

Agency Operations

Q1: Provide the following enrollment data for DCPS:

- **Total DCPS student enrollment by grade, and school for FY15 (based on the final audited enrollment report) and FY16 (audited);**

In the DCPS strategic plan, *A Capital Commitment*, one of our five core goals was to increase DCPS' enrollment to 50,000 students by 2017. We believe that a growing student enrollment is one indication of the health of the school district, and we are on track for a fourth year of consecutive growth (based on our FY15 audited and FY16 reported enrollment). Our total audited FY15 enrollment reached 47,548 and our reported enrollment for FY16 is 48,653. The latter numbers are based on reported enrollment as of October 5, 2015. The audited FY16 enrollment will not be available until February 2016. See **Q1 Attachment_DCPS Enrollment and Summer School Data.xlsx (Tabs 1)**. Our FY15 enrollment by grade is detailed in **Q1 Attachment_DCPS Enrollment and Summer School Data.xlsx (Tabs 2)**.

- **Summer school enrollment, broken down by grade for FY12, FY13, FY14, FY15; and,**

DCPS continues to serve more students each year through summer programming, and we anticipate summer enrollment to continue to grow in summer 2016. Since 2012, DCPS summer school enrollment has grown from 6,555 to 8,888 in 2015. For the four-year breakdown of summer school enrollment, as well as the 2016 projections, see **Q1 Attachment_DCPS Enrollment and Summer School Data.xlsx (Tab 3)**. The 2016 projections are preliminary and do not include students who will be served through programming run by community-based organizations.

- **What is the proposed summer school enrollment and budget for FY16.**

We project to serve 11,311 students in Summer School 2016, with a budget of \$5,848,000. **Q1 Attachment_DCPS Enrollment and Summer School Data.xlsx (Tab 4)** details the projected enrollment for all centrally-managed DCPS summer programming. All FY16 projected figures are estimates and are subject to change based on student needs and availability of funds.

Q2: The following questions are regarding the DCPS out-of-boundary (K-12), preschool, and pre- K lottery process:

- **How many and what percentage of students applied through the out-of-boundary lottery for SY12-13, SY13-14, and SY14-15?**

Prior to 2013, DCPS managed two internal lotteries - one for applicants to grades PK3-12 in non-selective DCPS schools, referred to as the Out-of-Boundary (OOB) lottery, and the other for applicants to DCPS selective high schools, referred to as the High School Online Application. Each of these lotteries saw comparable numbers of applicants for SY12-13 and SY13-14 seats. Approximately 7,200 students applied to at least one DCPS school through the out-of-boundary lottery in both years, with 25% coming from DCPS and roughly 33% coming from outside DCPS (the remainder were not yet enrolled in school). For the high school online application, the number of selective high school

applicants was also comparable for SY12-13 and SY13-14, with more than 2,000 students applying for admission and half of those applicants coming from within DCPS.

In the fall of 2013, the lottery process for DCPS changed dramatically with the introduction of the *MySchool DC* lottery, which allowed families to apply to DCPS and charter schools in one online application. With the introduction of the *My School DC* lottery, DCPS saw an increase in the number of unique applicants interested in DCPS. Within this common lottery for SY14-15 seats, DCPS saw a 57% increase in applicants to non-selective schools, with 11,314 applying to at least one school within DCPS. Fewer than one third of these applicants came from DCPS and 42% came from outside DCPS (the remaining applicants were not yet enrolled in school). The *My School DC* lottery also replaced the lottery for our selective high schools, and DCPS saw a modest increase in applicants to selective high schools in SY14-15, with 2,166 applicants choosing at least one selective high school.

Students who Applied for Out-of-Boundary Seats in Non-Selective Schools (Grades PK3-12)*

	SY12-13	SY13-14	SY14-15
# of Students who Applied to Out-of-Boundary Lottery	7,299	7,213	11,314
% of Students that Enrolled Out-of-Boundary	4%	3%	7%

Students who Applied to Selective High Schools*

	SY12-13	SY13-14	SY14-15
# of Students who Applied to Selective High School	2,163	2,066	2,166
% 9th - 12th Students that Newly Enrolled at Selective High School	11%	11%	11%

Note: a combined total (Out-of-Boundary and Selective High School) is not listed because some students may have submitted applications for both.

- How many and what percentage of students in each school are out-of-boundary for SY14-15, and SY15-16 (to date)?

About half of all DCPS students attend a school other than their “school of right.” In some cases, this is because students are attending alternative or specialized programs, but it is also common for students to simply attend an out-of-boundary school that may better meet a student’s educational needs.

- In SY14-15, 49% of students in PK3-12 attended a school other than a “school of right,” including out-of-boundary, alternative, and specialized schools.
- In SY14-15, 42% of students in PK3-12 were out-of-boundary.
 - Highest OOB%: Stuart-Hobson MS (85%), Hardy MS (85%), McKinley MS (79%)

- Lowest OOB%: Janney ES (7%), Kelly Miller MS (9%), Hendley ES (10%)
- In SY15-16 (to date), 53% of students in PK3-12 attended a school other than a “school of right,” including out-of-boundary, alternative and specialized schools. A large part of the increase in this percentage is due to the addition of Dorothy Height ES (a former citywide school) into DCPS.
- In SY15-16 (to date), 46% of students in PK3-12 were out-of-boundary.
 - Highest OOB%: Hardy MS (80%), School Without Walls at Francis-Stevens (79%), Stuart-Hobson MS (77%)
 - Lowest OOB%: Janney ES (5%), Lafayette ES (12%), Kelly Miller MS (15%)

For a detailed breakdown of in-boundary and out-of-boundary enrollment for all DCPS schools, see **Q2 Attachment_SY15-16 In and Out of Boundary Enrollment.xlsx**.

- **Please give a narrative description of how the lottery system was implemented in FY15 and if there are any changes for FY16.**

For students to apply to out-of-boundary schools for the 2014-2015 school year, DC introduced *My School DC*, a common lottery for both DCPS and DC public charter schools, which replaced LEA-specific lotteries at participating schools. All DCPS schools, including selective high schools, participated, as did the majority of DC public charter schools.

Based on lessons learned from the first year of the My School DC Lottery, DC implemented the following significant changes for the SY15-16 lottery:

- All applicants currently enrolled in DCPS or a DC public charter school must provide a student ID number. This provides a unique identifier and prevents duplicate applications.
- *My School DC* centrally manages the waitlist.
- Families are able to view their real-time waitlist numbers from their MySchoolDC.org accounts instead of calling individual schools.
- Waitlists are “scrubbed,” meaning that when a student accepts a waitlist offer, *My School DC* removes the student from waitlists of any schools ranked lower on the initial application. (Last year, schools would unknowingly call families who were already enrolled at schools they ranked higher since DCPS did not have access to charter results.)
- This year, the *My School DC* lottery application remained open until Friday, December 4. (Last year, the lottery application closed on October 6th, the day after the official enrollment count day. This prevented families who moved to the District after this date from accessing the lottery, and therefore limited their access to schools other than their in-boundary school of right.)

For SY16-17, the following changes will be implemented to the lottery:

- Round 2 of the lottery has been discontinued. For the last two years, the *My School DC* lottery has implemented two rounds in order to distribute the remaining, available lottery seats not matched in Round 1; however, after two years of implementation, both DCPS and participating charter schools have agreed to transition directly into the post-lottery period after Round 1 concludes.
- Grade-specific proximity preference will be provided for schools with two campuses at different locations, specifically Oyster-Adams Bilingual School and Peabody and Watkins ES. Last year, students were provided proximity preference if they lived within 0.5 miles of one or the other school, regardless of grade. This left some families with young children with more than a 0.5 mile commute to school.
- Improvements will be made to the Centralized Waitlist Management System (CWMS) to allow

schools to better track enrollment of lottery students.

Q3: Provide DCPS’ policy with regard to designated Early Stages seats for Pre-K3 and Pre-K4. In the response please indicate how DCPS determines the number of Early Stages seats available at each school, how students are placed, and the process/policy for releasing Early Stages seats to a non-Early Stages student.

Early Stages seats are reserved for unenrolled three- and four-year-old students who have been newly identified as eligible for special education but require services in a general education setting. DCPS is required by the Individuals with Disabilities Education Act (IDEA) to ensure the availability of seats into which these children may be enrolled.

DCPS reserves seats in PK3, PK4, and mixed-age classrooms at every DCPS elementary school based on geographic trends in the identification of children with special needs, previous patterns of use, and the need to have inclusive settings available across the city. A child is offered a seat in his or her neighborhood school upon completion of the evaluation and Individualized Education Plan (IEP) process at Early Stages after it is determined that the IEP requires implementation in a general education setting. If a PK3 or PK4 seat is not available at the neighborhood school, Early Stages will offer a seat at the next closest school that has a seat available. The offer location may also be determined by circumstances that are unique to the child or school (e.g., Americans with Disabilities Act accessibility). Early Stages does not enroll children who are not eligible for special education into these seats. Unfilled PK4 seats are generally released at the beginning of the school year and may then be filled from the lottery waitlist. PK3 and mixed-age seats are reserved all year in order to accommodate newly-identified students.

Q4: Describe any changes made in the last fiscal year to DCPS’ practices for Medicaid billing?

DCPS made several changes in FY15 to the cost reporting and auditing practices that will yield an increase in revenues in subsequent fiscal years. Two of the changes are:

- conducting joint audits with OSSE, giving both agencies a better opportunity to produce more accurate audits, reduce duplication, and generate more effective partnerships between sister agencies; and
- completing Medicaid audits for FY12 and FY13, which will result in additional revenues for DCPS in FY16.

In particular, please provide the following information on Medicaid billing for school-based services:

- **DCPS’s total Medicaid billing and total Medicaid received for FY15 and FY16 to date;**

In FY15, we collected a total of \$13,440,823.87 in Medicaid revenue. \$3,138,907.87 of this total was in claiming revenue, which is the highest amount we have received in the last five years. In FY16, we project to collect a similar amount. To date in FY16, we have collected \$544,241.98 in Medicaid revenue for August and September 2015. We also recently submitted approximately \$500,000 in claim files for October and November 2015.

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

Service Type	Procedure Code
Speech-Language Pathology	92508 - Group therapy session - Speech Therapy
Behavioral Support Services	H0004 - Group behavioral counseling therapy
Behavioral Support Services	H0004 - Individual behavioral counseling therapy
Occupational Therapy	97150 - OT Therapeutic procedure, group

Service Type	Procedure Code
Occupational Therapy	97530 - OT Dynamic therapeutic activities...
Speech-Language Pathology	92507 - Individual therapy session - Speech...
Behavioral Support Services	90853 - Group psychotherapy
Physical Therapy	97530 - PT Dynamic therapeutic activities...
Psychology	96101 - Psych testing, per hour. Exam...
Behavioral Support Services	90832 - Psychotherapy, 30 Minutes with Patient...
Behavioral Support Services	90834 - Psychotherapy, 45 minutes with Patient...
Speech-Language Pathology	92523 - Speech/hearing evaluation
Audiology	92507 - Individual therapy session - Audiology
Physical Therapy	97150 - PT Therapeutic procedure, group
Occupational Therapy	97004 - Occupational therapy re-evaluation
Behavioral Support Services	90837 - Psychotherapy, 60 minutes with Patient...
Occupational Therapy	97003 - Occupational therapy evaluation
Psychology	H0004 - Group behavioral counseling therapy
Speech-Language Pathology	92506 - Speech/hearing evaluation
Physical Therapy	97001 - Physical therapy evaluation

- **A school-by-school breakdown of Medicaid billing that was billed and received for FY15 and to date in FY16.**

See **Q4 Attachment Medicaid Billing by School, FY15 and FY16.**

Q5: The following questions are 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 FY15 and FY16 to date?**

See **Q5 Attachment 1_Food Service Budget and Data.xlsx tabs 1 and 2** for the FY15 and FY16 year to date (10/1/15-12/25/15) budget and expenditures for food services. The program operated within its budget in FY15 and is projected to be within budget again in FY16. See **Q5 Attachment 1_Food Service Budget and Data.xlsx, tab 3** for FY16 projected revenue.

- **For each food service vendor please list the total number of meals served in FY15 to date, broken down by fully paid meals, free, and reduced priced meals for each meal service (i.e. breakfast, lunch, snack, and supper).**

Meals served by each food service vendor are detailed by pay status for each service and service period in **Q5 Attachment 1_Food Service Budget and Data.xlsx, tab 4.**

- **Detail the total school meal participation rates in FY12, FY13, FY14, FY15, and FY16 to date for breakfast, lunch, snack, and supper.**

Our meal participation rates continue to climb, and we are currently almost 200,000 meals over FY15 performance at this point in SY15-16 (January 2016). FY15 performance yielded 480,000 additional meals over FY13. See **Q5 Attachment 1_Food Service Budget and Data.xlsx, tab 5.**

Please note that supper and snack rates are listed as a number and not a percentage because this is historically the method of performance measurement employed and reflects the varying programs, number of students, and locations that provide afterschool meals each year.

- **Provide the satisfaction plans for each food service vendor for FY15 and FY16 to date.**

FY16 is the inaugural year of including satisfaction plans as part of OFNS vendor performance. Going forward, satisfaction plans will be a contractual requirement for our food vendors, and this requirement is included in the food service RFP for SY16-17. The plans for FY16 include, but are not limited to:

- student engagement through surveys;
- engagement with school food ambassadors for feedback and marketing - individually and as part of focus groups;
- increased sampling and taste testing;
- additional food and nutrition demonstration and cooking classes;
 - DC Central Kitchen held a 6 class series of nutrition and culinary skills facilitated by a professional chef and a registered dietician.
 - Revolution Foods conducted a variety of demonstrations on nutritious foods
 - All vendors participated in major district events such as our back-to-school nights, Chancellor cabinet meetings and other PTA functions. Over and over again, adults indicated that they had no idea they were eating school food, and believed that their meals were catered from an outside organization.
- increased use of marketing materials, recipe cards, flyers, posters for the students to better identify local and healthier foods;
- greater focus on developing food service employees' customer service skills, with professional development sessions geared toward catering to students' needs and encouraging and healthy choices;
- community partnerships, such as the pilot with FRESHFARM MARKETS FoodPrints program and Chartwells, now instituted across seven schools, and DC Central Kitchen's work with Capital Area Food Bank at family markets at Thomas, Nalle and Plummer ES;
- continued promotion of International Food Days; and
- production facility tours.

Individual vendor satisfaction Plans are provided in three attachments:

Q5 Attachment 2_DCK Student Engagement Strategy.pdf;
Q5 Attachment 3_Chartwells Driving Quality and Satisfaction.pdf; and
Q5 Attachment 4_RevFoods SY 15-16 Satisfaction Plan.pdf.

Q6: In school year 2014-2015, DCPS piloted a Strategic School Operations pilot that provided nine schools with a school operations specialist. Please name those schools, provide the job descriptions for the school operations specialists/managers, and describe any outcomes observed as a result of this investment.

The Strategic School Operations Pilot was launched at the start of SY14-15 in the following schools:

1. Anacostia HS
2. Bancroft ES
3. Brightwood EC
4. Columbia Heights EC
5. Hart MS

6. Jefferson MS
7. Leckie ES
8. Marie Reed ES
9. Powell ES

Each school was staffed with a Director, School Operations (DSO), who was responsible for managing school-based operations, including the following responsibilities:

- managing all day-to-day, school-based operational tasks (e.g., budgeting, procurement, scheduling, data and reporting, field trips, facilities, technology, food services, transportation, etc);
- managing operations staff;
- supporting principals in defining roles and responsibilities for operations support staff members;
- supervising and conducting IMPACT evaluations for non-instructional staff members (front office staff and custodians);
- participating on school leadership teams to strategically plan for and address operational challenges; and
- serving in a leadership role that is more clearly defined and better compensated than current roles to help attract stronger candidates.

The DSO pilot enjoyed significant success its first year. As a result, the pilot has expanded into the (renamed) School Strategy & Logistics Program for SY15-16. The DSO position has been renamed Director, Strategy & Logistics (DSL). Some smaller schools have a Manager, Strategy & Logistics (MSL) in lieu of the DSL. Both position descriptions can be found in **Q6 Attachment_Strategy & Logistics Position Descriptions 2015.pdf**.

Outcomes

School Leader Perceptions

In September (prior to the onset of the pilot) 36% of the administrators in the pilot schools responded that they “strongly agreed” or “agreed” with the statement: “*The overall operations at my campus ran smoothly and efficiently.*” By the end of the pilot year (June 2015), that number was up to 90%. Similarly 29% of the teachers in the pilot schools initially responded that they “strongly agreed” or “agreed” with the statement: “*The overall operations at my campus ran smoothly and efficiently,*” and by the end of the pilot year (June 2015), the number was up to 50%.

Implementation Effects

In reflecting on the prior year (before the pilot was implemented), principals reported they spent 48% of their time on operations. When surveyed in June 2015, they reported spending only 19% of their time on operations, a 60% reduction of time spent on operations by administrators.

Expansion and Additional Areas of Focus:

We have shared data from the pilot and marketed the program to expand this program, and accepted 32 new schools for SY15-16. Eight of the original nine pilot schools are continuing with the program. Additionally, we have identified the three specific areas of focus for onboarding and supporting DSLs/MSLs for SY15-16: enrollment and registration; facilities/custodial staff management; and budgeting and procurement.

Human Capital

- Q7: Provide the Committee with an update regarding the agency’s efforts to negotiate and update its labor contracts in FY15 and FY16 to date.**

DCPS executed new contracts with the Council of School Officers (CSO), Teamsters Local 639, and AFSCME Local 2921 at the start of FY15. Each of these contracts is set to expire on September 30, 2017. DCPS' contract with WTU expired in September 2012. DCPS and WTU are actively engaged in negotiations.

In FY 15, the Office of Labor Relations and Collective Bargaining (OLRCB) began to engage the American Federation of Government Employees (AFGE) Local 1403, which represents attorneys throughout the District of Columbia government, around negotiating a new working conditions contract. Those negotiations are currently on hold, so the terms of the prior contract remain in place. The compensation agreement for DCPS' attorneys expires on September 30, 2017.

Q8: In fall 2014, DCPS launched the School Leader IMPACT Task Force. The Chancellor, senior DCPS leaders, and the Council of School Officers was to use the task forces input and recommendations to launch multi-year contracts for implementation starting in the 2015-16 school year. Please provide an update on that work to date in FY16.

In Fall 2014, DCPS launched the School Leader IMPACT Task Force, which included principals, assistant principals, and instructional superintendents representing each school level (elementary, education campus, middle, and high schools) from across the city. Representatives from the Council of School Officers (CSO) also attended and participated in these monthly meetings. The Task Force reviewed options for multi-year appointments and identified recommendations for implementation in order to recognize and retain our high-performing school leaders. The CSO, the Chancellor, and senior DCPS leaders made a final decision about multi-year appointments this past spring, with implementation starting in the 2015-16 school year.

In May 2015, 22 principals in DCPS received three-year term appointment letters, with 21 accepting. Because of the commitment that three-year appointments represent, they were offered to principals who had already demonstrated strong results at their schools, as measured through School Leader IMPACT. Principals who did not meet eligibility requirements continued to receive one-year appointments, but can earn a three-year appointment by meeting the eligibility criteria during their tenure. In order to be eligible for a three-year appointment, principals had to meet one of two criteria:

- Two (2) consecutive years rated at least "Effective" and a Leadership Framework average at or above 3.00 in the year leading up to the appointment; or
- One (1) "Highly Effective" rating in the most recent year and a Leadership Framework average at or above 3.00 in the year leading up to the appointment.

Three-year term appointments will also be contingent upon demonstration of continued success as a principal. If a principal's Leadership Framework average falls below "Effective," the terms of the appointment will be revisited. All principals on a three-year appointment are considered for renewal at the end of the term and will be reappointed at the Chancellor's discretion.

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Q9: Please give a narrative description of recruitment efforts by DCPS along with an accounting of the expenditures for recruitment in FY15 and FY16 to date. Please include a description of the recruitment efforts the Office of Human Capital undertook in FY15, including the Capital Commitment Fellowship, and recruitment initiatives focused on men of color, special education teachers, and bi-lingual teachers. Please also indicate how many new teachers were brought into the 40 lowest performing schools as a result of the recruitment efforts.

Teacher Recruitment and Selection

Recruitment Strategy

DCPS leverages a multi-faceted strategy to attract applicants to teaching positions. Key recruitment activities fall under the following categories: marketing and advertising, proactive sourcing, campus and community partnerships, and the *Capital Commitment Fellowship*.

Marketing and Advertising: DCPS posts teacher vacancies on a variety of sites for both general and subject-specific teacher recruitment. Some prominent sites include *Education Week*, National Council for Teachers of Mathematics, and the National Association for Bilingual Education. We also continue to leverage our recruitment website, www.joinpublicschools.com, which targets candidates for roles across the school district including teacher, school leader, and central office roles. We pursue very limited print advertising, but feature advertising on websites and via e-mail.

In order to meet talent needs for special education classrooms in the district, we place online postings and print ads with targeted networks including: National Association of Special Education Teachers (NASSET), Council for Exceptional Children (CEC), and American Association on Intellectual and Developmental Disabilities (AAIDD).

In order to attract teachers of color and especially males of color to DCPS, we are very intentional in developing postings and ads that feature teachers of color, as this reflects the diversity among our existing teacher force and student body. Additionally, we identify sites to post where we are more likely to reach diverse teaching candidates such as: Diversity Recruitment Partners, or National Alliance of Black School Educators.

In the summer of 2015, DCPS directed funding to support a brand awareness campaign. Ads featuring high performing teachers and school leaders from across DCPS were displayed in WMATA trains and stations, on DC Metrobuses, as well as in print and digital ads in the *Washington Post*. The campaign ran for 16 weeks, from May through August 2015 and directed the audience to the joinpublicschools.com recruitment site. When comparing traffic in the first 30 days of the campaign to the 30 days prior, we saw a significant difference. The total of unique visitors for the first 30 days of the ad campaign was 21,858, compared to 16,141 in the 30 days prior to the campaign – a 35.4% increase.

Proactive Sourcing: DCPS is implementing a comprehensive strategy for headhunting (also known as sourcing or mining) to attract experienced teachers. To pursue teaching candidates, our team proactively identifies teachers across the country who have a demonstrated track record of success working in a high-need school. We especially focus on school districts with student demographics comparable to DCPS, in order to increase the cultural responsiveness and awareness a prospect would bring regarding the needs facing our students and community. Additionally, we recruit in districts with high English language learner populations, particularly in the Southwest, as this is a growing and urgent skill set needed among teachers in DCPS. Once candidates are identified, we invite them to participate in one-on-one prospect cultivation calls as well as group webinars. These calls offer a forum for us to share details of promising initiatives and progress in DCPS that might inspire teachers to join our efforts to provide a world-class education to all of our students. Over the past two years, we have sourced and cultivated over 25,000 prospects.

Campus and Community Partnerships: Our campus outreach focuses primarily on attracting candidates for hard-to-fill and specialized subject areas. For example, we engage in outreach to universities with strong programs in bilingual education, autism, and Montessori education. Additionally, as teachers of color represent only 18% of the teaching force nationwide, we actively recruit teachers graduating from Historically Black Colleges and Universities (HBCUs) as well as Hispanic Serving Institutions (HSIs). HBCUs continue to produce a greater number of Black teachers entering the workforce, roughly 50% of the total each year. Where possible, we recruit from graduate programs in education as well, as they are somewhat more likely to include experienced teachers who are pursuing additional development. Additionally, we are closely tracking student teachers who are receiving training in our schools, in order to cultivate them to apply early for teaching positions.

The teacher recruitment team also formally manages the District's contracts with Teach for America (TFA) and the DC Teaching Fellows (DCTF). We provide staff from both programs with information about how the cohorts are performing and how they can support Corps Members and Fellows to develop through coaching over the course of the school year. Additionally, we expect our pipeline partners to attract diverse talent. For the upcoming cohorts, both organizations anticipate at least 40% of their teachers will be people of color.

Capital Commitment Fellowship: In DCPS, we know that teaching talent will play a crucial role in meeting our goals for students. As a result, through our *Capital Commitment Fellowship* (CCF), we start to recognize top performing teachers before they even begin in our classrooms and actively incentivize them to teach in the District's high-poverty schools.

Based on teaching candidates' demonstration of strong instructional knowledge and focus on student achievement in our selection process, we invite exceptional candidates to apply for the *Capital Commitment Fellowship*, which is a selective cohort of experienced educators who are motivated to work in high-poverty schools where they are needed most. Individuals who are chosen to be a part of the *Capital Commitment Fellowship* are afforded the following benefits:

- **Individualized support throughout the hiring process.** This may include a personal hiring liaison from the DCPS Teacher Recruitment and Selection Team.
- **Increased leadership opportunities.** All Fellows will enter the district at the Advanced stage on the DCPS LIFT career ladder – which means access to additional leadership opportunities, all while remaining in the classroom.
- **Increased salary.** Capital Commitment Fellows will receive a two year service credit increase upon acceptance of a teaching position at a high-poverty DCPS school.

Overall, 39% (138) of 358 total candidates hired through Teach DC went to one of our 40 lowest performing schools, while 85% (306) went to high-poverty schools (including the 40 targeted). This is proportional to the overall representation of 40 targeted schools in our district, as well as the total vacancies filled in 40 targeted versus other schools. Of the 34 Capital Commitment Fellows who joined the district, 100% are teaching at high-poverty schools (including the 40/40), and 44% specifically joined the lowest 40 performing schools in the district.

Selection Strategy

The teacher recruitment and selection team ensures that candidates complete a rigorous, competency-based assessment process that will be predictive of their future performance in DCPS classrooms. Our selection

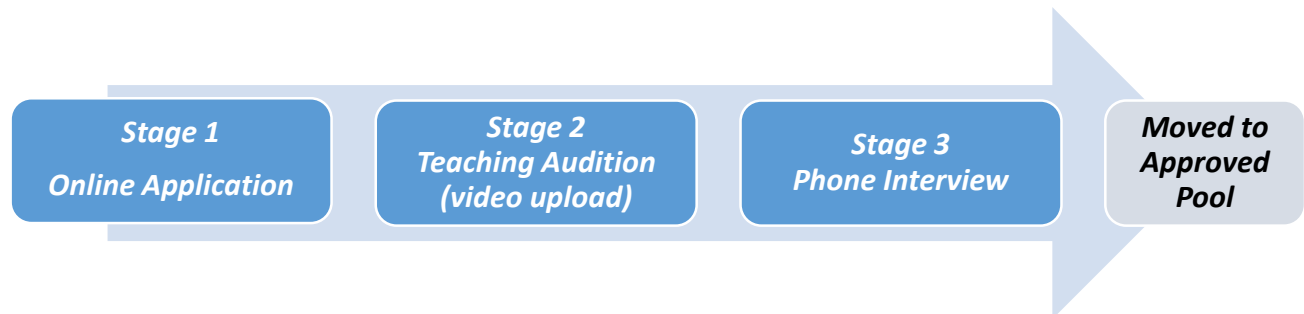
criteria align with the DCPS Teaching and Learning Framework (TLF) that is used as the basis for IMPACT evaluations. We hire Teacher Selection Ambassadors (TSAs) to conduct interviews and rate candidates on their instructional expertise. These TSAs are high-performing DCPS teachers who have themselves demonstrated skill in meeting the highest standards of the TLF and exhibiting strong content knowledge. Portions of TSA training are identical to that of principals and master educators, to ensure their ratings of instructional competencies align with how teachers will ultimately be evaluated if they are hired. TSAs interview candidates whose subject areas match theirs, which allows TSAs to leverage their context expertise in screening candidates.

Competencies Assessed

Teaching candidates are assessed on the following competencies:

- **Instructional Expertise**
 - Standards-based and developmentally appropriate planning and content delivery
- **Track Record of Success**
 - Evidence of prior achievement with students
- **Core Values / Beliefs**
 - Familiarity with challenges of urban schools and belief that all students can achieve at high levels
- **Communication Skills**
 - Ability to convey information clearly and accurately

Selection Process



Step 1: All candidates apply through an **Online Application**. DCPS works closely with OSSE to ensure that candidates who advance beyond the application meet OSSE’s minimum requirements for licensure. Through questions and essays, the online application assesses the competencies outlined above.

Step 2: Candidates who advance beyond the application phase are invited to submit a 20 -30 minute **Video Upload** of their classroom practice. This stage allows for additional evidence of instructional expertise in their actual classroom setting.

Step 3: Candidates who advance beyond the video upload are invited for a differentiated **Phone Interview**. This phase consists of questions that follow up on the application and video that candidates provide at the earlier stages. High performing candidates in prior stages are invited to interview for the Capital Commitment Fellowship.

Step 4: Candidates who successfully complete the phone interview stage will be placed in the **pool of “recommended candidates,”** from which principals select candidates to interview for hire. High performing candidates’ materials are expedited to notify principals as early as possible of their availability for interviews and consideration. Furthermore, in partnership with researchers at Columbia Business School, this year we created candidate composite scores that provide principals with information about the candidate’s potential performance level on IMPACT. We used data from prior seasons to determine which elements of the selection process are most predictive of IMPACT performance and weighted those various factors to create the

composite scores. This feature allows principals to more efficiently identify the highest potential candidates from among a large recommended pool.

