

Agency Operations

Q1: Provide the following enrollment data for DCPS:

- **DCPS student enrollment by grade for each school for SY2015-2016 (based on the final audited enrollment report) and SY2016-2017 (audited);**

One of our five core goals in the DCPS strategic plan, *A Capital Commitment*, 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 fifth year of consecutive growth (based on our FY16 audited and FY17 reported enrollment). Our total audited FY16 enrollment reached 48,439 and our reported enrollment for FY17 is 48,757. The latter numbers are based on reported enrollment as of October 5, 2016. The audited FY17 enrollment will not be available until February 2017. See **Q1 Attachment_DCPS Enrollment and Summer School Data, FY16 and FY17.xlsx (Tabs 1 and 2)** for FY16 audited and FY17 reported DCPS student enrollment by grade for each school.

- **Summer school enrollment, broken down by grade for FY12, FY13, FY14, FY15, and FY16;**

Overall, DCPS' support of students and families through summer programming continues to expand. As a result of the revisions to our summer curriculum, we anticipate engaging more students in grades K-8. The five-year breakdown of summer school enrollment, as well as FY17 projections are included in **Q1 Attachment_DCPS Enrollment and Summer School Data, FY16 and FY17.xlsx (Tab 3)**. The 2017 projections are preliminary and do not include students who will be served through programming run by community-based organizations.

and,

- **What is the proposed summer school enrollment and budget for FY17.**

We project to serve 8,354 students in Summer School 2017 with a budget of \$5,538,334. **Q1 Attachment_DCPS Enrollment and Summer School Data, FY16 and FY17.xlsx (Tab 4)** details the projected enrollment for all centrally-managed DCPS summer programming. The FY17 projections are subject to change based on student need and availability of funds.

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

- **How many and what percentage of students applied through the lottery for SY12-13, SY13-14, SY14-15, SY15-16, and SY16-17? Please provide the numbers for each category—out-of-boundary, application, and Pre-K.**

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 *My School 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. Less 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	SY15-16	SY16-17
# of Students who Applied to Out-of-Boundary Lottery	7,299	7,213	11,314	19,494	17,029
% of Students that Enrolled Out-of-Boundary	4%	3%	7%	16%*	23%*

**Students newly enrolled via the My School DC result data as compared to the number of students who applied in a given year. For example, of the 19,494 unique students who applied out-of-boundary to non-selective high school in SY15-16, 16% were enrolled by the close of the My School DC lottery database.*

Students who Applied to Selective High Schools*

	SY12-13	SY13-14	SY14-15	SY15-16	SY16-17
# of Students who Applied to Selective High School	2,163	2,066	2,166	1,433	2,421
% 9th - 12th Students that Newly Enrolled at Selective High School	11%	11%	11%	55%**	38%**

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

***Students newly enrolled via the My School DC result data as compared to the number of students who applied to selective high schools in a given year. For example, of the 1,433 students who applied to selective high schools in SY15-16, 55% were enrolled by the close of the My School DC lottery database.*

- **How many and what percentage of students in each school are out-of-boundary for SY15-16, and SY16-17 (to date)?**

Approximately 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 SY15-16, 49% of students in PK3-12 attended a school other than a “school of right,” including out-of-boundary, alternative and specialized schools.
- In SY15-16, 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 SY16-17 (to date), 56% of students in PK3-12 attended a school other than a “school of right,” including out-of-boundary, alternative and specialized schools.

- In SY16-17 (to date), 44% of students in PK3-12 were out-of-boundary.
 - Highest OOB%: Columbia Heights 6-8th (79%), Tyler ES (79%), School Without Walls at Francis-Stevens (78%)
 - Lowest OOB%: Kelly Miller MS (13%), Janney ES (17%), Hendley ES (22%)

Please refer to ***Q2 Attachment_SY16-17 In and Out of Boundary Enrollment.xlsx*** for a detailed breakdown of in-boundary and out-of-boundary enrollment across all of DCPS.

Q3: Provide any updates to 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 un-enrolled three- and four-year-old children who are newly identified as eligible for special education and require services in a general education setting. Ensuring the availability of seats into which these children may be enrolled is required under the federal Individuals with Disabilities Act (IDEA). There have been no policy changes to Early Stages' process for the assignment of priority seats.

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/her neighborhood school upon completion of the evaluation and IEP process at Early Stages, and 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 with an available seat. That offer may also be informed by circumstances that are unique to the child or school (e.g., ADA accessibility). 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 children.

Q4: Describe any changes made in the last fiscal year to DCPS' practices for Medicaid billing? In particular, please provide the following information on Medicaid billing for school-based services:

In FY16, the DC Department of Healthcare Finance (DHCF) increased DCPS' claims reimbursement rates for Medicaid-covered health services. This claiming revenue now represents an increased percentage of our overall Medicaid revenue, with the remainder derived from audits of cost settlement reports.

- DCPS's total Medicaid billing and total Medicaid received for FY16 and FY17 to date;

In FY16, our total Medicaid reimbursement was \$30,430,804.39. Of this, \$9,206,763.39 represented claims revenue; the remainder came from the completion of audits of our FY12 and FY13 cost settlement reports.

Thus far in FY17, we have received \$3,727,979.50 in claims revenue; however, we have recently submitted approximately \$4 million in additional claims. Audits of our FY14 and FY15 cost settlement report are underway.

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

Service Type	Procedural Code
Speech-Language Pathology	92508 - Group therapy session - Speech Therapy
Behavioral Support Services	H0004 - Individual behavioral counseling therapy
Occupational Therapy	97150 - OT Therapeutic procedure, group
Behavioral Support Services	H0004 - Group behavioral counseling therapy
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 and ...
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
Occupational Therapy	97003 - Occupational therapy evaluation
Behavioral Support Services	90837 - Psychotherapy, 60 minutes with Patient ...
Psychology	H0004 - Individual behavioral counseling therapy
Physical Therapy	97001 - Physical therapy evaluation
Physical Therapy	97002 - Physical therapy re-evaluation

- **A school-by-school breakdown of Medicaid billing that was billed and received for FY16 and to date in FY17.**

See **Q4 Attachment_Medicaid Billing by School, FY16 and FY17.xlsx** for a breakdown of Medicaid billing for FY16 and FY17 to date.

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 FY16 and FY17 to date?**

See **Q5 Attachment_Food Service Budget and Data.xlsx (Tabs 1 - 3)** for FY16 and FY17 year to date (10/1/16 - 1/17/2017) budget and expenditures for food services.

- **For each food service vendor please list the total number of meals served in FY16 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 **Tab 4 of Q5 Attachment_Food Service Budget and Data.xlsx**.

- **Detail the total school meal participation rates in FY12, FY13, FY14, FY15, FY16, and FY17 to date for breakfast, lunch, snack, and supper.**

Our meal participation rates remain steady, with slight increases experienced in all meal services for SY15-16. Summer meal service experienced a slight decrease. DCPS relied on two smaller vendors (Revolution Foods and DC Central Kitchen), as Chartwells (one of the three previous providers) departed just prior to the summer meals program. Changes in menus being served and the methods of outreach in the short timing of the summer meals program were found to impact the participation rate. See **Tab 5 of Q5 Attachment_Food Service Budget and Data.xlsx**.

- **Provide the satisfaction plans for each food service vendor for FY16 and FY17 to date.**

The satisfaction plans for each food service vendor were requested as a deliverable in the RFP and embedded in the submission packets of each of the vendors. Please see **Q5 Attachment_DC Central Satisfaction.pdf and Q5 Attachment_Sodexo Satisfaction.pdf**.

- **Provide a description of the subcontractor plan between SodexoMagic and Revolution Foods.**

Under the subcontractor plan, Revolution Foods supplies breakfast and supper meals only to the schools under contract with SodexoMAGIC. Revolution Foods supplies food items only, there are no Revolution Foods staff working in the cafeterias. All labor and other meals and services, including but not limited to: lunch meals, snack, and the Fresh Fruit and Vegetable Program are provided directly by SodexoMAGIC. Please see **Q5 Attachment_Subcontracting Plan.pdf** for a copy of the subcontractor plan between SodexoMAGIC and Revolution Foods.

Q6: 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 Response Plan and Management Guide (the Red Book). The Red Book provides guidance, defines roles and responsibilities, and lays out emergency response procedures that assist schools in responding to and recovering from critical incidents. It also establishes the framework for creating, reviewing, and updating the emergency and crisis response plans for individual schools.

