,
- The resources allotted for this effort.

As part of its five-year *Capital Commitment*, DCPS will increase its enrollment. For FY13, DCPS audited enrollment was 45,557 students - a 1% growth over FY12's audited enrollment of 45,191 students. For

FY14, the agency reported an enrollment of 46,516, or a 2% growth (even with the school consolidations of FY13). The figures indicate that DCPS is experiencing a positive growth trend over time, including nearly 4% total growth over the past five fiscal years (FY09-FY14). Looking forward, DCPS expects to continue this growth, projecting another 2% growth for FY15. This figure also remains in line with the District's anticipated population growth, and DCPS will continue to collaborate with OSSE to ensure that both education sectors figures are accurately represented.

Annually, DCPS begins its enrollment efforts on April 1, with the publishing of the upcoming year's enrollment packet. For FY13, the focus was to retain at least 80% of the students from consolidating schools within DCPS. In the end, we reenrolled 73% of total closing school students, a number we feel reflects dedicated consolidation efforts described above in district-level engagement activities. The four schools with the lowest capture rates include Marshall (60%), M.C. Terrell/McGogney (66%), Spingarn (66%) and Kenilworth (69%).

The secondary goal was to enroll students earlier in order to ensure, before the beginning of the school year, that every school's resources appropriately matched its actual enrollment. In past years, when families enrolled late, it created difficulty when it came to allocating resources, creating student schedules, and readying buildings for the first day of school. To mitigate the negative impact of families enrolling late, DCPS prioritized reenrolling for SY13-14 prior to the end of the SY12-13. In order to help incentivize schools and families, DCPS offered positive rewards for earlier enrollment activity, including the opportunity for students to receive a free movie pass upon reenrolling and the opportunity for schools to qualify to win new computers based on meeting school-wide thresholds. In FY13, DCPS met its goal of reenrolling over half its student body (55%) by the last day of school.

DCPS is continuing to prioritize enrollment in the current fiscal year. Over the course of the past several months, DCPS has convened a working group of central office staff, school principals, and other school staff to generate ideas about what could make for the most effective recruitment and enrollment efforts. Resources have been set aside to support professional outreach training for select school-level staff and for the creation of a basic marketing and outreach "best practices" tool kit for schools to use as part of their enrollment drive. Already for FY14 the DCPS website has featured a section on the homepage dedicated to *Learn/Apply/Enroll* and all DCPS School Profiles have been updated on the website and are in the process of being printed for schools to use as outreach materials. DCPS is deeply engaged in communicating with families and students about the new My School DC common lottery application and process and has promoted information on the DCPS website, social media, emails and robo-calls (See also Question 29).

During FY13 the majority of communication efforts around student recruitment and enrollment were focused on consolidating schools (See Question 55). DCPS Office of Family and Public Engagement procured a vendor using private dollars through the DC Public Education Fund to create marketing collateral for schools including door hangers, brochures, posters and postcards. DCPS developed marketing professional development and guidebooks for school staff. DCPS also developed digital engagement collateral for schools including logos, email banners and established branding protocols for some schools including formalized color and font conventions.

In FY14 DCPS allocated up to \$40,000 in resources for communications and school level marketing support, a portion of which can be attributed to recruitment/enrollment-related activities such as creating brochures for open houses and flyers for the DC Education Festival.

**Q55:** Please describe DCPS's efforts to retain students attending schools previously consolidated or scheduled for consolidation. For each school closed through the consolidation process, please detail the number of students affected, all efforts undertaken to place the students, all efforts undertaken to ensure that capacity existed to receive the students, and the number of students that were enrolled at the identified receiving school.

In FY13 DCPS worked to ensure that we minimized the impact of school consolidation and reorganizations on students and families. As part of this effort, we worked hard to retain students who were affected by school consolidations. Below is an outline of our efforts to retain students.

- Principals from consolidating schools sent letters and Connect-ed communications home to parents at closing schools regarding closing and enrolling at receiving schools.
- DCPS made individual calls to over 1100 families of students in closing schools through a phone banking effort. Results of this phone bank are summarized in (See Q55 Attachment\_Phone Bank Summary).
- In partnership with a marketing firm, schools produced professional marketing materials promoting what their schools have to offer and either refreshed or established websites.
- Principals, their leadership teams, and school staff planned, led, hosted, and participated in outreach and recruitment events that supported community building with the closing school and helping families make a decision about what school they chose for SY13-14. These activities varied from school to school and were tailored to fit the school community's needs. They are described further in Q55 Attachment\_School Level Recruitment/Outreach Summary.
- DCPS provided Transition Coordinators to help schools and families with the transition from consolidating schools.
- DCPS conducted a facilities 'blitz' to ensure that receiving schools were in great shape to receive additional students. Q55 Attachment\_Blitz Scope Summary details the receiving school blitz by school.
- Q55 Attachment\_Consolidation Reenrollment by School details the number of students that were enrolled at the identified received schools and the number of students originally affected

**Q56:** With regard to the consolidation of Mamie D. Lee and Sharpe Health into River Terrace:

- How many of the students at Mamie D. Lee and Sharpe Health can be served at River Terrace;
- How many of these students are projected to be served in a less restrictive environment;
- How will decisions be made as to where these students will attend school next year; and,
- The school-wide resources that will be available at River Terrace to support students in special education (e.g., nurses suite, diaper changing rooms, dental office, life skills room, handicap-accessible playground, etc.).

River Terrace can serve approximately 175 students from Sharpe Health and Mamie D. Lee. There are currently 130 students enrolled in both schools. The Career Development Center, adjacent to River Terrace, will serve an additional 45 students who meet the criteria. The students in the Career Development Center may be 16-22 year olds who attend the River Terrace School or attend other Intellectual Disability programs throughout the city who qualify for the program.

Any student currently at Sharpe or Mamie D Lee who continues to need a full-time self-contained school program will be able to receive services at River Terrace. We do not make projections regarding the most appropriate environment for students, as this is a decision of the IEP team. The schools will hold annual IEP meetings and will determine with the school-based team and the parents which students should be served at River Terrace.

The following school-wide resources will be available at River Terrace: a Nurses' suite, diaper changing rooms, a dental office, a life skills room, an accessible playground, a sensory room, an art and music room, a therapy pool, a media center, as well as academic and functional curricula based on student needs.

Q57: Please list each public/private partnerships to provide special education services in SY 2012-2013 or SY 2013-2014 to date. For each initiative please provide:

- The name of any private partners, if applicable;
- A detailed description of the program and services provided;
- The name of the employee who is responsible for the program;
- The total number of FTE's assigned to the program;
- The number of students served by the program, if applicable;
- The location of the services; and,
- The amount of funding budgeted to the program.

DCPS/OSI has made a strategic shift to build internal capacity to serve our special needs students with high-quality programming. This has led to a dramatic decrease in formal partnerships. Currently, Ivymount is the only formal partnership agreement, but OSI continues to informally collaborate with countless community-based organizations and other stakeholders to coordinate services and provide optimal services to students.

#### Ivymount School Partnership

In SY 2013-2014, the Ivymount School will manage a classroom for students with high-functioning autism at School-Within-a-School at Goding Elementary School. The classroom can serve up to 8 students, but all students with autism will benefit from training of their teachers and aides.

A DCPS special education teacher, related service providers and aides will work alongside Ivymount staff for a practical training opportunity. Further, Ivymount will develop more formal training materials to be shared with other DCPS staff who work with our students with autism. This partnership is managed by Thomas Flanagan, Deputy Chief, Inclusive Programming Division, Office of Specialized Instruction and Megan Gregory-Morley, Manager, Autism Team and will include 1 central FTE, 2 school-based and 2 Ivymount positions.

Amount budgeted: \$400,000.

### **Student Achievement and Support Services**

Q58: In FY13 DCPS implemented various school improvement models including contracts with charter operators to manage individual DCPS schools, restructuring programs and staff, and providing



flexibility in resource allocations. Please provide a list of each school in which DCPS employed a school improvement model and the impact this had on student achievement.

Please see the table referenced in Q36.

Q59: In an effort to increase the number of advanced students, DCPS stated that beginning in FY13 it was going to invest in two new school-wide gifted and talented programs. Please provide the Committee with:

- A review of what these programs accomplished in FY13 along with the budget of program;

As part of the *Capital Commitment* goal to double the number of the District's advanced students, 6 schools will utilize the Schoolwide Enrichment Model (SEM) in SY13-14. The SEM was developed by Joseph Renzulli from the University of Connecticut and "provides enriched learning experiences and higher learning standards for all children through three goals; developing talents in all children, providing a broad range of advanced-level enrichment experiences for all students, and providing advanced follow-up opportunities for young people based on their strengths and interests." (Source: University of Connecticut, Neag Center for Gifted Education and Talent Development) SEM is also intended to increase student satisfaction with school and retain or increase enrollment at these schools.

The six schools implementing SEM in SY13-14 are: Hardy MS, Johnson MS, Kelly Miller MS, Sousa MS, Stuart-Hobson MS, and West EC. While the logistics of implementation may vary, the following principles should be exhibited at all of our SEM schools:

- Enrichment should be available to all students
- Enrichment activities should foster student talent development
- Enrichment should be catered to students' individual interests and learning styles
- Schools should utilize enrichment cluster grouping and curriculum compacting to ensure that students are consistently mastering new concepts and skills.

Each of the six SEM schools is staffed with one FTE, at an approximate cost of \$100,000; the total in personnel costs across all schools for FY14 is approximately \$600,000. SEM schools are supported by the Department of Advanced and Enriched Instruction, which employs three FTEs who support SEM programs, Advanced Placement, International Baccalaureate (IB), and subject-specific curricular extension programs at the elementary school level.

- A list of each school that had IB programs during the SY 11-12, SY12-13, and SY13-14. Since SY11-12, the number of authorized IB schools has remained at five: H.D. Cooke ES, Shepherd ES, Thomson ES, Deal MS, Banneker HS. As of SY13-14 there are an additional five schools that are in the IB candidate authorization process: Turner ES (authorization visit to occur 3/14), Eliot-Hine MS, Jefferson MS, Browne EC, and Eastern HS.
- A list of all AP courses offered during the 2012-2013 school year and currently being offered for each high school;

*DC Public Schools*  
*FY13 Performance Oversight Questions*

AP Course Offered / School Name	Anacostia	Ballou	Banneker	Cardozo	CHEC	Coolidge	Dunbar	Eastern	Ellington	McKinley	Phelps	Roosevelt	Walls	Wilson	Woodson
AP Art History			X						X				X		
AP Biology			X	X	X	X			X	X			X	X	
AP Calculus AB		X			X	X	X		X			X	X	X	
AP Calculus BC										X			X	X	
AP Chemistry	X				X				X	X			X	X	
AP Chinese Language & Culture													X	X	
AP Comparative Government													X	X	
AP Computer Science														X	
AP Economics: Macro														X	
AP Economics: Micro														X	
AP English Language & Composition	X		X	X	X	X	X	X	X	X	X	X	X	X	X
AP English Literature & Composition		X	X	X			X		X	X	X	X	X	X	X
AP Environmental Science						X		X			X		X	X	X
AP French Language (V)					X				X				X	X	
AP Human Geography								X		X			X	X	
AP Latin													X	X	
AP Music Theory					X			X	X				X		
AP Physics B		X			X									X	
AP Physics C: Electricity & Magnetism														X	
AP Physics C: Mechanics													X	X	
AP Psychology								X			X		X	X	
AP Spanish Language					X								X	X	
AP Spanish Literature					X								X	X	
AP Statistics			X		X					X				X	X
AP Studio Art/2-D Design					X								X	X	
AP Studio Art/3-D Design					X										
AP Studio Art/Drawing									X		X	X		X	
AP U.S. Government	X	X	X		X				X	X		X	X	X	X
AP U.S. History	X	X	X		X	X		X	X	X	X	X	X	X	X
AP World History	X	X	X						X	X			X	X	X

- The number of students enrolled in each of the AP classes during the 2012-2013 school year and the current school year.

Course Title	2012-13 Final Enrollment	1/5/13 Enrollment
AP Art History	37	55
AP Biology	140	124
AP Calculus AB	162	217
AP Calculus BC	15	47
AP Chemistry	113	98
AP Chinese Language & Culture	17	15
AP Comparative Government	79	43
AP Computer Science	6	17
AP Economics: Macro	24	25

Course Title	2012-13 Final Enrollment	1/5/13 Enrollment
AP Economics: Micro	27	26
AP Eng Lang & Composition	764	1012
AP Eng Lit & Composition	657	451
AP Environmental Science	151	204
AP French Lang (V)	41	30
AP Human Geography	153	165
AP Italian Language	4	0
AP Latin	11	11
AP Music Theory	31	61
AP Physics B	29	34
AP Physics C: Electricity & Magnetism	10	5
AP Physics C: Mechanics	31	40
AP Psychology	53	106
AP Spanish Lang	148	142
AP Spanish Lit	67	120
AP Statistics	95	153
AP Studio Art/2-D Design	16	7
AP Studio Art/3-D Design	1	5
AP Studio Art/Drawing	39	47
AP U.S. Government	281	330
AP U.S. History	489	543
AP World History	568	592
<b>Grand Total</b>	<b>4259</b>	<b>4725</b>

- The number of students in each high school that took an AP exam during the 2012-2013 school year.

School Name	Number of students who took an AP exam in 2012
Anacostia HS	57
Ballou High School	60
Benjamin Banneker HS	206
Cardozo EC	29
Columbia Heights EC (CHEC)	493
Coolidge High School	51
Duke Ellington School of Arts	147
Dunbar HS	44
Eastern HS	26
McKinley Technology HS	275
Phelps ACE HS	43
Roosevelt HS	32
School Without Walls HS	371
Spingarn HS (closed for SY13-14)	21
Wilson HS	602
Woodson, H.D. HS	72

School Name	Number of students who took an AP exam in 2012
Grand Total	2529

- From 2011 to 2013, the number of students taking AP Exams grew by 26 percent, with 2,523 students taking the exam in 2013 compared with 2,006 in 2011. More recently, participation has increased, in particular among Latino students, who took 100 more exams in 2013 compared to 2012. The number of exams on which students received a 3 or higher has increased significantly as well. In 2013, students earned a 3 or higher on 1,272 exams versus 939 in 2011. This represents a 35% increase. The pass rate (percent of students scoring a 3 or higher on the exam) among Latino students climbed by 3 percentage points. Analysis of AP data in the core subject areas shows that DCPS students made the most significant gains in math and English. The success rate for the AP Calculus AB exam taken in 2013 increased by 11 percentage points from 2012, while the success rate for the AP English Literature exam increased by 6 percentage points during the same time period.