Additional Requirements for Capital Commitment Fellowship Consideration

In order to be considered for the Capital Commitment Fellowship (CCF), candidates must complete the following in addition to the standard application process above. To further streamline the process, we invite candidates to submit additional materials following the initial application stage if they would like to be considered for the CCF. This way, they can complete a single differentiated interview (rather than the two that were required in past seasons) and will receive notification of whether they were admitted to the CCF closer to when they are notified they have advanced to the general teacher recommended pool.

1. **A second screen of instructional effectiveness.** A 20-minute video of the candidate teaching in action. That video must be different than the audition video they submit to DCPS as a part of the regular teacher application.
2. **Submission of a data tracker.** Applicants for the *Capital Commitment Fellowship* must also submit data demonstrating their success in increasing their achievement.

Teacher Recruitment Budget

Category	FY 2015	FY 2016 allocations	FY 2016 spent to date
Marketing and Online Postings	\$58,472	\$45,972	\$16,730
Recruitment Fair Travel	\$19,400	\$24,400	\$0
Recruitment Fair Registrations	\$6,000	\$10,000	\$2,500
TOTAL	\$83,872	\$80,372	\$19,230

In addition to the local dollars outlined above, we spent \$399,280 of outside funding on the 16-week brand awareness campaign in the summer of 2015 (through WMATA) and \$99,509 for eight weeks of online and print advertisements in the *Washington Post*.

Teacher Candidate Volume in Recent Application Seasons

In 2015, despite nationwide teacher shortages, DCPS was able to sustain a high volume of applications that sustained the gains made over recent years.

Date	Key Dates	2015 Applications Completed	2014 Applications Completed	2013 Applications Completed	2012 Applications Completed
1/5/2015	Application Live				
1/12/2015		48			
1/19/2015		98	216		
1/26/2015		132	250	23	58
1/30/2015	Early Deadline	191	250	23	58

Date	Key Dates	2015 Applications Completed	2014 Applications Completed	2013 Applications Completed	2012 Applications Completed
2/2/2015		249	283	101	156
2/9/2015		288	331	163	203
2/16/2015		325	470	190	230
2/23/2015		375	601	224	253
2/27/2015	Priority Deadline	393	601	224	253
3/2/2015		478	648	424	293
3/9/2015		557	682	474	338
3/16/2015		626	756	532	388
3/23/2015		728	973	619	423
3/27/2015	Regular Deadline	881	973	619	423
3/30/2015		959	1000	690	450
4/6/2015		1022	1022	777	479
4/13/2015		1066	1057	866	480
4/20/2015		1132	1091	1069	644
4/27/2015		1204	1155	1094	747
5/1/2014	Extended Deadline	1296	1282	1096	830
5/4/2015		1336	1282	1096	830
5/11/2015		1369	1316	1102	903
5/18/2015		1416	1353	1110	975
5/25/2015		1482	1487	1228	1023
6/1/2015		1529	1579	1407	1080
6/5/2015	Final Deadline	1590	1579	1476	1149

School Leader Recruitment and Selection

Key Highlights

1. The application for DCPS principal position launched on December 1, 2015. Both internal (current DCPS staff) and external candidates are already applying for 2016-17 principal positions.
2. Over 35 central office and school-based DCPS leaders will assess principal candidates before the Chancellor interviews candidates.
3. Recruitment efforts are targeting accomplished school leaders from urban districts across the country. Since the summer of 2013, we have built (and currently maintain) a database of over 2,000 principal prospects. We frequently reach out to these individuals and are actively engaging scores of principals who possess the capabilities to succeed in leading a DCPS school and have expressed an interest in pursuing such a move.

Recruitment Strategy

DCPS leverages a multi-faceted strategy to attract applicants to the principal role. In many cases, that strategy is executed in coordination with teacher and central office recruitment efforts. In accordance with the Mayor's

Empowering Males of Color initiative, a significant emphasis has been placed on attracting high-potential / high-performing, African American school leaders. Key recruitment activities fall under the following categories:

Marketing and Advertising: DCPS brands the school leader role by placing advertisements on numerous on-line sites including school administrator association web sites. (National Association of Black School Educators, National Association of Elementary School Principals, National Association of Bilingual Educators, and National Association of Secondary School Principals, for instance) and posting job vacancies on the DCPS career site and numerous other sites that school leaders across the country visit regularly. Additionally, DCPS leverages our recruitment website, www.joinpublicschools.com, which targets candidates for roles across the school district including principal and assistant principal roles. DCPS may engage in limited print advertising but the majority of advertising volume will be web- or email-based.

Proactive Sourcing: The recruitment team relies heavily on proactively reaching out to current school leaders nationwide to identify those most likely to be successful leading a DCPS school. These school leaders, or “prospects”, are identified as attractive for the role based on their quantifiable track record of leading schools with similar challenges as those present in Washington, DC. Prospects are contacted and encouraged to either apply for a DCPS principal vacancy or refer a friend or colleague to do the same.

Partnerships and Events: DCPS will continue to form partnerships with organizations of educators (such as Teach For America) and school administrators (such as Harvard’s School of Education Alumni Association) to target messaging to their membership. This activity includes accessing, and outreach to, those members interested in school leadership roles. In the Fall of 2015, the team attended the annual conference of the National Association of Black School Educators to recruit accomplished school leaders of color.

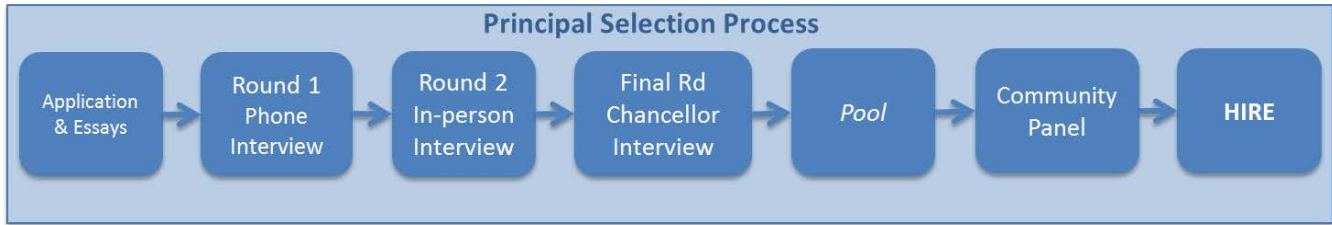
Selection Strategy

The recruitment team ensures that all candidates ultimately hired to become DCPS principals undergo a rigorous, competency-based assessment process. The selection criteria used in assessing principal candidates comes directly from the Leadership Framework (LF) used in the performance evaluation of sitting DCPS principals. The recruitment team conducts regular reviews of selection process data to ensure that each criterion (with a particular emphasis on instruction, talent, and personal leadership qualities) is measured adequately and effectively. This process, while managed by the recruitment team, requires the direct involvement (mostly as interviewers) of many central office and school-based leaders, up to and including the Chancellor and community and parent stakeholders.

Competencies Assessed: During the Principal recruitment and selection process, candidates are assessed using criteria derived directly from the DCPS Leadership Framework.

- Instruction
- Talent
- School Culture
- Family & Public Engagement
- Operations
- Personal Leadership

Selection Process: The selection of principals is a rigorous, multi-phased process through which candidates are given numerous opportunities through a variety of activities to demonstrate the selection criteria. The process begins with the launch of the application and culminates with the recommendation of a community panel and ultimate appointment to a school by the Chancellor.



Selection Process Detail (by step):

Step 1 - Application & Performance Task: All candidates apply by submitting an **Application** on-line. Candidates must submit a written submission which assess instructional leadership: (1) watch a video of a teacher giving a lesson to a classroom and provide a formal rating of the observed instruction and (2) provide actionable feedback including evidence supporting the rating and suggestions to immediately improve that teacher’s practice. Through this activity, the on-line application assesses the following competencies: instructional leadership and school culture.

Step 2 - First Round: Phone Interview: Candidates who advance beyond the online application are invited for a Phone Interview. In this interview, candidates will be assessed by multiple **high-performing, DCPS principals**. The interview will include questions about the candidate’s management experience and engage the candidate in scenarios such as implementing complex, school-wide initiatives. This interview measures candidates’ capabilities against the following criteria: personal leadership, talent (adult staff) management, and operations.

Step 3 - Second Round: In-Person Interview: Candidates who advance beyond the phone interview are invited to DCPS for a series of **In-Person Interviews, including an interview with Instructional Superintendents, departmental Chiefs, and other central office leaders**. This round of interviews will take candidates through multiple scenarios including multiple role plays, a school goal-setting presentation, experiential and situational interviews, and a thorough review of performance data from their current or previous school leadership experiences. This interview assesses all of the DCPS Principal Competencies included in the LF.

Step 4 - Final Round Chancellor Interview: Candidates who advance beyond the in-person interview are invited to have an **interview with the Chancellor**. This interview also assesses all of the DCPS Principal Selection Competencies listed above.

Step 5 – Principal Candidate Pool: Candidates who successfully advance beyond the Chancellor interview are placed in the **principal pool**. Candidates in the pool are eligible to be assessed via the final step in the process: the Community Panel (*see next step*).

Step 6 - Community Panel: Based on the recommendations of the Chancellor, candidates may become eligible to participate in community Panel interviews at schools with Principal vacancies. The Chancellor’s Office, in coordination with the Office of Talent and Culture, the Office of Instructional Practice, and the Office of the Chief of Schools, determines which candidates are assigned to interview with panels for particular schools. Community Panels include school community members, parents, faculty, staff, and students of schools with vacancies. After the panel, the school will make a recommendation to the Chancellor who is the sole hiring authority for DCPS Principals.

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Projected Numbers – 2016 Spring Selection Season: The following table indicates the anticipated candidate volume reaching each stage of the selection process:

Phase of Selection	#
Online Application	200
Round 1: Phone Interview	100
Round 2: In-Person Interview	50
Final Round: Chancellor Interview	30
Approved Principal Candidate Pool	25+



Finally, the total Principal Recruitment and Selection NPS budget includes:

- Job postings & advertising: \$40,000
- Materials for recruitment events: \$10,000
- 4 FTE's: 1 Director, 1 Manager, 2 Coordinators

Q10: List the number of school-based physical, mental, and behavioral health professionals that were employed in each school in SY 2014-2015 and in the current school year.

See **Q10 Attachment_School-Based Physical, Mental, and Behavioral Health Professionals** for the number of school-based physical, mental, and behavioral health professionals employed in each school for SY14-15 and SY15-16.

For each school, please describe:

- **The personnel costs of these positions and the amount of these costs covered by Medicaid;**

DCPS currently employs 169 school-based social workers and 9 central office social workers. All social workers are ten-month employees and their salaries range from \$54,975 to \$106,540. We employ 75 school-based psychologists and 16 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 \$106,540 and for twelve-month psychologists from \$68,677 to \$126,561. School counselors and physical education teachers are also on the same tenth-month pay scale.

For FY15, DCPS received \$3,363,704.34 in Medicaid reimbursements for services provided by physical, mental, and behavioral health professionals. For FY16, DCPS has billed Medicaid \$430,470.80 for services

provided by physical, mental, and behavior health professionals. We use Medicaid dollars to fund 50-60% of salaries.

- **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 FY15, and to date in FY16.**

In the event of school capacity gaps, the School Mental Health team works with the school leadership to identify the service and assessment needs for the school. Based on those identified needs, staff is designated from a central office pool of social workers, school psychologists and art therapists to fill in the gap for services and/or assessments. These professionals may:

- Consult with school staff and parents to facilitate student educational, social and emotional growth.
- Provide technical assistance on intervention strategies that improve educational outcomes.
- Conduct social work evaluations and functional behavior assessments for initial evaluations and re-evaluations.
- Perform psychological evaluations and functional behavior assessments for initial evaluations and re-evaluations.
- Provide direct services, including behavioral support services, social skills, life skills and transitional skills that can be transferred from school to community.
- Participate in multi-disciplinary team, IEP, manifestation determination and other related meetings.
- Perform data collection for the purpose of monitoring social/emotional progress and evaluating effectiveness of services.

Social Worker Staffing Gaps

There were staffing gaps for social workers at Hyde-Addison and Marie Reed ES; Jefferson and Sousa MS; Ballou and Wilson HS; and the Incarcerated Youth Program (IYP). In order to address these gaps, a central office social worker was provided to Jefferson MS and Hyde Addison ES. At Ballou HS and Wilson HS, the remaining school social workers provided coverage. At Sousa MS and Marie Reed ES, a temporary social worker was hired. Addressing the staffing gap at IYP has been more challenging because recruitment efforts for detention centers or locked facilities is difficult. The program hired an employee at the start of the school year, but that employee resigned in November 2015. We searching for a replacement and will provide make-up services to students during the time for which services were unavailable. A clinical social worker currently employed by Wilson HS is serving IYP in the interim.

Psychologist Staffing Gaps

There were staffing gaps for psychologists at Burrville, Key, Langdon, Orr, Nalle, Noyes, Orr and Ross ES; Kramer MS; River Terrace EC; Duke Ellington School of the Arts; and the Youth Services Center (YSC) and the Incarcerated Youth Program (IYP). Each of these schools was staffed by a central office school psychologist in order to address the gap. Again, addressing the staffing gap at IYP and YSC has been challenging because recruitment efforts for detention centers or locked facilities is more difficult. We are continuing to search for appropriate candidates.

Counselor Staffing Gaps

For SY15-16, There were staffing gaps for counselors at Dorothy I. Height and Marie Reed ES; Anacostia, Ballou, Roosevelt, Wilson HS and Washington Metropolitan HS. At Wilson HS and Marie Reed ES, the school replaced the counselor with a substitute counselor with appropriate credentials. Roosevelt HS is currently in the process of replacing the bilingual counselor and the remaining school counselor has been receiving support from central office. Washington Metropolitan HS and Anacostia HS are working with

central office staff in order to discuss accommodation options to cover the staffing gap. Height ES successfully recruited a counselor in November. The remaining counselors at Ballou HS are receiving support from central office staff.

Occupational Therapy and Physical Therapy Staffing Gaps

There were staffing gaps for occupational therapists at Brent, Bruce-Monroe, Hyde-Addison, Murch ES, Peabody ES, Powell ES, Raymond EC, Thomson ES, Tyler ES and Watkins ES, as well as Coolidge HS and Deal MS. These schools have received make-up services through an occupational therapy services contractor. At Tyler ES, a portion of the caseload is being made up by the provider assigned to the school, and the provider who will be completing the other make-up sessions has been hired. There were no staffing gaps for physical therapists.

Speech/Language Pathologists Staffing Gaps

There were staffing gaps for Speech/Language Pathologists (SLPs) at Amidon-Bowen Beers, Bruce-Monroe, Peabody ES, Plummer ES, Stanton and Turner ES; as well as Raymond EC. At Amidon-Bowen, Peabody, Beers ES, Bruce-Monroe, Raymond, Plummer and Turner, a provider is in the process of making up the missed services. At Stanton ES, other Speech/Language Pathologists provided coverage for the SLP who was on leave.

Q11: In 2011, DCPS increased the hiring criteria for social workers to include the requirement of DOH licensure at the clinical level. Social workers hired prior to 2011 were provided a grace period to achieve the new credential by the end of school year 2014-2015. Please describe the impact to staffing as a result of this change and what steps DCPS has taken to ensure there were no gaps in coverage.

The clinical licensure requirement for social workers within DCPS has not negatively impacted our staffing or services. We were able to recruit and hire licensed clinical social workers for the start of the 2015-2016 school year, with 96% of schools staffed on the first day of the school year. As a result of medical, parental leave and resignations, we currently have 4 staffing gaps, but all DCPS schools have a clinician in place to cover all legally mandated services and multi-disciplinary team meetings. This change ensures that we have clinical staff that can independently serve students in therapeutically appropriate ways.

Q12: Give a narrative description of recruitment efforts by DCPS as it relates to bi-lingual school-based physical, mental, and behavioral health professionals.

In an effort to recruit qualified bilingual school psychologists, we have used some traditional recruitment efforts such as newspaper ads and career websites. We have partnered with several universities with School Psychology programs, offering opportunities for internships for bilingual school psychologists. We have tapped our current bilingual psychologist staff for referrals of bilingual psychologists from their professional networks, and DCPS HR is focused on forwarding any bilingual school psychologist applicants to the School Mental Health Team. We have also implemented some targeted recruitment efforts in places like Puerto Rico, where we successfully recruited one bilingual psychologist.

Additionally, we have allowed current school psychologists who speak Spanish to shadow current bilingual psychologists in an effort to train them and then either shift them to our citywide team or fill the gaps in our highly populated Latino schools. This program provides an opportunity for a member of the bilingual team to determine if Spanish-speaking providers who are not of Latino descent are capable of completing assessments

in Spanish, understanding the various dialects that we encounter here in the District and addressing the demands of Spanish-speaking parents.

We have used similar efforts to recruit qualified bilingual school social workers, including:

- traditional recruitment efforts, such as newspaper ads and career websites;
- partnering with universities with School Social Work programs – again, offering opportunities for internships for bilingual school social workers;
- tapping our current bilingual social workers’ professional networks; and
- working with DCPS HR of to identify bilingual social workers applicants.

For our recruitment of bilingual counselors, we worked with local universities that have Counseling departments (i.e. Howard, Trinity, UDC). In this collaborative effort, they have sent some great candidates who are qualified counseling professionals. The Office of Human Capital supported our recruitment efforts through traditional methods such as hiring fairs, website presence, and advertisement. Also, we asked our current bilingual counselor staff for referrals of bilingual counselors from their professional networks. This has been helpful with the recruitment of the bilingual counselors at Takoma EC and Dorothy I Height ES.

The following recruitment efforts have been used to increase our workforce of bilingual occupational therapists (OT), physical therapists (PT), and speech/language pathologists (SLP):

- Vendor Support. DCPS contracted with three vendors to provide the majority of OT and PT services. We describe the needs and skill sets required and our vendors secure contractual staff to meet the district’s needs;
- Universities. DCPS advertised the need for bilingual speech/language pathologists with graduate programs and their alumni; and
- Professional Organizations: DCPS advertised the need for bilingual speech/language pathologists with area state associations for bilingual SLPs.

Q13: Describe the professional developments opportunities provided/offered to DCPS staff that was in collaboration with other local education agencies for SY14-15 and SY15-16 to date.

We partner with several organizations to provide ongoing professional development to school counselors: OSSE, ASCA (American School Counseling Association), SREB (Southern Regional Education Board), and American University, UDC and Trinity Washington University. These professional development opportunities are designed to help counselors review the basic structures of school counseling programs. DCPS is working to transform the work of the school counselors by providing more relevant and rigorous training. As all school counselors are certified K–12, the topics covered are relevant to school counselors at all grade levels. A six-part training series is designed to lead DCPS School Counselors through the development, implementation, evaluation and improvement of a comprehensive school counseling program built on school-specific data.

CityBridge Foundation and NewSchools Venture Fund launched the Education Innovation Fellowship, a yearlong program that introduces teacher leaders to the most promising practices in personalized learning, in 2013. With the support of a \$1 million grant from the Microsoft Corporation, the Fellowship has served 54 Fellows in the first three cohorts, offering them opportunities to pilot personalized learning models in their schools and fostering classroom innovation in dozens of Washington, D.C. schools, both district and charter. Charter participants are regular visitors to DCPS schools through this program and receive professional development involving DCPS staff and vice versa.

Q14: List all the professional development opportunities provided to DCPS staff specifically on social emotional skills, behavior and classroom management in each of SY14-15 and SY15-16 to date, including a description of each training and/or activity.

School psychologists and social workers are trained in a variety of assessments, school support, and direct service-related activities specific to their roles within schools. All professional development opportunities are intended to reinforce standard practice within each discipline and to ensure that our practice is current according to promising trends within the field and the needs of the district-at-large. Continuing education units (CEUs) are available to all professionals, which prevents absenteeism of school-based staff who must meet certification and licensing requirements.

See **Q14 Attachment Psychology and Social Work PD** for a list of professional development opportunities offered during SY14-15 and SY15-16.

Q15: Please list the total number of master educators that the agency employed in FY15 and FY16 to date. Please detail each master educator’s discipline(s) of expertise.

DCPS employed 41 master educators in FY2015 and employs 39 in FY2016. Master Educators conduct formal observations of between 100-110 teachers each IMPACT cycle and many Master Educators provide informal planning and/or coaching support to teachers as a follow-up to their post-observation conference.

Master educators are expert practitioners who as serve as impartial evaluators, conducting observations of DCPS teachers. Following each observation, master educators conduct one-on-one conferences 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, master educators also support teachers through ongoing professional development sessions that outline the components and best practices for TLF standards. Finally, master educators collaborate with other DCPS support staff, such as experts in the Office of Teaching and Learning and school-based experts such as administrators and instructional coaches, to co-facilitate professional development sessions and informal classroom walkthroughs.

41 master educators (MEs) were employed in FY15 and 38 MEs are employed in FY16 to date.

Number of Master Educators (MEs) Employed by Area of Discipline		
ME Area of Discipline	FY15	FY16
Art	2	1
Early Childhood	8	8
Elementary (Grades 1 – 6)	13	12
English Language Arts	3	2
Health and Physical Education	2	2

Language Acquisition (Bilingual, Dual, ELL, World Languages)	5	4
Language Acquisition – Early Childhood (Bilingual, Dual, ELL, World Languages)	1	1
Music	1	2
Mathematics	4	3
Reading Specialists	1	1
Science	3	2
Social Studies	2	3
Special Education	9	9
Special Education – Autism	1	2
Special Education – Early Childhood	3	3
Total	41*	40* (**)

*Some MEs have more than one discipline of expertise and are counted in each.

**There is currently 1 Master Educator vacancy

Q16: In FY14, one of DCPS’ goals was to provide Master Educator pedagogical support to the 40-targeted schools. Did this work continue in FY15? If so, please describe how this was implemented and what gains, if any, were made as a result of this investment.

In FY14, Master Educators provided pedagogical support to the 40-targeted schools by serving as coaches and mentors to select new teachers.

Results from FY14:

- Of the 112 teachers who were identified as being new to the profession in the 40 targeted schools, over 75 percent of teachers agreed to participate (85 teachers).
- 93% of teachers coached since the beginning of the year saw an increase in their average Teaching and Learning Framework (TLF) score by at least 0.25, and 74% saw an increase of over 0.75.
- 96% of teachers surveyed reported an overall positive experience with being coached by a master educator.

In FY15, this work continued with master educators serving as coaches and leading pedagogical learning cycles in select schools participating in a special professional development pilot program MyPD, which included some 40 targeted schools. MyPD was a highly-focused and personalized new approach to teacher professional development and recognized that every teacher’s and school’s needs are different. It helped teachers meet those needs better and faster by allowing them to focus on 1-2 specific goals at a time, offering a streamlined menu of high-quality supports, and giving them the time and guidance they need to make real progress—so they could help their students make real progress.

Results from FY15 (third quarter survey, results for master educator led support only):

- 100% of teachers participating in master educator led collaborative learning cycles indicated they were satisfied with MyPD
- 100% of teachers participating in master educator led collaborative learning cycles indicated that the professional development they received through MyPD supported lasting improvements to their instructional practice.
- 75% of teachers participating in master educator led individual learning cycles indicated they were satisfied with MyPD
- 69% of teachers participating in master educator led collaborative learning cycles indicated that the professional development they received through MyPD supported lasting improvements to their instructional practice.

Q17: For FY15 and FY16 to date, please provide an accounting of the agency’s expenditures on IMPACT (including, bonuses, management, oversight, and implementation).

DCPS’ IMPACT performance evaluation system ensures that our school-based staff members, including school leaders, receive clear, consistent feedback regarding their performance, suggestions for improvement, and opportunities to grow their skills. The IMPACT system is a conduit by which DCPS encourages a constantly improving workforce. It also provides myriad data on which critical staffing decisions are based.

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. The FY15 numbers listed previously were projections; a column has been added that lists the FY15 actual amounts expended. The FY16 numbers listed are projections.

IMPACT Budget

Line Item	FY15 Projected	FY15 Actual	FY16 Projected
Master Educator Program (40 employees)	\$5,010,403	\$5,010,403	\$4,728,900
IMPACT Support Staff (12 employees)	\$1,328,137	\$1,328,137	\$1,157,564
Supplies and Recruitment	\$23,350	\$15,000	\$5,000
Mathematica Contract for the Value-Added Calculations	\$207,092	\$207,092	\$0
IMPACT Guidebooks – Design and Printing	\$60,000	\$114,277	\$58,000
IMPACT Final Reports	\$30,000	\$29,345	\$25,000
SL IMPACT Guidebook Design/Publication	\$15,000	15,000	\$15,000
Master Educator Travel Stipend	\$30,000	\$8,000	\$7,000
OCTO Support (for IMPACT database)	\$165,000	\$165,000	\$165,000
IMPACT ^{plus} (teacher and other staff member bonuses and step increases)	\$12,842,594	\$11,846,350	\$15,000,000

Line Item	FY15 Projected	FY15 Actual	FY16 Projected
IMPACT <i>plus</i> (school leader bonuses and step increases)	\$803,000	\$1,540,000	\$1,220,000

Q18: The following questions are regarding IMPACT, DCPS’s system for assessing the performance of teachers, school leaders and other school-based staff:

- **Define each rating (i.e., highly effective, effective, developing, minimally effective and ineffective), and list the number of employees that are in each rating category in the 2012-2013, 2013-2014, 2014-2015 school years;**
- **Provide the total number of employees by ward who were ranked highly effective, developing, minimally effective, and ineffective for the 2014-2015 school year for each school; and**
- **Detail the total number of teachers in each performance category that were rated under IMPACT in FY14 and FY15 and subsequently remained employed by DCPS as educators the following fiscal year. Please also provide this retention information by ward.; and**
- **What changes, if any, were made to IMPACT in FY15?**

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.

IMPACT Ratings for Teachers

All teachers 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 250 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 200 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 199): This rating signifies unacceptable performance. Individuals who receive this rating for one year will be subject to separation from the school system.

IMPACT Ratings Since SY2012-13 for Teachers

School Year	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
2012-2013	1% (n=38)	5% (n=172)	19% (n=626)	45% (n=1,481)	30% (n=989)
2013-2014	2% (n=54)	5% (n=162)	17% (n=586)	45% (n=1,500)	32% (n=1,061)
2014-2015	1% (N=46)	4% (n=136)	16% (n=569)	44% (n=1,593)	35% (n=1,245)

2014-15 Teacher Rating Distribution by Ward

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective	Grand Total
1	2% (n=7)	3% (n=15)	16% (n=71)	44% (n=194)	35% (n=155)	442
2	0% (n=1)	0% (n=0)	9% (n=19)	39% (n=82)	51% (n=106)	208
3	0% (n=0)	1% (n=3)	6% (n=28)	44% (n=218)	49% (n=244)	493
4	1% (n=7)	4% (n=21)	17% (n=92)	46% (n=251)	32% (n=177)	548
5	1% (n=3)	4% (n=13)	21% (n=77)	43% (n=159)	31% (n=114)	366
6	2% (n=9)	4% (n=20)	12% (n=67)	40% (n=223)	43% (n=238)	557
7	2% (n=10)	6% (n=24)	22% (n=92)	49% (n=202)	21% (n=85)	413
8	2% (n=9)	7% (n=40)	22% (n=121)	48% (n=262)	21% (n=112)	544
Teachers in Programs/Serve Multiple Wards	0% (n=0)	0% (n=0)	11% (n=2)	11% (n=2)	78% (n=14)	18

Retention

Because teacher effectiveness varies, we believe in differentiated retention for teachers – focusing efforts on keeping our strongest educators in DCPS classrooms. DCPS retains its best teachers at very high rates, thanks to performance-based compensation structures like IMPACT*plus* and our teacher career ladder, LIFT. Additionally, when lower-performing teachers leave DCPS (through IMPACT and/or voluntary attrition), teachers who are hired to replace them perform better. DCPS defines teacher retention as any teachers returning to any DCPS position from one year to the next, which recognizes DCPS’ efforts to grow great talent by promoting outstanding educators to coaching and leadership roles. By this definition, 90% of Highly Effective and Effective teachers were retained from the 2014-15 to 2015-16 SYs.

The following charts provide retention information only for teachers who returned to the classroom.