The entire public emergency response plan is available online-- [School Emergency Response Plan Guide esa.dc.gov/page/school-guides-and-protocols](http://esa.dc.gov/page/school-guides-and-protocols). Each school has an additional operational plan that includes the school-specific evacuation maps and a listing of staff members who play specific roles during critical incidents. Classroom and office staff personnel also have access to emergency response procedures through the School Emergency Flipchart (**Q6 Attachment_School Emergency Red Book Flip Chart**). The flipchart serves as a quick reference, abbreviated form of the Red Book that outlines response strategies to critical incidents for teachers and staff.

There are six basic procedures utilized in response to emergencies:

- Building Evacuation
- Alert Status

- Lockdown Procedures
- Shelter-in-Place
- Severe Weather Safe Area Procedures
- Drop, Cover, and Hold

Schools hold practice drills throughout the year in accordance with Red Book guidance. The following drills are required:

- One fire drill per month;
- Two lockdown drills per year;
- Two emergency evacuations (500 feet) from building per year; and
- One severe weather drill per year.

DCPS recommends that schools participate in the FEMA “Great Shake Out” earthquake awareness event held in October, as well as two reverse evacuation drills, and one alert status drill during the school year.

As a part of DCPS’ normal operation, when an emergency occurs, the Incident Commander (IC), (typically the principal or designee), will decide, based on the situation, which universal emergency response procedure/s to implement. 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 unique emergency response plan, as well as by contacting local first responders (e.g., calling 911). Next, a call to 911 is followed by a call to DCPS Office of School Security (OSS) and the Executive Support Team (EST) Manager at DCPS central office.

Communications, Trainings, and Exercises

In March 2016, as part of the FY2016 Audit and Inspection Plan, the Office of Inspector General (OIG) engaged DCPS to conduct a special assessment of the emergency response planning and readiness of the district’s schools. DCPS provided responses to the OIG report findings in September 2016. Among a number of findings, DCPS concurred with the formulation of a new, dedicated Emergency Planning & Guidance (EP&G) team within the DCPS Office of School Security (OSS). DCPS has also begun providing guidance and technical assistance and training for schools, using the Emergency Safety Alliance (ESA) web portal. DCPS continues to work to satisfy a number of the recommendations from the OIG audit, including:

- identifying a software platform to track schools’ emergency response plans;
- implementing a communication strategy to schools relative to their emergency response plans;
- developing a parent guide to emergency preparedness; and
- collaborating with Fire and Emergency Medical Services (FEMS) to approve schools’ emergency response plans.

EP&G has conducted the following trainings and or activities:

- designed, trained, and structured SERT trainings for 105 schools, 225 school based staff, and 19 new principals at New Principals Institute (these trainings are ongoing;
- supported 98 school-based staff in gaining FEMA Incident Command System (ICS) certification;
- trained 40 school based staff and Central office staff in *Parent-Child Reunification* procedures;
- trained 10 school-based staff in fire safety prevention training (in partnership with FEMS);
- hosted train-the-educator training for *School Behavioral Threat Assessments*;
- provided *Adult Sexual Misconduct in Schools: Prevention and Management* training, offered through the Seattle Public School District for over 50 DCPS leaders, psychologist, and counselors; and
- provided monthly emergency response scenario guidance and training opportunities through school-based newsletters and email updates.

EP&G works closely with the Department of General Services (DGS), Metropolitan Police Department (MPD), the DC Homeland Security and Emergency Management Agency (HSEMA), FEMS, and the District Department of Health (DOH), to support our schools' emergency preparedness efforts.

Q7: Provide the following information for SY2015-2016 and SY2016-2017 to date for each school:

- **The total number of security personnel (including MPD officers, special police officers, private non-SPO security personnel, and/or other) assigned to the school;**
- **The number of MPD officers assigned to the school;**
- **The number of special police officers assigned to the school;**
- **The number of private non-SPO security personnel assigned to the school; and**
- **The number of any other security personnel assigned to the school.**

DCPS School Security Overview

DCPS ensures the safety of schools, staff and visitors through (1) our licensed Special Police Officers, (2) contracted security officers (managed by MPD), (3) emergency planning policy and procedures, and (4) physical security features such as cameras, door alarms and weapons abatement equipment. The district's contracted security services are covered by an MOU with MPD (originating back to 2005). **See Q7 Q8 Attachment_MPD DCPS Guard Contract).** This agreement is set to expire in July 2017, and we have begun the process for a new contract solicitation. MPD also places School Resource Officers (SROs) from their School Safety Division (SSD) in our schools. These officers are organized by a cluster model (not assigned to specific, individual schools). SROs check in with schools and respond during emergencies.

For the DCPS School Security Personnel Numbers: SY2015-2016, see **Q7 Attachment_DCPS Contracted Guard Schedule 2015-2016.xls**. In SY2015-2016, DCPS school security personnel included 103 MPD Officers (School Safety Division/SSD) - one Inspector, three Lieutenants, 17 School Resource Sergeants, and 82 School Resource Officers; 28 Special Police Officers (DCPS) - one Director, one Captain, and 26 Special Police Officers; and 292 Contracted Security Guards- 260 Security Officers referred to as "Guard 1" in the contract and 32 Special Police Officers referred to as "Guard 2" in the contract.

**Guard 1 and Guard 2 are licensed in the District of Columbia. Guard 2 officers have the legal authority to make lawful arrests; Guard 1 officers does not have this authority and cannot search, detain, arrest or engage in physical contact with individuals. Neither level officer is permitted to carry firearms.

For the DCPS School Security Personnel Numbers in SY2016-2017, see **Q7 Attachment_DCPS Contracted Guard Schedule 2016-2017.xls**. This school year, school security personnel include 103 MPD Officers (SSD) - one Inspector, three Lieutenants, 17 School Resource Sergeants; and 82 SROs; 28 DCPS Special Police Officers - one Director, one Captain, and 26 Special Police Officers; and 313 Contracted Security - 277 Guard 1 Security Officers and 36 Guard 2 Special Police Officers.

DCPS Security Personnel: Additional Details

The DCPS Office of School Security (OSS) has 28 staff - one Director, one Captain (Patrol Commander), as well as lead and shift supervisors, the latter being a group that directs the SPO force monitoring school grounds and performing routine security checks of buildings and security equipment. OSS operates 24 hours a day, 7 days a week. The security coverage is divided into three shifts: 6:00 am -2:00 pm, 2:00 pm to 10:00 pm, and 10:00 pm to 6:00 am. The 1st shift supports schools during morning arrivals and throughout the school day, with each officer assigned to approximately 12 schools.

More substantively, the officers on the 1st shift perform walkthroughs, check in with school administrators and contract security guards, physically check of security equipment, and follow up on incident reports and work orders related to security features or equipment. On the 2nd shift, they provide similar support to schools, including afternoon dismissal and athletic and evening school events. The 3rd shift patrols schools, conducts nightly perimeter checks, and responds to alarm activations and emergencies on DCPS properties. In addition, officers complete school security/safety inspections, conduct weapon screenings, and issue barring notices to individuals. Certain SPOs are also assigned to monitor communications at the Unified Command Center. Finally, officers assist with *SafePassage*, a DCPS initiative designed have staff observe and assist in the community as students travel to and from school.

Q8: The following questions are regarding DCPS' school security program:

- **What is the cost for school security contracts in FY16 and FY17 to date? Please breakout personnel versus other costs.**

The DCPS school security contract for FY15-16 is \$18,946,686.05; and the contract is projected at \$21,030,669.81 for FY16/17. This contract is for personnel services (contracted security guards in schools) managed by MPD. MPD is responsible for the administration of the contract and oversight of the school security contractor. DCPS school security officials collaborate with MPD and have established agreements to formalize our respective responsibilities.

DCPS purchases and maintains all security equipment in schools, including x-ray machines, hand wands, video cameras, alarms and radios. Below are the equipment maintenance costs:

- \$369,000 for a maintenance contract (with RapidScan) for all walkthrough and x-ray machines;
 - \$45,000.00 (with Aiphone) for doorbell and locking systems; and
 - \$1,200,000 (with Vision Security) for a maintenance contract for surveillance cameras and computer equipment.
- **Please describe the role for each type of school security personnel pursuant to the relevant contract.**
 - **Provide a copy of each contract for school security personnel for FY16 and FY17.**

The roles and positions related to the contract administration, guards and management can be found within the security contract (See **Q7 Q8 Attachment_MPD DCPS Guard Contract**).