DCPS offers 30 of the 34 College Board approved AP courses this school year, with 141 unique AP course offerings in 15 high schools. This represents a 17.5 percent increase from the AP courses offered at these schools during the 2010-11 school year. Policies like the “AP for All” policy at CHEC, which requires every student to take at least one AP class, and open enrollment in AP courses have contributed to the gains our students have achieved.

Q60: How does DCPS determine which students go to summer school? Please describe:

- The process for summer school enrollment, including the timeline for notifying parents, registering students for classes, and hiring staff that occurred for Summer 2013 and that is planned for Summer 2014.
- What summer opportunities are available for students with disabilities to earn Carnegie units toward graduation? Can students earn Carnegie units at ESY?
- If students with IEPs or 504 plans attend summer school in order to earn Carnegie units, what is DCPS’s policy regarding providing those students with special education and related services (including transportation)?

DCPS offered a number of different programs over the summer in SY12-13. For students in grades K-8, eight summer school sites operated throughout the district, offering both literacy and math instruction. For rising 9th graders, we continued and expanded our Summer Bridge program, which helps support the key transition to high school by combining a career-themed literacy/math curriculum with an advisory program that cultivated high school success skills. DCPS used student-level data, including course performance results, DC CAS scores, attendance data and behavioral data to recruit students who would most benefit from the Summer Bridge program. Additionally, we partnered with the Summer Youth Employment Program (SYEP) to ensure that our eight sites were also SYEP placements for additional rising 9th graders. At the high school level, we operated three high school summer schools that offered credit recovery courses to students who had previously failed particular courses. School staff, especially counselors, worked to enroll students in the high school programs. Similarly varied programming is planned for the summer in SY13-14.

### **K – 8 Summer School in 2013**

#### **Identification of Students, Notices to Parents and Enrollment:**

We analyzed the results of reading assessments to identify K-8 students who we believed would benefit most from the K-8 summer program in 2013. Notices to these prioritized students were sent in March 2013, and parents were asked to complete an online application to enroll their student/s in summer school. Spaces were available on a first-come, first-served basis for each grade at each site. Additional notices to the rest of the students were sent in May 2013. Our program evaluation findings showed that students who were recommended and attended the program were able to maintain or improve their reading skills, as compared to others who did not attend summer school.

### **High School Summer School in 2013**

#### **Identification of Students, Notices to Parents and Enrollment:**

DCPS (Central Office) provided notice to all parents about general summer school programming in February 2013. However, schools took the lead on notifying students who needed to attend high school summer school based on Term 2 and Term 3 grades (in late February – early March 2013). In addition, high school guidance counselors, while reviewing students' Letters of Understanding (i.e., an accounting of credits earned and required), encouraged students to attend summer school to recover credits and graduate in a timely manner.

Priority was given to 9th grade DCPS students - and 12th grade DCPS students who needed 3.0 credits or fewer to graduate. Student registration opened in April 2013 and was conducted on a rolling basis until the second week of summer school (July 8, 2013). All eligible students completed online DCPS HS Summer Credit Recovery Program Enrollment Forms; and met with their school counselors to be scheduled in appropriate course(s). Schools received confirmation letters outlining students' assigned summer school site and schedule. Letters were distributed to the students by the school staff/counselors.

#### **Hiring Staff:**

To recruit summer school teachers and aides for both summer programs, DCPS posted the job openings on the DCPS website, distributed flyers to schools, targeted teachers who received a "highly effective" rating under IMPACT, and gathered recommendations from principals. We did an IMPACT score screen in order to ensure we hired teachers who were evaluated as being "effective" or "highly effective." We also partnered with the DC Teaching Fellows to place their Fellows in summer school classes. Teachers and aides submitted online applications positions in March 2013 and those hired received training in early June 2013 which focused on the goals of the summer school program, roles and responsibilities of teachers and aides, and the curriculum materials and online resources that were used for the program.

### **K – 8 Summer School in 2014**

#### **Identification of students, Notices to Parents and Enrollment:**

- Summer school 2014 will be open to every kindergarten through eighth grade DCPS student.
- Principals will actively recruit students who we believe would benefit most from the summer program.
- Notices to parents will be sent to schools beginning in February 2014, and parents will be asked to complete an online application again this year. Spaces will again be available on a first-come, first-served basis for each grade at each site.

**High School Summer School in 2014**

The notification and enrollment process for secondary summer school this year is currently under consideration.

**Hiring Staff:**

The process and timeline for hiring staff will be identical to what the process in 2013. Teachers and aides will be able to submit online applications for summer school positions beginning in March 2014, and those who are hired will receive training in early June 2014.

**Students with Disabilities**

Students attending Extended School Year (ESY) typically do not earn Carnegie units because the purpose of ESY is to prevent regression of critical skill areas. Also, traditionally, though not exclusively, many of the students found eligible for ESY are on the certificate and not the diploma track.

As in past years, students with IEPs and 504 plans who attend summer school were mainstreamed with their typical aged peers and have received the same instruction as the general education students in summer school (this excludes the ESY students). We do provide information about certain accommodations that students receive during the regular school year (from the student's IEP) to the summer school teacher. This gives the summer school teachers a tool for better serving the students receiving special education services (they will not be asked to teach the IEP goals but we strongly encourage them to use the accommodations for the students). We also aggressively seek and hire teachers who are certified in special education to staff our summer school sites. Students with IEPs and 504 plans who are enrolled in summer school are not provided transportation.

The purpose of ESY is to prevent a student's regression of critical skill areas during the summer months. Because much of the curricula in ESY focus on these critical skills, students typically do not earn Carnegie units. Also, traditionally, though not exclusively, many of the students found eligible for our program are on the certificate track instead of the diploma track.

Q61: Please provide the following for DCPS career and technical education programs:

- DCPS's plan to improve the quality of and access to career and technical education programs for students;

During SY12-13, DCPS served on the DC Career and Technical Education (CTE) Task Force with the Office of State Superintendent of Education (OSSE), Deputy Mayor for Education (DME), DC Public Charter School Board (PCSB), Women, Infants and Children (WIC), the University of District of Columbia Community College (UDC-CC), and members of the City Council. The CTE Task Force proposed a strategic plan to improve participation, persistence, and completion of CTE programs of study that are aligned to high-wage and high-demand occupations in DC. DCPS and the other agency partners are continuing to work together to ensure an efficient implementation. The following initiatives were adopted by DCPS in SY12-13 as the result of implementing the strategies in the strategic plan:

- Evaluated all existing DCPS CTE programs of study based on the labor market and program quality criteria established by the CTE Task Force to consolidate the DCPS CTE program offerings. As a result, four programs of study (Communications Technology, Environmental Science, Marketing, and Aviation Maintenance Technology) that did not meet the Task Force's quality requirements

have been eliminated from our program offerings in SY13-14. In addition, the curricula of four other CTE programs of study (Finance, Business Administration, Hospitality Management, and Interactive Media) have been restructured to ensure that they are aligned and result in industry certification and/or college credits.

- Analyzed school-by-school data on CTE program completion rates in SY11-12 and redesigned the portfolio of DCPS CTE program implementation for SY13-14 and beyond.
- Improved CTE program implementation fidelity by:
  - Examining CTE course enrollment data monthly to monitor the scheduling of CTE courses at each school;
  - Ensuring all high school students complete their course plans in the online Individual Graduation Portfolio (IGP) system during the fall semester of each school year;
  - Comparing each school's proposed master schedule in the spring semester against the school's IGP data to promote the practice of scheduling CTE courses based on student interests; and
  - Examining each school's proposed master schedule to ensure that the school schedules the courses in the CTE programs of study based on the specified course sequence.
- Provided professional development to CTE teachers on literacy integration in CTE programs. The focus of this professional development was on Reading in SY12-13 and on Writing in SY13-14.
- Significantly increased the investment in professional development of CTE teachers on industry certification assessments to ensure that all CTE teachers will be equipped with industry-recognized credential and certification.
- Provided professional development required by the post-secondary institutions to the CTE teachers that were scheduled to teach articulated courses in SY13-14 according to the Articulation Agreements signed with the postsecondary institutions in SY11-12.
- Continued to work on increasing student participation in co-curricular activities (e.g., Career Technical Student Organizations, Robotics Competitions).

Please refer to "Q61 Attachment\_CTE Programs Courses & Postsecondary Linkages SY12-13."

- How students are directed to career and technical education programs;

Students are directed to career and technical education (CTE) programs through the following career exploration and scheduling activities:

- **CTE Guidebook** – CTE Guidebooks were sent to all DCPS middle schools at the beginning of the fall semester in SY12-13. All 8<sup>th</sup> grade students received a copy of the Guidebook prior to attending the annual High School Fair.
- **Annual High School Fair** – All DCPS High Schools were invited to participate in the annual high school fair in SY12-13. Schools that have CTE programs showcased their programs and recruited students into their programs at the fair. CTE Guidebook was also distributed to the attendees at the High School Fair.
- **Individualized Graduation Portfolio online system** – Students are directed to explore and discover their career interests through the use of their own Individualized Graduation Portfolios (IGPs). Time and technology is made available to all students at DCPS middle and high schools so that they may complete their interest assessments in the IGP online system and match their interests and skills to suggested careers and majors. From the results, students can discover which courses are needed to complete a desired CTE program of study. Students will then be



able to select the desired courses and take ownership of their course plans (student course selections are automatically migrated from IGP into the DC STARS which generates student schedules.) Students have the flexibility to transition within and among CTE programs of study as their interests change and different opportunities emerge.

- The number of students enrolled in each program and the school in which it is located;  
Please refer to “Q61 Attachment\_CTE Program Enrollment by Location SY12-13.”
- A list of which career and technical education programs provide students with professional certification and/or college credit and which do not;  
Please refer to “Q61 Attachment\_CTE Programs Courses & Postsecondary Linkages SY12-13.”
- The hours that each program is in operation;  
Ballou STAY, Roosevelt STAY, Spingarn STAY operated Monday through Thursday from 11:30 AM to 8:30 PM. All other schools operated Monday through Friday from 8:45 AM to 3:15 PM.
- How these programs are made accessible to students with disabilities;  
Students with disabilities who are enrolled in CTE courses are provided with support for their special needs according to their Individual Education Plans (IEP). CTE teachers participate in case conferences and work with special education coordinators to ensure that the special supports they need are provided.
- Which CTE entry programs, if any, are listed for job growth by the Department of Employment Services;  
Based on the requirements delineated in the strategic plan created by the DC CTE Task Force, DCPS conducted a detailed labor market analysis of all programs of study offered in SY12-13 and subsequently eliminated programs of study that did not meet the requirements. As a result, all programs of study offered in SY13-14 meet the criteria of high-growth, high-wage criteria adopted by the DC CTE Task Force.

Refer to “Q61 Attachment\_CTE Programs\_Labor Market Analysis SY13-14.”

- How the CTE programs are designed to become a start on a career ladder and how they promote smooth transition to post-secondary education in disciplines leading to degrees; and,  
All CTE programs of study are required to provide opportunities for students to obtain industry certifications or postsecondary credits, as reflected in “Q61 Attachment\_CTE Programs Courses & Postsecondary Linkages SY12-13.” As employers are moving more towards competency-based hiring, industry certification has been proven to be as, if not more (in some industries), valuable in increasing the probability students obtain entry-level positions. Having obtained post-secondary credits in high schools not only increases the likelihood of being accepted by post-secondary institutions, but also prepares students to progress faster after they enroll in the post-secondary institutions.
- The planning that is undertaken for starting a program in a new discipline, in a new location/school.

To plan for starting a new program of study, DCPS will:

1. Conduct a labor market analysis to ensure that the proposed program of study leads to at least one of the Priority Occupations listed in Appendix C of *Strengthening the Pipeline to College & Careers* (the strategic plan published by the DC CTE Task Force);
2. Work with industry and post-secondary partners to ensure that the proposed program of study will lead to industry certifications and/or postsecondary credits;
3. Work with industry and post-secondary partners to select existing industry curriculum or create new curriculum if existing curriculum does not exist;
4. Identify or create professional development required for the teachers;
5. Pilot the curriculum in one school; and
6. Determine how many and which school sites we want to implement the new program of study and the implementation timeline for each selected school site.

Q62: Please describe the role and responsibilities of DCPS guidance counselors. For FY13, DCPS stated it would increase the number of guidance counselors employed in DCPS schools, thus please provide, the total number of guidance counselors in FY13 and the ratio of guidance and/ or college and career counselors at each of the DCPS high schools in FY13 & FY14 to date.

The school counselor is responsible for developing, implementing and managing a comprehensive school counseling program to serve the academic, social, and career development needs of students enrolled in DCPS. The primary purpose of the comprehensive school counseling program is to ensure the school counselors spend 80% of their time providing direct service to students to support DCPS' overall instructional and academic goals.

School-based counselors are the primary leads in DCPS schools for college and career counseling. Recognizing the importance of college readiness and career preparation for our students, we have continued our commitment towards fully funding school counselors in our high schools; for the third consecutive fiscal year, we have provided funding to support these 11-month positions. This model helps school counselors return to school early in August to plan student schedules and to support the successful transition of students.