Teacher Retention in a Teacher Role from 2013-14 to 2014-15

SY13-14 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher	Total
Ineffective	4% (n=2)	96% (n=52)	54
Minimally Effective	47% (n=76)	53% (n=86)	162
Developing	82% (n=478)	18% (n=108)	586
Effective	85% (n=1,277)	15% (n=223)	1,500
Highly Effective	88% (n=938)	12% (n=123)	1,061

Teacher Retention in a Teacher Role from 2014-15 to 2015-16

SY14-15 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher	Total
Ineffective	0% (n=0)	100% (n=46)	46
Minimally Effective	43% (n=59)	57% (n=77)	136
Developing	68% (n=387)	32% (n=182)	569
Effective	85% (n=1357)	15% (n=236)	1,593
Highly Effective	90% (n=1115)	10% (n=130)	1,245

Ward Retention from 2013-14 to 2014-15

Ward	Retained as a Teacher	Not Retained as a Teacher	Total Staff
1	82% (n=331)	18% (n=75)	406
2	86% (n=157)	14% (n=26)	183
3	85% (n=391)	15% (n=69)	460
4	86% (n=439)	14% (n=71)	510
5	82% (n=288)	18% (n=63)	351
6	81% (n=407)	19% (n=93)	500
7	82% (n=324)	18% (n=71)	395
8	79% (n=406)	21% (n=108)	514
Teachers in Programs/Serve Multiple Wards	68% (n=30)	32% (n=14)	44

Ward Retention from 2014-15 to 2015-16

Ward	Retained as a Teacher	Not Retained as a Teacher	Total Staff
1	80% (n=365)	20% (n=91)	456
2	85% (n=178)	15% (n=31)	209
3	85% (n=422)	15% (n=75)	497
4	81% (n=452)	19% (n=108)	560
5	77% (n=297)	23% (n=88)	385
6	81% (n=454)	19% (n=108)	562
7	80% (n=342)	20% (n=83)	425
8	78% (n=448)	22% (n=128)	576
Teachers in Programs/Serve Multiple Wards	94% (n=17)	6% (n=1)	18

IMPACT Ratings for 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.
- **Minimally Effective:** 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 school leaders to identify their specific developmental needs and provide targeted professional development resources. School leaders who earned a Minimally Effective rating in 2014-15 did not receive a step increase beginning in the 2015-16 school year.
- **Ineffective:** This rating signifies unacceptable performance. Individuals who are non-reappointed will receive this rating and will be removed from their school leadership position in the system.

IMPACT Ratings for Principals

School Leader	Highly Effective	Effective	Minimally Effective*	Ineffective
2012-13	14	36	61	9
2013-14	14	35	50	7
2014-15	40	40	18	6

IMPACT Ratings for Assistant Principals

School Leader	Highly Effective	Effective	Minimally Effective*	Ineffective
2012-13	9	36	72	3
2013-14	13	55	59	5
2014-15	49	73	30	2

*Category was renamed Minimally Effective from Developing for the 2013-14 school year.

IMPACT Ratings for Other School-Based Staff

All other school-based staff 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. Members of the Council of School Officers (CSO) and the Washington Teachers' Union (WTU) who earn this rating will be eligible for additional compensation.
- **Effective** (Final score between 300 and 349): This rating signifies solid performance. Individuals who earn this rating will progress normally on their pay scales.
- **Developing** (Final score between 250 and 299): This rating signifies performance that is below expectations. In addition, a CSO or WTU member who earns a Developing rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If after three years, an individual does not move beyond the Developing rating, he or she will be subject to separation.
- **Minimally Effective** (Final score between 200 and 249): This rating signifies performance that is significantly below expectations. In addition, a CSO or WTU member who earns a Minimally Effective rating will be held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If after two years, an individual does not move beyond the Minimally Effective rating, he or she will be subject to separation.

- **Ineffective** (Final score between 100 and 199): This rating signifies unacceptable performance. Individuals who receive this rating will be subject to separation from the school system.

IMPACT Ratings Since SY2012-13 for Other School-Based Staff

School Year	Ineffective	Minimally Effective	Developing	Effective	Highly Effective
2012-2013	1% (n=26)	4% (n=93)	13% (n=335)	40% (n=1,063)	43% (n=1,134)
2013-2014	1% (n=32)	3% (n=66)	11% (n=275)	41% (n=1,057)	44% (n=1,118)
2014-2015	1% (N=31)	2% (n=65)	11% (n=313)	39% (n=1,085)	46% (n=1,267)

2014-15 Other School-Based Staff Rating Distribution by Ward

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective	Grand Total
1	2% (n=5)	2% (n=5)	11% (n=32)	38% (n=110)	48% (n=140)	292
2	2% (n=2)	3% (n=4)	9% (n=11)	27% (n=34)	60% (n=77)	128
3	0% (n=0)	1% (n=3)	7% (n=19)	26% (n=69)	65% (n=172)	263
4	2% (n=6)	2% (n=9)	17% (n=64)	38% (n=145)	42% (n=161)	385
5	1% (n=2)	3% (n=8)	12% (n=37)	44% (n=138)	41% (n=128)	313
6	0% (n=2)	3% (n=11)	10% (n=41)	36% (n=156)	51% (n=219)	429
7	3% (n=9)	2% (n=6)	7% (n=22)	49% (n=153)	39% (n=122)	312
8	1% (n=5)	4% (n=19)	17% (n=76)	43% (n=196)	36% (n=164)	460
Staff in Programs/Serve Multiple Wards	0% (n=0)	0% (n=0)	6% (n=11)	47% (n=84)	47% (n=84)	179

For FY15, the following changes to IMPACT were made:

Teachers and other school based staff:

- Group 3a, which consists of all grades 1-12 full-time Communication and Education Supports (CES) special education teachers, transitioned from the AUT to the Teaching and Learning Framework (TLF) as their primary rubric; Group 3c, which consists of all full-time PK3, PK4, and kindergarten Communication and Education Supports (CES) special education teachers, was added. These teachers are assessed on the ECE-TLF.
- Special education, early childhood specific examples were added to the Teaching and Learning Framework (TLF) for Groups 3b and 3c.
- Members of the CSO became eligible for IMPACT*plus* compensation.
- Examples were added to the Commitment to School Community (CSC) rubric.
- DCPS teacher residents were added to group 17.

School Leaders:

Throughout FY15, a task force of principals, assistant principals, and instructional superintendents continued to meet to propose revisions to School Leader IMPACT, focusing on the goal setting process (particularly given the shift to the PARCC assessment) and multi-year appointments for school leaders. Decisions regarding multi-year appointments were summarized in the response to Question 8.

Based on the task force’s recommendations, PARCC goals were not included in School Leader IMPACT in 2014-15 or 2015-16. School leaders finalize annual student outcome goals in early fall to ensure students receive the supports and resources needed to achieve the year’s goals, and without baseline data, school leaders would not have been able to set realistic, ambitious targets. During 2014-15 and 2015-16, DCPS remained committed to a rigorous and high-quality school leader evaluation system by incorporating assessment measures of

student growth (such as the Scholastic Reading Inventory, the i-Ready Math assessment, and graduation rates) into School Leader IMPACT in place of PARCC results. We will resume the inclusion of PARCC in IMPACT for school leaders in the 2016-17 school year.

Q19: 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 FY15?

Teachers and School-Based Staff

Rating	Highly Effective	Effective	Developing	Minimally Effective	Ineffective
Administrative Action and Timeline	WTU members who were eligible for performance based compensation through IMPACTplus were given a window to accept the awards during August 2015; awards were disbursed/ applied in fall 2015. CSO members were informed of their IMPACTplus award during August 2015 as there is no opt-in component through their contract; awards were disbursed applied in fall 2015 if they returned to DCPS or were involuntarily separated.	WTU members who were eligible for performance based compensation through IMPACTplus were given a window to accept the awards during August 2015; awards were disbursed/ applied in fall 2015. All other individuals with an Effective rating advance normally on the pay scale and no unique administrative actions were taken.	WTU and CSO members were informed in summer 2015 that their final rating would result in a step hold for the 2015-2016 school year. All employees whose Developing rating was directly preceded by two ratings of either Developing or Minimally Effective were informed in summer 2015 that their final rating would result in their termination from DCPS.	WTU and CSO members were informed in summer 2015 that their final rating would result in a step hold for the 2015-16 school year. All employees whose Minimally Effective rating was directly preceded by either a Developing rating or a Minimally Effective rating were informed in summer 2015 that their final rating would result in their termination from DCPS.	All employees were informed in summer 2015 that their final rating would result in their termination from DCPS.
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.	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.	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.	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.	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.

FY15 Terminations and Excesses – Teachers and Other School Based Staff

Actions	WTU	Non-WTU	Total
IMPACT Terminations	96	46	142
Reduction in Force (RIF) Terminations	-	146	146
Terminations for WTU Members Excessed without Options*	24	-	24
Licensure Terminations	62	-	62
Other Terminations	18	43	61
Total Terminations	200	235	435
Excessed WTU Members**	14	-	14

*This group includes all WTU members who were excessed at the end of the 2013-2014 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. Due to the big investment we made in the middle grades 2014-15, which resulted in more teaching positions, this number is very low.

**Excessed employees are not necessarily terminated. An employee is excessed 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. Excessed 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.

School Leaders

Rating	Highly Effective	Effective	Minimally Effective	Ineffective
Administrative Action and Timeline	Bonuses were distributed in the fall of 2015 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 who earned a Minimally Effective rating in 2014-15 did not receive a step increase beginning in the 2015-2016 school year.	Non-reappointed school leaders received an Ineffective rating and were removed from their school leadership position effective June 26, 2015.
Professional Development	These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. These leaders are also provided with opportunities to share their knowledge with other school leaders.	These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness. These leaders are also provided with opportunities to share their knowledge with other school leaders.	These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness.	These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness.

Q20: In FY14, 20% of teachers in the 40 lowest-performing school were rated Highly Effective. How many Highly Effective and Highly Qualified Teachers were there in the 40 lowest performing school during FY15? How many of them had been retained from FY16? How many stayed in their school for the current school year?

In 2014-2015 (FY15) 22% of teachers in the 40 lowest performing schools were rated Highly Effective. Of these 22% of Highly Effective teachers, 90% were retained from the 2014-15 SY to the 2015-16 SY as a DCPS teacher, and 80% remained in their 2014-2015 school for 2015-2016.

DCPS no longer calculates metrics for “Highly Qualified Teachers.”

Q21: What percentage of teachers improved their evaluation rating between school year 2013-2014 and 2014-2015? Please include data for the following: Minimally Effective to Developing; Developing to Effective; Effective to Highly Effective.

Overall, 25% of returning teachers improved their ratings from the 2013-14 SY to the 2014-15 SY. Additionally,

- 77% of returning teachers who earned a rating of Minimally Effective in SY13-14 moved to Developing or higher in SY14-15
- 61% of returning teachers who earned a rating of Developing in SY13-14 moved to Effective or higher in SY14-15
- 28% of returning teachers who earned a rating of Effective in SY13-14 moved to Highly Effective in SY14-15

Q22: Describe the new teacher leadership roles that were piloted by DCPS in school year 2014-2015 as part of the Leadership Initiative for Teachers (LIFT) career ladder system.

The Teacher Leadership Innovation program (TLI) expands the reach of excellent teachers, allowing them spend part of the day teaching and part of the day coaching other adults in their building. Designed at the school level, TLI teacher leader roles address a top instructional priority, and teachers in these roles receive extensive professional development to ensure they are impacting teacher instruction and improving school wide achievement. TLI has grown exponentially, quadrupling in size over the past three years. In its first year (2013-2014), the program consisted of 24 teacher leaders in 7 schools; TLI has expanded to 104 teacher leaders in 29 schools in 2015-2016. An early indicator of success is that teachers at TLI schools made nearly twice as much growth in their performance as did teachers at non-TLI schools – growing nearly twice as much in their final 2014-2015 IMPACT scores. Additionally, in terms of academic performance, students at TLI schools made 4.5% more beginning of year to end of year growth on DIBELS (a literacy measure) during 2014-2015, as compared to the previous year. In contrast, student growth rates at non-TLI high-poverty schools remained the same between the 2013-2014 and 2014-2015 school years.

Q23: The Mary Jane Patterson Fellowship is DCPS’ internal pipeline that recruits Assistant Principals, Coaches, Teachers, and Central Office Leaders into a 1.5 year fellowship to prepare them for the principal-ship. Please provide an update on the impact and results of this program since its inception.

Since its inception, the Mary Jane Patterson Fellowship has selected, trained and supported three cohorts of Patterson Fellows. Currently, two cohorts of Fellows have completed the 18-month program, and 19 current principals are Patterson Fellows. The third cohort of the Fellowship will end the residency phase of the Program in June 2016, and will prepare for the principal selection process. Our fourth cohort was selected in December 2015, and began their learning journey in January 2016. By August 2016, twenty percent of principals will have completed the Patterson Fellowship.

Initial results indicate that Patterson Fellows are performing as well as, and in some instances, out-performing other DCPS principals who did not complete the Fellowship.

Q24: Student surveys were piloted at 5 volunteer schools for the 2014-2015 school year. What research findings did this pilot reveal and how, if at all, has the pilot impacted DCPS' decision to incorporate student surveys in evaluations?

The student survey pilot from the 2014-2015 school year demonstrated that student surveys are valuable feedback tools at the school level. The pilot also yielded that a more in-depth exploration, including a larger sample and variety of vendors, were needed to determine system-level utility.

Q25: How many exit interviews/surveys did the agency conduct in FY15? Please provide a breakdown of the factors that led respondents to leave DCPS. Also, please provide the overall percentage of school-based staff that left DCPS in FY15.

782 exit surveys were collected from Central Office (157) and school-based employees (625) in FY 15 through the online Resignations and Retirement Application.

Central Office employees noted the following reasons for separation:

- Attractive job opportunity (1)
- Dissatisfaction with colleagues
- Inadequate supervision
- Inadequate resources
- Lack of Opportunity for growth (3)
- Relocation from DC area (2)

The top three most frequently provided responses are indicated above with numbers 1-3.

School-based employees noted the following reasons for separation:

- Dissatisfaction with assigned content or grade level
- Behavior management
- Career change
- Retiring (2)
- Dissatisfaction with colleagues
- Dissatisfaction with curriculum and/or textbooks
- IMPACT
- Dissatisfaction with compensation and/or benefits
- Lack of opportunity for growth/leadership
- Lack of supplies and/or technology
- Relocation from DC area (1)
- School safety issues
- Lack of support from Central Office
- Dissatisfaction with professional development
- Work/Life balance (3)

The top three most frequently provided responses are indicated above with numbers 1-3.

Overall, 17% of school-based staff left DCPS in FY15.

Q26: Describe the arrangement between DCPS and the Ellington Fund with regard to the hiring and evaluation of staff and faculty at the Duke Ellington School of the Arts. Please also include the history and rationale, how this arrangement impacts teacher salaries/benefits, and a copy of the most recent MOU/MOA.

The Duke Ellington School of the Arts was established in 1974 and remains the only D.C. public high school to offer a dual curriculum including professional arts training and academic enrichment in preparation for college and careers in the arts. From the beginning, public and private partnerships have supported the school. In 2000, the Duke Ellington School of the Arts Project (DESAP) was created, which includes the Ellington Fund, the John F. Kennedy Center for the Performing Arts, and George Washington University.

DCPS' MOU with DESAP specifies that DESAP is solely responsible for recruiting, hiring and overseeing all school personnel (except for those who were DCPS employees at the time of the creation of DESAP). DESAP retains exclusive authority to determine staffing levels, select, evaluate, assign, discipline, and terminate personnel. The supervision and evaluation of employees includes all of its teachers and staff, including the principal. All Ellington employees are compensated according to DESAP compensation policies, which are solely determined by DESAP.

DCPS provides DESAP with an annual fee, computed in accordance with a formula set forth in the District of Columbia Code related to annual payment of operating expenses of public charter schools.

See **Q26 Attachment Ellington Agreement Between DESA and DCPS.**

Q27: Have there been any accusations by employees or potential employees that DCPS has violated hiring and employment non-discrimination policies in FY15? If so, what steps were taken to remedy the situation(s)? Please indicate if this was an increase or decrease from accusations made during FY14.

DCPS received complaints of discrimination alleging violations of hiring and employment non-discrimination policies in FY15. In response to those complaints, DCPS followed the procedures outlined in 4 DCMR § 105 "Pre-Complaint Processing." Once an employee or applicant filed a complaint, the complainant was interviewed regarding the complaint. Following that interview, DCPS investigated each complaint. The investigation includes:

- Making a thorough review of the circumstances underlying the complaint, including the treatment of members of the complainant's group, if any, identified by the complaint, as compared with the treatment of other employees in, or applicants to, the organizational unit in which the alleged discrimination occurred;
- Examining all pertinent records;
- Reviewing any policies and practices related to the work situation or application process which may constitute, or appear to constitute, discrimination, even though they have not been expressly cited by the complainant; and
- Discussing with the complainant all the pertinent employees who need to be interviewed, including supervisors.

DCPS then sought to remedy the matters informally. In the past, our resolutions of complaints have included transfers, monetary settlements, and changes in management.

We saw a small increase in the number of accusations made in FY15 as compared to FY14, from 34 complaints filed in FY14 – to 38 complaints filed in FY15.

Capital, Planning & Partnerships

Q28: Explain any emergency response procedures in place for the DCPS as it relates to on-campus emergencies, including any calls to 911 made during the school day. Also please discuss how in FY15 and FY16 to date the agency communicates, trains, and ensures the practice of school safety plans and drills.

EMERGENCY RESPONSE PROTOCOLS AND PROCEDURES

DCPS maintains a comprehensive multi-hazard emergency response plan, the “School Emergency and Response Management Guide (Red Book),” which provides a clear set of directives and Universal Response Protocols to mitigate a wide variety of critical incidents. The entire response plan is available at esa.dc.gov/page/school-guides-and-protocols. Classroom staff have access to and hard copies of an abbreviated version of the Red Book (the School Emergency Flipchart).

There are six basic procedures which can be utilized in responding to various emergencies:

- Evacuation Procedures for Buildings
- Alert Status
- Lockdown Procedures
- Shelter-in-Place
- Severe Weather Safe Area Procedures
- Drop, Cover, and Hold

To assist our students and staff in knowing what to do in the event of an emergency situation, schools are to practice hazards safety drills throughout the year in accordance with the Emergency and Safety Alliance (ESA) guidelines. Each month schools must conduct at least one safety drill which could be a fire, severe weather, lockdown, shelter- in-place, reverse evacuation, and/or alert status drill. The main goals of these practice drills are to improve our ability to protect students, save lives, and reduce injuries. Also, these exercises give school administrators the ability to evaluate their existing emergency plans to improve response skills.

As a part of DCPS’ normal operation, when an emergency begins, the principal, as Incident Commander (IC), decides which Universal Emergency Response Procedures to implement, based on the situation. When a critical incident occurs, it is managed by the smallest group of responders necessary; first, by school emergency response teams (SERT), according to their school’s own unique emergency response plan, as well as by calling local first responders (e.g., calling 911). A call to 911 is followed by a call to DCPS School Security (OSS) and EST (Executive Support Team Manager).

For example, if a bomb threat is called into Central Administration or MPD and is directed at schools, generally, the EST, after consulting with MPD and OSS, will issue orders to the schools characterizing the threat as:

BTR Level 1 – Low Risk Profile (Monitor building for any suspicious activity. Students and staff remain in the building.)

BTR Level 2 – Medium Risk Profile (Conduct an evacuation. School-based administrator and security personnel visually inspect the building for suspicious packages or items.)

BTR Level 3 – High Risk Profile (Evacuate the building immediately. MPD will respond and take command of the situation.)

If a bomb threat is called in directly to the school, the school follows a Bomb Threat Checklist to obtain as much information as possible from and about the caller. 911 is called and the Office of School Security is notified.

In the event of an emergency, where the size or scope is beyond the capacity of the local first responders, or that may impact multiple sites, DCPS liaises with local, regional, and federal partners to stay informed and adjust to the District's security response. If additional assistance is needed, HSEMA will engage neighboring jurisdictions, and/or state resources to support.

COMMUNICATIONS, TRAINING AND DRILLS

DC Public Schools continues to work closely with the Department of General Services (DGS), Metropolitan Police Department (MPD), the DC Homeland Security and Emergency Management Agency (HSEMA), Fire & Emergency Medical Services (FEMS), Department of Health, and our Office of School Security (OSS), to respond and support our schools' emergency preparedness efforts.

The Office of the Chief Operating Officer (OCOO) provided schools with training during the 2015 summer and fall institutes. Schools can also request individualized training for their SERT (School Emergency Response Team).

The following trainings or activities occurred in SY14-15 and thus far in SY15-16:

SY14-15 (FY15):

- When Seconds Count - Emergency Preparedness Training, 8/7/14
- Recovery Functions and the DCPS Mental Health and Crisis Response Protocol Training, 8/26-8/27/14
- Emergency Response Training for Central Office Staff, 10/5/14
- Executive Support Team Annual COOP Training Session, 10/8/14
- Great Shakeout Drill, 10/16/14
- DC HESMA 2014 Command and Control Exercise, 10/19-10/20/14
- When Seconds Count - Emergency Preparedness Training, 11/7/14
- When Seconds Count - Emergency Preparedness Training, 11/20/14
- When Seconds Count - Emergency Preparedness Training, 1/29/15

SY15-16 (FY16):

- OCOO Institute Emergency Response Training 11/4/2015
- Adult & Sexual Misconduct In School Prevention Training 11/7/2015
- Emergency Response/ESA Website Training/Principals Meeting for Clusters 4 & 6 @ Takoma EC, 11/9/2015
- Functional Evacuation Exercise Scheduled/Planned for River Terrace (planned)
- Oyster Adams ES (Provided Individualized Evacuation Plan Guidance with FEMS Collaboration & Support for wheelchair bound student) (10/2015)
- Individualized support and guidance on emergency preparedness and planning –(14 schools have received services)(ongoing)
- SERT (School Emergency Response Team) training (as requested)

Additional Emergency Response Guidance Training(s) scheduled by cluster is in process and are ongoing.

We are encouraging all local school administrators to complete the following courses:

IS-100: Introduction to the Incident Command System for Schools

At the completion of this course, participants should be familiar with:

- ICS applications in school-based incidents
- ICS organizational principles and elements
- ICS positions and responsibilities
- ICS facilities and functions
- ICS planning
- <http://www.training.fema.gov/is/courseoverview.aspx?code=IS-100.SCa>

IS-700: National Incident Management System (NIMS) An Introduction

At the end of this course, participants should be able to: describe the intent of NIMS, and describe the key concepts and principles underlying NIMS.

Q29: What inter-agency program, initiatives, or MOUs were in place for FY15 and which are either in place or are planned for FY16? Please provide a narrative description of each such program, initiative or MOU. 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 Behavioral Health;
- DC Department of Health;
- DC Department of Transportation;
- Office of the Deputy Mayor for Education;
- Office of the Deputy Mayor for Health and Human Services;
- Office of Planning; and
- DC Board of Elections.

Q30: List and describe any agreements (MOAs) or memoranda of understandings (MOUs) between DCPS and non-profit organizations and foundations, besides those that provide special education services.

Q31: Provide the Committee with a list of all non-DCPS sponsored (i.e., not run or currently organized by a DCPS staff member) after school programs and partnerships (during the school day and after school) that operated in DCPS during SY14-15 and to date in SY15-16 by school.

DCPS values the partnerships that we have with so many community-based organizations. Through these partnerships, students receive academic and enrichment opportunities both in afterschool and during the regular school day.

See **Q31 Attachment_SY14-15 and SY15-16 Partnerships.xlsx tab 1** for a list of the SY14-15 and SY15-16 non-DCPS managed afterschool programs and partnerships. See **Q31 Attachment_SY14-15 and SY15-16 Partnerships.xlsx tab 2** for the centrally managed, school day partnerships for SY14-15 and SY15-16 to date.

Q32: The following questions are regarding DCPS capital budget:

- Provide the capital budget for DCPS and all programs under its purview during FY15 including amount budgeted and actual dollars spent per project. Please include whether the project was a phase or full modernization; whether or not the project was completed on time; and indicate whether or not the project went over budget (i.e. was a reprogramming required to close out the project). If the project was over budget, provide the cost differential and the reason why.
- Provide the list of all stabilization and small capital projects for FY15. Please include a description of the project; amount budgeted and actual dollar spent per project; and the status of the work (completed or ongoing).

See **Q32 Attachment_Facilities Capital Budget and Stabilization Projects.xlsx**.

Q33: 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).

See attachment **Q33 Attachment_Building List with Fixed Costs & Leases.xlsx** for full response.

- Tab 1 includes the list and terms of buildings leased by DCPS.
- Tab 2 shows the buildings that DCPS leases to other entities. The Department of General Services is responsible for issuing and maintaining leases for all DCPS buildings and has the current information.
- Tab 3 contains the current list of all properties and associated fixed costs.

Q34: Provide the updated DCPS school facility condition assessment that is conducted annually by DGS pursuant to DC Official Code § 38-2803(b)(1A).

Facility condition assessments for unmodernized schools are ongoing by the Department of General Service and will be complete in February 2016. Results will be shared with Council when they are available.

Q35: Describe the steps taken by DCPS in FY15 and to date in FY16 to maintain or achieve ADA compliance at its facilities.

DCPS values accessibility in our programs and facilities. As such, we are constantly working with our partners at DGS to make our buildings more welcoming and accessible to all students and families. Following is a summary of ADA accessibility projects started or completed in FY15 and FY16:

Complete:

- Banneker HS - Elevator installation ongoing, to be completed in January 2016
- Bruce Monroe ES @ Park View - Added elevator for access to cafeteria and chair lift for gymnasium
- C.W. Harris ES - New exterior ADA ramp to playground and fields

- Hearst ES - New elevator in building additions
- Hyde-Addison ES - New elevator completed in August 2015
- Johnson MS - New ADA accessible entrance
- Kramer MS - New elevator opened fall 2015
- Langdon ES - Building modernization has new exterior ramp to main entrance and building has new interior ramps and elevator

In progress:

- Amidon-Bowen ES: Elevator design on-going
- Brent ES: Elevator design on-going
- Payne ES - Work on the connector and elevator to open in February 2016
- Simon ES - Elevator installation to be completed in Spring 2016
- Stanton ES - Addition has new elevator and will be done in Spring 2016
- Roosevelt HS - New building will be fully ADA compliant when it opens fall 2016

Q36: Provide the Committee with an update on DCPS conducting a feasibility study for opening a new standalone, comprehensive middle school in Ward 7 and redeveloping/reopening the Shaw Middle School site in Ward 6.

We have plans to conduct a feasibility study this spring to assess the need for an additional standalone middle school in Ward 7, as well as one in Ward 6 at the former Shaw Junior High location. For both studies, we will assess DCPS elementary feeder school enrollments, current DCPS middle school enrollments and facility capacity, and the broader ward-specific landscape of middle school seats to determine whether new schools are necessary to meet families' demand. In addition to data analysis, we will solicit family and community input to gather qualitative information about the demand as well.

Academic Achievement and Student Supports

Q37: For the 2014-2015 school year, one of DCPS' stated foci was improving the middle grades experience, rigor, enrollment, and overall academic achievement. Provide the Committee with an update on any actions DCPS undertook in FY15 as part of this initiative. Please also include the agency performance goals with regard to middle grades for FY16.

At DCPS, middle grades are viewed as an important transitional period which can propel a student's academic, social/emotional growth and overall development. Well-adjusted and prepared middle grade students are the key to a successful 9th grade transition and meeting the Capital Commitment Goal 3 which is 75% of students graduating in four years. The Middle Grades Initiative (MGI) was created to provide support to schools and assist in ensuring each sixth through eighth grade student enjoys a middle grades experience that is academically challenging, culturally enriching, diverse, and socially stimulating.

In keeping with this initiative, it is our hope that every middle grades student has access to an array of clubs, enrichment activities and interventions. \$5,000 was given to each middle school and education campus to purchase supplies and materials that will support this effort. An additional \$28,000 was also loaded on each of the middle grades schools' budgets to support field trips and excursions for students. As a result, we have seen significant increases in local, national and international travel and we have noted significant increases in the array of clubs, teams, and activities available to our middle grades students in SY14-15 and SY15-16.

The following table lists the schools that participated in the Middle Grades Initiatives:

SY '15-'16 MGI Schools		
Walker-Jones EC	Wheatley EC	Brightwood EC
Browne EC	LaSalle-Backus EC	Raymond EC
Columbia Heights EC	Takoma EC	Truesdell EC
West EC	Whittier EC	Sousa MS
Deal MS	Eliot-Hine MS	Hardy MS
Hart MS	Jefferson MS	Johnson MS
Kelly Miller MS	Kramer MS	
Stuart Hobson MS	McKinley MS	

Two new schools - Brookland MS and River Terrace EC - have been added this school year.

Q38: With a focus towards middle schools, DCPS stated it would make investments in FY15 to address the social and emotional needs of middle grades students. Please describe how this was accomplished and how this work is continuing in SY2015-2016.

All schools with middle grades were funded \$100,000 in personnel spending to support the hiring of one additional social emotional staff support positions. This investment began in SY14-15 and continues in SY15-16.

Q39: In school year 2013-2014, targeted schools received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches) as part of DCPS literacy goals. In FY15, DCPS expanded these efforts. Please name those schools and describe gains made in literacy in FY15 as a result of this investment. If this is the second year that a school has had additional literacy personnel, please include their gains for both years.

DCPS uses formative literacy assessments to measure the impact of the Reading Specialists on their cohort of students. The two formative assessments used at elementary are Dynamic Indicators of Basic Early Literacy Skills (DIBELS) and Text Reading Comprehension (TRC). Overall, the impact of employing Reading Specialists in SY14-15 was mixed, and slightly better than the previous year. See **Q40 Attachment_Literacy Results**.

Q40: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in FY15 and FY16 to date. Please describe how these funds were spent to enhance student achievement.

See **Q40 Attachment_Title I Funding Allocations**.

Q41: 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 FY15, 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 FY15 for each low performing school and how those indicatives impacted student achievement.