- **Please provide any training manuals, regulations, directives, or other documents that instruct school security personnel on their roles and responsibilities.**
- **Please describe the professional development or training opportunities offered to school security personnel SY15-16 and SY16-17 to date. Please specify if any training is related to adolescent development; positive youth development; restorative justice; de-escalation techniques; and youth mental health.**

Specific required trainings for security personnel are included in the contract (see **Q7 Q8 Attachment_MPD DCPS Guard Contract**). DCPS shares details for additional training with MPD, the agency which serves as the contract administrator. DCPS SPOs follow the District guidelines for training and renewal. While DCPS SPOs carry firearms, they focus a great deal of their training on de-escalation. OSS works closely with other DCPS teams, which allows security personnel to tailor disciplinary approaches around the Restorative Justice (RJ) approaches being implemented across a number of schools. Restorative Justice shifts the focus of discipline

from punishment to learning and from the individual to the community and impacted party. Our officers are familiar with and participate in RJ circles.

- **How many allegations of school security personnel misconduct were reported to DCPS during FY16 and FY17 to date? How were the allegations investigated? What were the results of the investigations?**

In SY 15-16, there were three investigations of school security personnel misconduct; two were unsubstantiated and one was closed through administrative action. In SY 16-17, there were two investigations, with one substantiated and the other pending an MPD investigation. By contract, the contracted security guards are required to forward incident reports to DCPS OSS and MPD by the end of the day of operation. School administrators are also required to report incidents, particularly if they involve DCPS or contracted staff. Incidents that involve students or other workers are immediately referred to the DCPS Investigations Team that works to complete and close investigations within 30 days. If there is a potential criminal offense, MPD investigates the matter first; then, DCPS Investigations Team conducts its investigation after MPD has completed their work.

- **What information, if any, does DCPS provide students explaining their rights while interacting with school security personnel and the procedure for reporting a complaint?**

Students' rights are covered primarily by DCMR Chapter 24 – and, in part, by DCMR Chapter 25. Students are exposed to this information during orientation and in school handbooks. The district's [Student Grievance Process](#) is also available on the DCPS website. We do not currently provide any specific guidance to students regarding their rights while interacting with school security; however, DCPS has formed an internal working group to develop a policy related to students being questioned and interacting with school security.

DCPS security officials may interview students when trying to gather more information about a school-related incident, and when students are involved in a disciplinary situation or other violation that could rise to the level of criminal liability, parents are notified. School administrators also inform parents of concerns brought forth by students and make sure that they are present during additional questioning.

- **Please provide any agendas, notes, summaries, attendance numbers, or other materials from the monthly security guard feedback meetings conducted during SY15-16 and SY16-17 to date.**

As the contract administrator, MPD schedules and convenes regular meetings (typically monthly) with the security contractor, where compliance issues and changes in schedules or duties are discussed. DCPS participates in these meetings. Additionally, DCPS meets regularly with MPD to discuss security issues and performance issues of security personnel in schools.

- **Has DCPS surveyed or asked students to provide feedback on performance and interactions with school security personnel during SY14-15 or SY15-16? If yes, please provide the key findings or results.**

DCPS regularly communicates with school administrators regarding their satisfaction with contracted security. While there has not been a process to survey students regarding school security personnel, our annual student satisfaction survey does address the following topics relative to students:

- I feel safe at my school;

- I feel safe outside around the school;
- I feel safe traveling to and from school;
- I feel safe in the hallways and bathroom of the school;
- I feel safe in my classes; and
- I feel safe around my peers when an adult is not present.

Student satisfaction safety index results for both SY 2014-2015 and SY 2015-2016 were 83% affirmative. Additional details are provided on ***Tab 1 and Tab 2 of Q8 Attachment_Student Survey Safety Results.xlsx***.

Human Capital

Q9: Provide the Committee with an update regarding the agency’s efforts to negotiate and update its labor contracts in FY16 and FY17 to date.

Three of DCPS’ four union contracts – those with AFSCME Local 2921, the Council of School Officers, and Teamsters Local 639 – remain current and none of these unions has made a formal request to open negotiations with DCPS. The remaining contract, with the Washington Teachers’ Union, expired in 2012. Since that time, DCPS has worked in earnest with two different union presidents to negotiate a new contract. In the last several weeks (late January-early February), DCPS and WTU have made significant progress toward a new contract and reached tentative agreements on the vast majority of provisions in the union contract. Only four articles remain open for discussion.

Q10: Please give a narrative description of recruitment efforts by DCPS along with an accounting of the expenditures for recruitment in FY16 and FY17 to date. Please include a description of the recruitment efforts the Office of Human Capital undertook in FY16, 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, outreach to experienced teacher-leaders, and expansion of partnerships to recruit teachers in high-need content areas.

Marketing and Advertising: DCPS posts teacher vacancies on a variety of sites for both general and specialized subject 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, social media 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, reflecting the diversity among our existing teacher force and student body. Additionally, we identify sites where we are more likely to reach diverse teaching candidates such as Diversity Recruitment Partners or the National Alliance of Black School Educators. We have seen a steady increase in the number of males of color being hired into the district. 15% of teachers hired this past fall were males of color, which is three times the national average.

This past year we traveled to Puerto Rico and California to further diversify our recruitment efforts. We also worked with OSSE to add new effectiveness-based licensure pathways, which will allow more diverse candidates to join DCPS as teachers.

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 potentially 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 DCPS. Over the past three years, we have sourced and cultivated over 40,000 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 contract with Teach for America (TFA) and the DC Teaching Fellows (DCTF). Our contract with the DCTF sunsets in FY17, with the last cohort of Fellows teaching this fall. 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.

Talent Pipelines: In DCPS, we know that teaching talent plays a crucial role in meeting our goals for students. As a result, over the years our Capital Commitment Fellowship (CCF), we have recognized top performing teachers before they even begin in our classrooms and actively incentivize them to teach in the District's high-poverty schools. Moving forward, we will expand on this work to recruit strong, experienced teachers for TLI

Teacher Leader positions across the district. We will continue to drive the strongest performers to our targeted-40, Cluster X and ESY schools through providing incentives, such as: individualized support throughout the hiring process and district-level early offers.

This year, of the 345 TeachDC candidates that entered DCPS, 84% (290) went to high-poverty schools (including the 40 targeted). 132 (38%) of TeachDC candidates went to one of our 40 lowest performing schools. These numbers are on par with 2015 and 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.

We are also excited about a new partnership formed between the Office of Talent and Culture, the Office of Teaching and Learning Global Education Team, and the Peace Corps. DCPS is creating an exclusive fellowship in which returned Peace Corps volunteers can become world language teachers in our schools. These individuals bring knowledge, experience and deep language skills to our schools and will help us fill a critical content area need.

Selection Strategy

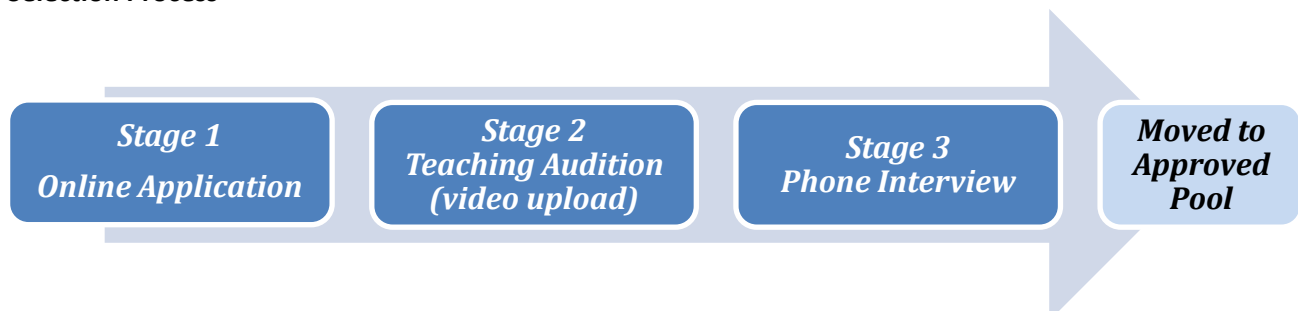
The teacher recruitment and selection team ensures that candidates complete a rigorous, competency-based assessment process that will be predictive of their future performance in DCPS classrooms. Our selection criteria align with the DCPS Essential Practices (EP) that are now used as the basis for IMPACT 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 IMPACT and exhibiting strong content knowledge. Portions of TSA training are identical to the training for principals and other instructional leaders, 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



Stage 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.

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

Stage 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.

Stage 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, 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.

* We offer differentiated experiences for novice and experienced candidates, but the core experiences of the selection process are similar for both groups. For experienced teachers, only borderline candidates are sent to the interview phase.