### School Counselor Data

School Counselors by Grade Level		
Grade Levels	# of School Counselors During SY 12-13	# of School Counselors During SY 13-14
Elementary Schools	30	29
Educational Centers	9	18
Middle School	14	9
High School/Alternative	55	58
<b>Total # of Certified School Counselors</b>	108	114

Ratio of School Counselor to Students at High Schools			
High School	# of School Counselors	Enrollment (9-12 and EV)	* Students per Counselor
Anacostia HS	4	781	195
Ballou HS	5	710	142
Ballou STAY	3	686	229
Banneker HS	2.5	429	172
Cardozo EC (HS Only)	2	548	274
CHOICE Academy MS/HS	0	33	0
Columbia Heights EC (Bell HS)	5	937	187
Coolidge HS	2	435	218
Dunbar HS	3	635	212
Eastern HS	3	797	265
Ellington School of the Arts	2	295	148
Incarcerated Youth Program, Correctional Detention Facility	0	42	0
Luke C. Moore Academy HS	1	329	329
McKinley Technology HS	3	674	225
Phelps Architecture, Construction, and Engineering HS	2	317	159
Roosevelt HS	2	460	230
Roosevelt STAY	1	799	799
School Within a School	0	411	0
School Without Walls HS	4	580	145
Washington Metropolitan HS	1	269	269
Wilson HS	6	1716	286
Woodson HS	4	780	195
Youth Services Center	1	61	61

Q63: To help the transition between middle and high school, DCPS stated that it would continue to implement the Individual Graduation Plan (IGP) so that “students in grades 6-12 can discover their interests, set appropriate goals, and create a thoughtful plan for high school and beyond.” Please list by school the number of students in grades 6-12 that had individual graduation plans during the 2012-2013 school year. Please describe:

- How IGP's are developed;

All students in grades 6-12 at education campuses, middle and high schools have access to a free, online Individual Graduation Portfolio (IGP). Through the IGP platform, students are expected to complete a set of grade-specific milestones, which are activities helping students focus on college- and career-planning and readiness. The milestones lead students through a logical exploration of many of the platform's available tools, including completing a four-year high school course plan and actually making course selections (grades 8–11).

These activities follow a purposeful timeline paced over multiple sessions throughout the school year. This enables students to develop a long-term plan that automatically stores students' data and follows them throughout their secondary education.

Students can engage in the completion of the IGP online; however, schools ensure the completion of the portfolio in several different arenas and through different strategies: Advisory, afterschool/before school programming, during CTE courses, computer lab, content classes, counselor visits, library/media, parents as partners, recess/specials, student incentives/contests, warm-ups, and student IGP ambassador clubs.

- **What information is included in an IGP;**  
The Individual Graduation Portfolio (IGP) is an online resource that students use to prepare for high school, college, and careers. It includes tools, information, and databases including:
  - Journaling, goal setting, and reflection activities
  - The U.S. Department of Education's 16 Career Clusters that contain all entry-level through professional-level occupations in a broad industry area
  - Learning Styles Inventory (student's discover their learning styles)
  - Interest inventories (Work Values Sorter, Basic Skills Survey, Interest Profiler, Transferable Skills, Workplace skills)
  - Career Cluster Finder, Career Finder
  - "Do What You Are" (student's discover their personality type)
  - "Ability Profiler" (matches student's strengths to potential careers)
  - Course selection and planning (with access to the school course catalog)
  - Free PSAT and SAT prep courses using testGEAR
  - Access to the National Application Center and scholarship finder
  - Post-secondary schools database to explore potential colleges and university options
  - Access to real time "age appropriate" blogs on college and career planning
  - Access to volunteering/community service opportunities
- **How parents are involved in the development and implementation of IGPs;**  
Parents have the option of reviewing their children's IGPs on a regular basis. The IGP provides real time data and, so, at any time, parents view their child/ren's grades, course selections and other available assessment data (e.g., Interest Inventory results, Ability Profiler results, etc.). Schools promote parent involvement in a number of ways - communicating the benefits of the IGP during Back to School night, Parent/Teacher conferences, and one-page flyers.  
and,
- **How the use of IGPs has improved outcomes for students.**  
Through this process, more students are taking ownership of their course planning and selection (9,503 students in March 2012 vs. 9,760 students in March 2013). They have real-time access to their current grades and whether or not they are on track to for graduation. With the recent implementation of school-based SAT administration in our schools, more students have are also accessing the free test prep tool called *testGEAR*, housed in the IGP. The percentage of students

who accessed this tool increased by 34 percentage points, from 3% in SY11-12 to 37% in SY12-13)

For the number of students who had an IGP by school in SY12-13, please refer to Q63 Attachment\_IGP Data SY12-13.

- Q64: Please provide a detailed description of all efforts, programs, or initiatives, planned or undertaken, in FY13 and to date in FY14 to increase the graduation rate and decrease the dropout rate. For any listed programs, please identify how many youth are served, what specific services are provided, any plans for expansion, and the capacity of any program to serve students with disabilities.
- During FY13 and FY14, a number of projects are being implemented to ensure students maintain their interest in school and ultimately understand the value attending a school adds to their prospects for post-secondary success.

### **Ninth Grade Academies**

The Ninth Grade Academies were first launched in the beginning of FY14. The Ninth Grade Academies currently serve 1,115 first-time ninth graders at the eight comprehensive high schools in DCPS: Anacostia, Ballou, Cardozo, Coolidge, Dunbar, Eastern, Roosevelt and Woodson. The SY13-14 goal is to have 85% of all first-time ninth graders promote to the tenth grade - and to have 90% of first-time ninth graders pass English and Algebra. The academies are designed to support increased graduation rates via close monitoring of Early Warning Indicators, which helps to identify students who are off track earlier, more systematically, and more urgently than in past practice. Personalized instruction, clear expectations and strong relationships are the key strategies of the Ninth Grade Academy model.

Students are placed into teams based upon performance data relating to attendance, behavior and course performance in core areas (i.e., English, math, social studies and science). Ninth grade academies include a variety of interventions and supports for students, including Extended Day support for students who are at risk or off-track to graduate high school in four years. Our Ninth Grade Academies also serve students with disabilities.

We are currently in the process of speaking with school leadership teams at the various academies to discuss the possibility of expanding the academy model up to the 10<sup>th</sup> grade – as Tenth Grade Academies or Tenth Grade Support Plans.

### **Summer Bridge**

In summer 2013, 1,049 students were served in DCPS Summer Bridge programs, 407 at eight centrally-funded sites and 579 at four application high schools. Services include high school and college readiness, social-emotional support and remedial math and reading. For summer 2014, a planned expansion would support Summer Bridge programming at all 12 neighborhood high schools so that every DCPS student has a chance to attend Bridge at their high school of choice. Special education supports will be provided through special education classroom aides.

### **Evening Credit Recovery**

Evening Credit Recovery (ECR), available to every DCPS high school student, allows students to earn missing credits in an accelerated after-school environment with smaller class sizes and increased

curricular support. To date in SY13-14, more than 1,500 students have participated in ECR courses. Many programs hire dual-certified teachers for ECR in order to accommodate special education needs. Others use specialized special education support staff to provide accommodations.

### **New Heights Program**

New Heights is a school-based model for engaging and supporting expectant and parenting students in 15 DC high schools (13 DCPS and two charters) to help students remain in school until graduation and prevent subsequent pregnancies before graduation. For more than ten years, New Heights programs at Anacostia HS and Cardozo HS have been supported by the Department of Human Services (DHS) using federal Temporary Assistance for Needy Families funds. DCPS currently receives \$400,000 annually for these two schools. As a qualifying state agency, DHS applied for and was awarded a three-year grant by the U.S. Health and Human Services Office of Adolescent Health (HHS-OAH), at \$1.5 million for each year. The funds supported DCPS' and the Student Support Center's New Heights programs at the 13 additional high schools, the development of a database by the Office of the Chief Technology Officer, the evaluation of the program and development of a public awareness campaign by the University of the District of Columbia (UDC), and the administration of the grant and database maintenance by DHS. This grant concluded August 31, 2013, and is now operating under a six month no-cost extension.

For more information, please refer to "Q64 Attachment\_New Heights Outcomes 2011-2013" and "Q64 Attachment\_New Heights Stories SY12-13."

### **Support from the Office of Specialized Instruction**

DCPS has found that, in order for the curricula to be successful, students need to have buy-in and personal relevance to the coursework they are enrolled in at their local schools. As such, DCPS has designed 63 courses that allow students to reflect on what they are learning and make connections with their personal lives. One of the courses being offered is a course entitled *Self-Advocacy*. This course teaches students with disabilities how to reflect on their abilities and limitations, and then translate that knowledge to identifying their needs in the classroom. This puts the responsibility for their success in school with the student. By empowering the student to make decisions that impact their educational career, we have found that students feel more connected to their educational career and their personal academic success. Currently, this course is offered in the high schools and at least one of each high school's feeder middle schools. In FY15, DCPS plans to have this course in all secondary schools and select elementary schools. Finally, we hope to offer this course in all schools throughout the District in FY16.

As they progress, students need more concrete instruction to prepare for post-secondary options and DCPS wants to ensure that they are appropriately prepared for post-secondary education. Courses offered serve to engage students in making decisions about their post-secondary options; the lessons are also aligned to the Common Core State Standards for College and Career Readiness. As students are inclined to participate in discussions surrounding their plans for post-secondary life, we are connecting the standards to topics that are relevant to students. In particular, because we believe that increasing a student's reading level increases the number and type of postsecondary opportunities available, extensive reading interventions are also being used to address students' reading deficiencies, with a goal to have students improve their reading level each year by two grades. Below are courses

being offered, the grade levels they are taught in, and a brief description of what is taught in each course:

Course	Grade Levels	Description	Enrollment
Foundational Skills	Pre-K to 5	Foundational Skills teaches students the basics of transition. Focusing on what it means to have a job, how to demonstrate responsibility, and what to do to begin planning for post-secondary life.	0 (Not Started)
Character Development	6 to 12	Character Development explores the key components of what it means to be a good citizen and contribute to the world around you. This course discusses a great deal of conflict resolution strategies for student to employ in their daily lives.	136
Learning Labs	9 to 12	The Learning Labs are characterized by four courses. Strategizing, Career Exploration, Career Management, and Daily Independence. Students have the opportunity to take a deep dive to explore the career of their choice.	460
Computer Skills	6 to 12	Computer Skills are necessary for any individual transitioning to post-secondary life. Computers drive the world around us and our students need to understand the fundamentals of utilizing a computer in post-secondary life. This course offers a variety of ways to explore the functions and uses of a computer.	32
Test Taking Strategies	6 to 8	As students prepare to take standardized tests in and outside of the educational environment, this course helps students explore various modalities of testing and how to find the best accommodations to ensure success on any test.	67
General Explorations	10 to 12	General Explorations allows students to shadow various careers outside of the educational environment. Students are exploring a “day in the life” of a particular career.	105
Functional Living Skills	9 to 12	Functional Living Skills is a community-based instruction course that takes students into the field to explore various community resources available to them. Students explore concepts of recreation, government, and community living.	97
Transition Study Skills	11 to 12	In Transition Study Skills, students begin to develop resumes, cover letters, and complete applications for post-secondary education/training and employment opportunities.	25
Study Skills	11 to 12	In Study Skills, students explore best practices to maintain a healthy study schedule. Students focus on how to garner success on an exam through maintaining the best practices.	61

\*remainder of the page left intentionally blank\*



The following reading interventions are currently being used by OSI:

OSI is working to improve literacy skills for students with IEPs through investments in reading interventions in 54 schools and 201 classrooms

Reading Intervention	Class Type	Classrooms
Read180 / System44	BES 3-12 SLD 3-12	44 classrooms
Edmark	ID Autism	79 classrooms
Failure-Free Reading	ID Autism	58 classrooms
Reading Wonders	BES K-2	4 classrooms
Spell Read	SLD 3-12	5 classrooms
Lindamood-Bell	ELS	11 classrooms

Finally, for students placed in non-public schools, we have built a database to ensure the courses students are taking in those schools are aligned to the DCPS teaching and learning framework, with an eye toward ensuring that students are taking courses, beginning in 9<sup>th</sup> grade, that will keep them engaged in school and moving towards timely graduation.

Q65: For FY 13, DCPS was to adopt an assessment to screen all students on certain employability skills, along with a corresponding curriculum to use with those students “who have not yet mastered the skills necessary to succeed in the workplace.” This assessment was to be piloted during the 2012-2013 school year with those students participating in CTE programs. Please detail:

- How many students participated in these assessments during SY2012-2013;  
972 DCPS students participated in the employability skill assessments in SY12-13.

- How have these assessments assisted students in their transition to the workplace;
- How many students have been given these assessments in the current school year;

The employability skills assessments are designed to raise students’ awareness of and competency level in work-readiness skills, which are often the skills employers cite as missing in today’s workforce. Through the pilot, we are helping CTE students become more aware of what is expected in the workplace. We predict this awareness and skills development will help them transition to productive careers whenever they enter the workforce, whether immediately after high school or after post-secondary education and training. In SY14-15, the DC CTE Task Force has engaged the National Academy Foundation (NAF) to assist with the development of multiple career academies throughout DCPS and the charter schools. This work will benefit inform our assessment and development of these “soft” skills.

and;

- How many students do you plan on assessing in total during the 2013-2014 school year?  
We plan to assess approximately 2,000 students in SY13-14.

Q66: For FY13 DCPS stated it was “investing in postsecondary pathway opportunities for students by aligning graduating students with transition pathways of their expressed interest.” What activities did DCPS undertake during FY13 to realize this goal?

- How were graduates in the class of 2013 provided with “transition pathways of their expressed interest”?
- How much did DCPS spend on this effort and on what?

During FY13, DCPS explored and implemented several programs that allowed students to experience various career pathways based on their interest. Post-secondary transition is driven by student interest, and without that key component, there can be no meaningful transition to post-secondary options. DCPS strives to pair student interest with relevant pathways and has now developed a seamless transition between courses and programs. This continuity allows students to explore their interests and the programs associated with that area, and we strive to provide students with hands-on experiences related to their post-secondary career choices. Working with them in this way, we find that students develop more refined interests and clearer pathways in their fields of interest.