Goal 2 of *A Capital Commitment*, states that the *forty* lowest performing DCPS schools (“40/40”) will increase their math and reading proficiency rates by forty percentage points by the 2016-17 school year. To ensure that these schools are set up for success to achieve Goal 2, specific supports have been developed to address individual school needs and accelerate student achievement. As in the previous school year, we implemented a two-pronged approach to supports and strategies aligned to DCPS’ theory of action: (1) Rigorous Academic Content with a Focus on Literacy; (2) Highly Effective Educators; and (3) Engaged and Motivated Students and Families.

First, we have developed a comprehensive set of supports for all 40/40 schools:

- **Response to Intervention:** DCPS’ RTI process is a multi-tiered approach to the early identification of and provision of supports to students when they are struggling academically and/or behaviorally in the general education school setting. In SY14-15, all 40/40 schools completed their school-wide RTI plans and a central office RTI team was created to support the schools with the implementation of their RTI plans.
- **Human Capital:** To ensure that the highest performing teachers are working in the 40/40 schools, we focus on attracting/hiring, growing and keeping great teachers and principals at the 40/40 schools. During SY14-15, we continued to ensure that the first hiring fair of the season was exclusively for 40/40 schools and middle grades, and vacancies were loaded for 40/40 schools early to allow for earlier hiring. Signing bonuses were offered to 40/40 school teachers if they accepted their job offered before August. Also, we continue to offer performance-based bonuses for teachers and principals who receive a Highly Effective rating and work in the 40/40 schools.
- **Attendance & School Climate:** Beyond the overall improvements that we saw in In-Seat Attendance and truancy reduction, we maintained the Attendance Matters initiative supports and designed a new School Climate Initiative to be implemented in SY15-16.

Second, we continue to provide strategic supports for targeted 40/40 schools based on the individual needs of the schools.

- **Extended Day Program:** In SY14-15, nineteen 40/40 schools had extended day programs. The extra time was used to extend the literacy and math blocks, while providing enrichment and interventions on the individual student level.
- **Ninth Grade Academies:** Our ninth grade academies provided critical support that ultimately leads to higher graduation rates. Ninth grade academies experienced another year of success in SY14-15, with the first-time 9th grade promotion rate for the eight ninth grade academy schools increasing from 59% in SY13-14 to 72% in SY14-15. The overall first-time 9th grade promotion rate for all high schools increased from 74% in SY13-14 to 78% in SY14-15.
- **Literacy Supports:** 14 schools were staffed with Assistant Principals for Literacy (APL) and Reading Specialists. This staffing is designed to provide extra support for teachers and their literacy strategies through the APL, while also providing direct student support for our most struggling readers.
- **Socio-emotional Supports:** Each of our 40/40 middle schools was staffed with an Assistant Principal for Interventions (API), along with additional case management through a Wrapcare coordinator and a DBH clinician.

DCPS provides a range of supports for the lowest performing schools, and because different schools need varying types and levels of support, our goal is to provide differentiated support for each school. Each school is assigned a School Turnaround Specialist and a Data Specialist to support the planning and implementation for its turnaround plan, which incorporates various initiatives from other offices, as well as partnerships with

external organizations (e.g., City Year, Turnaround for Children). We work to ensure alignment of these different initiatives to each school’s turnaround plan and support the school in maximizing its resources.

In SY14-15, DCPS invested in providing supports for 40/40 schools that are aligned to the strategies mentioned above, which included:

- **Extended Day Program:** Opportunity for each 40/40 elementary school to the extend school day until 4:15 PM daily (excluding Friday).
- **Reading Partners:** Opportunity for each 40/40 elementary school to work with a reading partner to ensure they have this resource in their building.
- **Reading Teachers/Specialists:** A Reading Teacher or a Reading Specialist for all middle grade schools.
- **RTI:** More coaching opportunities on RTI best practices for schools with an AP of Literacy and a Reading Specialist.
- **Ninth Grade Academies:** Continued investment in Ninth Grade Academies for high schools.
- **Attendance & School Culture:** 2015 summer reading materials, professional development and incentives for improving attendance rates, and school culture improvement professional development with expert partners.

For SY15-16, DCPS is maintaining these strategies, with no new major investments, except expanding the extended day programming to four 40/40 schools: HD Cooke ES, LaSalle-Backus EC, Noyes ES, and Savoy ES. Also, a new senior leader, a Deputy Chief of Student Turnaround and Performance, was named to accelerate our support for 40/40 schools. The new Deputy Chief’s first priority was to work with the instructional superintendents to identify and implement best practices on rapid school improvement - ensuring the schools have strong academic leadership teams, addressing school climate, and focusing on teacher professional development, and Response to Intervention (RTI) approaches. To date, his office has completed rigorous needs assessments and reviews of the 40/40 schools and differentiated supports needed have been identified.

Q42: Please provide a breakdown of which schools participated in extended day for SY14-15 and SY15-16. Please include which grades were impacted and how much additional time was added to the school day.

See **Q42 Attachment_Extended Day Cohort Information, FY15 and FY16**. A minimum of one hour was added to the school day at each site. However, our pilot sites, including C.W. Harris, Garfield, Nalle, and Orr ES are permitted to extend up to 2.5 hours (as they have done since their initial implementation in SY12-13).

Q43: Provide the Committee with:

- **A list of each school that had IB programs during SY14-15 and SY15-16;**

SY14-15 IB Schools		
School	Programme(s)	Grades
Banneker HS	Diploma Programme	11-12
Browne EC	Primary Years and Middle Years Programmes	PK-5 and 6-8
Deal MS	Middle Years Programme	6-8
Eastern HS	Diploma Programme	11-12
Eliot-Hine MS	Middle Years Programme	6-8
HD Cooke ES	Primary Years Programme	PK-5
Jefferson MS	Middle Years Programme	6-8

Shepherd ES	Primary Years Programme	PK-5
Thomson ES	Primary Years Programme	PK-5
Turner ES	Primary Years Programme	PK-5

SY15-16 IB Schools		
School	Programme(s)	Grades
Banneker HS	Diploma Programme	11-12
Browne EC	Primary Years and Middle Years Programmes	PK-5 and 6-8
Deal MS	Middle Years Programme	6-8
Eastern HS	Diploma Programme	11-12
Eliot-Hine MS	Middle Years Programme	6-8
HD Cooke ES	Primary Years Programme	PK-5
Shepherd ES	Primary Years Programme	PK-5
Thomson ES	Primary Years Programme	PK-5
Turner ES	Primary Years Programme	PK-5

- A list of all AP courses offered during the 2014-2015 school year and currently being offered for each high school;

SY14-15 AP Course Offerings																
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							
AP Biology			X		X		X		X	X	X		X	X		
AP Calculus AB		X	X		X	X	X		X	X		X	X	X		
AP Calculus BC													X	X		
AP Chemistry					X				X	X			X	X		
AP Chinese Language and Culture													X	X		
AP Comparative Government				X									X	X		
AP Computer Science					X									X		
AP Economics: Macro														X		
AP Economics: Micro														X		
AP English Language and Composition	X		X	X	X	X	X	X	X	X	X		X	X	X	
AP English Literature and Composition		X	X	X	X	X	X	X	X	X	X	X	X	X	X	
AP Environmental Science								X			X		X	X	X	
AP French Language					X				X				X	X		
AP Human Geography								X		X			X	X		
AP Latin													X	X		
AP Music Theory					X				X		X		X			
AP Physics 1: Algebra-Based													X	X		
AP Physics 2: Algebra-Based														X		
AP Physics B					X					X						
AP Physics C: Electricity and Magnetism														X		
AP Physics C: Mechanics													X	X		
AP Psychology								X			X	X	X	X		
AP Spanish Language					X							X	X	X		
AP Spanish Literature					X											
AP Statistics			X		X					X			X	X	X	
AP Studio Art/2-D Design					X								X	X		

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SY14-15 AP Course Offerings															
AP Course Offered/ School Name	Anacostia	Ballou	Banneker	Cardozo	CHEC	Coolidge	Dunbar	Eastern	Ellington	McKinley	Phelps	Roosevelt	Walls	Wilson	Woodson
AP Studio Art/3-D Design					X									X	
AP Studio Art/Drawing							X		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	X
AP World History	X	X	X			X			X	X			X	X	X
Total AP Courses Offered	3	5	9	5	16	5	6	6	12	11	8	7	21	28	7

SY15-16 AP Course Offerings															
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						
AP Biology	X		X	X	X		X		X	X	X		X	X	
AP Calculus AB			X		X	X			X	X		X	X	X	X
AP Calculus BC					X	X				X			X	X	
AP Chemistry			X		X				X	X			X	X	
AP Chinese Language and Culture													X	X	
AP Comparative Government				X										X	
AP Computer Science	X			X	X									X	X
AP Economics: Macro														X	
AP Economics: Micro														X	
AP English Language and Composition	X	X	X	X	X	X	X	X	X	X	X	X	X	X	X
AP English Literature and Composition		X	X	X	X	X	X	X	X	X		X	X	X	X
AP Environmental Science		X						X			X		X	X	X
AP French Language					X								X	X	
AP Human Geography	X		X		X			X		X		X	X	X	
AP Latin													X	X	
AP Music Theory			X		X				X		X		X		
AP Physics 1: Algebra-Based												X	X	X	
AP Physics 2: Algebra-Based															
AP Physics B					X					X					
AP Physics C: Electricity and Magnetism														X	
AP Physics C: Mechanics													X	X	
AP Psychology						X	X	X			X	X	X	X	X
AP Spanish Language					X							X	X	X	
AP Spanish Literature					X									X	
AP Statistics		X	X	X	X		X			X		X	X	X	
AP Studio Art/2-D Design					X									X	
AP Studio Art/3-D Design					X									X	
AP Studio Art/Drawing							X		X		X		X	X	
AP U.S. Government	X	X	X	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	X
AP World History	X	X	X						X	X		X	X	X	X

SY15-16 AP Course Offerings															
AP Course Offered/ School Name	Anacostia	Ballou	Banneker	Cardozo	CHEC	Coolidge	Dunbar	Eastern	Ellington	McKinley	Phelps	Roosevelt	Walls	Wilson	Woodson
Total AP Courses Offered	7	7	12	8	18	7	7	6	11	12	7	11	21	28	9

- **The number of students enrolled in each of the AP classes during SY2013-2014, SY2014-2015 and the current school year;**

Course Title	SY13-14 Final Enrollment	SY14-15 Final Enrollment	SY15-16 As of 12/30/2015
AP Art History	45	22	44
AP Biology	123	155	163
AP Calculus AB	204	282	262
AP Calculus BC	46	38	74
AP Chemistry	96	86	76
AP Chinese Language & Culture	14	6	17
AP Comparative Government	42	58	76
AP Computer Science	16	27	125
AP Economics: Macro	24	33	20
AP Economics: Micro	24	27	21
AP English Language & Composition	993	809	1012
AP English Literature & Composition	447	714	798
AP Environmental Science	204	227	263
AP French Language (V)	29	36	25
AP Human Geography	161	102	174
AP Latin	9	14	12
AP Music Theory	54	37	39
AP Physics 1: Algebra-Based	0	59	91
AP Physics 2: Algebra Based	0	12	0
AP Physics B	33	14	15
AP Physics C: Electricity and Magnetism	5	20	26
AP Physics C: Mechanics	39	62	47
AP Psychology	112	148	176
AP Spanish Language	156	245	193
AP Spanish Literature	104	47	56
AP Statistics	145	188	200
AP Studio Art/2-D Design	7	7	20
AP Studio Art/3-D Design	4	9	5
AP Studio Art/Drawing	42	61	25
AP U.S. Government	312	353	273
AP U.S. History	535	545	580
AP World History	584	648	677
Grand Total	4609	5091	5585

- **The number of students in each high school that took an AP exam in 2013, 2014, and 2015;**

School Name	Number of students that took an AP exam		
	2013	2014	2015
Anacostia HS	57	56	45
Ballou HS	60	67	65
Banneker HS	206	188	202
Cardozo HS	29	35	51
Columbia Heights EC	493	455	486
Coolidge HS	51	38	61
Dunbar HS	44	33	41
Eastern HS	26	104	107
Ellington School of Arts	149	114	144
McKinley Technology HS	275	255	256
Phelps ACE HS	43	27	40
Roosevelt HS	31	70	75
School Without Walls HS	372	374	392
Wilson HS	602	662	673
Woodson, H.D. HS	72	139	130
Grand Total	2510	2617	2768

- **The percent of students who scored a 3, 4 or 5 on AP exams in 2015 by subject and score; and**

See **Q43 Attachment_AP Scores 3, 4, 5.**

- **A description of efforts by DCPS in FY15 to date to increase the number of students of color enrolling in AP courses.**

DCPS has made efforts to increase overall student participation in AP courses, which has also helped increase the enrollment of students of color in AP courses. DCPS utilized College Board’s AP *Potential* tool, a web-based program that allows schools to generate rosters of students who are likely to score a 3 or higher on a given AP exam, based on their performance on the Preliminary Scholastic Aptitude Test (PSAT)/National Merit Scholarship Qualifying Test (NMSQT). These rosters inform schools about strategies to increase participation in AP courses. In addition, to further improve equity and access to AP courses, DCPS now requires all high schools to offer at least four AP courses in math, English, social studies, and science. Offering more courses provides more opportunities for students to find courses that match their interests and build on their past studies.

Q44: Describe DCPS’ efforts in FY15 and to date in FY16 to help students prepare for the SAT and ACT. Please include the number of students impacted by these efforts and observable outcomes as a result. (During the FY14 performance oversight hearing, Chancellor Henderson stated that DCPS was conducting a formal evaluation of the value-add of these SAT prep programs. Please also include the findings from that evaluation.)

As part of an evaluation of the SY14 SAT Test Prep, we found that the Kaplan model (pro bono test prep for all juniors in a select group of schools) was inconsistently implemented by the participating schools (Banneker, Phelps, and Woodson) and that there was little intervention or oversight from Central Office. In SY15, the second year of the pilot saw a higher level of oversight, which included weekly calls with Kaplan and school based intervention to address implementation challenges. Our SY15 analysis of the PSAT-to-SAT improvement

for students who participated in the Kaplan test prep revealed that students who had strong attendance in the Kaplan test prep course performed slightly better on the SAT, but it was not a statistically significant improvement. (See **Q44 Attachment_SY15 Kaplan**)

For SY16, we have continued the Kaplan test prep, with increased oversight and school-specific improvements in order to increase student participation and engagement. Additionally, we secured funding from OSSE to launch additional Princeton Review test prep programs at Anacostia, Ballou, Eastern, and Woodson HS. The following table notes the total participation for each program.

SAT Prep Participation (Managed by Central Office)

		Delivery Method	Prep for March 2nd Test (Juniors)
Anacostia	Princeton Review (OSSE Grant)	In Class	25
Ballou	Princeton Review (OSSE Grant)	In Class	20
Banneker	Kaplan (Don Graham Grant)	In Class	99
Eastern	Princeton Review (OSSE Grant)	In Class	20
Phelps	Kaplan (Don Graham Grant)	In Class	80
McKinley	Khan/College Board	Online Test Prep Pilot w/ College Board	25
Woodson	Princeton Review (OSSE Grant)	In Class	120

Q45: Provide the Committee with the list of schools that have a language immersion program or dual language program (including what language is taught). Also, please include the DCPS process/policy for a school to start a language immersion program.

The following DCPS schools offer dual language or language immersion programs:

SY15-16 Dual Language/Language Immersion Schools		
School	Languages	Grades
Bancroft ES	Spanish/English	PK-5
Bruce-Monroe ES	Spanish/English	PK-5
Cleveland ES	Spanish/English	PK-5
Columbia Heights EC	Spanish/English	6-12
Marie Reed ES	Spanish/English	PK-5
Oyster-Adams Bilingual School	Spanish/English	PK-8
Powell ES	Spanish/English	PK-5
Tyler ES	Spanish/English	PK-5

Administrators of schools seeking to begin a new dual language program complete the following application steps:

- Notify the Office of Teaching and Learning and the school’s instructional superintendent in writing;
- Meet with members of the Office of Teaching and Learning’s Language Acquisition team to discuss implementation considerations;
- Conduct a community survey to determine level of support;
- Submit an application to OTL and the school’s instructional superintendent;

- Develop a proposed five-year implementation plan.

The completed application process, including a detailed timeline and application form, can be found in **Q45 Attachment_Dual Language Process**.

Q46: Please provide the following information for the DCPS career academies for school year 2014-2015 to date:

- **The school name and academy type;**
- **The number of students enrolled in each program;**
- **A description of the coursework for each academy type; and**
- **Any notable milestones or achievements in terms of student outcomes as a result of this program.**

Academy of Hospitality & Tourism – hosted by Wilson, CHEC and Ballou

Each AOHT helps students chart career paths in one of the world's largest industries, from hotel and event management to sports and entertainment, and includes the study of geography, economics, and world cultures. The Academy of Hospitality & Tourism curriculum has received industry validation from the Global Travel and Tourism Partnership (GTTP). At Wilson, CHEC and Ballou, first-year academy students enroll in Principles of Hospitality & Tourism, as well as Customer Service, and engage in a variety of work-based learning opportunities, including behind-the-scenes tours and job shadowing opportunities at the Marriott headquarters and the Washington Nationals stadium. Wilson and CHEC's second-year students also enroll in Sports, Entertainment & Event Planning and Introduction to Hospitality Marketing.

Academy of Information Technology – hosted by Cardozo and McKinley Tech

Each AOIT prepares students for career opportunities in programming, database administration, web design and administration, digital networks, and other areas in the expanding digital workplace. The academies use computer science curriculum from Project Lead the Way, Inc. (PLTW). McKinley Tech's program is associated with an award-winning robotics program, and offers students three curricular tracks: interactive media, networking, and computer science. Cardozo offers a curriculum in interactive media.

Academy of Engineering – hosted by Dunbar, McKinley Tech, and Phelps

Each AOE answers an acute need for engineers in this country by educating high school students in the principles of engineering, and providing content in the fields of electronics, biotech, aerospace, civil engineering, and architecture. Academies use curriculum from Project Lead The Way, Inc. (PLTW), and benefit from support provided by the National Action Council for Minorities in Engineering (NACME). The three academies offer courses in Introduction to Engineering Design and Principles of Engineering. (See FY15/FY16 NAF Enrollment numbers – for detailed enrollment information per school/academy)

A few notable milestones

In their first two years of operation, the DCPS NAF academies have provided a variety of opportunities for their students. During the 2014/15 School Year, industry partners at high profile companies/organizations throughout DC provided 117 paid internships to NAF students in their career fields of interest. These unique opportunities were created in collaboration with DOES, as DOES/SYEP funded the internships and DCPS facilitated the connections and managed work site logistics. This successful collaboration will be expanded in the Summer of 2016 to provide a greater number of opportunities for students in an even more diverse array of career fields. In addition, several academies—including Phelps, McKinley Tech, and Dunbar—will take over a hundred students on a multi-state college tours over spring break. (See **Q46 NAF Internship List 2015** for internship enrollment and site location information)

Q47: During the FY14 performance oversight hearing, Chancellor Henderson stated that DCPS was revamping job descriptions for its guidance counselors. Please describe the role and responsibilities of DCPS guidance counselors as a result of those changes. Please also provide the total number of guidance counselors in FY13, FY14, and FY15, and the ratio of guidance and/ or college and career counselors at each of the DCPS high schools in FY15 & FY16 to date.

As a district we collaborated with Instructional Superintendents and senior leaders across the different offices to identify areas to align counseling goals with key district initiatives namely: Raising Graduation Rate, Reforming High Schools, Equity, and Increasing Achievement among Males of Color. Additionally we worked with current counselors and principals to gain an understanding of their school based priorities and day to day tasks where the counselors play a key role. Based on the collaborations, we have defined the following counseling areas and priority and expectations:

Development, Management and Individual Student Planning (ISP): Training and support for the Development, Management and ISP of the DCPS School Counseling program is provided by ASCA (American School Counseling Association), SREB (Southern Regional Education Board), and OSSE through a professional development training series. Counselor expectations in this area are as follows:

- Use data to develop and inform the development of the school counseling program and evaluate the program's impact on the school's instructional goals.
- Develop and maintain a written plan for effective delivery of the school counseling programs based on the DCPS standard course of study and aligned with the ASCA National Standards for School Counseling Programs.
- Use 80% of their time to provide direct services to students through preventive and responsive services, including individual student planning. The remaining time is spent on development, management, system support and accountability.

Preventative and Responsive Services: Counselor expectations in this area are as follows:

- Plan, coordinate and provide classroom guidance sessions to meet the identified guidance and counseling competencies for academic achievement. Comprehensive classroom guidance sessions will cover topics such as (but are not limited to): HS Graduation Requirements; Calculating Your GPA; Reading Your Transcript and the LOU(Letter of Understanding); and Academic Planning: How to Select Your Classes and the Scheduling Process. Career and educational development guidance will be used in collaboration with Naviance, which includes (but are not limited to) the following topics: Making The Smart College Choice; Understanding Internship and Apprenticeship Programs; Academic Planning: How to Select Your Classes and the Scheduling Process; Writing Brag Sheets, Resumes, Cover Letters and the Job Interview process; Exploring summer options like community service, internships, college access programs and work opportunities; Engage in college search, Scholarship search, added to Colleges I am Applying To list (at least 4 colleges) and Senior Exit Survey in Naviance.
- Provide guidance on personal and social development to assist students in developing decision-making skills and identifying life goals.

Accountability/Monitoring: We are taking an aggressive grassroots approach to monitoring each high school counseling team's progress on key deliverables. The Academic Planning and Support team visits schools at least twice a month to ensure schools are implementing programs with fidelity and to ensure metrics are met in a timely manner. The data from each school visit is then shared with the school principal, Instructional Superintendent as well as other senior leaders. The following counselor activities/metrics are prioritized by Term:

- Prepare and submit a variety of reports and data, to ensure fulfillment of established program requirements.
- Use all available data, including academic grades, discipline referrals and attendance data to identify students in need and to deliver services.
- The district’s student information system (Aspen) is used to monitor academic planning meetings held with students on each grade level.

School Counselor by Grade Level			
Level of School	#of School Counselors SY13-14	# of School Counselor SY14-15	# of School Counselor SY15-16
Elementary Schools	29	28	24 (-4)
Educational Centers	18	17	25 (+8)
Middle School	9	17 (+8)	12 (-5)
High School/Alternative	58	55	52 (-3)
Total# of Certified School Counselors	114	117	113 (-4)

*In addition to a Professional School Counselor, Anacostia, Ballou, and Woodson have a College and Career Coordinator through the Office of College and Career.

Ratio of School Counselor to Students at High Schools (as of 1/5/16)							
High School	Ward	SY14-15			SY15-16		
		# of School Counselors	Enrollment 9-12 and Alternative	Students per Counselor*	# of School Counselors	Enrollment 9-12 and Alternative	Students per Counselor*
Anacostia HS*	8	4	695	174	3 (-1)	634	211
Ballou HS*	8	5	784	157	3 (-2)	968	323*
Ballou STAY	8	3	651	217	2 (-1)	422	211
Banneker HS	1	3	443	148	2 (-1)	453	227
Cardozo EC (HS Only)	1	5	822	164	4	762	191
CHOICE Academy MS/HS	5	0	18	0	0	11	0
Columbia Heights EC (HS Only)	1	8	1385	173	5	1099	220
Coolidge HS	4	2	413	207	2	383	192
Dunbar HS	5	3	676	225	2 (-1)	650	325*
Eastern HS	6	4	1030	258	4	979	245
Ellington School of the Arts	1	1	519	519	3 (-2)	529	176
Incarcerated Youth Program	7	0	32	0	0	49	0
Luke C. Moore Academy HS	5	0	309	0	1 (+1)	304	304*
McKinley Technology HS	5	3	641	214	3	651	217
Phelps HS	5	2	324	162	1 (-1)	306	306*
Roosevelt HS @ MacFarland	4	2	516	258	1 (-1)	549	549*
Roosevelt STAY @ MacFarland	4	1	979	979	1	755	755*
School Without Walls HS	2	4	593	148	4	585	146
Washington Metropolitan HS	1	1	225	225	1	162	162
Wilson HS	3	6	1811	302	6	1790	298*
Woodson HS*	7	3	659	220	3	706	235
Youth Services Center	5	1	89	89	1	49	49

Q48: In SY2013-2014, DCPS established targeted Ninth Grade Academy programs at eight comprehensive high schools across the District to help first-year ninth grade students successfully complete the first year of high school. Please provide an update on the implementation and the outcomes observed in FY15. In your response, please include comments on the Ninth Grade Academies impact on truancy and attendance, promotion, and school climate.

The following includes an update on the implementation and the outcomes observed with Ninth Grade Academies in SY14-15:

- Ninth Grade Academies have increased academy student promotion rates 21%, from 54% in SY12-13 to 75% in SY14-15.

- Ninth Grade Academy schools increased first year ninth grade promotion rates 18%, from 54% in SY12-13 to 72% in SY14-15. 7 of 8 academy schools improved.
- In academies, young men’s promotion rate increased 20%, and young women’s promotion rate increased 14% (women started significantly higher than the men).
- All DCPS ninth grade promotion rate increased 7% during this time.
- Academy students had 79% in-seat attendance in SY14-15, up from 75% in the first year of academies (SY 13-14). SY12-13 academy attendance data is not available.
- Academy schools increased in-seat attendance 6%, from 58% in SY12-13 to 64% in SY14-15. This is the equivalent to students attending an average of 23 more days in school.
- Academy schools decreased truancy rates 11%, from 75% in SY12-13 to 64% in SY14-15.
- Average number of suspensions in academy schools decreased 22%, from 70% in SY12-13 to 48% in SY14-15.
- As of this report, academy implementation for SY15-16 exceeds previous implementation levels. Academies have more consistent routines, curriculum aligned to DCPS scope and sequence, concerted efforts on Common Core State Standards (CCSS) practices, updated grades shared frequently with students, and multiple routes for students to repair or improve their grades. Further progress in the areas of celebration and recognition of students individually and collectively contributes to an increasingly positive learning environment for academy students. All areas of implementation remain a work in progress, with significant potential for improvement in the future.

Following are data showing the improvements realized during SY14-15:

Promotion Rates for Eligible Students at Ninth Grade Academy Schools*				
School Name	Promotion Rate			
	SY12-13	SY13-14	SY14-15	Change
Anacostia	50%	61%	68%	+18
Ballou	57%	63%	64%	+7
Cardozo	43%	32%	72%	+29
Coolidge	56%	68%	64%	+8
Dunbar	76%	75%	76%	-
Eastern	58%	58%	80%	+22
Roosevelt	42%	65%	74%	+32
Woodson	57%	67%	73%	+16
9th Grade Academy Students Only	54%	66%	75%	+21
All 9th Grade Academy Schools	54%	59%	72%	+18
All 9th Grade Academy Schools - Male	48%	55%	68%	+20
All 9th Grade Academy Schools - Female	63%	65%	77%	+14

*Data is for all first-time ninth grade students enrolled in Algebra I and English I at the Academy high schools (excludes certain ELL students). Students promote to tenth grade by passing English I and passing Algebra I and earning at least 6 credits.

**Academy schools’ data includes all first year ninth graders in that school, both inside and out of academies.

***The business rules for defining academy students have been clarified, and differ from those originally used in SY13-14, therefore data is changed for originally reported.

Promotion Rates for All First Time Ninth Graders				
School Name	Promotion Rate			
	SY12-13	SY13-14	SY14-15	Change
DCPS	71%	74%	78%	+7

Ninth Grade Academy Schools	54%	59%	72%	+18
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School-Wide Attendance Metrics for Students at Ninth Grade Academy Schools*								
School Name	Average ISA				% Truant			
	SY12-13	SY13-14	SY14-15	Change	SY12-13	SY13-14	SY14-15	Change
Anacostia HS	55%	58%	63%	+8	72%	75%	74%	+2
Ballou HS	52%	63%	64%	+12	86%	83%	81%	-5
Cardozo EC	56%	72%	78%	+22	76%	57%	53%	-23
Coolidge HS	64%	81%	83%	+19	73%	34%	41%	-32
Dunbar HS	58%	66%	66%	+8	78%	75%	85%	+7
Eastern HS	76%	76%	75%	-1	58%	59%	63%	+5
Roosevelt HS @ MacFarland	59%	72%	75%	+16	63%	28%	28%	-35
Woodson, H.D. HS	54%	65%	69%	+15	83%	73%	72%	-11
9th Grade Academy Students Only		75%	79%	+4		72%	72%	-
All 9th Grade Academy Schools	58%	68%	71%	+13	75%	64%	64%	-11
DCPS	86%	89%	90%	+4	27%	18%	17%	-10

*Data is for all first-time ninth grade students at the Academy high schools.

**Truant = 10+ unexcused absences

Student Behavior Metrics for Ninth Grade Academy Schools*				
School Name	Suspensions Per 100			
	SY12-13	SY13-14	SY14-15	Change
Anacostia HS	65	70	59	-6
Ballou HS	125	98	90	-35
Cardozo EC	128	77	47	-81
Coolidge HS	33	32	26	-7
Dunbar HS	22	15	24	+2
Eastern HS	79	67	44	-35
Roosevelt HS @ MacFarland	53	59	33	-20
Woodson, H.D. HS	31	67	38	+7
All 9th Grade Academy Schools	70	64	48	-22
DCPS	23	24	19	-4

*Data above is for all first-time ninth grade students at the Academy high schools.