Teacher Recruitment Budget

Category	FY 2016	FY 2017 allocations	FY 2017 spent to date
Marketing and Online Postings	\$45,972	\$50,372	\$10,115
Recruitment Fair Travel	\$24,400	\$20,000	\$1,527
Recruitment Fair Registrations	\$10,000	\$10,000	\$1,985
TOTAL	\$80,372	\$80,372	\$13,627

Teacher Candidate Volume in Recent Application Seasons

In 2016, despite nationwide teacher shortages, DCPS was able to sustain a high volume of applications – leading to a robust recommended pool of candidates for school leaders to consider. In 2015 and 2016, we extended our tracking into July.

Date	Key Dates	2016 Applications Completed	2015 Applications Completed	2014 Applications Completed	2013 Applications Completed	2012 Applications Completed
1/5/2016	Application Live					
1/12/2016		34	48			
1/19/2016		80	98	216		
1/26/2016		129	132	250	23	58
1/30/2016	Early Deadline	163	191	250	23	58
2/2/2016		198	249	283	101	156
2/9/2016		230	288	331	163	203

Date	Key Dates	2016 Applications Completed	2015 Applications Completed	2014 Applications Completed	2013 Applications Completed	2012 Applications Completed
2/16/2016		282	325	470	190	230
2/23/2016		360	375	601	224	253
2/27/2016	Priority Deadline	415	393	601	224	253
3/2/2016		469	478	648	424	293
3/9/2016		505	557	682	474	338
3/16/2016		600	626	756	532	388
3/23/2016		652	728	973	619	423
3/27/2016	Regular Deadline	652	881	973	619	423
3/30/2016		800	959	1000	690	450
4/6/2016		825	1022	1022	777	479
4/13/2016		881	1066	1057	866	480
4/20/2016		995	1132	1091	1069	644
4/24/2016	Final Deadline	995	1204	1155	1094	747
4/27/2016		1132	1296	1282	1096	830
5/4/2016		1198	1336	1282	1096	830
5/11/2016		1246	1369	1316	1102	903
5/18/2016		1308	1416	1353	1110	975
5/25/2016		1365	1482	1487	1228	1023
6/1/2016		1430	1529	1579	1407	1080
6/5/2016	Extended Deadline	1497	1590	1579	1476	1149
6/8/2016		1530	1605			
6/15/2016		1569	1638			
6/22/2016		1612	1700			
6/29/2016		1659	1748			
7/6/2016		1762	1782			
7/13/2016		1789	1831			
7/20/2016		1828	1859			
7/27/2016		1848	1887			

School Leader Recruitment and Selection

Recruitment Strategy

DCPS also leverages a multi-faceted strategy to attract applicants to the principalship. To support 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 (including the National Association of Black

School Educators, National Association of Elementary School Principals, National Association of Bilingual Educators, and National Association of Secondary School Principals) and posting job vacancies on the DCPS career site and numerous other sites that school leaders across the country visit regularly. DCPS leverages its recruitment website, www.joinpublicschools.com to target candidates for school leadership roles across the school district, including principal and assistant principal roles. The district engages in limited print advertising, but the majority of advertising volume is 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 in similar urban settings. 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 focuses on partnerships with organizations of educators (such as Teach For America) and school administrators (such as Harvard’s School of Education Alumni Association) to direct target messaging to their membership. This activity includes accessing and outreach to those members interested in school leadership roles.

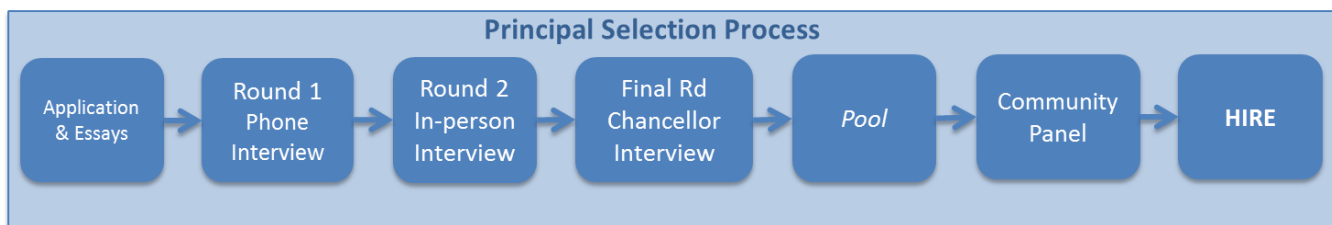
Selection Strategy

All candidates 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 through 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, including:

- 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 and Performance Task: All candidates apply by submitting an application on-line. Candidates must provide a written submission which assesses instructional leadership. They watch a video of a teacher giving a lesson to a classroom and provide a formal rating of the observed instruction and provide actionable feedback, including evidence, to support the rating and suggestions to immediately improve that teacher's practice. Through this activity, the on-line application assesses two 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 includes questions about the candidate's management experience and measures candidates' capabilities against two criteria: personal leadership and talent.

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 takes candidates through multiple scenarios and 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. The process has been enhanced this year to include a focus on instructional leadership vision and Common Core instruction. 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 assesses all of the DCPS Principal Selection Competencies listed above.

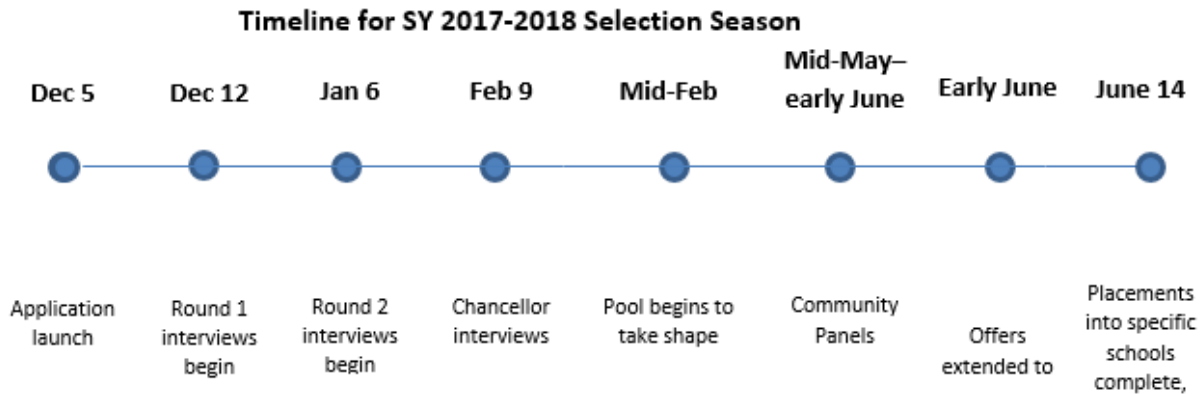
Step 5 – Principal Candidate Pool: Candidates who successfully advance beyond the Chancellor interview are placed in the principal pool. Candidates in the pool are eligible to be advanced to the final step in the process: the Community Panel.

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, in collaboration 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 a range of school community members - parents, faculty, staff, and students of schools with vacancies. Following this interview, panels make recommendations to the Chancellor who has the final authority for the hiring decision.

Expected Numbers – SY17-18 Selection Season

The following table indicates the anticipated numbers of candidates at each stage of the selection process for SY17-18:

Phase of Selection	#
Online Application	300
Round 1: Phone Interview	117
Round 2: In-Person Interview	39
Final Round: Chancellor Interview	26



Q11: List the number of school-based physical, mental, and behavioral health professionals that were employed in each school in SY2015-2016 and in the current school year. For each school, please describe:

See **Q11 Attachment_School-Based Physical, Mental, and Behavioral Health Professionals, FY16 and FY17.xlsx** for the number of school-based physical, mental, and behavioral health professionals employed in each school for SY15-16 and SY16-17.

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

For the current school year (SY16-17), DCPS currently employs 179 school-based social workers and 7 central office social workers. All social workers are 10-month employees and their salaries range from \$54,975 to \$106,540. DCPS employ 93 school-based psychologists and 14 central office psychologists. The majority of the school-based psychologists are 10-month employees, while the central office psychologists are 12-month employees. The salaries for 10-month psychologists range from \$54,975 to \$106,540 and for 12-month psychologists from \$68,677 to \$126,561. 110.5 DCPS school counselors are also on the 10-month salary schedule. Additionally, DCPS currently employs 80 speech-language pathologists, 44.9 occupational therapists, and 7.7 physical therapists. These professionals are a combination of DCPS employees and contractors. The DCPS employees are salaried, on both the 10-month and 12-month pay schedules and all are itinerant staff.