One of the most successful programs DCPS has to offer is the *Competitive Employment Opportunities (CEO) Program*. This program allows students to elect their field of interest, provides a mentor to the student in that area of interest, and offers a summer internship for the student under the guidance of their mentor. This program provides a meaningful opportunity for students to explore a career that they have an expressed interest in, receive hands on training. By building their resume and applicable skills, students become more viable candidates for a career. Prior to the summer internship, *CEO* trains students on professional skills that allow for students to be better prepared when entering their internship of choice. Students are engaged and excited about this program. During FY13, the program’s first year, *CEO* had 20 students enrolled. The program is expanding during FY14 to 40 students, and will expand further in subsequent years. During FY13, DCPS spent \$80,000 to fund the *CEO* Program.

Another program that DCPS has invested in is *Project Search*. During FY13, the *Project Search* program was offered at the Department of Labor, the Department of Education, and the Department of Health and Human Services. Students on the certificate track applied to this program during their final year in high school. Students access one of the many *Project Search* sites based on their area interest. While on the site, students may rotate through various jobs that allow them to explore multiple career opportunities. Upon exiting the program, select students who performed exceptionally well are offered employment at one of the agencies. During FY13, DCPS spent \$181,728, including the cost of two teachers (\$178,328), plus \$3,400 to fund the program.

Finally, during FY13, DCPS also maintained a contract with the *Marriot Bridges: School to Work Program (Bridges)*. This opportunity allowed students who were interested in the field of hospitality to explore various careers within Marriot Hotels. Students were selected based on their interest to participate in this program and experience several different careers in the hospitality/hotel sector. This

program is part of a partnership between DCPS and Bridges to help students gain valuable experiences in the field of hospitality. DCPS recognizes that this is a growing field of interest for students and seeks to provide every opportunity to allow students to engage in that field. During FY13, DCPS spent \$120,000 to fund this contract between DCPS and the Marriot Foundation.

As we continue to expand our programs, more pathways will become available to align student interests with opportunities; student interest will continue to drive these decisions. As one example, the new River Terrace Project will establish a Career Development Center for students with disabilities to explore various careers and job training. This will better serve to prepare our students and enhance opportunities for them as they transition to post-secondary opportunities.

**Q67:** Please provide an update on DCPS's planned efforts in FY13 to further implement the "Response to Intervention" initiative, designed to integrate interventions for general and special education students based on need rather than disability, by building capacity at the school level through additional training and materials.

In FY13, the Response to Intervention (RTI) framework was implemented in Cluster III schools under the leadership of former Instructional Superintendent. Amanda Alexander. Eleven elementary schools implemented the RTI framework with fidelity (including Amidon-Bowen, Bancroft, Brent, Bruce-Monroe, Hearst, Lafayette, Reed, Ross, Seaton, Tubman, and J.O. Wilson). Principals and their school staff first focused on identifying students who were at risk of poor learning outcomes, using multiple indicators. The classroom and intervention teachers then focused on progress monitoring by owning their day-to-day data and making real-time adjustments. They also used the data to inform how to tailor interventions and supports for their students with different needs.

The district-wide average percentage increase of students Proficient/Advanced on DC CAS ELA from SY11-12 to SY12-13 was 3.9 and for Math was 3.6. In comparison, Cluster III schools' average percentage increase for ELA was 5.9% and for Math was 8.5%. One of the key contributing factors for Cluster III schools' growth on the 2013 DC CAS was the implementation of RTI in these schools. Given the success we have seen in implementing the RTI framework with this group of DCPS schools, we are establishing RTI practices across more schools by focusing on providing RTI framework professional development to all 40/40 schools (the lowest 40 performing schools) this spring of SY13-14. We also plan to conduct follow-up professional development and coaching on-site with 12 schools with Assistant Principals of Literacy in SY14-15.

Additionally, for SY13-14, Related Services has piloted a program that gives each elementary school access to a progress monitoring, web-based system, called *EASY CBM*. This program allows schools to collect data, select recommended interventions and monitor progress, all in one location. It also informs instruction and plans interventions for students individually and in groups. Additionally, school psychologists have spent considerable professional development time with focused attention to the extensive resource of interventions that can be used in their schools based on specific, identified academic deficits. At the elementary and secondary levels, our school psychologists have been directed to webinars and additional trainings on the RTI process, to ensure that they know how to consult and coordinate access to appropriate supports in the least restrictive environment.

Social workers provide the social/emotional supports students require across universal, targeted, and intensive tiers. Evidence-based interventions are provided for both general and special education students, based on their identified needs, and treatment progress is monitored through quarterly assessments. This year, DCPS moved from a paper process of collecting quarterly assessment data to the use of scanned forms, which we anticipate will increase data that will capture RTI efforts.

**Q68:** For each DCPS school other than Mamie D. Lee and Sharpe Health, please list the following information for SY 2012-2013 and for the current school year:

- Number of related service providers assigned to the school, by discipline (if a related service provider serves more than one school, please indicate the number of hours they have available to serve the school);  
Please see Q68 Attachment\_Related Service Providers.
- Caseload of related service providers assigned to the school, by discipline;  
Please see Q68 Attachment\_Related Services Count.
- Number of special education teachers assigned to the school;  
Please see Q68 Attachment\_SY12-13 SPED Staffing Allocations; and  
Q68 Attachment\_SY13-14 SPED Staffing Allocations.
- Physical resources to support special education students (e.g., occupational therapy rooms, seclusion rooms, hydrotherapy rooms, etc.);  
There is no such thing as “seclusion rooms in DCPS. The spaces used to de-escalate students in crisis are referred to as de-escalation spaces. In SY 12-13, Shaw MS, Phelps HS, Roosevelt HS, Coolidge HS, Prospect EC, Ron Brown MS, and CW Harris ES had designated de-escalation spaces; and in SY 13-14: Phelps HS, Coolidge HS, McKinley MS, Johnson HS, and Payne ES have them. Schools also use different spaces throughout building for de-escalation, depending on student need and level of crisis. There are hydrotherapy spaces at Sharpe Health and Mamie D. Lee. And finally, OSI does not build specific spaces at schools for occupational therapy; these services are provided in spaces throughout out school buildings.
- Whether the school is wheelchair-accessible;,  
See Q68 Attachment\_School Accessibility Data.
- Number of “inclusion” classrooms; and  
DCPS has adopted a system-wide model, which ensures that schools are inclusive on all fronts, and not specific to certain classrooms; therefore we do not have “inclusion classes.” Our students move across spaces in their schools based on the hours of outside/inside general education instruction indicated in their IEPs, and all general education classrooms at DCPS provide an opportunity for inclusion. The most accurate and relevant descriptive data for this is represented by the number of inclusion teachers allocated to each school. OSI began allocating teachers specified for either inclusion or self-contained instruction in FY14.

See Q68 Attachment\_DCPS Inclusion Services Teacher Allocation, SY13-14.

Q69: Please list the number of school-based physical, mental, and behavioral health professionals that were employed in each school in SY 2012-2013 and in the current school year. Please also indicate how many mental health clinicians are employed District agencies and allocated to each school. In each school, please describe:

- The standard job descriptions for each health professional at the school, regardless of whether they are employed by the agency, DMH, or DBH;  
Please see Q69 Attachment\_Health Professionals Job Descriptions; and Q69 Attachment\_SMHP School Listing (for Department of Behavioral Health School Mental Health Program providers, specifically).
- The educational levels of all health team members (e.g., counselor, psychologist);  
Please see Q69 Attachment\_Health Professionals' Education & Licensure.
- The personnel costs of these positions and the amount of these costs covered by Medicaid;  
DCPS employs 145 DCPS School-based Social Workers and five (5) central office Social Workers. All Social Workers are ten-month employees earning salaries ranging between \$54,975 and \$100,839. We employ 81 DCPS school-based psychologists and eighteen (18) central office psychologists. The majority of the school-based Psychologists are ten-month employees, while the central office psychologists are twelve-month employees. The salaries for ten month psychologists range from \$54,975 and \$100,839 and for twelve month psychologists from \$58,967 to \$80,494.

During SY12-13, DCPS received approximately \$388,551.04 in Medicaid reimbursements for services provided by Social Workers and Psychologists.

- The activities performed by the health team (e.g., individual counseling, school-wide activities);  
We use our social workers, psychologists, art therapists, and DBH clinicians (including mental health specialists, social workers, LPCs, and psychologists) to provide service delivery. The work of school psychologists has been concentrated in student support areas that are more focused on academics, such as SST, special education eligibility, and support for teachers through the RTI framework.

and

- For each campus that lacks school-based physical, behavioral, and mental staff, please provide any plans that DCPS has to assist the schools to remediate their absence. Please provide a narrative description of such efforts in FY13, and to date in FY14. If no such plan exists, please detail why not.

#### **FY 13 Psychology Staffing Gaps**

During SY 12-13, there were staffing gaps at the following schools:

Cleveland ES, McKinley SHS, Ross ES, School Without Walls, Ballou SHS, Kramer MS, Dunbar SHS, Browne EC, and Columbia Heights EC.

To support the school psychology needs at these schools, the manager deployed central office psychologists to the schools to complete psychological assessments and participate in development of IEPs to ensure assessment timeliness and IEP compliance. In addition, central

office has a contract with a vendor to complete assessments on as needed basis in our schools, charters and non-public schools. We utilized this vendor to provide support at the schools with vacancies.

**FY 14 Psychology Staffing Gaps**

For FY14, 3 central office psychologists were assigned to provide support to the schools with identified gaps. Once the vendor contract was approved, additional support was given to schools with staffing gaps in school psychology.

**FY 13 Social Work Staffing Gaps**

During SY 12-13, Stanton ES, West EC, Garfield ES, Leckie ES, Ballou SHS, Beers, ES, Incarcerated Youth Program, Hendley ES, Browne EC, Walker-Jones ES, Spingarn SHS, LaSalle-Backus ES, Anacostia SHS, Randle Highlands ES, Takoma EC, Bancroft ES, Choice Academy, and Malcolm X ES had staffing gaps.

Several schools received additional coverage from Delta T Group to assist with the social work staffing gaps, as well as other behavioral health programming needs. Delta T Group is a national broker and referral service for specialized types of healthcare professionals; they provide licensed and non-licensed professionals in the fields of social services, psychiatry, mental health, addictions treatment, allied therapies, radiology and pharmacy to hospitals, community mental health centers, outpatient treatment facilities and residential homes. Delta T provided services at Ballou HS, Browne EC, Spingarn HS, LaSalle Backus EC, Walker-Jones ES and Hendley ES. Art therapists supported LaSalle-Backus EC and Walker-Jones to cover those schools' social work capacity gaps. And when staff at Randle Highlands and Malcolm X were on extended medical leave, OSI implemented different options to support behavior support services.

**FY 14 Social Work Staffing Gaps**

In SY13-14, we have social work staffing gaps at West EC, Noyes ES, Nalle ES, Tyler ES, Houston ES, Whittier ES, Coolidge SHS, Malcolm X ES and Wilson HS. Central office team members (social workers and art therapists) are providing support in these schools.

- Q70: Please provide the following attendance data for the entire agency by grade level, by school or program that utilizes DCPS as an LEA, and by whether or not the students have an IEP, for the last two school years and the 2013-2014 school year to date. Include any non-public school attended by students with a disability:

Due to legislative changes made in SY13-14, there were companion revisions to Chapter 21 of the DCMR. In response, DCPS has instituted the required interventions – as well as some additional supports - as follows:

**Mandatory Interventions**

- At five days of unexcused absences – Student Support Teams (SSTs) make referral within two business days.
  - SSTs meet weekly at a set time during the instructional day; however, additional meetings are scheduled as needed.



- SST meetings must include a content specialist. For example, academic meetings must include a teacher or instructional coach; attendance meetings must include the attendance counselor and social worker.
- Parents of students under the age of 18 years must participate in SST meetings (they may conference in by phone).
- Schools must use the new SST Attendance Plan.
- At ten days of unexcused absences, the school must mail the Metropolitan Police Department (MPD) and DCPS letter, warning parents of the consequences of unexcused absences. DCPS has actually opted to send these letters on the 7th day of unexcused absence.
- Upon ten days of unexcused absences, students aged 5-13 must be referred to Child and Family Services Agency (CFSA). Also, within 2 business days of the 10th unexcused absence, DCPS must notify OSSE, which must provide the parent with the truancy prevention resource guide.
- At 15 days of unexcused absences, students aged 14-17 must be referred to the Court Social Services (CSS) Division of DC Superior Court.

#### **Additional DCPS Supports**

- Day 1 and Day 2 of any absence – the school (teacher) phones the student’s home, regardless of whether the absence is excused or unexcused.
- For every absence, schools send Connect Ed/robo calls to absent students, regardless of the reason for the absence.
- At three days of unexcused absences, there is a robo call to the home by the Chancellor’s designee, DCPS Director of Student Attendance. Also a letter is sent home for elementary, education campus, and middle school students who have accrued three days of unexcused absences.
- At ten days of unexcused absences, students aged 14 and up are referred back to the SST.

- The number and percent of students with 1-5 unexcused absences;
  - The number and percent of students with 6-10 unexcused absences;
  - The number and percent of students with 11-20 unexcused absences;
  - The number and percent of students with 21+ or more unexcused absences;
- For the preceding bullets, please see narrative below and Q70 Attachment\_Unexcused Absences.

- Of the truant cases for students who have missed 10+ days please state how many have been referred to CFSA and please provide a narrative describing the root causes of the unexcused absences;

As of January 5, 2014, there were 340 students with 10 or more unexcused absences that required CFSA referrals and 128 (or 38%) of these students were referred to CFSA. During the SST conferences which are held when a student reaches their 5<sup>th</sup> unexcused absence, staff members are required to inquire about and record the reasons for these absences (eg., root causes). After ten days of unexcused absences, students are deemed “chronically truant” and students ages 5-13 are required to be referred to CFSA. The information gathered at the five-day conference is made a part of the CFSA referral.