Q49: Besides Ninth Grade Academies, please provide a detailed description of all efforts, programs, or initiatives, planned or undertaken, in FY15 and to date in FY16 to increase the graduation 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 and English Language Learners.

DCPS has been successful in increasing graduation rates as a result of two basic practices. First, DCPS identifies students who are off-track for graduation. Second, DCPS provides opportunities for those students to get back on track.

The Adjusted Cohort Graduation Rate (ACGR) Tracker and ACGR Specialists support secondary school leaders in Clusters 8 and 9, including Principals, Assistant Principals, Counselors, and Registrars, in tracking individual student progress towards on-time graduation. The ACGR Tracker provides leaders with an up-to-date view of course and transcript information for each student, as well as early warning indicators for students who are off-track, making it easier for schools to monitor all students beginning their 9th grade year. ACGR Specialists provide support interpreting ACGR data, completing root cause analyses, creating structural interventions, and implementing intervention plans to help students get back on track to graduate in 4 years.

Another initiative undertaken to increase the graduation rate is a Credit Recovery (CR) program. The program goal is to improve DCPS high school graduation rates by providing opportunities for students to recover credits needed to graduate. The CR program identifies students who have failed courses previously that will hinder them from graduating with their entering 9th grade cohort, and provides them with the appropriate course offerings to get them “on-track” or eligible for graduation as quickly as possible, whether through evening courses (ECR) or summer school. The program’s guiding principles are to: (1) maintain DCPS standards in curriculum, instruction, accountability and expectations; (2) prepare students for college by providing students with an opportunity to recover credits and obtain the requisite content mastery in order to satisfy the proper accumulation of credits for graduation; and (3) provide opportunities for students to get back on grade-level with their cohort.

Program	SY14-15 Enrollment	SY14-15 Credit Credits Recovered
Evening Credit Recovery	1185	2252
Summer School	1955	2553

During SY14-15, eight schools expanded their programs by offering ECR during Term 1. This effort was paramount to those schools increasing their promotion and graduation rates. We found that approximately 500 students were potential graduates after Semester 1 due to enrollment in ECR in SY14-15. We intend to expand this option to all comprehensive schools during SY16-17. Similarly, access to CR programs during the summer allows DCPS to graduate approximately 300 additional students annually.

By offering students opportunities to recover credits in the evening or in summer school, students continue to have access to diverse and grade appropriate programming during the regularly scheduled school day. This helps to maintain student engagement for our students most vulnerable to dropping out.

Q50: 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 school year 2014-2015 and the 2015-2016 school year to date. Include any non-public school attended by students with a disability:

- **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;**

This data is included in ***Q50 Attachment_ Unexcused Absences by School, SY15-16*** (as of January 10, 2016). The data reflect all unexcused absences for all DCPS students, including non-compulsory-aged students – and are, therefore, not equivalent to reported truancy data.

- **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; and**

For the current school year (as of January 10, 2016), there were 532 students with 10 or more unexcused absences who required CFSA referrals and 267 (50.2%) of these students were referred to CFSA.

During the Student Support Team (SST) conferences held when a student reaches their 5th unexcused absence, staff members are required to inquire about and record the reasons for these absences (e.g., 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, if completed prior to the CFSA referral, is made a part of the referral. During these conferences students listed academics concerns, health, family issues, clothing, day care, “parentified” minors and executive life management issues, and transportation as the most persistent barriers to their regular school attendance.

- **For cases involving students 14 years and older, how many per school have been referred to CSS.**

School Name	# CSS Referrals
Anacostia HS	63
Ballou HS	3
Ballou STAY	4
Browne EC	3
Cardozo EC	9
CHOICE Academy @ Emery	0
Coolidge HS	65
Deal MS	2
Dunbar HS	1
Eastern HS	10
Eliot-Hine MS	5
Hart MS	8
Jefferson MS Academy	0
Luke Moore Alternative HS	64
Roosevelt HS @ MacFarland	0
Roosevelt STAY @ MacFarland	8
Sousa MS	0
Tuition Grant-DCPS Non Public	0
Walker-Jones EC	1
Washington Metropolitan HS	47
Wilson HS	33
Woodson, H.D. HS	0
Youth Services Center	0
Total	326

Q51: Provide an update on the work of the school-based student support teams. In your response please indicate number of students referred to and served by these teams in SY14-15 and SY15-16 to date. Please also identify the number of students referred for academic, attendance and/or behavioral concerns etc.?

In SY14-15, 18,388 students were referred to the SSTs (of which 16,947 were referred for attendance, 917 were referred for academic concerns, and 524 were for behavior concerns). 11,809 SSTs were held (including 10,798 Attendance SSTs). These numbers represent a small decrease in number of academic and behavior SSTs held, and we have a sense that this was due, in part, to a greater focus on Positive Behavior Interventions and Supports (PBIS) in schools, as well as the continuation of focus on improving Tier I instruction.

Please note that those numbers add up to a total greater than the total number of SST meetings held because one student can be referred for an SST meeting for more than one reason.

Q52: Describe in detail DCPS’ programs or interventions to address students’ truancy and increase attendance that were undertaken in FY15 and FY16 to date. Please include:

- **The number of students each truancy program serves;**
- **An account of any progress made in each program/initiative; and**
- **Plans to expand truancy prevention programs.**

Truancy is a challenging concern that cannot be solved by simply implementing “programs.” We know that the causes of truancy vary by student and it is well understood that campaigns and programs may not address all student needs. As such, DCPS’ approach to reducing truancy is based on five main strategies. First, we are working to make sure that the regular school day is as engaging and enriching as possible for all students. Second, we are focused on improving school climate. Third, we are committed to reducing out-of-school suspensions. Fourth, we comply with requirements for referrals to other agencies to ensure that students with specific needs receive help. Finally, we do have a select number of programs intended to reduce truancy in key populations. These programs are listed below; however, DCPS views these program partners as one facet of our truancy prevention work.

- The Show Up, Stand Out (SUSO)/Justice Grant Administration (JGA) Program has funded seven community-based organizations (CBOs) and six youth service providers (YSP) for SY15-16.
 - SUSO served 3,149 students in FY15 and 774 students in FY16 as of December 11, 2015.
 - See **Q52 Attachment_SUSO Evaluation Findings** for an account of the progress made in this program.
 - Current plans to expand truancy prevention programs are contingent upon funding.
- Access Youth provides truancy prevention and intervention services for two DCPS high schools by way of an MOU through 2017. Access Youth’s Truancy Prevention Program has been implemented at Ballou HS since the end of 2013 and piloted during the 2014-2015 school year at H.D. Woodson HS. This program design involves four key program phases and sets of activities: (1) Intake and scheduling; (2) Student Support Team (SST) Conference; (3) Progress Monitoring; and (4) Life Skills and Support Services. A summary of activities conducted in each phase can be found in the table below:

Program Phase	Activities
(1) Intake and scheduling	<ul style="list-style-type: none"> • Receive referral from attendance counselor. • Make initial contact with student. • Determine eligibility: <ul style="list-style-type: none"> ○ 5-8 unexcused absences ○ no Student Support Team (SST) meeting held yet ○ student agrees to participate in program • Conduct intake. • Schedule SST conference/mediation session with student and parent(s).

Program Phase	Activities
(2) SST Conference/ Mediation session	<ul style="list-style-type: none"> • Introduce process and program. • Conduct 1-2 hour SST conference/Mediation Session. • Finalize written attendance plan. • Enter student and case information into database.
(3) Progress Monitoring	<ul style="list-style-type: none"> • Connect with students at least bi-weekly for 15-30-minute group or individual check-in (this is an average – frequency and length of check-ins will vary based on student needs). • Regular check-ins with students and parents through the use of Athena’s Workshop/Peer Power, an attendance improvement solution involving the use of text messaging to students and parents regarding the students’ attendance. • Determine and monitor student progress in adhering to attendance plan. • Determine whether additional support is needed to help students continue to improve attendance.
(4) Life Skills and Support Services	<ul style="list-style-type: none"> • Provide Life Skills instruction, group roundtables, incentive program, skill building, group and/or individual coaching, referrals to other services and other supervised activities based on needs identified in Progress Monitoring.

- A summary of the program case totals, as of the end of December 2015 and categorized by fiscal year and high school, can be found below. Each case listed is one juvenile served. Cases include all referred cases that entered the program (which means completed an initial mediation session) OR that are pending entry into the program. It does not include cases that were closed prior to entry in the program (i.e., referred cases in which parties were unresponsive or refused to participate). In some instances, multiple cases are mediated in one mediation session.

Programs	# of Cases in FY15	# of Cases in FY16	Total Youth Served
H.D. Woodson	72	45	117
Ballou	68	14	82
TOTAL	140	59	199

- Access Youth’s Truancy Prevention Program served over 100 students who entered the program with at least 5 unexcused absences during its pilot school year, SY14-15. Of those served, the program asserts that 22 percent avoided 10 unexcused absences (the threshold for chronic truancy), 58 percent avoided 15 unexcused absences (the threshold for court referral), and 38 percent increased their rate of attendance. Such comparative analyses show that Access Youth students were approximately 2.75 times more likely than their peers (who received no intervention) to avoid 10 unexcused absences and 3.22 times more likely to avoid 15 unexcused absences. If this average impact was replicated across the full population of these schools, school-wide truancy rates would decrease 10-15 percentage points in just one school year. Despite delays at both schools in the first quarter of FY15 and FY16, Access Youth has made strides in its truancy prevention program and is on track to surpass program goals for the number of youth served.
- In 2016, Access Youth intends to launch a comprehensive community Outreach Program, focused on engaging and channeling the voices of the youth we serve – as well as those of our other stakeholders – in ways that strengthen our programs and impact. Access Youth has also applied for additional

funding which will allow them to serve more students at H.D. Woodson HS and Ballou HS, and also expand our services to a third DCPS high school.

- The Parent and Adolescent Support Services (PASS) Program is housed within the DC Department of Human Services, works on behalf of some of the City's most disadvantaged and at-risk residents, with the ultimate goal of enhancing participating families' ability to work effectively on their own when problems arise. PASS works with youth ages 10-17 who are committing status offenses (e.g., skipping school, running away from home, violating curfew, and/or being extremely disobedient), and it operates as a voluntary prevention/intervention program. PASS provides Intensive Case Management, as well as Functional Family Therapy services to over 300 youth and their families per year. PASS works with youth/families an average of six months. 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.
 - PASS served 277 students attending DCPS schools (60% received intensive case management services and 40% received Functional Family Services).
 - Key performance indicators:
 - 62% of participants completed the program.
 - 51% had improved school attendance.
 - 78% saw improved Child and Adolescent Functional Assessment Scale (CAFAS) scores.
 - 93% had no further legal involvement.
 - 80% almost always participated in services.
 - District of Columbia Department of Human Services (DHS) received additional funding in FY16 to hire a few more staff. DHS is awaiting finalization of a reprogramming in order to proceed with program expansion.

Q53: In the FY14 performance oversight responses, DCPS reported that the Parent and Adolescent Support Services (PASS) Program work would have an external evaluation at the end of school year 2014-2015. Please provide an update on that evaluation. If available, please submit the key findings.

The PASS program evaluation was postponed and will be completed by the end of FY16. The external evaluators encountered delays in securing comprehensive attendance data for students completing PASS programs, hence the delays in conducting the evaluation.

Q54: Regarding disciplinary hearings, please provide data quantifying the following for SY2014-2015:

- **The number of disciplinary hearings requested regarding suspensions and expulsions;**

DCPS had **310** disciplinary hearings requested regarding suspensions and expulsions.

- **The number of disciplinary hearings that occurred;**

DCPS held **310** disciplinary hearings.

The average number of school days that passed from the underlying disciplinary incident to the hearing;

Six was the average number of school days that passed from the underlying disciplinary incident to the hearing. The most common cause for this delay was the inability of the Youth Engagement Division hearing schedulers to reach the parents or guardians. After exhaustive attempts to contact are made, the hearing is scheduled without verbal confirmation.

- **The average number of school days from the hearing to the hearing officer's recommendation;**

1 school day.

- **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;**

The Student Behavior Tracker (SBT) will not allow a long-term suspension for a student with an IEP or a 504 to be scheduled for a hearing without the results from the manifestation determination meeting being entered into the system. Therefore, 100% of cases where a manifestation determination was needed had that determination before a hearing was even scheduled.

- **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;**

There were **24** cases in which the hearing officer determined that the student had not committed the infraction of which he or she was accused.

- **The number of cases in which the hearing officer overturned the decision to suspend or expel a student; and,**

All suspensions that go before hearing officers are proposed suspensions that cannot be made final without their finding of fact. Therefore, hearing officers do not overturn suspensions; they either affirm the Tier (infraction level) of the request, modify the Tier of the request, or they dismiss the request. There were **30** total dismissals (this number is included in the number for the prior question).

- **The number of cases in which the Chancellor or her designee overturned the hearing officer's decision and reinstated the suspension or expulsion.**

The Chancellor or her designee cannot overturn a hearing officer's decision. The infraction level found by the lead judge also cannot be changed. However, DCPS is not bound by the judge's recommendation for the length of discipline and may administer any discipline that District regulations permit for the Tier infraction found by the judge. Overall, the process ensures a right to due process and the changes that the judges (Administrative Law Judges) make speak to the impartial nature of the hearing. As a system, we also use this process as a feedback loop to schools, so that they are making decisions that are appropriate and minimize the time students are out of school.

Q55: In SY14-15, the Office of Youth Engagement planned to launch a pilot to help a group of school leaders create uniform and comprehensive school climate plans to improve behavior and satisfaction, and also train teachers in evidence based classroom management and behavior

modification modules. Please provide the list of schools that participated in the pilot, outcomes observed as a result of these efforts, and future plans for this work in SY15-16 and beyond.

The following schools are participating in the School Climate Initiative (SCI) in SY15-16:

School Climate Initiative Pilot Schools			
Aiton ES	Amidon-Bowen ES	C.W. Harris ES	Eliot-Hine MS
Hendley ES	Malcolm X ES	Noyes ES	Patterson ES
Savoy ES	Turner ES	LaSalle Backus EC	Walker-Jones EC
Wheatley EC	Hart MS	Johnson MS	Kramer MS
Anacostia SHS	Ballou SHS	Dunbar SHS	Eastern SHS

The School Climate team conducted planning sessions which supported each of the 20 SCI schools in developing a uniform, comprehensive school climate plan patterned after the newly created DCPS School Climate Guide. The implementation of plans began in August 2015 and they are spearheaded by the school principal and an established School Climate Committee. The School Climate team provides ongoing support to schools through weekly visits that include informal walkthroughs, ongoing feedback and consultation, and the incorporation of trainings for staff based on identified needs.

Below are some data points which highlight the current standings of the SCI schools:

- Suspension Data for SCI Schools Overall: LYTD vs YTD (Dec 2015)
 - Double digit decreases found in all suspension metrics (suspensions per 100, total suspensions, and total suspension days) for SCI schools.
 - SCI schools are outpacing suspension reductions in non-SCI 40/40 schools and general DCPS schools in both suspensions/100 and total number of suspensions.
 - Students in SCI schools missed 1,694 fewer instructional days due to suspension compared to LYTD.
 - LYTD SCI schools represented 54% of all DCPS suspensions; currently SCI schools represent 47% of all DCPS suspensions.

- Suspension Data for SCI Schools by Context: LYTD vs YTD (Dec 2015)
 - Elementary Schools: 36% drop in total suspensions.
 - Education Campuses: 71% drop in total suspensions.
 - Middle Schools: 58% drop in total suspensions.
 - High Schools: 34% drop in total suspensions.

- Student Feedback Data
 - In November 2015, the first randomized student focus groups were conducted during an official walkthrough for all of the SCI schools. Some of the positive trends identified from the statements which students made were:
 - Most students stated that they felt connected to at least one adult in their school.
 - All students were able to recall how the school-wide and classroom expectations were presented and taught explicitly at the beginning of the school year and how they are held accountable for those expectations.

As implementation of SCI continues, we are focusing on increasing staff support through trainings and observations to ensure deeper and more successful relationships between staff and students and among staff. In addition, a concentrated emphasis will be placed on implementing research and evidence-based social-emotional programs which can support an increase of social-emotional competence in students.

The DCPS Stakeholder Survey was revised during the Fall 2015 to correspond with the school climate initiative components. As a result, greater qualitative data will be gleaned from staff and students regarding their perception of the overall school climate. All SCI schools will participate in a January 2016 survey administration in addition to an EOY administration.

The School Climate Initiative will expand in SY16-17 to include the remaining 22 of the 40 targeted schools. Introductory and planning meetings are beginning in January 2016 and all schools will be ready for full implementation of their climate plans by the start of SY16-17.

Q56: Please quantify for each school the number of homeless youth enrolled in DCPS for SY2014-2015 and SY2015-2016 to date. How much did DCPS spend on homeless student support services in FY15 and what type of activities/efforts did that funding cover?

See *Q56 Attachment_ Number of Homeless Students by School, FY15 and FY16.*

In SY14-15, there were 1,860 total students identified as homeless attending DCPS schools. The total number of Homeless Students for SY14-15 by school reflects the number of students identified in DCPS' attendance systems of record. Students are flagged with one of the following housing status attributes: hotel/motel, doubled-up, awaiting foster care, shelter, unsheltered, foster care, or unaccompanied youth. In the current school year (SY15-16), there are 1,802 total students identified as homeless (as of January 10, 2016).

DCPS' Homeless Children and Youth Program (HCYP) identifies homeless students and provides a number of supports to homeless families each school year. Every DCPS school, as mandated by federal regulation, has a trained school-based homeless liaison who serves as the school's point-of-contact for homeless families. The liaisons identify homeless students and any barriers preventing immediate enrollment and attendance in school. The liaisons link students to services offered in DCPS and through community-based agencies.

HCYP spent \$639,320.91 on homeless student supports FY15. HCYP utilized its FY15 funding to support homeless families' travel to and from school by providing transportation assistance throughout SY14-15. This funding supplemented the Kids Ride Free program by allowing an adult to travel to and from school with elementary-aged students. DCPS purchased and distributed school supplies and uniforms to needy families prior to the start of SY15-16 in its first Back-to-School fair held at Cardozo EC in August 2015. In addition to providing transportation assistance, DCPS used its funding to host professional developments on federal homeless regulations for school-based homeless liaisons and social workers, ensuring its staff and support staff are most knowledgeable of transient populations and their needs. HCYP also sent a number of its liaisons to a conference sponsored by the National Alliance to End Homelessness, an opportunity in which the liaisons received training from national panelists, activists, and politicians who advocate for the rights of homeless families and individuals everywhere. To ensure homeless students and their families are aware of HCYP services, HCYP also purchased and posted information notifying students and parents of available services at all schools. Funding was used to host informational workshops at District facilities that provide housing assistance to families with children to inform parents of their educational rights.

Q57: DCPS received a five-year HIV/STI Prevention grant funded by the Centers for Disease Control and Prevention (CDC) for use through 2018. Please provide the following related to this grant:
- **The amount of funding provided to DCPS from the CDC;**

In FY15, DCPS implemented the second of a five-year grant for School-Based HIV/STI Prevention from the Centers for Disease Control and Prevention's (CDC) Division of Adolescent and School Health. The grant funds

DCPS at \$320,000 annually, with the opportunity of an increase when additional funds are available. In FY15, CDC funded DCPS a total of \$400,000. The Health and Wellness Team within the Office of the Chief of Schools is responsible for implementing the grant.

- The 22 priority schools DCPS is working with to provide support and technical assistance;

DCPS is funded to implement targeted programming within priority secondary schools with the highest need. DCPS selected 22 priority schools using the following criteria: DCPS 40/40 school status, DC CAS scores, STI incidence rates (from the school-based screening program), homelessness, free and reduced meals (FARM) data, and school feeder patterns. The grant’s priority schools are as follows:

Middle Schools	High Schools
Cardozo EC (Middle School) – Ward 1	Anacostia High School – Ward 8
Eliot-Hine Middle School – Ward 6	Ballou High School – Ward 8
Hart Middle School – Ward 8	Ballou STAY – Ward 8
Johnson Middle School – Ward 8	Cardozo EC (High School) – Ward 1
Kelly Miller Middle School – Ward 7	Coolidge High School – Ward 4
Kramer Middle School – Ward 8	Eastern Senior High School – Ward 6
McKinley Tech Middle School – Ward 5	H.D Woodson Senior High School – Ward 7
Sousa Middle School – Ward 7	Luke C. Moore High School – Ward 5
Stuart Hobson Middle School – Ward 6	Roosevelt High School – Ward 4
Truesdell Education Campus – Ward 4	Washington Metropolitan High School – Ward 1
Wheatley Education Campus – Ward 5	
Walker-Jones Education Campus – Ward 6	

- A description of the work being done; and

The HIV/STI Prevention program uses four approaches that drive the program goals and overall outcomes:

Approach A: Exemplary Sexual Health Education aims to increase confidence, competence, and comfort across health educators to teach sexual health education.

Approach B: Sexual Health Services works to increase access to sexual health resources for youth.

Approach C: Safe and Supportive Environments strives to improve safe and supportive school environments for all students and staff, with particular focus on the implementation of LGBTQ-inclusive activities.

Approach D: Policy promotes and educates stakeholders on existing policies that directly influence the HIV/STI Prevention Grant.

- The program goals and any outcomes observed to date as a result of this investment.

Key program outcomes for FY15 include:

- In collaboration with DCPS’s Office Teaching and Learning, the HIV/STI Prevention Grant trained 36 health education teachers on integrating teaching modules in the classroom to reach different learners and creating more gender-inclusive health classrooms. More than 50 reproductive health models were provided to health teachers in the priority schools to support sexual health curriculum and classroom learning for students.
- Of the 22 priority schools, 82% reported implementing sexual health curricula, compared to the national average of 79% among CDC’s other funded school districts.

- In collaboration with the DC Department of Health, DCPS expanded HIV testing from one DCPS high school in FY14 to eight DCPS high schools in FY15, and maintained Chlamydia and Gonorrhea testing in 100% of DCPS’s comprehensive and alternative high schools.
- DCPS developed and distributed to schools a Sexual Health Services Guide for Students, a comprehensive snapshot of the various sexual health services students can access in DCPS schools. The guide also describes DC’s Minor Consent policy, allowing young people to consent for sexual health, mental health and substance use services.
- DCPS developed and disseminated the Transgender and Gender-Nonconforming Policy Guidance for schools as well as an accompanying informational pamphlet identifying key points from the guidance and resources for students and families. School trainings are underway for FY16.
- DCPS recruited and trained 20 school-based Sexual Health Liaisons who implemented the Condom Availability Program and provided students with sexual health resources, and 22 LGBTQ Liaisons who act as supportive resources for LGBTQ students, families and staff and lead Gay-Straight Alliances at their respective schools.

Q58: For FY15 and FY16 to date, please provide an accounting of the agency’s expenditures on the Empowering Males of Color (EMOC) program. Please also give a description of DCPS’ efforts and actions with regard to the EMOC program including any outcomes observed thus far.

Total Personnel Expenditures and Budget To-Date (FY15 & FY16): \$1,639,018.52

Fiscal Year	Line Item	Appropriated Amount	Fund Number	Program	Agency Object	Agency Object Name	FTE Count
FY15	Personnel Services	\$715,356.92	101-LOCAL FUNDS	CZ16	111	CONTINUING FULL TIME	5 FTEs
FY16	Personnel Services	\$923,661.60	101-LOCAL FUNDS	CZ16	111	CONTINUING FULL TIME	7 FTEs

Total Non-Personnel Expenditures (FY15 & FY16): \$253,000

The investments in Non-Personnel expenditures for EMOC is listed and detailed below (the amounts listed are rounded amounts):

FY15 Summer Programming-Title 1 Funding- \$140,000

Brief Description: Moderate and intensive literacy interventions for struggling readers with Literacy Lab and Lindamood-Bell.

FY16 Literacy/Mentoring Partners - Local Funding- \$47,500

Brief Description: Contracts with literacy and mentor training partners, including Reading Partners and Movement of Youth.

FY15 Partnership with StepAfrika!- Local Funding- \$45,000

Brief Description: Contract with StepAfrika! for the International Youth Exchange Program for ten DCPS students.

FY15 and FY16 Marketing & Outreach Materials- Local Funding- \$16,500

Brief Description: Design and printing of EMOC flyers and pamphlets, Empowering Males High School postcards, and apparel for EMOC students and mentors.

FY15 Equipment and Supplies- Local Funding- \$4,000

Brief Description: Computers, Phones, etc.

EMOC Program Highlights

In FY15, DCPS launched a comprehensive initiative for young males of color. Below is a list of partner organizations that have been engaged in key efforts, followed by a narrative.

Partner Organization	EMOC Partner Type
Big Brothers Big Sisters	Community Partner
Life Pieces to Masterpieces	Community Partner
Alliance of Concerned Men	Community Partner
Delta Sigma Theta (Federal City Alumnae Chapter)	Community Partner
United Way of the National Capital Area	Community Partner
MENTOR	Community Partner
DC Trust	Community Partner
Howard University	Community Partner
Metropolitan Police Department	Community Partner
Reading Partners	Literacy/Training Partner
For Love of Children (FLOC)	Literacy/Training Partner
Mentors Inc	Literacy/Training Partner
Higher Achievement	Literacy/Training Partner
Reach Inc.	Literacy/Training Partner
826DC	Literacy/Training Partner
The Literacy Lab	Literacy/Training Partner

500 for 500: Mentoring Through Literacy Program

The goal of the 500 for 500 Program is to recruit, train, and place 500 mentors in DC Public Schools, with an emphasis on reaching 500 boys of color in grades K-12 over a two-year period.

DCPS has partnered with some of the strongest literacy and mentoring organizations in the city to assist with the training and placement of the 916 volunteers we have specifically recruited for this program– including Reading Partners, Higher Achievement Program, For Love of Children, Mentors Inc. among others.

Additionally, there are several school-based programs and partnerships that specifically support boys and young men of color. These programs, a number of which were created in direct response to and alignment with the EMOC call to action, serve hundreds of students across the district. Examples of this include the 15 adults who commit their time and talents to supporting the 30 Young Men of Phelps, and the 20 adults who consistently support the literacy goals of the 30, 3rd – 5th grade boys of the C.W. Harris Young M.E.N. Matter Initiative. Both of these programs were created with the support of the EMOC team and are not included in the previously stated placement totals, but rather reflect the impact the initiative is having in schools and across the district.

African American Boys School Readiness Pilot

The purpose of the pilot was to co-develop a culturally responsive, strength-based professional development training program for Head Start staff that would increase the likelihood of positive change in attitudes and behaviors of early childhood educators working with young African American boys and their families. The end goal was to 1) improve the quality of the school experience for the boys, 2) build a stronger relationship between HS staff and the boys’ families, 3) strengthen the school readiness and success of African American

boys as they transition to kindergarten, 4) support the relationship between the boys and their families, and 5) increase the advocacy of parents for their children's education.

The pilot consists of training and technical assistance for classroom teachers and paraprofessionals of 3 and 4 year olds, family service workers, and other support staff on practices and strategies that support the development and academic success of young African American boys. In addition, interviews with school principals and parent focus groups have been utilized to capture important data pertaining to the experiences of African American boys and families. Trainings, interviews, and focus groups have been facilitated by the National Center on Cultural and Linguistic Responsiveness (NCCLR) staff and have included:

- Five combined trainings (15 hours) for classroom teachers
- Two trainings per school (6 hours) for family service workers and other staff
- Two Parent Focus Group sessions per school (2 hours each)
- Interviews with Principals

National Center on Cultural and Linguistic Responsiveness culturally responsive strength-based framework has been utilized by DCPS as the facilitation model for monthly trainings, focus groups, and interviews. The framework focuses on: school readiness as the primary outcome; teacher attitudes and beliefs; recognizing and building on boys' strengths; Infusing gender and culturally responsive practices into programming; and engaging families and communities in awareness and advocacy.

Change in the knowledge, skills, and dispositions of program leaders, teachers, family engagement and other staff to support the school readiness and success of young African American boys and families was realized through successfully implementing this pilot. This pilot effectively improved teaching and program staff's interactions with children and families; implemented efforts to structure meaningful learning environments in the classroom; and successfully ensured the implementation of specific culturally responsive teaching strategies.

Step Afrika! International Youth Exchange Program

In FY15, DCPS and Step Afrika! selected 10 eleventh grade black and latino boys from 5 DCPS High Schools to participate in a one-week International Youth Step Camp in Zagreb, Croatia. The students participated in a 6-day program with 100 students from Croatia and surrounding European countries. The young men learned the art of stepping, developed creativity, enhanced their communication skills and improved their physical coordination. In addition, the Camp engaged these young men with Step Afrika!'s three core values; discipline, teamwork, and commitment. The experience supported the continued growth of each young man's self-confidence, developed cultural pride, and improved their tolerance by working, learning, and engaging with other students of various backgrounds.