In FY15, 55% of DCPS' mental health personnel costs were calculated to relate to service delivery for Medicaid-eligible students in Special Education and eligible for reimbursement through the Medicaid cost settlement process. DCPS will complete its FY16 Medicaid cost settlement report in June 2017.

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- **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 FY16, and to date in FY17.**

Social Worker Staffing Gaps

In SY15-16, Dorothy Height ES, Hearst ES, Tubman ES, and Washington Metropolitan HS experienced short-term coverage gaps. To ensure continuity of services, DCPS hired a social worker with a “Not to Exceed” employment agreement to cover the gap at Dorothy Height ES; an itinerant social worker covered at Hearst ES; and coverage at the remaining schools was provided by other members of the school-based teams at those schools.

In SY16-17, there are two social work vacancies – one at Kramer MS due to a recent resignation and the other at the Incarcerated Youth Program (IYP). Services at Kramer MS are being covered by existing mental health staff until the vacancy is filled. Addressing the staffing gap at IYP has been more challenging, as recruitment efforts for detention centers or locked facilities is difficult. In the interim, we have established an agreement with another school to release one social worker to support IYP one day per week. While there is currently one social worker at IYP, more support is needed. As of mid-January 2017, the leadership at IYP had identified a potential candidate who will be screened and, if appropriate, placed into the hiring pool for selection by IYP.

Psychologist Staffing Gaps

There were psychologist staffing gaps at the following schools in FY16: Orr ES, Nalle ES, the Youth Services Center (YSC), the Incarcerated Youth Program (IYP), River Terrace EC, Kramer MS, Noyes ES, Key ES, Langdon ES, Duke Ellington School of the Arts, Burville ES, McKinley MS, Lafayette ES, Ross ES, Elliot-Hines MS, Smothers ES, Whittier ES and Ross ES. Itinerant school psychologists were mobilized to cover the need.

School psychologist vacancies have also been problematic again this school year (FY17), with six resignations between August 2016 and January 2017 (including one “no show”). There have been staffing gaps for school psychologists at 13 schools: Amidon-Bowen ES, Burville ES, C.W. Harris ES, Capitol Hill Montessori @ Logan, Hendley ES, Hyde-Addison ES, Kimball ES, McKinley MS/HS, Nalle ES, Phelps ACE HS, Ross ES, Smothers ES, and Takoma EC. Each of these schools is currently covered for psychological evaluations and multi-disciplinary team meetings by three central office school psychologists.

The primary source of recruitment for school mental health staff involves posting for positions at the following sites: Howard University Alumni Association, George Washington University Center for Health and Health Care in Schools, School Social Work Association of America, National Association of School Psychologist Online Career Center, Washington Post, Indeed, Idealist, LinkedIn, National Association of Social Workers, EDPlus, and DC List Serv.

Counselor Staffing Gaps

Tubman Elementary was the only elementary school with a vacancy over the last two school years. In these cases, school social workers or school psychologists support in those functions.

Occupational Therapy and Physical Therapy Staffing Gaps

In SY15-16, there were staffing gaps for occupational therapists at Brent ES, Bruce-Monroe ES, Hyde-Addison, Murch ES, Peabody ES, Powell ES, Raymond EC, Thomson ES, Tyler ES, Watkins ES, Coolidge HS, and Deal MS. These schools received make-up services through an occupational therapy services contractor. There were no staffing gaps for physical therapists in SY15-16.

In SY16-17, there have been staffing gaps for occupational therapists at Kimball ES, Kramer MS, Savoy ES, and Stanton ES. These schools are receiving make-up services through an occupational therapy services contractor. The make-up services will be completed prior to the end of the school year. There have also been staffing gaps for physical therapists at River Terrace EC, Garfield ES, Hendley ES, Thomas ES, HD Cooke ES, and Kelly Miller MS. The vacancy at River Terrace occurred over the fall, but has now been staffed, and make-up services at all of the schools will be completed prior the end of the school year.

Speech/Language Pathologists Staffing Gaps

In SY15-16, there were staffing gaps for Speech/Language Pathologists (SLPs) at Amidon-Bowen ES, Beers ES, Bruce-Monroe ES, Peabody ES, Plummer ES, Stanton ES, Turner ES, and Raymond EC. An additional provider was assigned at all of the schools except Stanton to complete the missed services. At Stanton ES, other schools' SLPs provided coverage for the therapist who was on extended leave.

In SY16-17, there have been staffing gaps for SLPs at Brent ES, Coolidge HS, Eliot-Hine MS, Garfield ES, HD Cooke ES, King ES, Patterson ES, Stoddert ES, Takoma EC, Tubman ES, and Tyler ES. The make-up services at these schools are currently being covered by itinerant staff, contractors and temporary staff (a combination of DCPS employees and contractors).

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

DCPS has used some traditional recruitment efforts such as newspaper ads and career websites to recruit qualified bilingual school psychologists. In addition, we have partnered with several universities with School Psychology programs, offering opportunities for internships for bilingual school psychologists. We have used informal networking through current bilingual psychologist staff for referrals of bilingual psychologists. We have also implemented some targeted recruitment efforts in places like Puerto Rico.

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 decent are capable of completing assessments in Spanish, understanding the various dialects that occur in our student population, 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 worker applicants.

For the recruitment of bilingual counselors, we worked with local universities that have Counseling departments (i.e., Howard, Trinity, and UDC). In this collaborative effort, they have sent some great candidates who are qualified counseling professionals. The Office of Talent and Culture (formerly the Office of Human Capital) supported departmental recruitment efforts through traditional methods such as hiring fairs, website presence, and advertisement. Also, DCPS solicits referrals from the professional networks of current bilingual counselors.

Q13: Describe the professional developments opportunities provided/offered to DCPS staff that was in collaboration with other local education agencies for SY15-16 and SY16-17 to date.

Core Advocates. DCPS and DC public charter school teachers have come together for professional learning and leadership around the Common Core State Standards through the Core Advocates program which is facilitated by the non-profit, Student Achievement Partners. In addition to regular meetings, DCPS worked with the Core Advocates group to host a two-day workshop on text complexity attended by DCPS and charter educators.

Real World History course. DCPS continues to partner with the Center for Inspired Teaching (CIT) to jointly offer an elective history class (*Real World History*), which focuses on the practical applications of history. The course is taught by a staff member from CIT and includes students from a number of DCPS and charter schools (Maya Angelou PCS, Next Step PCS, SEED PCS, Capital City PCS, Cesar Chavez PCS, Richard Wright PCS, Washington Latin PCS, and EL Haynes PCS).

Social Studies Professional Development. Teachers from eight local public charter schools receive monthly emails from DCPS which highlight information on professional opportunities offered by DCPS, as well as other local partner organizations (e.g., The Smithsonian Anacostia Community Museum, the National Museum of the American Indian, Teaching for Change, etc.). Teachers from those schools have periodically attended DCPS Professional Development Days. These charters include Two Rivers PCS, Center for Inspired Teaching, Friendship PCS, Perry St. Prep PCS, Cesar Chavez PCS, EL Haynes PCS, WEDJ Public Charter School for the Performing Arts, and Washington Yu Ying PCS.

We the People Congressional Hearings. As part of a collaborative, federal SEED grant being administered jointly across Virginia, DC, Maryland and West Virginia, teachers from DCPS and five charter schools have attended professional development to bolster their background knowledge about the U.S. Constitution. This training helps them teach this topic and to prepare students to participate in the *We the People competition*, a simulated congressional hearing competition for secondary students. In addition to DCPS, these charter schools include Chavez Capitol Hill HS, Chavez Parkside HS, Chavez Prep MS, Chavez Parkside MS, and DC Prep PCS.

Mikva Challenge DC. This program provides teachers and students with training to pursue action civics, studying and taking informed action on problems in their local communities. DCPS has collaborated with Mikva Challenge DC to bring their curricular resources into our 12th grade U.S. Government Cornerstones and a number of DCPS high schools have participated in their two main initiatives: Project Soapbox and the Action Civics Fair. Along with DCPS high schools, the following charter schools have participated in professional development: SEED PCS, Center City PCS, Thurgood Marshall Academy, and E.L. Haynes PCS.