Of the 2,902 five-day conferences (Attendance SSTs) that were held as of January 5, 2014, 1,100 had barriers indicated. Student health was listed for 315 students; academic barriers were



listed for 219 students; transportation was listed for 172 students; safety/bullying was listed for 39 students; and parent health was listed for 63 students. "Other" was recorded for 605 students. "Other" has been cited for a number of reasons ranging from unspecified personal or family related matters, to lack of clothing or uniforms, inclement weather, family child care needs, skipping schools on half-days, lack of interest in school/classes, oversleeping or arriving late to school and being flagged by the 80% attendance rule, and lack of parental control. It is also important to note that more than one barrier to attendance may be captured.

- For cases involving students 14 years and older, how many per school have been referred to CSS;
- How many students had Student Support Team meetings, broken down by school; and,
- How did each school perform in SY 12-13 and SY 13-14 to date on the DCPS Attendance Rubric?

As outlined above, the DCMR outlines the requirements for referrals to CFSA and CSS. Before making these referrals, however, students must have had a school-based SST meeting to address their attendance and to provide support systems for the student and family. Due to the requirement to hold SST meetings and the significantly high levels of truancy at some schools, the CFSA and CSS referral compliance rates are, in some instances, low. Central office staff is meeting regularly with school attendance staff, instructional superintendents and principals to monitor the attendance work and to provide more support for this effort. We are also monitoring and reinforcing compliance requirements.

In SY12-13, when we learned that SSTs meetings would be required, we began to lay the foundation for this work, by sharing the SST process with school, identifying systems to capture SST information, ensuring that each school had an SST point of contact, providing training for identified SST staff and supporting schools as they conducted meetings. This year (SY13-14) DCPS is focusing on compliance (with conducting SST meetings), exploring a more comprehensive case management system and ways to manage the volume of SST's and providing training for staff to address the myriad of challenging issues associated with truancy. While compliance is a priority for DCPS, the reality is that staff conducting this work (SST members) have a range of other duties within the schools that make it difficult for them to dedicate their full attention to attendance work. In some of our high-truancy secondary schools, staff members could literally be expected to hold hundreds of SST meetings in order to fully comply. Under the current staffing model, it is impossible to conduct this many attendance-related SST meetings with complete fidelity. As of January 5, 2014, 8,105 attendance-related SSTs were needed and schools held 2,902, a compliance rate of approximately 35%.

Clearly this burden is large and we are struggling to comply. To that end, we are exploring options to increase our compliance and fidelity of implementation. In SY13-14, case management support is being provided to two schools through the PASS Program. (See Q71 for details); still, however, additional capacity is needed. One promising option would be to expand the current case management system or to fund a supplemental case management system that would provide support to help students and families understand the value of regular school

attendance. As we struggle with our capacity to keep pace with the volume of student absences, it is difficult to determine whether the attendance-related SSTs are having the intended impact of reducing truancy. At the conclusion of this year, we will conduct a comprehensive review of the attendance data to assess the impact of SST interventions.

The data requested in this question is included in “Q70 Attachment\_Unexecused Absences SY11-12, SY12-13 & SY13-14” and “Q70 Attachment\_CFSA\_CSS\_SST SY12-13 & SY13-14.” However, the attachments do not include detailed SST data (by grade and by SPED status) for SY11-12 or SY12-13 because SST data, solely for attendance, was not consistently maintained during those school years. The SST numbers reported in the attachment includes students who were referred for academics, behavior, attendance, and/or a combination of the three for SY12-13. Also, this data does not include the attendance committee meetings (the precursor to SSTs) that were held by school attendance counselors to develop attendance support plans when staff were not yet required to formally track this information. For SY11-12, there is no CFSA/CSS/SST data provided due to the lack of consistency in tracking this data across the schools during this period.

Q71: Please describe in detail DCPS’s programs or interventions to address students’ truancy and increase attendance that were undertaken in FY13 and FY14 to date. Please include:

- The number of students each truancy program serves;
- What staff are assigned to each program;
- An account of any progress made in each program/initiative;
- Plans to expand truancy prevention programs; and,
- detail emphasizes the connection between regular school attendance and increases in student proficiency.

Below are two major programs that DCPS has adopted to address students’ truancy and increase attendance in FY13 and FY14:

**Justice Grant Administration (JGA) Program.** Please refer to “Q71 Attachment\_Justice Grants Administration”

**Parent and Adolescent Support Services (PASS) Program.** The Parent and Adolescent Support Services (PASS) program, housed within the DC Department of Human Services, has worked since 2010 to alleviate status offenses—most often truancy, but also running away, curfew violations and extreme disobedience—among participating District youth ages 10-17. PASS has operated as both a voluntary prevention/intervention program, as well as a mandated diversion program for truant youth already referred to CSS. For SY14-15, the Office of the Deputy Mayor for Health and Human Services targeted approximately \$750,000 to expand PASS to work with four schools: two DCPS high schools (Anacostia and Dunbar HS) and two charter schools (Maya Angelou and Friendship Blow Pierce).

PASS works with youth/families an average of six months, giving the program an existing capacity of 120-150 youth/families per year. The expansion of the program will include the addition of eight case-carrying staff, which will increase the capacity of the program by 96-120 at any given time, or approximately 192-220 over the course of the year. This increased capacity will be entirely dedicated to truant youth referred to PASS by the four selected schools.

PASS employs several evidence-based approaches to supporting families, including, strength-based intensive case management; functional family therapy (in partnership with the Department of Behavioral Health (DBH), and the Transition to Independence Process (TIP) (in partnership with Department of Behavioral Health), a case management system for older youth with emotional and behavioral challenges.

In SY 13-14, PASS has provided services to 55 DCPS students. Eighteen students are on a waiting list for services, while eight more have recently been referred and are in screening process for services.

Finally, PASS is working with the Deputy Mayor for Health and Human Services and JGA to secure an external evaluation of our work with PASS. The evaluation likely will occur at the end of FY14.

Q72: Please describe how DCPS is working to timely implement the provisions of the South Capitol Street Memorial Act of 2012? Please indicate DCPS' progress in implementing the following provisions of the South Capitol Street Memorial Act:

- Sec 203, That schools are collaborating with the executive to plan the expansion of school-based behavioral health programs;  
DCPS meets with the Deputy Mayor for Health and Human Services regularly to discuss the expansion of school-based behavioral health programs.
- Sec 304 (a), That schools have or are adopting policies and procedures to reduce truancy rates, including implementing action plans or other strategies;  
The DCPS Truancy Protocol was revised this school year to include excused and unexcused absences and to comply with all of the recent legislative mandates for this school year. All schools were trained on this revised policy, the supporting protocols and data systems. All schools are expected to implement the protocol with fidelity. The Office of Youth Engagement (OYE) monitors compliance through weekly data analysis and school visits.

The new protocol includes:

**Non-Mandatory Interventions (required by the protocol, but not by law)**

- Teacher call home for Day 1 and Day 2 absences, regardless of whether absence is excused or unexcused.
- A Connect Ed/Robo call for every absence, regardless of the reason for the absence
- A Robo call by the Chancellor's designee for all students who have incurred 3 unexcused absences.
- A letter sent home for Elementary School, Education Campus, and Middle School students who have accrued three days of unexcused absences.
- Students ages 14 and up are referred back to the Student Support Team (SST) at ten days of unexcused absences.

**Mandatory Interventions**

- Student Support Team (SST) referral within 2 business days of student accruing 5 days of unexcused absences.

- Metropolitan Police Department (MPD) and DCPS letter required to be sent to students who accrue ten days of unexcused absences; however, DCPS has opted to send these letters on the 7<sup>th</sup> day of unexcused absence.
- Referral of students ages 5-13 to CFSA at ten days of unexcused absences.
- DCPS notification to OSSE within 2 business days of the 10<sup>th</sup> unexcused absence, and OSSE sends truancy prevention resource guide to family.
- Referral to CSS for students age 14-17 at 15 days of unexcused absences.

and

- Sec 304(b)(2), That schools are referring the appropriate students to CFSA and CSS after acquiring consecutive unexcused absences.

Last school year, DCPS developed additional capacity in DC STARS to track when CFSA and CSS referrals are completed. We comply with the requirements of DCMR Chapter 21 by making CFSA referrals for 10 days of *cumulative*, unexcused absence and CSS referrals for 15 days of cumulative unexcused absences.

Q73: Please provide an update on the work of the school-based student support teams. In your response please indicate which schools have school-based student support teams, which schools do not, and the number of students referred to and served by these teams in SY12-13 and SY 13-14 to date. Please also identify the number of students referred for academic, attendance and/or behavioral concerns etc.?

Student Support Teams (SSTs) serve as an early-warning system to identify students with academic and behavior issues including attendance, truancy and student concerns. All DCPS schools have SSTs. The SSTs are split into sub-teams (to address attendance, academics and behavior).

1,939 students were referred to the SSTs during SY12-13. As of January 5, 2014, 3,833 have been referred to SSTs. *Attendance* referrals accounted for 2,902 of those referrals, while 695 students have been referred for academic concerns and 236 for behavior issues.

Refer to Q70 Attachment\_CFSA\_CSS\_SST SY12-13 & SY13-14 for the additional data requested.

Q74: Please provide the following data for the 2012-2013 school year and the 2013-2014 school year to date, broken down by school or program that uses DCPS as an LEA, by whether or not a student has an IEP, and by grade level:

- The number and percent of students suspended for 1-10 days;
- The number and percent of students suspended more than 10 days in total;
- The number and percent of students who received more than one 10 day suspension;
- The number and percent of students expelled;
- The number and percent of suspensions and expulsions that involved special education students;
- The number of students that were referred to an Alternative Educational Setting for the course of a suspension;

Please see Q74 Attachment\_# and % of StudentsSuspended\_SY12-13 and Q74 Attachment\_# and % of StudentsSuspended\_SY13-14 for this data.

- Total number of involuntary transfers to and from each school;  
Please refer to Q74 Attachment\_Involuntary Victim Transfers SY12-13 & 13-14.  
and,
- A narrative describing the types of disciplinary actions that led to the suspensions and expulsions.

The majority of long-term suspensions during SY12-13 were for violent infractions (e.g., assault on a student/staff, fighting where there is the risk of serious injury, participating in a group fight, fighting where there is a serious injury and sexual harassment). There were several other infractions that led to long-term suspensions, namely frequent of thefts (both without force and using force) and possession of a weapon. The expulsion during SY12-13 was for drug possession. That same trend is holding true for SY13-14 YTD. Violent infractions are overwhelmingly the leading causes of long-term suspensions followed by thefts and possession of a weapon.

**Q75:** Please describe the types of Alternative Educational Settings that are provided to suspended or expelled students and how DCPS ensures these settings are able to provide adequate education to these students. How are students evaluated in these settings? Do Alternative Educational Settings provide specialized instruction and related services?

Choosing Higher Options for Individually Centered Education Academy (CHOICE) provides at-risk students an educational plan that is tailored to meet their needs. For students who have experienced behavioral difficulties within their neighborhood school, CHOICE Academy is designed to function as a short-term intervention. The program is designed to work with students to make better decisions upon reentry into their neighborhood school. CHOICE provides the following:

- A structured atmosphere where students receive guidance and consequences of extreme behaviors that resulted in their referral to CHOICE.
- Enables students to maintain the academic work during their time at CHOICE, so that they will be able to reintegrate into their home school's academic program.
- Remediates any deficits in their academic work which can be addressed during the period in which they were assigned to CHOICE.

CHOICE is staffed with experienced principal, highly qualified and certified teachers for core content subjects, a special education teacher, a social worker, registrar, and an administrative aide. This allows for the delivery of parallel curriculum for middle and high school students.

CHOICE works to obtain as much information as possible about the students prior to their enrollment in order to provide the academic counseling and support needed; this includes a transcript analysis and development of an academic plan for each high school student who enrolls and identifying services that support and address the students' social and emotional needs. Students receive both formative and summative assessments in all subjects and 10<sup>th</sup> graders at CHOICE take the District of Columbia Comprehensive Assessment System (DC CAS) tests. CHOICE Academy staff are evaluated by both school-based administrators and DCPS Master Educators – and provided the same job-embedded professional development as their counterparts in regular educational settings. There are 36 students enrolled at CHOICE Academy as of January 16, 2014.

To assess students with disabilities placed in alternative educational settings, special educators and related service providers review previous educational, psychological, communication, sensory and motor assessment reports. Classroom observations and informal assessments are completed to determine student's level of engagement and response given the change in setting. This data is compared to previous formal assessment reports and adjustments are made in the strategies, tools and intervention methods. Alternative Education Settings provide specialized instruction and related services in accordance with students' IEPs to the maximum extent possible.

Q76: Regarding disciplinary hearings, please provide data quantifying:

- The number of disciplinary hearings requested regarding suspensions and expulsions;  
SY12-13: 383  
SY13-14 (as of January 5, 2014): 91
  - The number of disciplinary hearings that occurred;  
SY12-13: 383  
SY13-14 (as of January 5, 2014): 87 (4 cases were withdrawn by the schools)
  - The average number of school days that passed from the underlying disciplinary incident to the hearing;  
SY12-13: 8  
SY13-14: (as of January 5, 2014): 5
  - the average number of school days from the hearing to the hearing officer's recommendation;  
SY12-13: 1  
SY13-14 (as of January 5, 2014): 1
  - The number of cases in which manifestation determination meetings were held by the multidisciplinary team at the child's school before a disciplinary hearing was convened;  
SY12-13: 55  
SY13-14 (as of January 5, 2014): 22
  - The number of cases in which the hearing officer determined that the student had not committed the infraction of which he or she was accused;  
SY12-13: 112  
SY13-14 (as of January 5, 2014): 38
  - The number of cases in which the hearing officer overturned the decision to suspend or expel a student;  
SY12-13: 42  
SY13-14 (as of January 5, 2014): 15
- and,
- The number of cases in which the Chancellor or her designee overturned the hearing officer's decision and reinstated the suspension or expulsion.  
The hearing officer's decisions cannot be modified.