Travelling with Step Afrika! also allowed these young men to engage and build relationships with the dancers of Step Afrika!. All of Step Afrika!'s professional dancers have graduated from a US college or university, and served as ideal role models and mentors. Lastly, the young men had the opportunity to experience Croatian culture, and continue their growth as well-rounded students and citizens.

In FY16 DCPS plans to continue the partnership, but this year, the opportunity would be offered to ten DCPS female students in the eleventh grade.

Empowering Males of Color Innovation Grants

The EMOC Innovation Grants were established in FY16 to make sure DCPS educators are able to provide relevant, creative, and community-centered resources to their students through these multi-year grants. Grants will be awarded to schools that envision new ways to accelerate achievement for their males of color through four focus areas: core instruction, interventions, school culture and leadership.

With the help of \$2 million in private funding from our partners at the DC Public Education Fund, DCPS will help schools implement plans that improve outcomes for young males of color and align to turnaround principles. Schools have collaborated with community partners on proposal design and program/project implementation.

The deadline to submit applications was January 7, 2016 and DCPS received 74 applications from schools, totaling over \$9 million in funding requests. Grant awards were announced in February 2016.

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With the help of private funding from our partners at the DC Public Education Fund, DCPS will help schools implement plans that improve outcomes for young males of color and align to turnaround principles. Schools have collaborated with community partners on proposal design and program/project implementation. There are a few key items that make this grants program different than others DCPS has rolled out:

- Specific focus on Black and Latino male students,
- Privately funded through the DC Public Education Fund,
- Two levels of funding (small and large grant opportunities),
- Community relations emphasis,
- Alignment with turnaround principles: Core Instruction, School Culture, Interventions, and Leadership/Talent,
- 40/40 priority (though others will be funded as well).

The deadline to submit applications was January 7, 2016 and DCPS received 74 applications from schools, totaling over \$9 million in funding requests. Grant awards were announced on January 27, 2016 and nearly \$1.7 million dollars was awarded to 16 schools across the city (**See Q58 Attachment_Innovation Grants Press Release 1 27 16**)

Q59: One of DCPS' foci for FY15 was to improve student satisfaction. To that end, during SY14-15, provided targeted funding through Proving What's Possible (PWP) school grants at the rate of \$100 per student and a minimum of \$10,000 to increase student satisfaction. Please provide the amount budgeted, amount spent, a description of the expenditures, and outcomes observed as measured by DCPS' annual stakeholder survey of students for each DCPS school.

Proving What's Possible (PWP) for Student Satisfaction is one of DCPS' primary vehicles for improving student satisfaction. Schools are funded based on enrollment and charged with submitting detailed spend plans that explain how they will use awarded funds to improve the percentage of students who report that they like coming to school, with a target of reaching a District-wide 90% student satisfaction rate by the end of SY16-17.

While a detailed spend plan is available for each school upon request, the most common areas of spending across all schools are:

- Assemblies, Field Trips and Experiential Learning
- Clubs and Teams
- Bullying and/or Socialization Programming
- Incentives and Awards
- Improved Programming and Technology

There are currently 104 schools which received PWP for Student Satisfaction funding for SY15-16. Seven schools did not receive funding because they do not fall within the criteria currently used to qualify for at-risk funding. Schools that did not receive the funding are:

- Ballou STAY
- Roosevelt STAY
- CHOICE Academy
- Luke C. Moore Academy
- Washington Metropolitan
- Youth Services Center
- Incarcerated Youth Program

The total budget for PWP for Student Satisfaction in FY16 is \$2,533,648. Funding for SY15-16 was \$50 per student based on projected SY15-16 at-risk student population. Since the implementation of the Student Satisfaction initiative, the District has seen gains in the overall student satisfaction rate.

Since the PWP for Student Satisfaction program has been implemented, we have seen improved attendance, decreased suspensions, and improved classroom participation as well as increased student satisfaction rates.

Student Satisfaction Rate		
SY13-14 Prior to PWP for SS Implementation	SY14-15 Year One PWP for SS Implementation	2017 Goal
80%	83%	90%

Specialized Instruction

Q60: How many Head Start Schoolwide Model classrooms did DCPS operate in FY15 and FY16 to date? Please identify the total number of Head Start eligible children the program served in FY15 and FY16 to date.

In FY15, DCPS oversaw 301 Head Start Schoolwide Model (HSSWM) classrooms among 58 Title I elementary schools that offered PK3 and PK4. In FY16 to date, DCPS oversees 315 HSSWM classrooms among 59 Title I elementary schools that offer PK3 and PK4 (Dorothy Height ES joined DCPS in SY15-16 and was recognized as Title I).

- 14 HSSWM classrooms were added in SY15-16:
 - 10 at the new Dorothy I. Height ES
 - 1 at Powell ES

- 1 at Truesdell ES
- 1 at Burroughs ES
- 1 at Walker-Jones EC

Head Start Eligible Children Served in DCPS HSSWM Classrooms

In FY15, DCPS served 2,142 Head Start-eligible children in PK3 and PK4 at Title I schools. Children were reported as Head Start-eligible if they were Temporary Assistance for Needy Families (TANF)-eligible, homeless, or in foster care. Children whose families received Supplemental Nutrition Assistance Program (SNAP) benefits were not included in FY15 reporting.

In FY16 to date, DCPS has served 2,126 Head Start-eligible children in PK3 and PK4 at Title I schools, not including children whose families received SNAP, and 3,094 Head Start eligible children in PK3 and PK4 at Title I schools. Children have been reported as Head Start-eligible if they are TANF-eligible, homeless, or in foster care.

Total Children Enrolled in DCPS HSSWM Classrooms

In FY15, DCPS enrolled 4,559 children in DCPS PK3 and PK4 at Title I schools. Children were considered enrolled if included in the SY14-15 Office of the State Superintendent of Education (OSSE) Audited Enrollment.

In FY16 to date, DCPS has enrolled 4,755 children in DCPS PK3 and PK4 at Title I schools. Children are considered enrolled if they have been included in the SY15-16 Reported Enrollment (OSSE Audited Enrollment forthcoming).

Q61: Provide an update on DCPS' partnership with The Ivymount School and any other public/private partnerships to provide special education services during SY2014-2015 to date.

In SY14-15 and SY15-16 to date, the Ivymount School managed a classroom for students with high-functioning autism at School Without Walls at Francis-Stevens Education Campus. This class typically serves students who have the ability to function on or above grade level but have difficulty performing in a general education setting. These students require specific instruction in social skills, behavior management, and executive functioning. The classroom can serve up to eight students. Additionally, Ivymount continues to provide coaching and consultation to the classroom opened in SY 2013-2014 at School-Within-School at Goding ES. Ivymount developed formal training materials to be shared with other DCPS staff members who work with students with autism. Additionally, the executive function curriculum is being piloted in programs for students with learning disabilities in the Specific Learning Supports (SLS) program, grades 3-5. Research indicates that specific instruction in executive function will significantly reduce the amount of instructional time lost due to challenging behaviors.

Q62: How many students transitioned from a nonpublic school to a DCPS school in SY2012-2013, SY2013-2014, SY2014-2015 and to date in SY2015-2016?

Since the 2010-11 School Year, DCPS has reduced non-public placements by 65%. Even after this remarkable reduction, DCPS continues to transition some students to DCPS schools every year.

Between SY12-13 and SY15-16, there have been 82 students that have transitioned from a non-public school to a DCPS school. Below is the breakdown by year.

School Year	# Students
2012-13	45
2013-14	24
2014-15	12
2015-16 to date	1

Q63: Describe the initiatives and policy changes the agency made in FY15 and FY16 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.

DCPS has made significant improvements in complying with the legal requirements related to special education. However, our ultimate goal is to ensure all students receive an education that prepares all students for college and career. To this end, we’ve placed special emphasis on program quality and student achievement.

DCPS has made significant steps to support this shift in focus including:

- The move of special education to DCPS’s Office of Teaching and Learning to align instruction for students with Individualized Education Plans (IEPs) with instruction for all students.
- The development of a new special education strategic plan for SY15-16 that has four key areas: increasing academic achievement, including more students, involving families in their children’s success, and preparing students for college or the workforce.
- Providing training and tools to assist teachers in aligning students’ IEP goals and classroom instruction to the Common Core State Standards. All DCPS special education teachers have access to Goalbook, which provides a bank of IEP goals aligned to Common Core State Standards and supports teachers in implementing classroom instructional strategies aligned to the standards. Teachers have been trained in analyzing standards, writing specific, measurable, achievable, results-focused, and time-bound (SMART) goals and objectives, and planning lessons based on the principles of Universal Design for Learning.
- The deployment of a team of specialists to provide job-embedded professional development to teachers and staff in full-time, inclusion, and resource classrooms. In addition to supporting classroom staff with strategies to increase communication, decrease challenging behaviors, and promote safe learning environments, these specialists also support teachers in providing Common Core-aligned instruction to increase student achievement.
- With the start of SY15-16, DCPS opened the Workforce Development Center (WDC) at River Terrace Education Campus. The WDC provides students from throughout DCPS the opportunity to learn and practice skills related to the healthcare, horticulture, and hospitality industries.

Q64: For each DCPS school other than Mamie D. Lee and Sharpe Health, please list the following information for SY2014-2015 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);**

- **Caseload of related service providers assigned to the school, by discipline;**
- **Number of special education teachers assigned to the school;**
- **Physical resources to support special education students (e.g., occupational therapy rooms, de-escalation spaces, hydrotherapy rooms, etc.);**
- **Whether the school is wheelchair-accessible; and**
- **Number of inclusion teachers allocated to each school.**

DCPS allocates related service providers to schools based on the needs of the students in the school. DCPS has a cadre of related service providers from the Division of Specialized Instruction that provide itinerate services when the school population does not warrant allocation of a full-time staff member. Social workers and psychologists are allocated by the school budget process. Occupational therapists, audiologists, speech-language pathologists, and physical therapists, are funded centrally and float between schools based on need. A complete list of related service providers by school can be found in **Q63 Attachment_Related Service Providers by School**.

Q65: For SY13-14, SY14-15, and SY15-16 to date, please provide the number of students who have Individualized Education Plans (IEPs) 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.

	SY13-14*	SY14-15	SY15-16**
DCPS	6,341	6,684	6,664
Dependent Charter	1,229	1,336	519
Non Public	837	741	602
Residential	28	63	41
Private / Religious	39	60	36
Total	8,474	8,884	7,862

**Data from final Child Count file, February 2014. Due to a change in OSSE policy regarding students being excluded from Child Count due to an inaccurate Educational Environment, the Child Count numbers for SY13-14 are lower than anticipated. Roughly 285 (DCPS only) students were not included in the final Child Count due to this change in policy.*

***Data are from a preliminary Child Count file as of January 8, 2016, as the final Child Count had not been certified as of the time of this response.*

Q66: One of DCPS' goals in FY15 was to reduce special education enrollment to 15% overall by the end of school year 2014-2015. Please provide an update on these efforts.

In SY14-15, 16% of DCPS students received special education services. As of October 6, 2015, the special education population is 15.3% of the DCPS total, based on preliminary child count information from DC Statewide Longitudinal Education Data (SLED). This count excludes students enrolled in Early Stages, private or religious schools, or resolution school codes.

DCPS continues to ensure services are aligned to student need and students are educated in their least restrictive environments. Some examples of actions taken to ensure these outcomes include:

- The development of Individualized Education Plan (IEP) matrices for elementary, middle, and high school teams to use as a guide for determining appropriate hours of specialized instruction for each student, based on academic performance.
- The periodic review of IEPs by related services providers to ensure the hours of prescribed services are aligned to the student's current performance and level of need.
- The development of an "Inclusion Blueprint" that provides schools with guidance and best practices as they seek to establish successful inclusive environments.

Q67: How many DCPS students currently have 504 plans? Please break down the numbers by grade level, school.

The total number of DCPS students with 504 plans is **774**, as of 01/11/2016. Please see **Q66 Attachment_504 Plans, SY15-16** (as of January 11, 2016) for 504 plans by school and grade level.

Q68: 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 FY15 and FY16 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;**
- **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;**
- **The ages and/or grade levels that the classroom is designed to accommodate;**
- **The maximum number of students the classroom can accommodate;**
- **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 SY14-15 to date; and,**
- **The resources available in the school to support the classroom (e.g., school psychologist, sensory room, adaptive PE equipment).**

SY15-16

DCPS allocates staff for special education, with one teacher per full time classroom. Individual schools provide, allocate, and schedule general education staff to work with the full-time classrooms based upon the school's need. Thus, the Division of Specialized Instruction does not track or assign general education instructors to classrooms. Additionally, while the Division of Specialized Instruction allocates funds to schools for full-time personnel (aides, behavior technicians, teachers etc.), they do not oversee the candidate selection and hiring process. Schools hire their staff and screen candidates according to their unique, individual needs.

Q67 Attachment_SPED Program Enrollment, SY15-16 (as of January 8, 2016) provides a snapshot of the program enrollment in full-time classrooms for SY 15-16 (for students who receive 20+ hours of specialized instruction outside general education per week on their IEP), as of January 8, 2016. New students relocate or are found eligible for full time classroom at all points of the year, and Individualized Education Plans (IEP) teams change required accommodations to reflect students' evolving needs. These changes skew the data in substantial ways. Based on the fluidity of enrollment and general student movement in these classrooms, the Division of Specialized Instruction cannot provide average enrollment numbers.

In cases where multiple classrooms of the same program type and grade band exist at the same school, the Division of Specialized Instruction averaged the January 8, 2016 program enrollment number across the classrooms. DCPS does not operate any full time programs in charter schools for which DCPS is the local education agency (LEA).

SY 14-15 and SY 15-16 Full-Time Program Staff Allocations

DCPS adheres to the following guidelines in allocating staff.

- **Behavior & Education Support:** 1 teacher, 1 behavior technician, 1 paraprofessional: 10 students
 - Behavior & Education Support program classrooms are designed for students that are identified as having emotional/behavioral disabilities or that exhibit behaviors that significantly interfere with learning despite multiple interventions.
- **Early Childhood Communication & Education Support:** 1 teacher, 2 paraprofessionals: 6 students
- **Communication & Education Support** (both high-functioning autism (HFA) and non-HFA classrooms): 1 teacher, 2 paraprofessionals: 8 students
 - Both Early Childhood Communication & Education Support and Communication & Education Support programs serve students that have been identified as having a primary diagnosis of autistic spectrum disorder or that require additional communication development, social-emotional, adaptive behavior, and academic support are eligible for these classes. HFA classes typically serve students that have the ability to function on or above grade level but have difficulty accessing the general education curriculum. These students require specific instruction in social skills, behavior management, and executive functioning.
- **Specific Learning Support:** 1 teacher, 1 paraprofessional: 12 students
 - The Specific Learning Support program caters to students that have been diagnosed with a specific learning disability or that demonstrate complex learning needs and require intensive and prolonged specialized instruction.
- **Independence & Learning Support:** 1 teacher, 1 paraprofessional: 10 students
 - These full-time classrooms typically serve students that have been identified as having an intellectual disability or that exhibit delays in measured intelligence and adaptive functioning.
- **Sensory Support:** 1 teacher, 1 paraprofessional: 12 students
 - Full time programs serve students whose educational disability includes a sensory impairment.

- **Early Learning Support:** 1 teacher, 1 paraprofessional: 10 students
 - These classrooms typically serve students with a primary diagnosis of developmental delay or students that demonstrate delays in cognition, communication, social/emotional, motor, or adaptive skills.
- **Medical & Education Support:** 1 teacher, 1 paraprofessional, 1 dedicated nurse: 10 students
 - These classrooms typically serve students that have a congenital or acquired multi-system disease, a severe neurological condition with marked functional impairment, and/or depend on technology for daily living.

DCPS allocates staff for special education, with one teacher per full-time classroom. Individual schools provide, allocate, and schedule general education staff to work with the full-time classrooms based upon the school's need. Thus, the Division of Specialized Instruction does not track or assign general education instructors to classrooms. Additionally, while the Division of Specialized Instruction allocates funds to schools for full-time personnel (aides, behavior technicians, teachers etc.), it does not oversee selecting and hiring candidates. Schools hire their staff and screen candidates according to their unique, individual needs.

Resources SY14-15 and SY15-16

Facilities and resources allocation for full-time classrooms varies according to students' needs and by school. Schools' budgets cover the physical resources and a majority of the personnel allocated for students requiring specialized instruction. For the number and disciplines of related service providers available to each school in SY 14-15 and SY15-16, please refer to the response for Question 65.

Curricula SY14-15 and SY15-16

The following are offered specifically to full-time classrooms. All other curricula follow the DCPS Scope and Sequence, aligned to the Common Core State Standards.

Reading Interventions: Reading interventions are offered to the following full time classrooms for SY 14-15 and SY 15-16:

- Edmark
 - Independence & Learning Support
 - Communication & Education Support
- Failure-Free Reading
 - Independence & Learning Support
 - Communication & Education Support
- Lindamood-Bell
 - Early Learning Support
- Read 180/System 44
 - Behavior & Education Support 3-12
 - Specific Learning Support 3-12
- Reading Wonders
 - Behavior & Education Support K-2
- SpellRead
 - Specific Learning Support 3-12
- STAR Autism

- Communication & Education Support

Other

- Attainment Curriculum
 - Independence & Learning Support 3-12
 - Communication & Education Support 3-12

Online and Blended Programs offered:

- Edgenuity (new in SY15-16)
 - Available to students in secondary full-time programs

SY14-15

See **Q67 Attachment_SPED Program Enrollment, SY14-15** (as of January 26, 2015) provides a snapshot of the program enrollment in full-time classrooms for SY 14-15 (for students who receive 20+ hours of specialized instruction outside general education per week on their IEP), as of January 26, 2015. Students relocate or are found eligible for full time classroom at all points of the year, and IEP teams change required accommodations to reflect students' evolving needs. These changes skew the data in substantial ways. Based on the fluidity of enrollment and general student movement in these classrooms, the Division of Specialized Instruction cannot provide average enrollment numbers.

In cases where multiple classrooms of the same program type and grade band exist at the same school, the Division of Specialized Instruction averaged the January 26, 2015 program enrollment number across the classrooms. DCPS does not operate any full time programs in charter schools for which DCPS is the LEA.

Q69: Provide an update on any steps DCPS has taken in FY15 and FY15 to date to implement Applied Behavior Analysis (ABA) and any plans DCPS has to further implement these systems in the future.

In SY14-15 and SY15-16 to date, DCPS has a team of coaches that support Applied Behavioral Analysis (ABA) across the district. This team has grown to nine specialists who support all of the full-time Communication and Education Support classrooms, as well as close to 100 students with autism in the general education setting. Training in ABA was provided to all teachers in Communication and Education Support classrooms. The menu of ABA trainings increased to include a scholarly research review to ensure current best practices are implemented. Autism teachers are rated on a separate IMPACT rubric that contains a specific ABA portion, accounting for 10% of their score. Finally, DCPS invested in the Attainment Core Curriculum Solutions for elementary and secondary programs. This is a Common Core aligned curriculum for students with moderate to significant disabilities and appropriate for ABA instruction.

Q70: Provide an update on Early Stages partnership with Strong Start (Early Intervention for children 0-3) to minimize duplication of efforts in FY15 and FY16 to date.

The leadership teams of Early Stages and Strong Start meet monthly to discuss work required to ensure the smooth transition of individual cases and to ensure that every child referred through the transition process has a clear outcome and is accounted for. Early Stages and DCPS policy team representatives also meet monthly with the OSSE Early Childhood and Specialized Instruction leadership to address specific issues of policy and interagency procedures that can be improved relative to the Individuals with Disabilities Education Act (IDEA)

Part C transition. Together, these meetings ensure that IDEA Part B and Part C work is aligned and coordinated without unnecessary duplication of efforts.

Q71: How many developmental screenings did the Early Stages program conduct in SY14-15 and SY15-16 to date? How many screenings were recommended for further evaluation? 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).

These data are based on fiscal year, which Early Stages uses instead of a school year basis, since the program runs and measures performance over 12 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.

- FY15: 4,491 screened; of these, 1,649 (36.7%) were recommended for further evaluation
- FY16 to date: 805 screened; of these, 405 (50.3%) have been recommended for further evaluation

Please note that the data provided in the table below include all evaluations, including those that were delayed due to sporadic parental engagement (for which the district is not held accountable under Individuals with Disabilities Education Act (IDEA) compliance reporting).

	Within 60 Days	Within 90 Days	Within 120 Days	Over 120 Days	Not Held	Grand Total	Overall Timeliness
FY15	42	145	693	73	1	954	92.2%
October	2	10	42	2		56	96.4%
November	4	6	37	5		52	90.4%
December	4	9	31	9		53	83.0%
January	6	13	78	19		116	83.6%
February	6	5	91	20		122	83.6%
March	2	3	87	11	1	104	88.5%
April		3	57	2		62	96.8%
May	4	8	81			93	100.0%
June	5	11	73	1		90	98.9%
July	5	31	56	1		93	98.9%
August	2	24	32	2		60	96.7%
September	2	22	28	1		53	98.1%
FY16	16	59	79	4	2	160	96.3%
October	5	20	35	2	1	63	95.2%
November	4	10	21			35	100.0%
December	7	29	23	2	1	62	95.2%
Grand Total	58	204	772	77	3	1114	92.8%

Q72: Provide outcomes data for students with disabilities transitioning out of DCPS into adulthood, including the following data for school year 2014-2015:

- **The number of students receiving an eligibility determination from RSA before graduation;**

In SY14-15, a total of 631 students were referred to RSA. In SY13-14, 839 students were referred. The decline was due fewer students needing a referral because they had been referred in the prior year and remained eligible. (Once referred and eligible, another referral in subsequent years is not necessary for students.) In SY15-16 to date, 175 students have been referred.

- **The number of students connected to a postsecondary pathway to graduation; and,**

During the school year 14-15, 1,932 students with disabilities were connected to a postsecondary pathway for graduation. These pathways include participation in Career and Technical Education courses, Transition courses, and/or Multiple District-wide Transition Courses and Programs. Below is a breakdown of the number of students in each category.

Category	Number of Students
Career and Technical Education Courses	766
Transition Courses	1,096
Multiple Courses and Programs	70

The majority of students that are engaged in a pathway do so through transition coursework. These courses provide a wide variety of skills that students are able to utilize as they successfully transition to post-secondary opportunities. The following list is a breakdown of student enrollment in the transition courses that are specifically designed for District students.

Course Name	Number of Students Enrolled
Self- Advocacy	237
Independent Living Skills	140
Learning Labs	214
Computer Skills	180
General Explorations	121
Character Development	35
Test Taking Strategies	68
Transition Study Skills	78
Study Skills	50
Real World Applications	7
Foundational Skills	31
Total	1,161

In addition to the courses that are available to all DCPS students, students with disabilities are able to engage in District-wide programming that is geared towards engaging students in meaningful workforce opportunities. The following programs are available to students with their enrollment status for SY14-15.

Program	Number of Students
Competitive Employment Opportunities (CEO)	24

Project SEARCH	10
Marriott Bridges: School to Work	5
Total	39

-The number of students attending college within a year of high school graduation.

Each state maintains an Annual Performance Report (APR) evaluating the state’s implementation of Part B of IDEA and its plans for improvement. The State Performance Plan (SPP), outlining those plans, has 20 Indicators; related to secondary transition, DCPS is responsible for Indicator 13, while OSSE is responsible for managing and reporting Indicator 14.

Indicator 13 focuses on preparing students for secondary transition *before* leaving high school. The areas of preparation are related to the workforce: Education and Training, Employment, and Independent Living (Optional). As of the last quarterly monitoring conducted by the OSSE, DCPS received a secondary transition rating of 79.68% for Indicator 13 (target= 100%). **Indicator 14** focuses on the percentage of youth who are *no longer in secondary school*, had IEPs in effect at the time they left school, and were:

- Enrolled in higher education within one year of leaving high school.
- Enrolled in higher education or competitively employed within one year of leaving high school.
- Enrolled in higher education or in some other postsecondary education or training program; or competitively employed or in some other employment within one year of leaving high school.

Secondary Transition Data for FFY 2014 are shown below:

Indicator 14	Sector	Meeting Indicator Requirement	SPED Exits	Rate
Enrolled in Higher Education Within One Year of Leaving HS.	DCPS	103	739	13.9%
Enrolled in higher education <u>OR</u> competitively employed within one		170	739	23.0%
Competitively Employed	DCPS	67	739	9.1%
Enrolled in higher education <u>OR</u> in some other postsecondary education <u>OR</u> training program; <u>OR</u> competitively employed <u>OR</u> in some other employment within one year of leaving high school.		252	739	34.1%
Other Postsecondary Education or Training	DCPS	4	739	0.5%
Other Employment	DCPS	78	739	10.6%

Questions regarding this data should be directed to the Office of the State Superintendent of Education.

Q73: DCPS operates the Luke C. Moore Academy, Washington Met, Youth Engagement Academy, Ballou STAY, Roosevelt STAY and Twilight programs for students who are over age and under credited. For each of the locations where these programs are offered, please list:

- **How many students were enrolled in each program in SY13-14, SY14-15, and SY15-16 to date;**
- **How many students have successfully graduated in SY13-14, SY14-15, and SY15-16 to date;**
- **How many students in the program have IEPs;**
- **The number of special education teachers assigned to the program;**
- **The number of hours of specialized instruction that can be provided to a student in the program; and,**
- **The number and types of related service providers assigned to the program.**

- **How many students were enrolled in each program in SY13-14, SY14-15, and SY15-16 to date;**

School Enrollment	Enrollment as of 1/6/2016	SY14-15	SY13-14
Ballou STAY	403	591	578
Luke C. Moore HS	298	350	364
Roosevelt STAY	739	802	850
Wash Met HS (formerly YEA)	159	244	280
Twilight	129	255	380

- **How many students have successfully graduated in SY13-14, SY14-15, and SY15-16 to date;**

School # of Grads	SY15-16 YTD	SY14-15	SY13-14
Ballou STAY	N/A	3	3
Luke C. Moore HS	N/A	55	47
Roosevelt STAY	N/A	4	0
Wash Met HS (formerly YEA)	N/A	32	39
Twilight	N/A	34	101

- **How many students in the program have IEPs;**

School Name	Students with IEPs SY13-14	Students with IEPs SY14-15	Students with IEPs SY15-16
Ballou STAY	27	41	38
Luke Moore Alternative HS	29	27	29
Roosevelt STAY @ MacFarland	30	49	48
Washington Metropolitan HS (formerly YEA)	40	45	34
Twilight	67	75	24

- **The number of special education teachers assigned to the program;**

School Name	# of special education teachers SY13-14	# of special education teachers SY14-15*	# of special education teachers SY15-16*
Ballou STAY	3	3	2
Luke Moore Alternative HS	2	2	4
Roosevelt STAY @ MacFarland	2	3	2

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Washington Metropolitan HS (formerly YEA)	2	5	6
Twilight	N/A	N/A	N/A

*Teacher count reflects the number of teachers allocated to schools by Office of Specialized Instruction (OSI); additional teachers may have been purchased by schools or given by OSI during the budget petition process.

- **The number of hours of specialized instruction that can be provided to a student in the program; and,**
- **The number and types of related service providers assigned to the program.**

School Name	SY 13-14 Psych FTE	SY 14-15 Psych FTE	SY 15-16 Psych FTE	SY 13-14 Social Work FTE	SY 14-15 Social Work FTE	SY 15-16 Social Work FTE	SY 13-14 DBH Staff	SY 14-15 DBH Staff	SY 15-16 DBH Staff	SY 13-14 SLP FTE	SY 14-15 SLP FTE	SY 15-16 SLP FTE	SY 13-14 OT FTE	SY 14-15 OT FTE	SY 15-16 OT FTE	SY 13-14 PT FTE	SY 14-15 PT FTE	SY 15-16 PT FTE	capacity /# hours of specialized instruction	
Ballou STAY	0	0		2	2		0			0.2	0.2	0.2	0	0	0.2	0	0	0	0	12
Luke Moore Alternative HS	1	1		2	2		0			0.2	0.1	0.1	0	0	0	0	0	0	0	27.5
Roosevelt STAY @ MacFarland	0	0.5		0.5	1		0			0.2	0.2	0.2	0.05	0	0.2	0.05	0	0	0	12
Washington Metropolitan HS (formerly YEA)	0.5	0.5		2	2		0			0.2	0.2	0.1	0	0.1	0	0	0	0	0	27.5
Twilight							0			0	0	0	0	0	0	0	0	0	0	0

Note: As it relates to specialized instruction, all Twilight students are offered modified curriculum and instruction based on their individual needs, and as documented in their IEPs, during class time. Reading and math intervention and tutorials are also offered. Related services are not provided during the Twilight program. Students with related service hours receive these supports during the day program. The Twilight Coordinator at the school organizes services for students including individual socio-emotional counseling, mentoring, tutoring, workforce development, and paid internships. Some service providers are volunteers, day school staff or community based organizations.

Q74: Describe mechanisms DCPS has developed to provide oversight of the education of wards of the state who are enrolled by public schools, CFSA, DYRS, or DMH in schools or programs in other states.