Restorative Justice Initiative. DCPS partnered in SY15-16 with OSSE and *School Talk DC* (an education support initiative of the DC Appleseed Center) to form *Restorative DC* to bring restorative practices to DCPS schools. Staff from Ballou HS, Cardozo HS, Columbia Heights EC, Luke C. Moore HS, Johnson MS, Hart MS and Johnson MS participated in joint trainings with local public charter schools to develop the skills needed to facilitate restorative conferences and implement proactive classroom circles. These schools also participated in monthly "community of practice" sessions provided by OSSE and *School Talk DC*.

Q14: List all the professional development opportunities provided to DCPS staff specifically on social emotional skills, behavior and classroom management in each of SY15-16 and SY16-17 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 in their schools. All professional development opportunities are intended to reinforce standard practice within each discipline and to ensure that our practice reflects 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. Additionally, various professional development opportunities were provided to the schools within the School Climate Initiative (SCI) during SY15-16 and SY16-17.

See **Q14 Attachment_PD on Social Emotional Skills, Behavior and Classroom Management, FY16 and FY17.doc** for a list of professional development opportunities focused on social-emotional skill, behavior and classroom management which were offered during SY15-16 and SY16-17 to date.

Q15: Provide an update on the implementation of the LEAP professional development program to date. Please also include a list of the schools that received a waiver to forgo participation this year.

DCPS launched its new professional learning approach, **LE**arning together to **A**dvance our **P**ractice (LEAP), districtwide in July of 2016 with a two-week training for all DCPS principals, assistant principals, instructional coaches, and teacher leaders (approximately 600 individuals). Stanton Elementary received a waiver due its unique partnership with Scholar Academies.

Core to LEAP is a weekly cycle of professional learning that occurs in small, subject-specific teacher teams at each school. This weekly cycle has three parts: a 90-minute professional learning seminar, a 15-minute classroom observation, and an observation debrief conversation. Initial perceptions of LEAP have been positive:

- 94% of principals and LEAP Leaders agree that **LEAP is an improvement upon professional development** offered in previous years at DCPS.
- After only four months, 87% of LEAP Leaders and principals are crediting LEAP **with improvements to their teachers' content knowledge and instructional practice**. As one LEAP Leader noted: "Teachers are truly invested in the work of LEAP and feel that it is strongly aligned to the work they are doing in their classrooms."
- 90% agree that LEAP is already leading to **improvements to their teachers' openness to feedback and collaboration**. As one LEAP Leader shared: "The walls are coming down between teachers, and they are collaborating more. Teachers are more willing to let their lights shine."

To measure the effects of LEAP on teacher practice and student learning, DCPS is partnering with researchers from the University of Virginia's Curry School of Education. Data collection has already begun. This information will not only help DCPS study LEAP's effects, but it will also help the district make refinements to the LEAP model for SY2017-18 and beyond.

Q16: For FY16 and FY17 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 receive clear feedback regarding their performance, suggestions for improvement, and opportunities for growth.

Costs associated with IMPACT fall into two broad categories: the cost of implementing the evaluation system (such as personnel and contracts), and the cost of providing bonuses and salary step increases for individuals who demonstrate exceptional performance (called *IMPACTplus*). These costs are itemized below.

IMPACT Budget

Line Item	FY16 Projected	FY16 Actual	FY17 Projected
Master Educator Program (40 employees)	\$4,728,900	\$4,081,989	\$0*
IMPACT Implementation Team (20 employees)	\$1,157,564	\$1,441,088	\$1,484,088
Master Educator Supplies and Recruitment	\$5,000	\$5,000	\$0
Contract for the “Value-Added” Calculations	\$0	\$0	\$500,000**
Staff and School Leader IMPACT Guidebooks – Design/Publication	\$73,000	\$135,122	\$165,000
IMPACT Final Reports – Design/Publication	\$25,000	\$29,560	\$30,000
Master Educator Travel Stipend	\$7,000	\$5,128.84	\$0
OCTO Support (for IMPACT database)	\$165,000	\$165,000	\$165,000

*The Master Educator program was phased out at the end of SY2015-16.

**DCPS will be re-introducing a “value-added” measure of teacher impact on student learning now that it is in the third year of PARCC testing.

The *IMPACTplus* teacher and staff member bonuses and step increases in SY2015-16 totaled \$14,369,750, with FY17 projections expected to be \$15,000,000. The *IMPACTplus* school leader bonuses and step increases in SY2015-16 totaled \$1,272,500, with FY17 projections expected to be \$1,220,000.

Q17: 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, 2015-2016 school years;
- Provide the total number of employees by ward who were ranked highly effective, developing, minimally effective, and ineffective for the 2015-2016 school year;
- Detail the total number of teachers in each performance category that were rated under IMPACT in FY16 and FY17 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 FY16?

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 stage in the DCPS career ladder (LIFT), 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 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 to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If an educator is unable to move beyond the Developing level after three years, he or she 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 to prioritize these teachers for professional development in an effort to help them improve their skills and increase student achievement. If an educator is unable to move beyond the Minimally Effective level after two years, he or she 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 for Teachers from SY2012-13 to SY2015-16

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)
2015-2016	1% (n=51)	4% (n=158)	15% (n=569)	43% (n=1,617)	37% (n=1,408)

SY2015-16 Teacher Rating Distribution by Ward

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective	Total
1	1% (n=3)	4% (n=20)	15% (n=69)	41% (n=193)	40% (n=187)	472
2	1% (n=1)	2% (n=4)	5% (n=10)	36% (n=72)	57% (n=113)	200
3	0% (n=2)	2% (n=9)	7% (n=33)	40% (n=202)	51% (n=258)	504
4	2% (n=10)	4% (n=23)	18% (n=114)	46% (n=286)	31% (n=190)	623
5	1% (n=4)	5% (n=20)	18% (n=68)	47% (n=177)	29% (n=109)	378
6	1% (n=7)	3% (n=15)	11% (n=64)	37% (n=210)	48% (n=269)	565
7	1% (n=5)	7% (n=29)	20% (n=91)	47% (n=208)	25% (n=113)	446
8	3% (n=19)	7% (n=38)	21% (n=120)	43% (n=253)	26% (n=153)	583
Teachers in Programs/ Serve Multiple Wards*	0% (n=0)	0% (n=0)	0% (n=0)	50% (n=16)	50% (n=16)	32

Retention

DCPS retains the vast majority of its best teachers as a result of the district's best-in-the-nation performance-based compensation system, its career ladder (LIFT), its professional development system (LEAP), and the leadership of its principal corps. In fact, from SY2015-16 to SY2016-17, DCPS retained 90% of its Highly Effective teachers and 86% of its Effective teachers in the classroom.

Teacher Retention in a Teacher Role from SY2014-15 to SY2015-16

SY2014-15 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=1,357)	15% (n=236)	1,593
Highly Effective	90% (n=1,115)	10% (n=130)	1,245

Teacher Retention in a Teacher Role from SY2015-16 to SY2016-17

SY2015-16 Final IMPACT Rating	Retained as DCPS Teacher	Not Retained as DCPS Teacher	Total
Ineffective	2% (n=1)	98% (n=50)	51
Minimally Effective	47% (n=77)	53% (n=81)	158
Developing	71% (n=421)	29% (n=148)	569
Effective	86% (n=1,412)	14% (n=205)	1,617
Highly Effective	90% (n=1,271)	10% (n=137)	1,408

Teacher Retention by Ward from SY2014-15 to SY2015-16

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

Teacher Retention by Ward from SY2015-16 to SY2016-17

Ward	Retained as a Teacher	Not Retained as a Teacher	Total Staff
1	86% (n=407)	14% (n=650)	472
2	90% (n=179)	10% (n=21)	200
3	83% (n=419)	17% (n=85)	504
4	82% (n=512)	18% (n=111)	623
5	84% (n=319)	16% (n=59)	378
6	86% (n=488)	14% (n=77)	565

Ward	Retained as a Teacher	Not Retained as a Teacher	Total Staff
7	80% (n=359)	20% (n=87)	446
8	81% (n=470)	19% (n=113)	583
Teachers in Programs/Serve Multiple Wards*	91% (n=29)	9% (n=3)	32

* Represents shared teachers (example: an art teacher who might teach half time in a school in Ward 2 and half time in a school in Ward 8) or itinerant teachers who work with students across multiple wards in special programs (example: hearing/vision program)

IMPACT RATINGS FOR SCHOOL LEADERS

- **Highly Effective:** This rating signifies outstanding performance. School leaders who earn Highly Effective ratings are considered for Standing Ovation Awards, tapped for district leadership opportunities, and 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 performance that is below expectations. Instructional superintendents prioritize working with these school leaders to identify their specific developmental needs and provide targeted professional development. School leaders who earn this rating do not receive salary step increases.
- **Ineffective:** This rating signifies unacceptable performance. Individuals receiving this rating are separated from the system.