**Special Populations**

**Q77:** How many Head Start Schoolwide Model classrooms did DCPS operate in FY13 and FY14 to date? Please identify the total number of Head Start eligible children the program served in FY13 and FY14 to date.

In SY12-13, there were 287 Head Start Schoolwide Model classrooms serving 4,866 children; and in SY13-14, there are 294 Head Start Schoolwide Model classrooms, serving 4,558 children to date. In SY12-13, 3,207 of the students were Head Start *eligible* (in highest month reported); and in SY13-14: 2,061 *eligible* students have been served, to date.

For SY13-14, there are more Head Start classrooms. This is due to increasing capacity at certain schools to accommodate students from consolidated schools. To date, these classrooms are not completely filled, but the Office of Early Childhood continues to monitor enrollment to ensure appropriate planning for next school year.

**Q78:** For FY13, and FY14 to date, Please provide the number of students who have Individualized Education Plans in DCPS in each of the following categories: (a) Students attending DCPS, (b) Students attending charter schools for which DCPS is the LEA, (c) Students attending non-public programs whose LEA is DCPS, and (d) Students attending residential treatment centers or psychiatric residential treatment facilities whose LEA is DCPS.

The following table includes our 2012 Child Count data (the official audit of special needs students). In 2012, students had to be enrolled and receiving services as of 12/1/2012. In SY13-14, students had to have been enrolled on 10/7/13 and receiving services on 11/22/2013. If both criteria were not met, the student was excluded.

	2012-2013	2013-2014
DCPS	6872	6,359
Dependent Charter	1144	1,230
Non Public	1223	837
Residential	115	30
Private Religious Office	63	39
<b>Total</b>	<b>9417</b>	<b>8495</b>

**Q79:** For FY13 and FY14 to date, Please provide the number of students who are English language learners, by age, grade level, and classification;

See Q79 Attachment\_LAD Students and Q79 Attachment\_Audited and Monitored ELLs.

**Q80:** How many DCPS students currently have 504 plans? Please break down the numbers by grade level, school, and by whether the student is enrolled in a DCPS school, attend charter schools for which DCPS is the LEA, attend nonpublic programs whose LEA is DCPS, or attend residential treatment centers or psychiatric residential treatment facilities whose LEA is DCPS.

DCPS does not monitor compliance or provide services to students under Section 504 to students who attend charter schools, nonpublic programs, or residential treatment facilities. As a result, DCPS cannot provide information regarding students who have 504 plans at these schools.



DCPS serves as the Local Education Agency (LEA) to some of these schools only for the purpose providing of special education services under the Individuals with Disabilities in Education Act (IDEA). Since students who have 504 plans, not IEPs, are general education students and do not receive special education services under IDEA, DCPS does not monitor compliance or provide services these students at these schools.

This distinction in responsibility is clear under the relevant statutes. Additionally, the agreements between DCPS and the schools for which DCPS serves as the LEA expressly state that any obligations to students under Section 504 lie with those respective schools, not DCPS.

**DCPS students with 504 Plans, as of January 16, 2014: 561**

**By grade:**

Grade	Number of Students w/504 Plans
1	26
2	35
3	51
4	63
5	50
6	41
7	44
8	52
9	53
10	43
11	48
12	34
EX (exchange student)	1
K	12
PK	5
PS	3

**By school:**

School Name	Number of Students w/504 Plans
Aiton ES	2
Amidon-Bowen ES	1
Anacostia HS	4
Ballou HS	7
Bancroft ES	3
Barnard ES	3

School Name	Number of Students w/504 Plans
Benjamin Banneker HS	4
Brent ES	2
Brightwood EC	2
Brookland EC @ Bunker Hill	3
Browne EC	3
Bruce-Monroe ES @ Park View	2
Burroughs EC	6
Burrville ES	5
Cap Hill Montessori @ Logan	1
Cardozo EC	2
CHOICE Academy @ Emery	1
Cleveland ES	3
Columbia Heights EC (CHEC)	19
Coolidge HS	5
Deal MS	52
Dunbar HS	8
Eastern HS	14
Eaton ES	7
Eliot-Hine MS	8
Ellington School of the Arts	8
Francis-Stevens (SWW)	4
Garrison ES	1
H.D. Cooke ES	2
Hardy MS	11
Hart MS	3
Hearst ES	3
Hendley ES	3
Houston ES	4
Hyde-Addison ES	10
J.O. Wilson ES	4
Janney ES	9
Jefferson MS	4

School Name	Number of Students w/504 Plans
Academy	
Johnson, John Hayden MS	3
Kelly Miller MS	2
Ketcham ES	3
Key ES	13
Kimball ES	5
King, M.L. ES	4
Kramer MS	2
Lafayette ES	14
Langdon EC	2
Langley ES	1
LaSalle-Backus EC	4
Leckie ES	3
Ludlow-Taylor ES	2
Luke Moore Alternative HS	3
Malcolm X ES @ Green	1
Marie Reed ES	4
Maury ES	9
McKinley MS	5
McKinley Technology HS	5
Miner ES	3
Murch ES	8
Nalle ES	5
Noyes EC	3
Orr ES	4
Oyster-Adams Bilingual	17
Patterson ES	3
Payne ES	1
Peabody ES (Capitol Hill Cluster)	1
Phelps ACE HS	5
Randle Highlands ES	1
Raymond EC	3
Roosevelt HS @ MacFarland	3

School Name	Number of Students w/504 Plans
Ross ES	4
Savoy ES	3
School Without Walls HS	31
School-Within-School @ Goding	6
Simon ES	3
Sousa MS	5
Stanton ES	1
Stoddert ES	2
Stuart-Hobson MS	9
Takoma EC	5
Thomas ES	2
Thomson ES	2
Truesdell EC	7
Tubman ES	3
Turner ES	4
Tyler ES	3
Walker-Jones EC	7
Washington Metropolitan HS	4
Watkins ES (Capitol Hill Cluster)	12
Wheatley EC	4
Whittier EC	2
Wilson HS	63
Woodson, H.D. HS	3
Youth Services Center	1

Q81: Please provide copies of all current DCPS policies and procedures related to students with disabilities, including, but not limited to policies on inclusion, dedicated aide assignment, classroom observations, and independent educational evaluations. How does DCPS inform the public and staff about these policies and procedures? Where are they available online? What is the process for creating and updating special education policies?

DCPS does not distribute the policy documents to the public as a standard practice. These documents are available for staff via the OSI intranet and the DCPS *EdPortal*. Staff are regularly made aware of updates to policy documents through these sites. We are providing Council with a sampling of various OSI policies, including a Best Practices Guide, Dedicated Aide Use Guide, IEP Process Guide, MRE Guidelines, 2013-2014 Program Guide for Staff, Transportation Guidelines and School Visitor Policy.

Q82: How does DCPS assess the quality of its special education classrooms and programs?

- What data does DCPS collect to allow it to assess quality?

OSI collects student data including, but not limited to, the following:

- Lexile level/reading grade level equivalent
- Performance on assessments, including:
  - Statewide assessments (DC CAS)
  - District-wide assessments (Paced Interim Assessments)
  - District-wide formative assessments (DIBELS, TRC)
- Behavior data
- Discipline incidents
- Attendance
- IEP progress reports
- Grades
- Classroom observations

OSI also collects average teacher IMPACT data to inform professional development offerings and classroom-level data collected over the course of coaching cycles.

- What methodologies does DCPS use to assess program quality?

Primarily, OSI uses trend analyses and population comparisons to assess program quality. We compare academic indicators over time to assess overall changes in student performance. We also compare outcomes among groups of students (ex. those served in self-contained classes vs. those served in inclusive settings; students served in one type of program vs. students served in another) to assess program quality.

The Related Services team program managers and clinical specialists assess the quality of related services using the following methods:

- Monthly case conferences with Social Works and Psychologists;
- Bi-annual reviews of assessment reports, service note documentation, and IEP report cards;
- Bi-annual observations of therapy sessions of occupational therapy, physical therapy, speech therapy and behavioral support services;
- DCPS IMPACT Performance; and
- Professional development trainings.

Q83: As part of its goals for FY13, DCPS stated that it would increase the number of students with disabilities who are using technology in their educational program from 1% to the national average of 3%.

- What was the usage level at the close of SY2012-2013? What is the current usage level?

The usage Level was 2% at the close of SY 2012-13; and the current Level as of 1/17/14 is 2.4%.

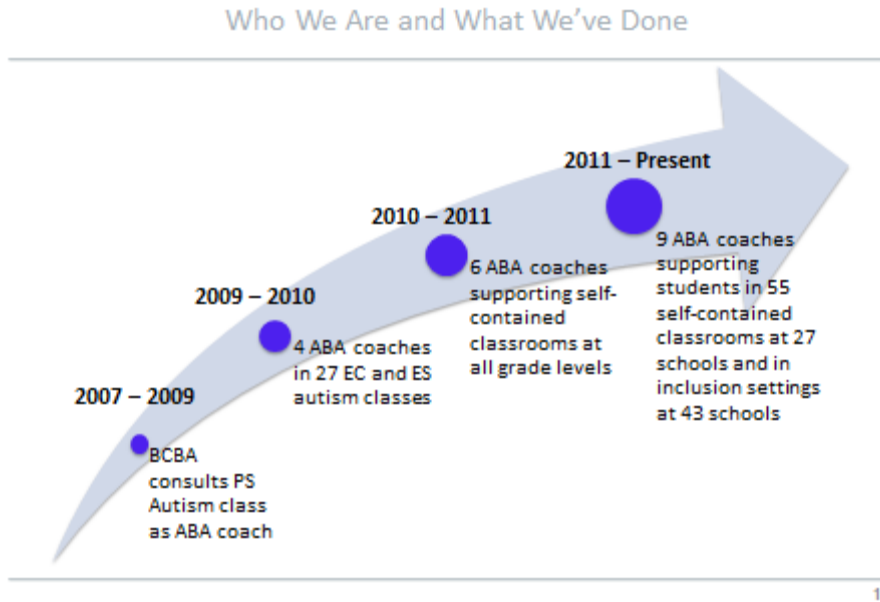
- What investments were made during FY13 to improve technology access for students with disabilities?

The Assistive Technology (AT) Unit implemented an AT process that schools can use to request equipment and services. More schools are aware of what is available and how to obtain assistive technology. The AT Unit has also been auditing IEPs to make sure that Assistive Technology added by the IEP team is provided and being utilized.

Q84: Please describe any steps DCPS has taken to implement Trauma Systems Therapy (TST) and Applied Behavior Analysis (ABA) and any plans DCPS has to further implement these systems in the future. DCPS is not planning to implement Trauma Systems Therapy (TST), nor are we collaborating with OSSE to implement TST; however, we continue to implement trauma-informed treatments that we believe are appropriate for the school setting. In all middle and high schools, Cognitive Behavioral Intervention for Trauma in Schools (CBITS) and Structured Psychotherapy for Adolescents Responding to Chronic Stress (SPARCS) are available to students that have experienced a specific trauma, or are experiencing PTSD symptoms as a result of chronically stressful living situations. Both interventions are identified as promising treatments through the National Registry of Evidence-based Practices (NREP). At the elementary level, our DCPS social workers are being trained in child centered play therapy, and are involved in monthly case conferences that reinforce the application of those skills in trauma informed ways. Although less empirically supported, child- centered play therapy allows our clinicians to explore traumatic situations using non-threatening, natural methods of interacting with younger students.

DCPS began implementing ABA in self-contained autism classrooms in SY07-08. One board certified behavior analyst (BCBA) was contracted to consult on ABA teaching procedures in the preschool autism classrooms.

- In SY09-10, DCPS brought on four ABA coaches who provided support to all 27 early childhood and elementary school autism classrooms. Trainings in implementing ABA were provided after school to teachers to supplement their in-class support.
- In, SY10-11, six ABA coaches were able to support ABA implementation in all self-contained autism classes, PK-12, and to students with autism in other settings. Training in implementation of ABA was provided to all Autism teachers during pre-service week and professional development days.
- As of SY13-14, the team has grown to nine coaches who support all of the self-contained classrooms, as well as close to 100 students with autism in the general education setting. The program manager is a BCBA. Of the seven current ABA coaches, two are BCBAs, one has completed supervision and is preparing to take the exam, and one is beginning supervision this month. Within the autism program there is one teacher who is a BCBA and three teachers currently receiving supervision towards their certification. Training in ABA was provided to all teachers in autism classrooms; and this year, to supplement the in-person trainings, we have purchased 85 spaces for online training given to targeted teachers and paraprofessionals. The autism teachers are rated on a separate IMPACT rubric that contains a specific ABA portion, accounting for 10% of their score.



- Q85: Please list all self-contained special education classrooms operated by DCPS and in each of the charter schools for which DCPS is the LEA (aside from classrooms at Mamie D. Lee and Sharpe Health) in FY13 and FY14 to date. For each classroom, please list:
- The school at which the classroom is located;
  - Which disability classifications (e.g., emotional disturbance, learning disability) the classroom is designed to serve;
  - Whether students in the classroom are included with general education students at lunch and specials;
  - Whether students in the classroom are included with general education students in academic classes;
  - The number of special education teachers assigned to the classroom;
  - The number of general education teachers, if any, assigned to the classroom;
  - Whether the teachers assigned to the classroom have full or provisional special education certification;
  - For high school classrooms, whether students in the classroom can earn Carnegie units;
  - The ages and/or grade levels that the classroom is designed to accommodate;
  - The maximum number of students the classroom can accommodate;
  - The current number of students in the classroom;
  - The classroom's maximum student-to-staff ratios;
  - The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides);
  - Any evidence-based and/or structured curriculum used in the classroom;
  - Any online and/or blended instructional program used in the classroom;
  - The classroom's average enrollment in SY 12-13;
  - The classroom's average enrollment in SY 13-14 to date; and,
  - The resources available in the school to support the classroom (e.g., school psychologist, sensory room, adaptive PE equipment).