DCPS currently has two Memorandums of Agreement (MOAs) concerning oversight for students with disabilities who are wards of the District enrolled in programs or schools in other states. The MOA is with the

Department of Youth Rehabilitation Services (DYRS) and the Office of the State Superintendent for Education (OSSE) for students placed by DYRS in out-of-state residential treatment centers. DCPS and DYRS have worked out a process whereby DYRS sends a completed enrollment form and ward letter to DCPS when a student is placed in a facility. DCPS then enrolls the student and assigns a progress monitor who works to ensure that the student's Individualized Education Plan (IEP) is updated and that the student is receiving special education services at the facility. DCPS monitors the students while they are at the facility. DCPS also provides feedback to DYRS regarding the services and service delivery models that various facilities maintain, and we have connected the facilities and DYRS to OSSE to initiate the certificate of approval (COA) process for those facilities that are not yet COA-certified by OSSE.

The second MOA is with the Child and Family Services Agency (CFSA) and OSSE. DCPS engages a state contractor to provide oversight for students with disabilities in surrounding county schools and DCPS participates in meetings in surrounding county jurisdictions when the school district cannot serve the needs of the student in a public setting and they are requesting a move to a more restrictive placement, a non-public school.

Q75: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title III in FY15 and FY16 to date. Please describe how these funds were spent to enhance student achievement.

The primary goal of Title III is to be used to supplement language education programs for English learners (EL) and immigrant children in schools. During SY15-16, DCPS was awarded \$520,000 in Title III funds. Because this allocation translates to such a small per-pupil amount (compared to other title funds), DCPS manages the funds centrally to ensure that more ELLs benefit from this resource and so that we can track the expenses more effectively. Our Title III funds were used districtwide for a number of allowable activities, including one salary position (Newcomer Specialist); a contract with The International Network for Public Schools (services and support for the International Academy at Cardozo); professional development for ESL/bilingual teachers and general education teachers at Trinity University and ASCD; training on research-based strategies; conference travel; stipends for teachers were paid to create CCSS aligned curriculum, develop close reading modules, and adapt units of study, as well as funding for CBO after school programming tutoring at several of our schools for ELL students. Title III funds were used to purchase a new data system that allows us to track historical data, by student, at the school level. Funds were also used to purchase Imagine Learning, a technology software intervention to enhance English language development, for a select group of students. Finally, funds were allocated to support specialized instruction for the Summer for ELs to take intensive language courses and credit recovery to ensure recently arrived immigrant students have an opportunity to study during the summer and graduate in time.

Thus far in SY 15-16, DCPS' Title III award is slightly higher (\$565,000) and will support very similar activities. A portion of the allocation has been set aside for schools to access funds to support ELL parent involvement activities.

Q76: For FY13, FY14, FY15, and FY16 to date, please provide the number of students who are English language learners, by age, grade level and classification. If available, please provide the top five primary languages spoken by these students in SY2014-2015.

Data on the number of ELL students by age, grade level and classification can be found in **Q75 Attachment_ELL Type Age Grade**. The top five primary languages spoken by these students in SY2014-2015.

Language Spoken at Home*	Count of ELL Speakers	Percent of Total ELL Population
Spanish	3759	79%
Amharic	172	4%
French	101	2%
Chinese	85	2%
Vietnamese	52	1%

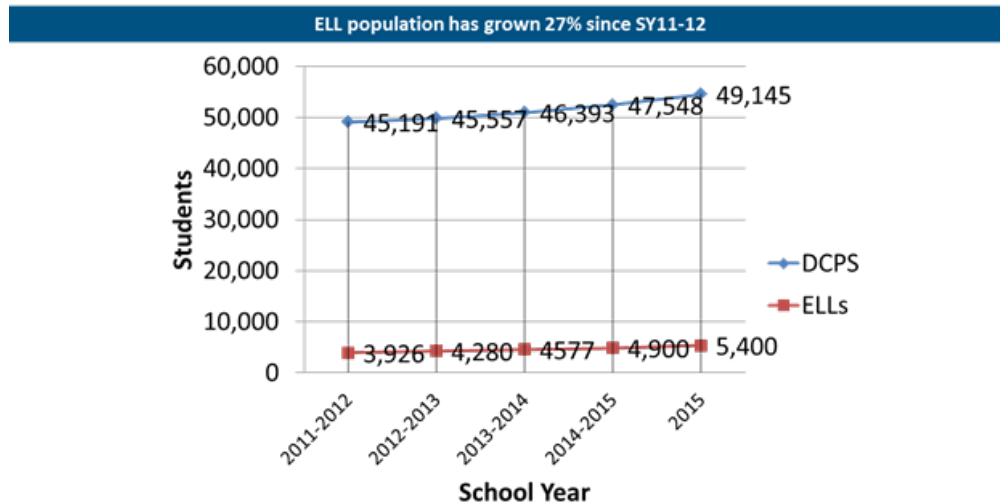
*In total, 72 unique languages were reported in SY14-15.

Q77: The number of ELL students in DCPS has been increasing for several years. The largest growth is in Levels 1 and 2, students who require the highest level of resources and academic support. Please describe the strategies and initiatives DCPS has implemented in SY2014-2015 and SY2015-2016 to date to provide these students with the level of support needed to succeed.

DC enrollment has increased by 8%, while enrollment of English language learners (ELLs) has increased by 27%, based on audited numbers.

- [Assessing ELL Students' Academic World of Two Languages](#)

ELL Enrollment: ELL population is growing at a faster rate than Gen Ed population



Due to humanitarian crises, DCPS has seen a significant influx of newcomer arrivals, beginning in SY13-14. As a result, DCPS' enrollment numbers have significantly increased, especially in students with beginning English proficiency levels (Levels 1 and Levels 2) and in ages 14-18. This is a major reason DCPS opened the International Academy (IA) at Cardozo in August 2014 and has increased staffing at the schools receiving newcomer students. Throughout SY15-16, DCPS has increased staffing from 222 English as a Second Language (ESL) teachers to 245, and from 21 bilingual counselors to 24. DCPS has increased capacity in the summer school ELL program and has added a specialized middle school program. In addition, DCPS has hired a middle school ESL specialist to work with all middle schools with ELLs.

During summer 2015, the Language Acquisition Division, together with a selected group of ESL teachers, developed an elementary school newcomer curriculum from grades K-5, and the division is currently working on purchasing aligned supplemental material for ESL secondary courses. It is of particular importance to note

that DCPS enrolled over 200 students into schools after the October audit of 2014, and is expected to increase this number during SY15-16.

Q78: At the start of school year 2014-2015, DCPS launched a new International Academy at Cardozo Education Campus to meet the unique academic, social and emotional needs of ELL students. Please the enrollment for SY2014-2015 and SY2015-2016 to date by grade. Provide student outcomes observed in the first year and describe any plans for expansion of the Academy to other schools or to the middle grades.

The International Academy at Cardozo EC (IA) has provided unique academic programming for recently arrived ELLs in partnership with the Internationals Network for Public Schools. IA at Cardozo EC reached and surpassed its goals and was able to achieve the following during SY14-15:

- 90%+ in-seat attendance for IA students throughout the school year
- 16% suspension rate (with 2% repeat suspensions); overall school suspension rate was 41%
- 83% of students promoted to their next grade level
- 75.6% of IA ELLs reached or surpassed the expected language growth targets of .6, as set by the Office of the State Superintendent of Education
- 97% of IA students reported feeling there’s an adult at the IA they could talk to if something was wrong
- 94% of IA students reported feeling their teachers helped them want to learn
- 94% of IA students reported they could get help on school work if needed
- 85% of IA students reported feeling safe in their classroom
- 94% of IA parents reported they would recommend a friend send his/her children to IA
- 89% of IA parents reported feeling welcome at IA
- 91% of IA parents reported feeling teachers wanted them to be involved in their child’s education
- >90% of IA staff reported a high level of trust and mutual respect in the Academy
- 100% of IA staff reported satisfaction with assistant principals’ communication
- >90% of IA staff reported satisfaction with the IA work environment
- >80% IA staff reported general satisfaction with the experience of working at Cardozo

International Academy at Cardozo EC Enrollment:

- SY14-15: 196 (EOY count)
- SY15-16: 280 (as of 1/11/16)

Enrollment by Grade:

School Year	Total 9 th graders	Total 10 th graders	Total 11 th graders	Total 12 th graders
2014-2015 EOY	147	46	3	N/A

2015-2016 as of 1/11/16	144	70	63	3
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Based on the success at the IA at Cardozo EC, as well as the growing population of recently arrived ELLs at Roosevelt HS, DCPS is opening a second IA at Roosevelt HS in fall 2016. In SY15-16, Roosevelt welcomed a newcomers cohort, laying the ground work for the IA, and Roosevelt ESL teachers have already participated in professional development focusing on working with students with interrupted and limited formal education at Cardozo EC. The training brought together ESL teachers from Roosevelt and Cardozo IA teachers who were new to the program. This collaboration will continue as program design moves forward. There are no plans at this time to expand this model to the middle school grades.

Stakeholder Engagement and Communication

Q79: Please describe DCPS’ public engagement activities for FY15 and to date in FY16.

In FY15, DCPS added a new Community Action Team (CAT) to reach more stakeholders across all eight wards. The CAT has connected more deeply with stakeholders DCPS has engaged before and made connections with new stakeholders. The CAT is four coordinators (click [here](#) to learn more about them or see below for the list of names) who are assigned to two wards each to expand DCPS’ presence in those communities and cultivate relationships with stakeholders. The goals of the CAT are to build trust with the community and create a feedback loop within central office to ensure community input and perspectives inform our policies and programs. CAT coordinators also work closely with school staff in their wards to design school-level engagement strategies and support DCPS schools in involving stakeholders such as families, education advocates, ANCs, and State Board of Education representatives, among others.

Community Action Team (CAT)

Wards	Name	Email Address
1 and 4	Cassandra Sanchez	Cassandra.sanchez@dc.gov
2 and 3	Eli Hoffman	Elias.hoffman@dc.gov
5 and 6	Vacant	Vacant
7 and 8	Sharona Robinson	Sharona.robinson@dc.gov

Below is a list of categories of FY15 and to date FY16 engagement activities and examples of each.

- **District-Level Engagement Activities**
- **Targeted School and Stakeholder Engagement Activities and Resources**
- **Chancellor and DCPS Leadership Engagement Activities**
- **Digital Engagement Activities**
- **Community Outreach and Relationship Building**

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 FY15 and FY16.

- **Budget Engagement (FY15 and FY16 to-date)** – Each year, DCPS hosts a series of meetings to seek feedback from school communities on the budget for the upcoming fiscal year. In these meetings, participants help shape the district-level priorities for the upcoming budget, and they learn how school communities should work together to develop their own budgets. Meetings are limited to principals and Local School Advisory Teams (LSAT), a group of parents, school staff, and community members responsible for consulting their principal in the budget development process and signing off on their school’s final budget. Specifically, this effort included:

FY15 Engagement (for the FY16 Budget)

- All school principals and representatives of their LSAT were invited to attend one of three meetings with the Chancellor. The meetings were held on January 20, 22, and 27, 2015 and organized by feeder patterns to encourage cross-school communication on the budget. For example, representatives from Eastern High School, Eliot-Hine Middle School, and Maury Elementary School all attended the same meeting. At these meetings, attendees:
 - Heard directly from the Chancellor and the DCPS Leadership Team on DCPS’ budget priorities.
 - Provided feedback on the priorities in small group discussions facilitated by a central office facilitator who recorded notes and posted them to EngageDCPS.org, an interactive online forum, so other members of the school community could read through the notes and post their own comments. LSATs and principals could use these notes to guide their budget development later in winter 2015.
- The Chancellor also invited two student representatives from all 19 high schools to a hearing to learn how students thought the FY16 budget could be used to improve their school. The hearing took place on November 14, 2014.

FY16 Engagement (for the FY17 Budget)

- DCPS held its annual engagement meetings with the LSATs in November 2015. All school principals and LSAT representatives were invited to attend one of three meetings with the Chancellor that were held on November 10, 19, and 23, 2015.
 - The meeting format was the same as the FY15 engagements, but instead of presenting district-level priorities to attendees, DCPS asked attendees to give feedback on four identified challenge areas to better understand how to shape budget priorities to meet community need. The challenge areas were: 1) reducing the high school dropout rate through alternative learning pathways and college and career readiness, 2) helping teachers in the lowest-performing schools, 3) increasing instructional time, and 4) investing in struggling schools.
 - Attendees feedback was again recorded by a central office facilitator who posted them to EngageDCPS.org, an interactive online forum, so other members of the school community could read through the notes and post their own comments. LSATs and principals can use these notes to guide their budget development later this year.
 - DCPS hosted these meetings two months earlier than in previous years to allow: 1) schools more time to take the information discussed at the meetings back to their school communities and 2) central office more time to use the feedback received at the meetings to shape budget decisions.
- High school students were also invited for a hearing with the Chancellor on November 19, 2015 to share how the budget could address the challenge areas identified above to improve their high school. Each of DCPS’ 19 high schools sent two student representatives.

- **Food and Nutrition Services Engagement** – OFPE supported the Office of Food and Nutrition Services (OFNS) collect public input as this team prepared to release a new Request for Proposal (RFP) to re-compete food services for DCPS schools in School Year 2016-17. OFNS wanted to hold engagements across the city to fulfill two purposes: 1) to educate the community on the upcoming RFP and the local and federal guidelines DCPS is required to follow and 2) to collect feedback from the community on their experience with school meals, so the OFNS team could ensure the RFP was meeting the needs of students and families. Specifically, OFNS wanted to collect public input on menu items and products offered during school meals, additional nutrition standards and menu requirements that should be added to the RFP, and methods for reducing waste reduction. OFPE helped OFNS implement a three-part engagement strategy:
 - **Chancellor’s Parent Cabinet:** OFNS presented to the Chancellor’s Parent Cabinet on September 9, 2015 and collected initial feedback during this meeting.
 - **Parent Survey:** OFNS released an online and paper survey asking respondents to provide feedback on the topics identified above. Nearly 500 individuals responded to the survey.
 - **Presentations at Education Council meetings:** OFNS presented at every ward’s Education Council* monthly meeting in October and early November and collected live feedback from meeting participants.
(*Please note the structure of education councils vary by ward. In some wards, they are collaboratives, networks, etc.)

- **Empowering Males High School** – In preparation for its first single-gender, citywide high school, OFPE is working closely with the Empowering Males High School principal, Dr. Ben Williams, and central office colleagues to use a community engagement strategy to support the following activities:
 - Hosting a table at EdFest to share information with DC families and recruit ninth grade students.
 - Informing the community about the school’s programmatic vision through community outreach, including:
 - Meeting individually with key community stakeholders in Ward 7, including ANC7C, ANC7D, Deanwood Citizens Association, the Parkside Civic Association, and the Ward 7 Education Council.
 - Presenting at multiple ward-based Education Council meetings across the District throughout January and February.
 - Hosting Living Room Chats and information sessions throughout the District in January and February.
 - Co-hosting a meet and greet with DC Promise Neighborhood Initiative and Lifepieces to Masterpieces Program families
 - Participating in citywide events (i.e. MLK Day Parade) and community tabling at local grocery stores and recreation centers
 - Launching a Community Cabinet that will launch in February 2016.
 - Creating a targeted student enrollment recruitment plan with Principal Williams, including visiting DCPS and charter schools in January.

Targeted School and Stakeholder Engagement Activities and Resources

Often OFPE works individually with schools, parent leaders or neighborhoods to address specific issues or concerns. In these instances, we employ an engagement strategy that involves attending and hosting both ward- and community-level meetings as well as providing resources to community members and parents to help them determine how to be effective advocates for their students. Examples of all are below.

- **Direct Support to Schools**
 - OFPE provides technical assistance and resources to school staff and parent leaders as requested. Examples of requests for assistance in FY15 and FY16 to date, include:
 - Co-planning and executing community canvassing walks for DCPS schools in spring and summer 2015 to increase their enrollment.
 - Working with new principals, especially those of new schools, on strategies to meet their community and create opportunities for parent involvement with activities such as coffee chats, parent nights, enrollment events, and family activities, among others.
 - Providing Back to School Night guidance materials, technical assistance, and on-site support.
 - Bridging relationships between school staff and parents in schools where these relationships have been strained, so these individuals can work together productively to advance school goals and student outcomes.
 - **Direct Support to Parent Leaders**
 - The CAT works directly with the parent organizations of the schools in their wards to help them reach more parents and work effectively with school staff. CAT coordinators also work with parent leaders of schools where there is no parent organization to assist them in starting and maintaining this type of organization.
 - Updated guidance documents for LSATs were posted to the DCPS website in the beginning of School Year 2015-2016. The CAT published three, five- to seven-minute long LSAT video trainings that addressed the following topics: 1) the purpose of the LSAT, 2) the make-up and election process of an LSAT, and 3) Frequently Asked Questions about LSATs.
- **Resources for Families**
 - In FY15, the DCPS Parent Handbook was made available to every DCPS family with comprehensive information about district-wide policies, practices, and protocols. Schools, families, and community members were able to access this resource online in all six languages. This edition included an extended Academic Offerings and Requirement section and an extended Special Education Programs and Resources/Early Stages section.
 - A 3rd edition of the DCPS Parent Handbooks in production and will be made available online and in print for families in time for the SY16-17 enrollment season.

Chancellor and DCPS Leadership Engagement Activities

Chancellor Henderson has prioritized family and community engagement as a critical component to reaching our 2017 Capital Commitment goals. OFPE has coordinated her participation in several parent- and community-facing activities, including:

- **Chancellor's Parent Cabinet**—In FY15 and FY16 to-date, the Chancellor has met monthly with her Parent Cabinet, a group of 24 DCPS parents from all eight wards that were selected through a competitive application process. This group launched in March 2014, and since its inception has gone through two application cycles. The current Cabinet will serve until September 2016. Newly appointed members will begin October 2016 to form the next cohort.

Each month, the Cabinet hears from the Chancellor, and typically a DCPS leadership team member, about a relevant and timely DCPS policy or program and are tasked with giving feedback during the meetings. DCPS uses this feedback to shape and inform how it makes decisions about those policies or programs. Throughout FY15 and FY16 to date, the Cabinet has weighed in on topics including the engagement

strategies for the FY16 and FY17 budgets, the new Cornerstones initiative, the Office of Food and Nutrition Services Request for Proposal to re-compete its contract to serve school meals in DCPS schools, marketing strategies to better promote DCPS high schools, and the Empowering Males initiative, among other topics.

In July, the Chancellor invited all of the DCPS Leadership Team to attend the Parent Cabinet meeting that month. The Cabinet members organized their own presentation for the Leadership Team about the issues most important to them and engaged the Leadership Team in a guided discussion about these issues. This meeting allowed the Cabinet to meet all of the Leadership Team and better understand how these officials must collaborate on a variety of policies and programs.

- **Chancellor’s State of Schools Event** – The third annual Chancellor’s Address was held on September 30, 2015 at Dunbar High School. Highlights from the event include:
 - More than 350 DCPS parents, educators, and supporters attended the event.
 - DCPS and Department of General Services (DGS) staff hosted nearly 30 exhibits about various programs and initiatives.
 - NBC4 Anchor Jim Vance interviewed the Chancellor live on-stage to learn what updates DCPS has made on its Capital Commitment plan.
- **Empowering Males Initiative** – In FY15, the CAT coordinated several engagements for the then Chief of Innovation and Research Dr. Robert Simmons after the announcement of the Empowering Males initiative in January 2015. The CAT arranged for him to present at several Education Council and civic association meetings throughout the District to allow the community an opportunity to hear more about the initiative and provide their feedback to Dr. Simmons.

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 that showcases what is happening in our schools.

- **DCPS Website (dcps.dc.gov)** – The DCPS website is the main digital platform for communicating information to our stakeholders. This year, we migrated to a new platform with the help of OCTO. At the end of FY15 there were more than 1.5 million unique visitors and more than 10 million page views and the number of visitors and page views grows annually.
- **Social Media**
 - Twitter (Started in January 2010)**
 - 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. DCPS has significantly increased our Twitter following over the last year. At the end of FY15 we had more than 35,000 followers which is an increase of 40% from the prior year.
 - Instagram (Started in August 2011)**
 - DCPS uses Instagram to share photos of activities happening across DCPS and engage students. Instagram followers over the last year have grown by 60% to more than 5,000 followers at the end of FY15.

Facebook (Started in January 2010)

- Facebook is used to share good news, critical information and provide an opportunity for our stakeholders to interact with central office and each other. With more than 13,000 fans at the end of FY15, we have increased our Facebook fans by 24% over the prior year.

● **DCPS Digital Communication Tools**

Newsletters

- DCPS Today, our flagship newsletter, goes to 80,000 subscribers every other Friday. The distribution list includes parents, community members, and others who have signed up to receive regular updates about DC Public Schools. DCPS Today always includes a letter from the Chancellor as well as updates about key initiatives and priorities. The open-rate averages between 20 and 25 % for each distribution.

Text Messaging

- 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. Text messaging continues to be a promising area of opportunity for us to engage with families more frequently.

Robocalls (Blackboard Connect)

- 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 as a popular means for communicating with families. The system is also used by schools to send attendance calls and text messages when students are not in school.

Community Outreach and Relationship Building

The CAT is the core team within OFPE that conducts significant community outreach. Each of the four CAT Coordinators builds relationships with the stakeholders in their wards to deepen relationships with existing stakeholders and identify new stakeholders. The CAT also expands the presence of DCPS in the community by attending community meetings and visiting with schools. Below is an overview of the work, and engagement data, the CAT did in FY15 and to date in FY16. (See **Q78 Attachment_CAT Monthly Report Q4**) for an example of how OFPE is reporting the data and engagement activities.

FY15 Engagement Numbers

The following numbers represent the work the CAT completed in FY15. Please note that CAT Coordinators began their positions between January and March 2015. The numbers below represent work that occurred from January – September 2015. In this time, the CAT:

- Held more than 900 one-on-one or small group meetings with various stakeholders including parents, school staff, local government officials, and civic associations, among others.
- Visited more than 100 DCPS schools
- Attended nearly 340 community meetings and events

FY16 Engagement Numbers

The following numbers represent the work the CAT has completed to date in FY16 from October – December 2015. Please note that the Ward 5 and 6 CAT Coordinator resigned in September 2015, and the position is still being filled. Additionally, in this time, the team adjusted some of the metrics it collects to better report on the team's work. First, the team began tracking how many new relationships they established. Second, the team stopped tracking the number of school visits they completed because they had made their initial visits to

meeting school staff in the previous fiscal year. Instead, they began tracking the number of meetings they held with school staff to discuss their school-level community engagement strategies. In this time, the CAT:

- o Held 280 one-on-one or small group meetings with various stakeholders, of which 77 were new relationships for the coordinators
- o Held 66 meetings with school staff from 57 schools to discuss their community engagement strategy
- o Attended 93 community meetings and events

Q81: The following questions are regarding DCPS' family engagement work:

- **During SY14-15, DCPS expanded its Family Engagement Partnership with the Flamboyant Foundation to 21 schools. Please list those schools and provide an update on outcomes observed as a result of this investment.**
- **For schools not part of the Flamboyant partnership, please describe DCPS' efforts to provide technical assistance and support to those schools with regard to family engagement.**
- **Provide an update of the work of the Family Engagement Collaborative Teacher Fellowship during SY14-15 and SY15-16 to date.**

Family Engagement Partnership Overview: The Family Engagement Partnership (FEP) initiative is an intensive, school-wide intervention started in 2011 designed to support student success by transforming the ways in which teachers and families collaborate with one another. In partnership with Flamboyant Foundation, the Office of Family and Public Engagement supports the FEP in 22 DCPS Schools (**See Q81 Attachment_FEP-FEC School List**). This includes 20 schools in school year 2014-15, and 2 new schools added in 2015-16 (Brookland MS and Eliot-Hine MS). DCPS plans to add 10 or more new schools to the FEP in 2016-17; the recruitment and selection process is underway, and will close in the spring of 2016.

Rationale: The idea behind the FEP is simple: schools—and especially teachers—are the critical ingredient in equipping parents with the confidence, knowledge, and skills to support their child's success. Research shows that what educators do to invite and encourage families' engagement predicts if and how families are involved. Despite their calls for support, educators lack the training and tools to engage families in meaningful ways. The FEP addresses this need by providing intensive principal and teacher capacity-building—from teacher training to school leader coaching and professional development—with a focus on teacher family engagement practices.

Family Engagement Partnership Goals:

The FEP helps teachers support and provide the information families need to play five specific roles that matter most for student achievement:

- Communicating high expectations and the importance of education to their child
- Monitoring their child's performance and holding their child accountable
- Supporting their child's learning
- Guiding their child's education to ensure the child is on track for college or career
- Advocating for their child to receive an excellent education

Family Engagement Partnership Highlights:

- Relationship-Building Home Visits
 - o Teachers are trained and compensated to facilitate home visits
 - o Visits follow a research-based model, founded in Sacramento, CA Schools

- Teachers earn \$34 per home visit (teachers pair-up, so each visit costs \$68)
- Visits happen outside the DCPS teacher contract hours.
- Partnering with Families to Improve Student Academic Success
 - Once a relationship is built through the home visit, FEP schools provide the information families need to improve their children's educational outcomes.
 - FEP teachers improve their existing parent-teacher conferences, and/or
 - Pilot a new model of data-driven classroom-level parent teacher conferences called Academic Parent Teacher Teams (APTT)

Family Engagement Partnership Accomplishments:

- In partnership with DCPS and Flamboyant Foundation, Johns Hopkins University (JHU) completed an evaluation study of the DCPS/Flamboyant FEP finding that students whose families received a home visit:
 - had 24% fewer absences, and
 - were more likely to read at or above grade level compared with similar students who did not receive a home visit
- Also from the JHU study:
 - 74% of teachers who went on a home visit agreed that it helps improve student achievement
 - 94% of parents agreed that home visits encouraged them to be more involved in their children's education
- SY 2013-14: DCPS teachers and staff visited the families of 2,985 students.
- SY 2014-2015: DCPS teachers and staff visited the families of 9,162 students.
 - This is more home visits than happened in any other state in the country last year.
 - This accounts for 30% of the home visits that happened nation-wide last year.
- SY 2015-16: DCPS teachers and staff have visited the families of 8,235 students (as of 1/14/16), ahead of where we were at this time last year. We're on pace to do more this year than last year.

Primary Focus Areas for the Family Engagement Partnership in FY16

The intended outcomes of the Family Engagement Partnership are as follows:

- Student achievement increases;
- Families increase their confidence and communicate high expectations, monitor progress, and support learning at home;
- Families guide their child's education and advocate for their child;
- Teacher confidence and effectiveness improve;
- School culture improves; and
- Families and teachers feel more supported and satisfied with the school.
- Expand FEP to 10+ new schools in the Spring of 2016.

-For schools not part of the Flamboyant partnership, please describe DCPS' efforts to provide technical assistance and support to those schools with regard to family engagement.

Family Engagement Labs

DCPS has been working hard to leverage our parents as partners, especially in areas where collaboration has traditionally been limited. We know that when schools collaborate with families, outcomes improve for our students. Schools and families want to partner on behalf of students, but they don't always have the language or strategies to start working together to keep it going over time. To help schools and parents build community leadership skills and to jumpstart collaboration, the Office of Family and Public Engagement has developed the Family Engagement Lab.

The Family Engagement Lab is an 8-week experience where a small team of staff and emerging parent leaders work together to create localized solutions to unique problems facing their school community. Family Engagement Lab teams consist of school leaders, parents, teachers and an OFPE Community Action Team (CAT) Coordinator. We believe that the people best suited to solve these challenges are the ones who face them on a daily basis. The Family Engagement Team facilitates four professional learning community meetings to provide training and technical assistance to schools to help them create an action plan to improve one chosen aspect of their school community. After schools complete the lab, CAT Coordinator continues to check in with the school to ensure that teams continue to work together.

Participating Family Engagement Lab Schools To-Date

- **Miner Elementary (August 2015 -September 2015):** The Family Engagement Labs team at Miner met five times to discuss ways to improve communications between school leaders and the various parent groups. The team interviewed multiple stakeholders and determined that there were a lot of great things happening at Miner, but not everyone was on the same page. The team agreed that communication between parent groups and the administration was something they wanted to tackle. The team decided to hold ongoing monthly meetings between parent leaders of the LSAT, PTO, Visioning Team and the Administration. During these meetings, teams discussed key updates and aligned initiatives to improve outcomes at Miner.
- **Aiton Elementary (October 2015-November 2015):** The Family Engagement Labs team at Aiton met four times to discuss ways to build trust in the school community. The group determined that they should develop a series of trust/community building projects. The team's action plan included working together to create a parent information fair on April 12, 2016 in order to provide parents with an opportunity to co-create an event that supports student learning and builds a sense of shared community. The parent information fair will have breakout sessions that are co-facilitated by Aiton families and staff. The Family Engagement Lab team and Aiton parents will be instrumental in the planning and implementation of the parent fair.
- **Malcolm X:** Family Engagement Lab starts the week of January 25, 2016.
- **Savoy Elementary:** Family Engagement Lab starts the week of February 1, 2016.

-Provide an update of the work of the Family Engagement Collaborative Teacher Fellowship during SY14-15 and SY15-16 to date

Family Engagement Collaborative (FEC) Overview: The Family Engagement Collaborative (FEC) is a year-long professional learning community where teachers gain Family Engagement strategies including relationship building (home visits) and academic partnering. Participants are trained to conduct Relationship Building Home Visits and come together as a cohort six times throughout the year for community building and shared learning.