IMPACT Ratings for Principals

School Year	Ineffective	Minimally Effective*	Effective	Highly Effective
2013-14	7	50	35	14
2014-15	6	18	40	40
2015-16	4	25	46	31

**Note: the total number of ratings listed in the table is different than the total number of DCPS schools/principals due to a small number of school leaders who did not receive a final IMPACT rating and/or because some school leaders lead multiple schools.

IMPACT Ratings for Assistant Principals

School Year	Ineffective	Minimally Effective*	Effective	Highly Effective
2013-14	5	59	55	13
2014-15	2	30	73	49
2015-16	6	45	65	43

*Category was renamed Minimally Effective from Developing for SY2013-14.

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 are eligible for additional compensation.
- **Effective** (Final score between 300 and 349): This rating signifies solid performance. Individuals who earn this rating progress normally on their pay scales.

- **Developing** (Final score between 250 and 299): This rating signifies performance that is below expectations. A CSO or WTU member who earns a Developing rating is held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If an individual does not move beyond the Developing rating after three years, 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. A CSO or WTU member who earns a Minimally Effective rating is held at his or her current salary step until he or she earns a rating of Effective or Highly Effective. If an individual does not move beyond the Minimally Effective rating after two years, 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 for Other School-Based Staff from SY2012-13 to SY2015-16

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)
2015-2016	1% (n=28)	2% (n=67)	11% (n=310)	37% (n=1,057)	49% (n=1,429)

SY2015-16 Other School-Based Staff Rating Distribution by Ward

Ward	Ineffective	Minimally Effective	Developing	Effective	Highly Effective	Grand Total
1	1% (n=3)	1% (n=3)	10% (n=29)	39% (n=109)	50% (n=145)	289
2	0% (n=0)	4% (n=5)	14% (n=18)	26% (n=34)	56% (n=73)	130
3	0% (n=0)	1% (n=3)	8% (n=20)	23% (n=60)	68% (n=174)	257
4	2% (n=8)	3% (n=13)	12% (n=50)	43% (n=176)	40% (n=165)	412
5	1% (n=3)	3% (n=9)	16% (n=48)	39% (n=121)	42% (n=129)	310
6	1% (n=4)	1% (n=4)	8% (n=35)	38% (n=175)	52% (n=239)	457
7	1% (n=5)	4% (n=14)	11% (n=41)	43% (n=165)	42% (n=163)	388
8	1% (n=5)	3% (n=14)	13% (n=63)	36% (n=176)	47% (n=227)	485
Staff in Programs/ Serve Multiple Wards	0% (n=0)	1% (n=2)	4% (n=6)	25% (n=41)	70% (n=114)	163

What changes, if any, were made to IMPACT in FY16?

DCPS made several changes to IMPACT *for teachers* in FY16, in preparation for SY2016-17. First, the district developed a new observation rubric, called *DCPS Essential Practices*, that replaced the rubric used since IMPACT's inception in 2009 (the Teaching and Learning Framework). This new rubric is shorter, more focused on the district's instructional priorities, and better aligned with the expectations of the Common Core State Standards. More than 400 DCPS teachers and over 50% of principals contributed to the development of the Essential Practices.

In prior years, teachers were observed by their school leaders, as well as central office content experts known as Master Educators. The Master Educator program was phased out at the end of SY2015-16. The subject-

specific support provided by the Master Educators has been replaced and greatly expanded by the LEAP professional development program.

DCPS also added student surveys of teacher practice to the IMPACT model in an effort to elevate student voice in the evaluation and development of its educators.

Finally, the district reintroduced a “value-added” measure of teachers’ impact on student learning, as measured by the PARCC assessment. Note that the value-added measure is based on student *growth* over the course of the year, not absolute achievement. For school leaders, DCPS introduced two types of annual PARCC goals: increase in the percentage of students scoring a Level 5 or 4 (proficient) and decrease in the percentage of students scoring Level 1.

Q18: 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 excessed in FY16?

Teachers and School-Based Staff

Rating	Administrative Action and Timeline	Professional Development
Highly Effective	<p>WTU members who were eligible for performance based compensation through IMPACT<i>plus</i> were given a window to accept the awards during August 2016;</p> <p>awards were disbursed/ applied in fall 2016. CSO members were informed of their IMPACT<i>plus</i> award during August 2016 as there is no opt-in component through their contract; and</p> <p>awards were disbursed/applied in fall 2016 if they returned to DCPS or were involuntarily separated.</p>	<p>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.</p>
Effective	<p>WTU members who were eligible for performance based compensation through IMPACT<i>plus</i> were given a window to accept the awards during August 2016; and</p> <p>awards were disbursed/ applied in fall 2016. All other individuals with an Effective rating advance normally on the pay scale and no unique administrative actions were taken.</p>	<p>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</p>
Developing	<p>WTU and CSO members were informed in summer 2016 that their final rating would result in a step hold for SY2016-17. All employees whose Developing rating was directly preceded by two ratings of either Developing or Minimally Effective were</p>	<p>These individuals were encouraged throughout the year to access professional development through the coaching cycles, the educator portal, building-level professional development, and through</p>

	informed in summer 2016 that their final rating would result in their termination from DCPS.	other avenues in order to improve performance.
Minimally Effective	WTU and CSO members were informed in summer 2016 that their final rating would result in a step hold for SY2016-17. All employees whose Minimally Effective rating was directly preceded by either a Developing rating or a Minimally Effective rating were informed in summer 2016 that their final rating would result in their termination from DCPS.	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.
Ineffective	All employees were informed in summer 2016 that their final rating would result in their termination from DCPS.	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.

FY16 Terminations and Excesses – Teachers and Other School Based Staff

Actions	WTU	Non-WTU	Total
IMPACT Terminations	53	29	82
Reduction in Force (RIF) Terminations	-	83	83
Licensure Terminations	28	1	29
Other Terminations	-	41	41
Excessed WTU Members	5	-	5
Total Terminations	86	154	240
Excessed WTU Members	14	-	14

School Leaders

Rating	Administrative Action and Timeline	Professional Development
Highly Effective	Bonuses were distributed in the fall of 2016 to school leaders with a Highly Effective rating. They also advanced normally on the pay scale.	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.
Effective	School leaders with an Effective rating advanced normally on the pay scale and no unique administrative actions were taken.	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

Rating	Administrative Action and Timeline	Professional Development
		opportunities to share their knowledge with other school leaders.
Minimally Effective	School leaders who earned a Minimally Effective rating in SY2015-16 did not receive a step increase beginning in SY2016-17.	These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness.
Ineffective	Non-reappointed school leaders received an Ineffective rating and were removed from their school leadership position effective June 2016.	These individuals were encouraged by their managers throughout the year to access professional development in order to further increase their effectiveness.

Q19: In FY15, 22% of teachers in the 40 lowest-performing school were rated Highly Effective. How many Highly Effective were there in the 40 lowest performing school during FY16? How many of them had been retained from FY15? How many stayed in their school for the current school year?

In SY2015-16, 26% of teachers in the 40 lowest performing schools were rated Highly Effective. Of these, 92% were retained from SY2015-16 to SY2016-17, and 83% remained in their same school.

Q20: What percentage of teachers improved their evaluation rating between school year 2014-2015 and 2015-2016? Please include data for the following: Minimally Effective to Developing; Developing to Effective; Effective to Highly Effective.

Overall, 22% of returning teachers improved their ratings from SY2014-15 to SY2015-16. Additionally:

- 79% of returning teachers who earned a rating of Minimally Effective in SY2014-15 moved to Developing or higher in SY2015-16.
- 56% of returning teachers who earned a rating of Developing in SY2014-15 moved to Effective or higher in SY2015-16.
- 27% of returning teachers who earned a rating of Effective in SY2014-15 moved to Highly Effective in SY2015-16.

Q21: The following questions are in regards to the Teacher Leadership Innovation (TLI) program:

First launched in the spring of 2013, TLI Teacher Leader roles are hybrid roles that allow teachers to spend part of their day teaching, and part of it leading other adults in the building. During SY2016-17, the majority of TLI Teacher Leaders lead LEAP professional development teams in their schools. A smaller number of TLI Teacher Leaders focus on school-specific coaching related to special education, early childhood education, or school culture.

- **How many teacher leader participants were there during SY2015-2016? Please also indicate how many schools.**

In SY2015-16, there were 105 TLI Teacher Leaders across 29 DCPS schools.