The majority of a student's day-to-day schedule depends on the number of specialized instruction hours defined in their IEPs. Students requiring higher levels of support, per their IEPs, spend a greater portion of their day in specialized instruction classes, while students who can be served in general education classes, per their IEPs, spend more time in inclusive settings. OSI allocates one teacher per self-contained classroom, and individual schools determine how to use their general education teachers to support special education classrooms. In high school settings, DCPS offers two tracks for students with disabilities: (1) those on the diploma track progress through Carnegie units, and work towards earning a high school diploma; and (2) students on a certificate track work towards completion of a certificate of IEP, and thus, do not acquire Carnegie units.

Because each IEP is tailored to individual student needs, the number of students present in a self-contained classroom, at any one given time, may vary. For example, some students may be in general education classes (academic or specials) or in resource rooms for part of their school day. Additionally, new students relocate to the District or are found eligible for special education at all points of the year, so IEP teams change the required accommodations to reflect students' evolving needs. These changes, in addition to the general transient nature of our student population, make it challenging to provide data on averages.

Facilities and resources for or in self-contained classrooms vary according to students' need - and by school. The allocation of resources also varies by student need and by school. Schools' budgets cover the physical resources and a majority of the personnel allocated for students requiring specialized instruction.

The data in Q85 Attachment\_Self-Contained Classrooms provides a snapshot of the enrollment and staffing in our self-contained classrooms for SY 13-14 (for students who have 20+ hours of specialized instruction outside general education/week on their IEP) as of 1/16/2014. Based on the fluidity of enrollment in these classrooms described above, we cannot provide average enrollment numbers. Also, the available student enrollment data by classroom for SY12-13 is not completely reliable; it was in SY12-13 that we began to play a more active role in managing the set-up, operations, instruction, and tracking of students in full-time, self-contained classrooms. Previously, these classrooms had been largely managed by the individual schools. Now, many aspects of the curriculum, staffing and interventions used in these classrooms are standardized and determined centrally – through OSI. This will ensure more appropriate and rigorous instruction for all students.

See Q85 Attachment\_DCPS Self-Contained Classrooms.

- Q86: For students with IEPs attending DCPS schools, how many are attending their local neighborhood schools? If they are not attending their neighborhood schools, what is the reason (e.g., out of boundary transfer, IEP team decision, etc.)? Please break down the data requested by age, grade level, and disability classification. Please also provide the following:
- The number of students with special needs DCPS anticipates will be moving back into the system in SY 14-15;
  - DCPS's plan to ensure their educational needs are met once they re-enter DCPS; and,
  - DCPS's parent engagement plan for this process.

Count & Percent of SPED by In-Boundary Status		
Attending In-Boundary (Y/N)?	# Total	% Total
In-Boundary = No	3233	<b>51%</b>
In-Boundary = Yes	3130	<b>49%</b>
<b>Total</b>	<b>6363</b>	<b>--</b>

Count & Percent of SPED by Disability Type & In-Boundary Status					
Disability Type	Out-of-Boundary	In-Boundary	Total #	Out-of-Boundary %	In-Boundary %
Autism Spectrum Disorder (Known as Autism)	378	112	490	77%	23%
Deaf - Blindness	1	0	1	100%	0%
Deafness	5	1	6	83%	17%
Developmental Delay	407	388	795	51%	49%
Emotional Disturbance	241	195	436	55%	45%
Hearing Impaired	23	4	27	85%	15%
Intellectual Disability (also known as Mental Retardation)	234	190	424	55%	45%
Multiple Disabilities	278	189	467	60%	40%
Orthopedic Impairment	7	4	11	64%	36%
Other Health Impairment	337	380	717	47%	53%
Specific Learning Disability	1016	1212	2228	46%	54%
Speech or Language Impairment	286	446	732	39%	61%
Traumatic Brain Injury	10	8	18	56%	44%
Visual Impairment (Including Blindness)	10	1	11	91%	9%
<b>Total</b>	<b>3233</b>	<b>3130</b>	<b>6363</b>	<b>51%</b>	<b>49%</b>

Count & Percent of SPED by Age & In-Boundary Status					
Age on 10.7.13	Out-of-Boundary #	In-Boundary #	Total #	Out-of-Boundary %	In-Boundary %
2	0	1	1	0%	100%
3	121	76	197	61%	39%
4	201	166	367	55%	45%
5	225	210	435	52%	48%
6	228	223	451	51%	49%
7	193	212	405	48%	52%
8	181	169	350	52%	48%
9	217	211	428	51%	49%
10	217	230	447	49%	51%
11	199	225	424	47%	53%
12	187	236	423	44%	56%
13	192	205	397	48%	52%

Count & Percent of SPED by Age & In-Boundary Status					
Age on 10.7.13	Out-of-Boundary #	In-Boundary #	Total #	Out-of-Boundary %	In-Boundary %
14	189	199	388	49%	51%
15	177	211	388	46%	54%
16	218	203	421	52%	48%
17	222	188	410	54%	46%
18	125	115	240	52%	48%
19	68	31	99	69%	31%
20	48	14	62	77%	23%
21	23	5	28	82%	18%
22	2	0	2	100%	0%
<b>Grand Total</b>	<b>3233</b>	<b>3130</b>	<b>6363</b>	<b>51%</b>	<b>49%</b>

Count & Percent of SPED by Enrolled Grade & In-Boundary Status					
Grade	In-Boundary = No	In-Boundary = Yes	Total #	In-Boundary = N	In-Boundary = Y
PS	99	72	171	58%	42%
PK	225	173	398	57%	43%
K	237	230	467	51%	49%
1	240	229	469	51%	49%
2	190	229	419	45%	55%
3	185	173	358	52%	48%
4	230	213	443	52%	48%
5	229	226	455	50%	50%
6	188	216	404	47%	53%
7	182	250	432	42%	58%
8	207	216	423	49%	51%
9	349	358	707	49%	51%
10	152	203	355	43%	57%
11	176	138	314	56%	44%
12	136	104	240	57%	43%
C1	11	9	20	55%	45%
C2	20	30	50	40%	60%
C3	25	16	41	61%	39%
C4	25	13	38	66%	34%
C5	17	10	27	63%	37%
C6	13	6	19	68%	32%
C7	10	0	10	100%	0%
C8	15	1	16	94%	6%
CX	0	2	2	0%	100%
EV	60	5	65	92%	8%
XX	12	8	20	60%	40%

Count & Percent of SPED by Enrolled Grade & In-Boundary Status					
Grade	In-Boundary = No	In-Boundary = Yes	Total #	In-Boundary = N	In-Boundary = Y
<b>Grand Total</b>	<b>3233</b>	<b>3130</b>	<b>6363</b>	<b>51%</b>	<b>49%</b>

**Note re: grade levels:**

Beyond the traditional grade-level diploma track, DCPS captures data on students on certificate tracks. C1-C8 are students in certificate tracks, with the number indicating how long they have been in the certificate track. This goes up to 8, because special education students can be served until they turn 22, therefore they can be in the certificate track for 8 years.

EV: students attending evening programs

CX: students in the certificate track whose transcripts are currently under review

XX: students in the diploma track whose transcripts are currently under review.

OSI is working to ensure a continuum of services is available to serve students in their wards and neighborhoods. The office supports programming for students with all levels of need, from those requiring a full-time, out-of-general-education setting to those who receive services in an inclusive setting. Returning students have access to the targeted reading interventions available to students with disabilities in their schools. School staff also receive support through professional development opportunities and classroom-based coaching.

**Q87: What is DCPS's policy regarding students with IEPs and 504 plans participating in extracurricular activities? What accommodations does DCPS offer to ensure that students can participate in such activities?**

Students with disabilities have the same opportunities to participate in extracurricular activities as their nondisabled peers. Students that meet the essential eligibility requirements of an extracurricular activity are able to participate, regardless of whether they have a 504 Plan or IEP.

Students with 504 Plans and IEPs are also able to participate in afterschool programming. OSI and the Office of Out-of-School Time Programs (OSTP) are currently collaborating to expand the supports available to students with disabilities during these programs.

When a student is identified for possible transition back to DCPS, a Progress Monitor (staff who oversees students in non-public placements) begins discussing the possibility of transition with their parents. DCPS aims to make this discussion with the parent as transparent as possible. The student's progress is discussed in detail along with strengths and weaknesses that would factor into the student's potential transition. Parental objections are discussed openly and are taken seriously. When needed, opportunities for parents to observe DCPS programs are arranged. Typically, the process of transition takes place over the course of at least one school year and involves multiple meetings (or phone calls) with the parent/s. If a student does transition, that student is assigned a Case Manager who supports the family in the transition and monitors the student in their new DCPS school for at least 90 days.

**Q88: What is the range of services that DCPS currently provides pursuant to 504 plans (e.g., specialized instruction, counseling, etc.)? What steps has DCPS taken to reduce under-identification of eligible students? Is there a formal complaint procedure?**

Since services provided to students with 504 Plans are based on an individualized assessment of each student's needs, there is no definitive list of the services that are available to these students. DCPS

provides whatever reasonable accommodations are required for a student to access the general education curriculum. These services may include:

- Classroom/instructional accommodations
- Testing accommodations
- Transportation services (provided through OSSE)
- Assistive technology
- Modified discipline policies/behavior intervention plans
- Direct or consultative related services, including: occupational therapy, physical therapy, adapted physical education, speech-language pathology, behavior support services, and audiology.

DCPS takes the obligation to identify students with disabilities and provide them with the services for which they are eligible seriously. Some of the steps we have taken to reduce the under-identification of eligible students include:

- Every DCPS school has a staff member designated by the principal as the 504 Coordinator. This individual is responsible for providing outreach parents and teachers to help identify students with disabilities and refer these students to the Section 504 Program.
- 504 Coordinators receive regular and ongoing training on how to identify and provide services to students with disabilities through the Section 504 Program.
- The Office of Specialized Instruction (OSI) hosts an annual expo where families can learn more about the many supports available to diverse learners, including the Section 504 Program.
- DCPS works with local nonprofits that serve individuals with disabilities to provide information and resources on the services available in DCPS schools through the Section 504 Program.
- Within OSI, Early Stages is working closely with other divisions to ensure that students who are found not eligible for special education through early stages are still connected with supports, including the Section 504 Program, at the schools where these students enroll.
- DCPS provides regular and ongoing training to school-based and central office special education staff on identifying students for Section 504 after students are exited from or found not eligible for special education.
- DCPS provides regular training to Student Support Team (“SST”) members so that students can be identified and referred to the Section 504 Program before, during, or after the SST process.

We follow the formal complaint procedures established in the DCMR:

- Grievance Procedure for Parents, Guardians, and Visitors: Title 5, Subtitle E (Original Title 5), Chapter 4, Section 405.
- Student Grievance Procedure: Title 5, Subtitle B, Chapter 24, Section 2405.

While a grievance process existed previously in the DCMR, in September and October 2013, two new regulations were issued that standardized grievance and hearing procedures for complaints related to a number of antidiscrimination statutes: ADA, Rehabilitation Act/504, Title IX, DC Human Rights Act, etc. These revised regulations were also required under an OCR resolution agreement related to the care of students with diabetes.

The regulations address two different populations:

- Student Grievance Procedure – Title 5, Subtitle B, Chapter 24, Section 2405

- Grievance Procedure for Parents, Guardians, and Visitors – Title 5, Subtitle E (Original Title 5), Chapter 4, Section 405 (September 29, 2013)

The grievance/hearing process is nearly the same under both regulations. Following is a summary:

**Informal complaint process:**

1. Informal complaints can be made to the school principal or other designated staff member. Students can also make a complaint to a teacher or other staff member, who is required to advise the principal of the complaint. If the principal is the subject of the complaint, the complainant can make an informal complaint to the Instructional Superintendent.
2. The individual who receives the complaint investigates and attempts to resolve the issue through informal means (meetings, conferences, discussions, interviews, etc.), documenting the steps taken and the outcome.
3. A resolution must be proposed or a decision issued within 10 school days, and the Instructional Superintendent will be advised of the resolution.

**Formal/written complaint process:**

1. A complainant who is dissatisfied with the outcome of the informal process or chooses not to use the informal process can file a written grievance with Instructional Superintendent or other responsible school official (eg., 504 Coordinator) within 45 calendar days of the incident or ten days of the proposed decision or resolution.
2. A designated school official investigates the complaint and gathers documentation or interviews as necessary.
  - For a student complaint, the findings will be discussed with all involved parties in an attempt to resolve the grievance informally before a written response is provided.
  - The school official must provide a written response to the complainant and principal within 10 school days of receipt.
3. If the complainant is not satisfied with the response or a resolution cannot be reached, either the complainant or DCPS can request the grievance be brought before the “grievance review panel” to ensure appropriate and fair resolution of the grievance.
4. Grievance review panel:
  - The panel is to be comprised of three persons appointed by the Chancellor or designee and may include the 504 Coordinator, Title IX Coordinator, individuals from DCPS Office of Compliance, OGC, other Instructional Superintendents, or other impartial persons with training and knowledge about the issues raised by the grievance.
  - Within 10 days, the review panel will provide the designated school official with written findings and recommendations for implementation by the Instructional Superintendent and the principal. A copy is also provided to the complainant.
5. Within 5 days of receipt of findings and recommendations, the school shall issue a final administrative decision.

**Alternative processes:**

1. OCR: A complainant may also file a complaint directly with the US Department of Education, Office for Civil Rights, either in addition to or instead of the process described above.
2. DC Commission on Human Rights: a complainant may file a complaint directly with the DC Commission on Human Rights without utilizing the process described above.