Rationale: A professional learning community for teachers gives educators in schools not currently partnering with Flamboyan Foundation an opportunity to bring strong family engagement skills to their classrooms. Over three years, many schools have started to build cohorts of 4-8 teachers participating in the Family Engagement Collaborative.

Family Engagement Collaborative Masters (Launched in SY15-16) Overview: The Family Engagement Collaborative (FEC) Masters Program is an advanced opportunity for teachers who have successfully completed at least one year of

the introductory FEC. Participants in the FEC Masters design and implement a family engagement project that targets their own schools' family engagement needs.

Rationale: The Family Engagement Collaborative has successfully graduated two cohorts of teacher fellows. Our goal has always been to make Family Engagement a teacher driven movement in DCPS, and this Fellowship gives teachers the chance to take on a leadership role and strengthen their family engagement expertise as they work to address a challenge specific to their school community.

Family Engagement Collaborative Goals:

The FEC and FEC Masters Program helps teachers support and provide the information families need to play five specific roles that matter most for student achievement:

- Communicating high expectations and the importance of education to their child
- Monitoring their child's performance and holding their child accountable
- Supporting their child's learning
- Guiding their child's education to ensure the child is on track for college or career
- Advocating for their child to receive an excellent education

Family Engagement Collaborative Highlights:

- FEC/FEC Masters teachers serve DCPS schools in each of DC's 8 Wards ([See attached FEP-FEC School List](#))
- FEC/ FEC Masters Fellows include Early Childhood, Elementary, Middle, and High School teachers.
- Teachers are participating in a year-long professional learning community where they gain training in family engagement strategies, including Home Visiting.
- Teachers work toward pre-established goals for successful home visiting.
- Teachers receive a lump-sum stipend award for meeting their goals.
 - In School Year 2014-2015 the goals are differentiated by grade level:
 - Early childhood teachers (under Head Start) follow Head Start goals and are paid through Head Start.
 - ES teachers who complete 24 home visits and attend 5/6 PLC sessions receive \$1500.
 - MS and HS teachers complete 12 home visits, 3 student-led conferences and attend 5/6 PLC sessions receive \$1500.
 - In School Year 2015-2016 goals are differentiated by grade level and Program:
 - Early childhood teachers (under Head Start) follow Head Start goals and are paid through Head Start.
 - ES teachers who complete 24 home visits and attend 5/6 PLC sessions receive \$1500.
 - FEC Masters Teachers (including HS and MS teachers) complete a minimum of 18 Home Visits as a team while also working on a teacher designed and driven project that targets their own schools' family engagement needs.

Family Engagement Collaborative Accomplishments:

- SY 2013-14: 62 DCPS teachers in 25 schools not currently participating in the Flamboyant Family Engagement Partnership participated as year-long FEC Teacher Fellows. 80% of Fellows met their individual goals as FEC Fellows. DCPS FEC teachers visited the families of over 650 students in school year 2013-14.
- SY 2014-15: 117 teachers from 39 schools not currently participating in the Flamboyant Family Engagement Partnership currently participate as year-long FEC Teacher Fellows. In SY2014-2015 90% of Fellows met their individual goals as FEC Fellows. DCPS FEC teachers visited the families of over 2,000 students in school year 2014-15.

- SY 2015-16 (YTD): 105 teachers from 33 schools not currently participating in the Flamboyant Family Engagement Partnership currently participate as year-long FEC Teacher Fellows through either the FEC or FEC Masters. 90% of Fellows are on track to meet their individual goals as FEC Fellows. DCPS FEC teachers have visited the families of over 383 students in school year 2015-16 to date.
- In a survey of SY14-15 FEC participants:
 - 95% of FEC teachers say that the FEC strategies help them build relationships with families
 - 89% of FEC teachers say that the FEC strategies have helped families get more engaged in their child's education
 - 88% of FEC teachers say that they have good relationships with their students' families

Q82: What steps, if any, has DCPS taken in FY15 and FY16 to date to shorten the approval time and reduce barriers for someone seeking to be a volunteer in a DCPS school?

DCPS welcomes volunteers and works hard to make it easy for volunteers to work in our schools. At the same time, DCPS must ensure appropriate screening to comply with laws and to protect students.

- In FY15 DCPS launched a new phone tree system to streamline volunteer inquiries to the specific central office team which managed that volunteer's fingerprinting process (i.e. inquiries from after school program volunteers were facilitated by the Out of School Time Program team, while individuals volunteering independently were facilitated by the OFPE School Partnerships Team.).
- In FY16 DCPS further streamlined the experience for volunteers through the following ways:
 - Centralized all fingerprinting work through one team, HR Answers in the Office of Talent and Culture. We also launched the DCPS clearance email account for all volunteer clearance inquiries: dcps.clearance@dc.gov
 - Expanded services hours for volunteers to complete DCPS fingerprinting at the DCPS central office from Tuesdays and Thursdays (9am-3pm), to Monday thru Thursday (8am-5pm) and Fridays from 8am-3pm.
 - Developed a new process to providing DCPS Fingerprinting services off-site. There is a set requirements to schedule an off-site fingerprinting, which is managed by the HR Answers team.
 - Prioritized additional improvements to expedite processing for Empowering Males of Color Volunteers by piloting off-site volunteer fingerprinting at EMOC events and for large partner groups.

Q83: DCPS conducts student and parent surveys to provide valuable information to central office and school-based staff on such things as academic and extracurricular programming, communications, and facilities. How many surveys were collected of each regarding SY2014-2015? And what were the key findings of those surveys?

- **How the agency has changed its practices as a result of such feedback?**

Parent Surveys. DC Public Schools did not administer the annual parent survey in FY15. DCPS made the decision not to administer the parent survey in FY15 because there are more efficient and effective ways to generate parent feedback than continuing the survey that was administered in FY14. In particular, the Office of Family and Public Engagement closely collaborates with and regularly seeks input from DCPS families. Such collaboration and engagement can take the form of one on one meetings, large-scale public meetings or even online surveys and interactive online public engagement platforms.

As mentioned in the response to Question 80, there have been multiple regular touch-points throughout FY15 and to-date in FY16 with DCPS families including the Chancellor's Parent Cabinet which meets monthly, as well as the annual Local School Advisory Team (LSAT) Budget Engagement meetings. The creation of the Community Action Team (CAT) within the Office of Family and Public Engagement also allows DCPS to build trusting relationships with families and community members in order to solicit frequent and timely feedback on programming and policy. On an as-needed basis DCPS works with families to gather feedback on particular issues (for instance the Food Services RFP in the fall of 2015) and incorporates the feedback into the decision-making process.

It is important to note that during and after such engagement activities, the Office of Family and Public Engagement shares information regarding how families' input is being used to make key decisions around programming and policy. We also ensure complete transparency around how such key decisions are being made, and then eventually, what the final decision is, and why.

Additionally, at the school level our teachers are working closely with families to build relationships through the family engagement home visits, parent-teacher conferences and more formalized parent organizations (PTA/PTO). Such relationships and organizations also afford us the opportunity to have meaningful engagement, collect input and alter practices if necessary.

Student Surveys. DCPS administered satisfaction surveys to students in grades 3 and higher in the spring of 2015. In 2015, 76 percent of students responded to the survey, up from 67 percent in 2014, and 86 out of 110 schools had response rates of 80 percent or greater. As in FY14, the survey focused on student perceptions of school climate and questions were grouped into six categories. One of the categories is the Student Satisfaction Index – the overall measure used to gauge progress toward DCPS' *A Capital Commitment* Goal 4 – that 90 percent of students will say they like their school by 2017. In 2015, 83 percent of students said they liked their school, an increase from 80 percent the year prior.

Student Survey Key Findings

- Overall, 83 percent of students view their school positively.
- Student satisfaction increased from 78 percent in 2013.
- Student satisfaction is highest for grades 3-5 and lowest in the middle grades (6-8).
- Student satisfaction increased in all grade levels except 8th and 10th where it was unchanged
- Black and Hispanic students are least satisfied but their satisfaction rates improved by more than other subgroups
- Top improvements requested by students were school lunch, facilities, and student behavior/order.
- Students rated their teachers and their personal motivation highly.

How was the data used? The Student Satisfaction Index measures a student's overall satisfaction with their school. To enable schools to use this information to understand the satisfaction of their students and develop plans aligned with this metric, DC Public Schools created a number of data reporting tools for central office and schools to have easy access and useful ways to analyze the survey data. In FY15, DC Public Schools also continued the Proving What's Possible for Student Satisfaction Award program to provide additional funds to every school to plan and implement strategies designed to improve satisfaction among their unique student populations.

DC Public Schools is also using the student survey results, in particular the Student Satisfaction Index, as a measure of success across a number of contexts. For the Empowering Males of Color (EMOC) initiative, the

Student Satisfaction Index is a key metric on the EMOC scorecard provided to each school and used to gauge the outcomes for Males of Color at each school. In addition, the Student Satisfaction Index is now one of the metrics school leaders can use as a goal that they are held accountable for reaching each year through the IMPACT system.

Q84: Please provide an update on the engagement and communication process to date regarding the reopening of MacFarland Middle School in Ward 4 and the opening of a new high school for boys of color in Ward 7.

MacFarland Middle School

MacFarland Middle School is slated to reopen in full with a newly modernized facility in SY18-19. The new school will be a neighborhood school and will align with Roosevelt's new programming, with a Dual Language program and a focus on global studies. It will serve as a geographic feeder school (per the Student Assignment Recommendations) for Barnard, Powell, and Bruce Monroe Elementary Schools, and the middle grades at West, Truesdell, and Raymond will transition to MacFarland as well. It will also serve as a programmatic feeder school for all elementary dual language programs across the city, including Marie Reed, Tyler, Cleveland, and Bancroft.

In SY16-17, we plan to launch the Dual Language program for 6th grade for approximately 65-75 students in order to start to build the Dual Language feeder pattern that will ultimately feed to Roosevelt Senior High School. The location of the program is currently still being determined but will likely be housed at either the Roosevelt or the MacFarland facility. The program will grow a grade to 7th grade Dual Language in SY17-18 and then 8th grade Dual Language in SY18-19 when those students will join students from the neighborhood schools in the new building.

Engagement and communication efforts for MacFarland have included:

- Presenting and gathering feedback at Ward 4 Education Alliance meetings.
- Visiting each of the feeder schools, both programmatic and geographic (per the Student Assignment recommendations) to gather parent feedback.
- Monthly meetings with the MacFarland Community Cabinet, a group of 22 community members, including feeder school parents, community members, the local Advisory Neighborhood Council representative, and Ward 4 charter parents, to plan programming and major decisions.
- Recruitment efforts at feeder schools to ensure parents are informed about the SY16-17 new programming, including visits to middle school fairs, letters home to parents, and presence at parent-teacher conference days.
- Held a community meeting in Spanish to ensure native Spanish-speakers could access the information.
- Developed a logo and MacFarland branding with help from the Community Cabinet and 3rd - 5th grade students at MacFarland feeder schools.

Empower Males High School

The Empowering Males High School will begin with 150 students at the modernized Ron Brown Middle School building at the start of SY16-17. The programming will place heavy emphasis on reading, writing, and language studies like Spanish and Latin as well as math and technology proficiency. The school will also support students with college and career programming to ensure every student has an individualized life plan for college and career success. All of the students will receive a strengths-based approach to their

educational experience. The all-male, college preparatory high school will have smaller class sizes allowing for lower teacher to student ratios. Additional learning opportunities include community service projects, leadership programs and mentorship programs.

In preparation for its first single-gender, citywide high school DCPS and the Empowering Males High School principal, Dr. Ben Williams, have engaged the community by:

- Hosting a table at EdFest to share information with DC families and recruit ninth grade students.
- Informing the community about the school's programmatic vision through community outreach, including:
 - Meeting individually with key community stakeholders in Ward 7, including ANC7C, ANC7D, Deanwood Citizens Association, the Parkside Civic Association, and the Ward 7 Education Council.
- Presenting at multiple ward-based Education Council meetings across the District throughout January and February.
- Hosting Living Room Chats and information sessions throughout the District in January and February.
 - Co-hosting a meet and greet with DC Promise Neighborhood Initiative and Lifepieces to Masterpieces Program families.
- Participating in citywide events (i.e. MLK Day Parade) and community tabling at local grocery stores and recreation centers.
- Launching a Community Cabinet that will form in early 2016.
- Creating a targeted student enrollment, recruitment plan with Principal Williams, including visiting DCPS and charter schools in January.

Q85: Please specify the student recruitment and outreach efforts that were implemented in FY15 and that will be made in FY16 to reach families and students. In addition, please specify:

- The agency's timeline for student recruitment;

Student recruitment within DCPS is a year-round commitment. However, the majority of our recruitment efforts align with the My School DC lottery timeline, which will occur over the following period:

- Monday, December 14, 2015: My School DC lottery application launch
- Monday, February 1, 2016: Grades 9-12 lottery application deadline
- Tuesday, March 1, 2016: Grades PK3-8 lottery application deadline
- Friday, April 1, 2016: Lottery results released and SY16-17 enrollment begins
- Monday, May 2, 2016: Deadline to secure lottery seat

Before the launch of the My School DC lottery application in mid-December, many schools begin conducting open house events for prospective families as early as October and November. For many schools, these events are hosted up until the lottery application deadlines in February and March. This year, the second annual DC EdFEST was hosted by My School DC in December. This event showcased all DCPS schools and participating charter schools allowing families the opportunity to understand the variety of public school options they have within the district.

- The agency's goals for student enrollment;

In the 2015-2016 school year, DCPS achieved its fourth consecutive year of enrollment growth with a reported enrollment of approximately 48,600 students. After exceeding Goal 5 of *A Capital Commitment*, when we opened up the 2014-2015 school year with over 47,000 students, DCPS is now striving for the goal of enrolling over 50,000 students. Projected enrollment for the 2016-2017 school year is still in the process of being finalized.

- **How DCPS publicized schools throughout the communities; and,**

We use a variety of strategies to publicize our schools to the community, which include collaborating internally with other Central Office teams, as well as partnering with outside organizations.

Training Principals in Campaign-Style Outreach

During the spring of 2014, DCPS piloted a program that provided school principals with materials and training on how to reach families in their respective neighborhoods through door-to-door canvassing. By partnering with 270 Strategies, a campaign consulting firm founded by Obama presidential campaign alums, DCPS offered principals cutting-edge insight on how to conduct outreach in an effective, efficient and scalable way. Principals participated in two half-day trainings to learn how to create a network of volunteers, how to create walking maps from existing data systems, and how to market their school at someone's doorstep. Twenty principals participated in the trainings. Schools that participated in these trainings experienced larger growth on average than schools that did not participate. This effort was featured in a July 2014 front-page article in the Washington Post titled, "Under pressure, DC Public Schools gets more aggressive about selling itself." Due to the success of this initiative in its first year, we replicated and expanded it for the 2015-2016 enrollment season. Among the enhancements to the training included multiple focus groups, polling, and market research to determine what enrollment messages resonate most with parents.

Ward 5 Engagement

In January 2015, DCPS launched a new effort to directly reach families in Ward 5. In 2014, DCPS showed enrollment growth in seven out of eight Wards, and only Ward 5 lagged. After three years of community engagement, culminating in the opening of McKinley Middle in 2013 and the brand-new, \$50M Brookland Middle in 2015, it is critical that DCPS re-engage families in Ward 5. Chancellor Henderson committed DCPS to the ambitious goal of contacting 15,000 families in Ward 5 before enrollment season begins on April 1st. To do this, DCPS partnered with professional campaign operatives to conceive and implement a canvassing program that will knock on doors in every neighborhood and community in Ward 5. To spread its reach beyond current DCPS families, DCPS worked with the campaign operatives to target all families with school-age children. The campaign provided literature to families about their options in Ward 5, including the new Brookland Middle School. The engagement lasted approximately two months. DCPS received weekly analytics on contact rate and number of doors reached. At the start of the 2015-2016 school year, Brookland MS opened with 308 students enrolled, which was 108% of its enrollment projection.

External Partners

Our external partners include DC School Reform Now (DCSRN) and DC Public Libraries (DCPL), as well as a variety of other district organizations, including ANCs and education councils.

DC School Reform Now (DCSRN) is an organization that supports Wards 7 and 8 families to identify and gain access to high-quality school options in the district. They have created virtual school tours of DCPS and DC charter schools free of charge, which highlight the key components of the school, including the school's principal, classrooms, and student, parent, and teacher interviews. DCSRN has already created virtual school tours for Kelly Miller MS and Leckie ES. For the 2015-2016 school year, we have plans to create five additional videos to highlight Powell ES, Stuart-Hobson MS, Jefferson MS Academy, Sousa MS, and Hardy MS.

In early 2015, through our partnership with DC Public Libraries, we hosted presentations at libraries in every ward throughout the month of February - “Which DCPS School Will You Choose?”, which are designed to inform parents of their school options within DCPS, the tools that can assist them with their search, and how to navigate the My School DC lottery. We also provide presentations for school communities and ANCs as well as at ward meetings and other agencies, upon request. Our presentations vary from assisting prospective families with understanding their PK3/PK4 options, discussing middle school options to transitioning elementary parents, and talking with middle school students, both DCPS and charter, about their selective and neighborhood high school options. Finally, we participate in several school fairs that include charter and private schools throughout the district.

Middle School Enrollment

For the last four consecutive years, DCPS has achieved enrollment growth as a district. Much of this growth is a result of the families growing interest in our high-quality PK3/PK4 programs and elementary schools. However, we continue to experience a decline in enrollment as students transition from 5th grade at our elementary schools to 6th grade. Given this, for the 2015-2016 school year, we are prioritizing enrollment support of our stand-alone middle schools. We are helping them by enhancing their marketing through updated printed materials, positive publicity through several mediums, including social media, and Metro and bus ads. In addition, we are working to foster feeder pattern relationships through an increased presence of the middle school in the feeder elementary school community and coordinate opportunities for feeder elementary school students and parents to visit the middle school.

Similar efforts will be focused on all new and re-envisioned schools, namely MacFarland MS, Roosevelt HS, and Empowering Males High School, as well as other schools in need of marketing support, including, but not limited to, Phelps ACE HS, Stanton ES, and Woodson HS.

City-wide Marketing Campaign

In January 2016, the Office of Communications, in partnership with the Strategic Planning Team and other Central Office teams, is launching an ad campaign on buses and in Metro stations. These ads will highlight the variety of opportunities DCPS provides students through early childhood education, dual-language schools and programs, college and career opportunities in high schools, Cornerstones, middle schools, and more. The ad campaign’s tagline is #FindItatDCPS, meaning that if a family is looking for a great educational experience for their child they can #FindItatDCPS.

- **The resources allotted for this effort.**

The following resources were allocated for student recruitment in FY15.

Initiative	FY15 Spend
Enrollment Incentives	\$40,000
2014 EdFEST	\$50,000
Principal Training	\$95,500
Ward 5 Campaign	\$100,000
Enrollment Initiatives staff	\$427,000
Total	\$722,500

General Questions

Q86: 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 FY15 or to date in FY16.

See **Q86 Attachment_DCPS Organizational Chart_January 2016**

Q87: Provide the agency's performance plan for FY15. Did DCPS meet the objectives set forth in the FY15 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.

DCPS fully or partially achieved implementation of all initiatives established for FY15 and fully or partially achieved 13 of 26 measures of success for FY15; 9 additional measures were baseline measures for the PARCC assessment. Specifically, DCPS increased the graduation rate, increased enrollment to the highest level in over 5 years, improved attendance, improved the quality of the workforce and the retention of effective educators, reduced non-public special education placements and maintained high parent satisfaction. While FY15 was a baseline year for the PARCC, our performance on the Trial Urban District Assessment of the National Assessment of Educational Progress (NAEP) showed that DCPS continued to be the fastest improving urban school district in the country. While we are pleased with our progress, the transition to the PARCC assessment in FY15 underscored that DC Public Schools must continue to work toward preparing every student for a successful future in college and a career. This new assessment serves as a an important baseline for our ongoing efforts and also shows that DCPS must continue to focus on reducing the achievement gap, in particular for African American students, and specifically our male, African-American students. For these reasons, DCPS is intensifying our efforts to improve our lowest performing schools and advance achievement for males of color. See **Q87 Attachment_ FY15 Performance Accountability Report**.

Q88: Provide the agency's performance plan for FY16. What steps has the agency taken to date to meet the objectives set forth in the FY15 performance plan?

As stated in the response to the previous question, DCPS has made significant progress at meeting our goals. The PARCC assessment establishes a new baseline for college and career readiness and we will continue our strategic investments to improve these scores each year. In particular, we will focus on turning around our lowest performing schools and improving the academic achievement of our young males of color. Our FY16 performance plan lays out specific goals and initiatives to begin to close these achievement gaps. In particular, DCPS introduced "Cornerstone" lessons and new course offerings in high schools to ensure every student has rigorous learning experiences, increased the amount of learning time by extending the day at more schools, and begun planning to open an high school for male students in SY2016-17 that will provide students a path to graduation, college and careers. See **Q88 Attachment_DCPS FY16 Performance Plan**.

Q89: Provide the following budget information for DCPS, including the approved budget, revised budget, and expenditures, for FY15 and to date in FY16:

- **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]

See **Q89_Attachment_Approved Revised Budget_ Expend 2015_2016**

Q90: Provide a cross-walk between all budget codes from FY15 and the new budget codes used for the FY16 budget. In your response, please also include the definitions for all program, activity, and service code or the guide used by DCPS staff in classifying budget items and expenditures.

See **Q90_Attachment_Cross Walk FY 2015 – FY 2016**

Q91: Provide a complete accounting of all intra-district transfers received by or transferred from DCPS during FY15 and to date in FY16. 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.

See **Q91_Attachment_Transfer IN; and Q91_Attachment_Transfer Out**

Q92: Provide a complete accounting of all reprogrammings received by or transferred from DCPS during FY15 and to date in FY16. 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.

See **Q92_Attachment_Reprogramming**

Q93: Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY15 and to date in FY16. 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.

The DCPS fixed costs budget loaded at the start of FY15 was \$38,549,895 and at the start of FY16 was \$33,262,540. DCPS' fixed costs budget funding source is all local dollars. DGS manages actual dollars spent on the fixed costs budget, and DCPS has not received reports that reconcile fixed cost budget against actual dollars spent. DCPS and DGS are working to increase the regularity of reporting DCPS receives from DGS to allow for better tracking on actual expenditures.

A negotiated reduction to the FY16 fixed costs budget was applied as a lump sum of \$6,610,250 (itemized as Mayoral Change to Auto Fuel. See **Q93 Attachment: FY16 DGS Fixed Cost Budget as of 09-18-15.xlsx** (Tab:

Budget Detail, Row 593). The percentages of fixed costs assigned to each program were calculated using the draft forecast budgets (See same Attachment, same Tab, Column AV for percentages by program).

A comparison of DCPS loaded fixed costs budgets for the start of FY15 (\$38,549,895) and the start of FY16 (\$33,262,540) indicate a reduction of 15.66% or \$5,287,355 from FY15 to FY16 (See **Q93 Attachment_ Fixed Cost Comparison by Fiscal Year.pdf**). However, DCPS received a one-time, mid-year refund to the FY15 fixed cost budget after DGS negotiated a lower electricity cost per kilowatt hour with the utility provider. The final FY15 fixed cost allocation to DCPS at the end of FY15 was \$32,513,220, a difference of \$6,036,675 from the originally loaded total. The variance between the final end of year FY15 fixed cost allocation (\$32,513,220) and the loaded FY16 (\$33,262,540) reflects an increase of 2.3% or \$749,320.

Q94: Describe any spending pressures that existed in FY15. 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 no spending pressures in FY 2015.

Q95: Identify potential areas where spending pressures may exist in FY16. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY15 budget.

DCPS had no spending pressures in FY 2016.

Q96: Please provide a list of all FY15 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.).

See **Q96 Attachment_DCPS FY15 FTE List**.

Q97: How many vacancies were posted for DCPS during FY15? To date in FY16? 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.

DCPS strives to ensure that all critical positions are filled. We begin each school year with effectively every school-based position filled. Throughout the year, we prioritize keeping school-based positions filled. Overall, DCPS currently has about a 2% vacancy rate (178 vacancies out of about 9000 total positions).

During our FY 2017 budget development process, DCPS is reviewing all vacant positions, particularly those vacant for extended periods, to determine which non-school-based positions we can eliminate to help provide funding for school-based programming. By eliminating non-school-based positions, we can increase support for our lowest-performing schools, increasing instructional time and decreasing the high school dropout rate. All DCPS positions are funded with either local or grant funding.

That said, DCPS already has a lean central office, operating well below the prescribed 5% of our total budget. Our ambition is to reduce central office spending to the extent possible without sacrificing the central office support that schools need.

At the end of FY15 (September 30, 2015), the following positions were vacant:

	School-Based		Central Office and School Support	Total
	WTU*	Non-WTU**		
Total	56	40	49	145

As of January, 6, 2016, the following positions were vacant:

	School-Based		Central Office and School Support	Total
	WTU*	Non-WTU**		
Open	54	45	89	178

*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.

For a complete listing of vacancies across DCPS for FY15 and FY16, See ***Q97 Attachment_DCPS Vacancy Listing***.

Q98: How many employee performance evaluations were completed in FY15 and how was performance measured against position descriptions? To date in FY16? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

IMPACT evaluations were completed for approximately 6,600 school-based employees during school year 2014-15. IMPACT evaluations for 2015-16 will be complete in June 2016.

Like in years past, 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/page/impact-overview>.

Complete information regarding professional development provided for school-based employees is available in the “Supporting Your Success” section of each guidebook.

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.

School Leader IMPACT

IMPACT evaluations were completed for 258 school leaders during SY14-15. IMPACT evaluations for SY15-16 will be complete by August 2016.

IMPACT performance evaluations are scored using multiple measures that are specific to each school-based employee according to his/her position. Each position has a rubric and these rubrics are available in each guidebook. Guidebooks can be found on the DCPS website at: <http://dcps.dc.gov/node/989302>.

Complete information regarding professional development provided for school-based employees is available in the "Supporting Your Success" section of each guidebook.

The length of a time a school leader has to improve his/her performance is not based on the final IMPACT rating. Individuals who are non-reappointed are subject to separation from their school leadership position, but instructional superintendents prioritize working with school leaders who receive Minimally Effective ratings to identify their specific developmental needs and provide targeted professional development resources. Additionally, each evaluator was also required to identify next steps for improvement as a formal piece of the Mid-Year and End-of-Year Leadership Framework Assessments beginning in SY2014-15.

Non-School-Based employees

Employees who do not serve a specific school and are not covered by IMPACT are evaluated twice per year (in the fall and spring). 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 FY15, DCPS managers completed over 97% of evaluations in both evaluation periods for non-school-based employees, including both central office staff and school support staff not covered by IMPACT.

Q99: Provide the Committee with the following:

- **A list of all vehicles owned, leased, or otherwise used by the agency and to whom the vehicle is assigned;**
- **A list of the total overtime and workman's compensation payments paid in FY15 & FY16 to date;**

- **A list of travel expenses for FY15 and to date in FY16, 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.**

DCPS has a total of 56 vehicles that are within our fleet that are either leased or owned by the agency. Please see full list within attachment ***Q99 Attachment_Vehicle List.xlsx***.

Q100: Provide the following information for all grants awarded to or accepted by DCPS during FY15 and to date in FY16:

- **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.**

See **Q100 Attachment_Federal Grants**

Q101: Provide the following information for all contracts awarded by DCPS during FY15 and to date in FY16:

- **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.**

See the following attachments:

- ***Q101 Q102 Attachment_Contracts and Modifications.xlsx***, tab 1: All FY15 POs and contracts
- ***Q101 Q102 Attachment_Contracts and Modifications.xlsx***, tab 3: All FY16 POs and contracts for the year to date as of January 10, 2016

Q102: Please provide the following information for all contract modifications made by DCPS during FY15 and to date in FY16, 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 the following attachments:

- **Q101 Q102 Attachment_Contracts and Modifications.xlsx**, tab 2 for all FY15 PO Modifications
- **Q101 Q102 Attachment_Contracts and Modifications.xlsx**, tab 4 for the FY16 PO Modifications for the year to date as of January 10, 2016

Q103: Please provide the following information for all purchase card transactions during FY15 and to date in FY16:

- **Employee that made the transaction;**
- **Transaction amount; and**
- **Transaction purpose.**

See the following attachments:

Q103 Attachment_FY15 FY16 Purchase Card Purchases.xlsx, tab 1: All FY15 purchase card purchases

Q103 Attachment_FY15 FY16 Purchase Card Purchases.xlsx, tab 2: All FY16 purchase card purchases year today through December 31, 2015

Q104: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DCPS during FY15 and to date in FY16. This includes any reports of the DC Auditor, the Office of the Inspector General, or federal agencies. In addition, please provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

Please see attachment **Q104 Attachment_FY15 FY16 YTD Investigations Audits.xlsx** for full response. Investigations from FY15 can be found in tab 1. There are currently no FY16 investigations to report. Audits from FY15 and FY16 year to date can be found in tab 2. There were no reports in FY15 or FY16 year to date to include for this response.q80