- Q89: Please describe in detail the procedure for transitioning a student from a nonpublic school to a DCPS school, including answers to the following questions:
- How does DCPS identify which students might be ready to transition?
  - At what point in the school year does DCPS identify which students might be ready to transition?
  - What information does DCPS consider from the nonpublic school in determining whether a student may be ready to transition?
  - What information about the possibility of transitioning does DCPS share with parents?
  - When, if ever, does DCPS approach the student directly, without his or her parents, to discuss the possibility of transitioning to a public school?
  - How does DCPS determine whether a DCPS school placement exists that is capable of serving a student being considered for transition?
  - What information about a proposed DCPS school placement does DCPS provide to the parent, student, and nonpublic school?
  - What, if any, numerical targets does DCPS develop to guide transitions?

**How does DCPS identify which students might be ready to transition?** The IDEA requires that IEP team determine the student's least restrictive environment at least annually. The decision to transition a student to a lesser restrictive environment is vested with the student's IEP team which includes the parents/guardian and student as appropriate.

**At what point in the school year does DCPS identify which students might be ready to transition?** At the start of each school year DCPS progress monitors meet with NP schools to jointly determine which students might be successful in a less restrictive environment for the next school year. In considering transition to a less restrictive setting, IEP teams generally identify students for transition at minimally disruptive points during the year. This usually happens at the end of an academic year or natural transition points (i.e. middle school to high school).

**What information does DCPS consider from the nonpublic school in determining whether a student may be ready to transition?** Progress Monitors and NP school staff utilize several data sources including recent educational evaluations, student classroom performance, student progress in academics and related services, attendance data, NP teacher and related service provider input, IEP goals, and work samples in determining a student's educational placement.

**What information about the possibility of transitioning does DCPS share with parents?** Educational placement is discussed at least annually with parents at the IEP meeting. Where student progress data may suggest transition to a less restrictive environment is appropriate, DCPS may initiate conversations with parents about transition prior to the scheduling on an IEP meeting.

**When, if ever, does DCPS approach the student directly, without his or her parents, to discuss the possibility of transitioning to a public school?** As a matter of practice, DCPS does not approach students to discuss transition apart from their parents. If the Progress Monitor is approached by a student regarding transition, the Progress Monitor will contact the student's parents to discuss transition.



**How does DCPS determine whether a DCPS school placement exists that is capable of serving a student being considered for transition?** The OSI Location team will review the student educational file, including the IEP to determine an appropriate DCPS site location for that student. OSI's resource guide maintains classroom and resource availability for DCPS's various special education programs.

**What information about a proposed DCPS school placement does DCPS provide to the parent, student, and nonpublic school?** Once a location is identified, that information including a school point of contact is communicated to the parent and non-public school. Contact information is also provided for the case manager. Case managers are assigned to each transitioning student to support the family during the transition and monitor the student in the DCPS school for the first 90 days.

**What, if any, numerical targets does DCPS develop to guide transitions?** There is no targeted number for student transitions.

- Q90: For all students who have returned to a DCPS school in FY 13 or to date in FY 14, please list:
- The student's level of need;
  - Justification for return from a nonpublic facility;
  - The date the student was originally placed into a nonpublic facility and date they returned to DCPS; and,
  - A statement explaining how DCPS will be able to meet the educational needs of the returning student.

DCPS cannot provide personally identifiable student information. All students who have returned from non-public schools to DCPS schools were level 4 special education students. When they return to DCPS, most still have full-time IEPs (at least 27.5 hours of special instruction and/or related services); however the IEP team determined that they no longer need to receive those services in a separate day school without access to general education students. Some students enter self-contained classes appropriate to their educational needs, and some students can be moved to a combination setting where they are educated alongside general education peers for at least part of the time. DCPS has built extensive capacity across the district over the past several years to support the needs of these students. Additionally, each student returning from a non-public school is assigned a Case Manager who supports the student and their family for up to 90 days to ensure an effective transition.

- Q91: How many developmental screenings did the Early Stages program conduct in SY12-13 and SY13-14 to date? How many screenings required in-depth evaluations? Please list the timeframe it took to complete the evaluations (i.e. the number and percentage of evaluations that were completed within 60 days, 90 days, 120 days, and the total that took longer than 120 days). Please break this data down by school or program for which DCPS is the LEA and by evaluation type. Please provide the primary reason for evaluations to not be completed on time.

### **Screening**

These data are based on fiscal year (October 1 through September 30), which Early Stages (ES) uses instead of a school year basis, since the program runs and measures performance over twelve months. Referral counts below also include children referred multiple times by different sources. In cases where a current screening already exists, Early Stages uses that screening and may analyze additional data to determine whether further evaluation is recommended.

FY13: 4,320 screened. Of these, 1,803 (42%) were recommended for further evaluation.  
FY14: 991 screened. Of these, 502 (51%) were recommended for further evaluation.

**FY13 Timeliness**

Month	Within 60 Days	Within 90 Days	Within 120 Days	Over 120 Days	No Event Held at Time of Report	Total	Part B Timeliness
October 2012	13	18	26	9		66	86.4%
November 2012	13	12	27	3		55	94.5%
December 2012	9	23	20	1	1	54	96.3%
January 2013	26	34	43	4		107	96.3%
February 2013	18	27	54	3		102	97.1%
March 2013	9	29	63	5		106	95.3%
April 2013	9	17	42	2		70	97.1%
May 2013	11	24	38	3		76	96.1%
June 2013	14	31	78	4	1	128	96.1%
July 2013	22	15	58	1		96	99.0%
August 2013	13	25	45	1		84	98.8%
September 2013	9	20	26	2		57	96.5%
<b>Grand Total</b>	<b>166</b>	<b>275</b>	<b>520</b>	<b>38</b>	<b>2</b>	<b>1001</b>	<b>96.0%</b>

**FY14 YTD Timeliness**

Month	Within 60 Days	Within 90 Days	Within 120 Days	Over 120 Days	No Event Held at Time of Report	Total	Part B Timeliness
October 2013	14	13	39	3		69	95.7%
November 2013	12	14	18	1		45	97.8%
December 2013	9	23	25	2		59	96.6%
January 2014	2		3			5	100.0%
<b>Grand Total</b>	<b>37</b>	<b>50</b>	<b>85</b>	<b>6</b>		<b>178</b>	<b>96.6%</b>

It is difficult to track school of enrollment for students that are evaluated through Early Stages. Many students are not previously enrolled in DCPS or a DCPCS, and Early Stages is their program of entry. Some students are referred by a DCPS school, and many times end up attending a different school after their needs are assessed. Please see Q91 Attachment\_ Early Stages FY13 Timeliness that shows timeliness by school, with the understanding that the data is imperfect. The most frequent reason for evaluations not being completed in a timely manner is parent disengagement in the process. Early

Stages has increased outreach and developed a strong due diligence process to improve timeliness and family engagement throughout the evaluation and eligibility process.

Q92: Please provide outcomes data for students with disabilities transitioning out of DCPS into adulthood, including the following data for school years 2011-2012 and 2012-2013:

- The number of students receiving an eligibility determination from RSA before graduation;
- The number of students connected to a postsecondary pathway to graduation; and,
- The number of students attending college within a year of high school graduation.

During SY12-13, DCPS referred 320 students to the Rehabilitative Services Agency (RSA). RSA follows an eligibility determination process to assess whether a student will receive RSA services. DCPS does not have data on eligibility for services or the pathways that students are connected to through RSA. DCPS' role is to facilitate the referral process to RSA and provide assistance for completion of applications for interested students.

Q93: Please provide an update on DCPS's role in the education of wards of the state who are enrolled by public schools, CFSA, DYR, or DMH in schools or programs in other states. Please describe any mechanisms DCPS has developed to provide oversight of these individuals, including the staff assigned to this task and their duties. Does the oversight differ depending on whether the ward is identified as eligible for special education? If so, please describe how it differs.

The DCPS-CFSA MOA applies to students who are wards of the District who are eligible for special education services; and the DCPS-DYRS MOU applies to all students who are committed to the care and custody of DYRS and eligible for special education services.

Please see Q93 Attachments\_ CFSA MOA; and DYRS MOU.

Q94: Please report how DCPS improved teacher practice for English language learners (ELLs) in FY13. Additionally, please provide the Committee with the number of dually certified teachers that were in place during the 2011-2012 school year and the number of dually certified teachers that were in place during the 2012-2013 school year.

- How many of the dually certified teachers had taken at least one graduate course in a related topic?
- What other efforts did DCPS undertake during FY13 to improve ELL teacher practice?

In FY13, DCPS provided intensive professional development for ELL teachers during through a number of workshops focused on literacy and content instruction for ELLs. Most workshops met after school on a weekly basis for five to eight weeks. The eight-week workshops were usually graduate workshops providing continuing education graduate credit for teachers. DCPS provided funding for teachers to take this coursework at Trinity and Catholic Universities on topics related to teaching ELLs such as "Methods of Teaching English as A Second Language" and "Second Language Learning." DCPS also provided funding for ESL teachers to take coursework in special education to provide ESL teachers with strategies for working with ELLs with special needs.

DCPS ESL teachers participated in district-wide training on guided reading to improve the literacy instruction of ELLs; we also published guidance on how to modify guided reading lessons for ELLs and provided workshops on how to adapt guided reading for ELLs at the start-of-school ESL teacher training, after school at the Language Acquisition Division (LAD) office and at schools that requested

the training. DCPS also provided resources focused on literacy support to schools with bilingual or ESL programs. This included literacy kits for ELLs in early childhood programs, sets of iPods for two DCPS schools, Imagine Learning licenses, Reading A-Z licenses, BrainPop licenses, middle and senior high content-based ESL texts, and dictionaries.

DCPS provided job-embedded professional development at thirteen schools with significant ELL populations. This professional development included morning collaborative training for staff on topics such as methods for working with ELLs, academic language development and co-teaching. LAD staff also provided individualized support for teachers in the form of coaching, co-teaching, lesson modeling and one-on-one meetings to address specific needs.

Content teachers working with ELLs at the secondary level receive funding to take up to 4 graduate workshops in both the theory and practice of teaching ELLs. These courses lay the foundation for teachers to take the Praxis II in ESOL and to be eligible for an endorsement in Teaching English as a Second Language. Twenty DCPS teachers have participated in the secondary program. Six have received their endorsement in ESL. Fourteen completed at least nine graduate credits in ESL.

Currently, there are 230 Bilingual/ESL teachers. Of these, 58 have licensure in ESL, Bilingual Education or language teaching and one additional area of certification or endorsement. Of the 58 dually-certified teachers, nine teachers received funding to take a graduate course related to serving ELLs.

Please see Q94 Attachment\_Language Acquisition Division Professional Development.

- Q95: With respect to the Early Stages, a program that evaluates 3-5 year old children and recommends appropriate services for those with special needs, Please provide an update on DCPS's efforts during FY13 on each of the following:
- Reducing the eligibility timeline;
  - Ensuring systematic and collaborative communication among people who work with families;
  - Developing family education resources and process for delivery;
  - Creating a mobile evaluation team to complete assessments for children who are at risk for not completing the eligibility process;
  - Implementing developmental screening initiatives with targeted partners; and,
  - Developing and implementing an outreach strategy that generates referrals to Early Stages.

**Reducing the eligibility timeline**

Key tasks include: (1) the development and implementation of data-driven check-in processes for staff; (2) the development and implementation of protocols for tracking individual, team and center performance; and (3) the design of a pilot alternative scheduling model. Tasks 1 and 2 have been solidified and now part of standard operations, involving bi-weekly analysis of student data in the evaluation process and performance scorecards. We have also completed the design of the pilot scheduling model, which is scheduled to for implementation later this school year.

**Ensuring systematic and collaborative communication among people who work with families**

Key tasks include: (1) development of protocols for collaboration among Early Stages (ES) staff; (2) identification of models used by comparable external agencies; (3) refinement of protocols for

communication between ES and external organization; and (4) creation of a system for measuring successful collaboration between ES and external organizations. Tasks 1 and 3 and 4 are approximately 50% complete. These tasks have progressed in collaboration with other ongoing activities (such as the revised check-in process and outreach obligations first established by the DL lawsuit). Processes are based on tracking communication logs and using automated formulas that analyze them to indicate actions required on staff dashboards. Task 2 has not begun.

**Developing family education resources and process for delivery:**

Key tasks include: (1) identification resources that can be utilized by the family prior to the child's evaluation; (2) develop protocols for incorporating these resources into work with families; and (3) explore models for keeping families (and related caregivers) engaged during the process. These tasks are largely complete: the website has been expanded to include developmental resources for families and an automated email communication system has been piloted to deliver educational content via email while families are engaged in the evaluation process.

**Creating a mobile evaluation team to complete assessments for children who are at risk for not completing the eligibility process:**

Key tasks: (1) design a model for implementation and (2) pilot with targeted schools. Task 1 is complete; Task 2 is in progress as Early Stages assesses the impact of using existing staff in this way on center timeliness. Additional staff members are currently being hired and Early Stages will evaluate whether and how best to implement a mobile team this summer.

**Implementing developmental screening initiatives with targeted partners; and,**

The major initiatives are: (1) American Academy of Pediatrics (AAP) Healthy People 2020 Grant, (2) the Early Stages Private and Religious Schools Initiative, (3) the Early Stages Child Care Initiative (Project LAUNCH Grant), and (4) the CFSA Intake Screening Initiative. The AAP grant and the Project LAUNCH Initiatives are completed and have achieved their goals of increasing referrals and education from their respective targets and independent developmental screening in the childcare centers. The Early Stages Private and Religious Schools initiative is ongoing and in the second year of a three-year implementation plan. Phase 1 of the CFSA Intake Initiative (establishing a screening model, training and implementing) is complete; Phase 2, the monitoring ongoing performance, has begun.

**Developing and implementing an outreach strategy that generates referrals to Early Stages.**

Early Stages is partnering with Strong Start (Early Intervention, for children ages 0-3) to minimize duplication of efforts among constituents who refer children to both programs. Key tasks: (1) incorporate Strong Start referral information into Early Stages outreach materials, presentations and trainings, and (2) develop home-based child care materials. The first task is complete, with our training in developmental screening amended to include 0-3 and all materials including Strong Start contact information; the second task has not yet started formally, although Early Stages has hired a dedicated Public Awareness Child Find Coordinator who will own this task.