- **How many teacher leader participants are there in the current school year?**

In the current school year, there are 174 TLI Teacher Leaders serving 73 DCPS schools, ranging from early childhood campuses to high schools.

- **What outcomes were observed as a result of investment in this program?**

Since 2013, DCPS has seen improvements in teacher practice and student achievement across schools that have participated in the TLI pilot. Specifically:

- The percentage of teachers rated Effective or Highly Effective at TLI schools increased nearly twice as much as did teachers in non-TLI, high-poverty schools.
- On average, teachers at TLI schools grew nearly twice as much in their final IMPACT scores as did teachers in high-poverty, non-TLI schools.

Additionally, each year since 2013, there has been a significant increase in the number of TLI Teacher Leader roles that principals have chosen to add to their schools.

- From SY2015-16 to SY2016-17, the total number of TLI roles increased from 104 to 174.
- TLI Teacher Leader roles now exist in the majority of DCPS schools. In SY2016-17, 73 DCPS schools include TLI roles, up from 29 schools in SY2015-16.

Q22: 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 in FY16 and FY17 to date.

Since its inception, the Mary Jane Patterson Fellowship has selected, trained and supported four cohorts of Patterson Fellows. Currently, there are 22 Patterson Fellows serving as DCPS principals. On average, PARCC scores for Patterson Fellow schools outperform the district average. This is just one of the reasons DCPS is seeking to expand the Fellowship in the coming years.

Q23: How many exit interviews/surveys did the agency conduct in FY16? 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 FY16.

DCPS conducted 922 exit interviews from October 1st, 2015 – September 30th, 2016 (FY16), including:

- Principals and Assistant Principals: 24
- Washington Teacher' Union: 615
- Central Office and Other School-Based Staff: 283

Exit Interview Results: Principals and Assistant Principals:

Reasons for Leaving	Top Factor in Leaving
Compensation/benefits	4.17%
Retiring	4.17%
Support from Central Office	4.17%
Opportunities for growth/leadership	8.33%
Support from principal	8.33%

Reasons for Leaving	Top Factor in Leaving
Job opportunity at a different school/district	16.67%
Relocation outside of DC area	20.83%
Work/life balance	33.33%

Exit Interview Results: Washington Teacher' Union:

Reason for Leaving	Top Factor in Leaving
Assigned content area or grade level	2.60%
Behavior management	3.74%
Career change	8.13%
Colleagues	1.14%
Compensation/benefits	0.65%
Curriculum and/or textbooks	0.65%
IMPACT	5.04%
Opportunities for growth/leadership	7.32%
Parent and community engagement	0.16%
Professional development	0.65%
Relocation outside of DC area	25.20%
Retiring	13.82%
School leadership	13.17%
School safety	0.98%
Support from Central Office	0.98%
Work/life balance	15.77%

Out of 7,164 school-based staff members, roughly 16% (1,138) did not return to DCPS.

Exit Interview Results: Central Office and Other School-Based Staff:

Reasons for Leaving	Top Factor in Leaving
Attractive job opportunity	47.00%
Dissatisfaction with colleagues	3.18%
Inadequate resources	5.65%
Inadequate supervision	5.65%
Lack of opportunity for growth	17.31%
Relocation outside of DC area	21.20%

Q24: Describe recent efforts, if any, by DCPS in FY16 and FY17 to date to update the MOU/MOA 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 indicate if there were any salary or benefits increases this school year.

The Duke Ellington School of the Arts was established in 1974 to provide professional arts training and academic enrichment in preparation for college and careers in the arts. In 2000, the Duke Ellington School of the Arts Project (DESAP) was created. DESAP is a collaboration of The John F. Kennedy Center for the Performing Arts, George Washington University, the Ellington Fund, and DCPS.

DCPS' Agreement with DESAP specifies that DESAP is 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. For its part of the Agreement, DCPS provides DESAP with an annual operating fee that is computed in roughly corresponding with the District's formula for (operating) funding public charter schools receive. In FY16, the existing Agreement with DESAP remained in place; however, both parties have expressed an interest in considering revised terms, but no formal discussions have occurred.

Q25: Have there been any accusations by employees or potential employees that DCPS has violated hiring and employment non-discrimination policies in FY16? If so, what steps were taken to remedy the situation(s)? Please indicate if this was an increase or decrease from accusations made during FY15.

DCPS did receive accusations of employment discrimination in FY16. DCPS has addressed specific complaints in a variety of ways: investigating the allegations and issuing adverse actions where complaints were founded; defending against complaints of questionable merit; and reaching mediated resolutions to complaints. The number of formal EEO complaints against DCPS have decreased from FY15 to FY16 – down from approximately 40 to approximately 25 complaints.

To prevent workplace discrimination, DCPS provides training for managers on Equal Employment Opportunity laws, including the federal and D.C. Family and Medical Leave Acts, Title VII of the Civil Rights of 1968, the DC Human Rights Act, and the Americans with Disabilities Act Amendments Act. In addition, DCPS strives to go beyond mere compliance with EEO laws, taking steps to improve the overall workplace climate, through trainings on workplace bullying and inclusion and equity. Several members of the DCPS workforce participate on the DC Office of Human Rights' Equity and Inclusion Task Force and have been certified to provide equity and inclusion training across the school district. Several trainings were conducted by DCPS members of this Task Force during FY16.

Capital, Planning & Partnerships

Q26: What inter-agency program, initiatives, or MOUs were in place for FY16 and which are either in place or are planned for FY17? 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.**

Office of the Chief of Schools

DCPS is party to several MOAs with the **DC Department of Human Services (DHS), Family Services Administration (FSA), Parent and Adolescent Support Services (PASS)** that allow DCPS to share student records data with DHS for student participants receiving PASS program (truancy prevention) services and for referrals to the PASS program truancy intervention services.

DCPS has an MOA with **Justice Grants Administration (JGA)/Show Up – Stand Out program** that allows the district to share educational records with JGA for students participating in the Show Up-Stand Out truancy intervention. It also outlines the referral relationship with JGA/Show Up-Stand Out.

DCPS Mental Health Crisis Response coordinators worked with DCPS Operations and the **Emergency and Safety Alliance** (a division of the Department of General Services) to enhance the emergency classroom resources (namely, the crisis “flip charts”). A content review committee also included representation from District charter schools and was designed to standardize, as much as feasible, crisis response throughout all District schools.

DCPS has a MOA with the **Department of Behavioral Health (DBH)** to provide mental health prevention, assessment and treatment services for DCPS students. These services are a supplement to the DCPS School Mental Health Services currently available in schools. The DBH School Mental Health Program (SMHP) provides a broad spectrum of mental health services, including primary prevention, early intervention, assessment and treatment services. DBH SMHP clinicians are located on-site to provide consultation, treatment and linkages to additional services. Additionally, the Primary Project is a school-based, early intervention/prevention program which reduces “mild” difficulties with social-emotional adjustment in the classroom for identified pre-kindergarten/4 through third-grade students.

DCPS Health and Wellness team maintains several other inter-agency MOUs on health-related programming. See ***Q26 Attachment_Health & Wellness Inter-agency MOUs, FY16 and FY17.xlsx*** for details.

Office of Talent and Culture

DCPS has an agreement with the **Department of Housing and Community Development (DHCD)**, providing funding from DCPS to DHCD to support a home purchase assistance program for members of Teamsters Local 639. This benefit was negotiated with Teamsters Local 639 during the most recent round of union contract negotiations.

DCPS and the Office of Personnel Management (**OPM**) have an interagency agreement and MOU for local fingerprinting services. DCPS and **GSA** have both an inter-agency agreement and an MOU for regional fingerprinting of teachers.

Office of Family and Public Engagement

Office of Partnerships and Grant Services (OPGS)

During FY16 and to-date in FY17, the DCPS Office of Family and Public Engagement (OFPE) collaborated with OPGS (1) to coordinate donation policy trainings for DCPS business managers and school leaders; and (2) to coordinate approvals between DCPS and OPGS regarding donations to DCPS.

Office of the State Superintendent for Education (OSSE)

Community School Advisory Board

DCPS staff from the OFPE School Partnerships Division sit on OSSE's Community School Advisory Board, which brings together representatives from DC Government Agencies, and community based organizations who engage in community school work across the district. Seven DC Public Schools have community school work funded through OSSE's Community School Incentive Initiative and several others engage in community school efforts through other funding streams. OFPE supported the Advisory Board's efforts to develop a comprehensive landscape of community school work across the district. OFPE also advised OSSE on technical assistance workshops that are available to both current, and interested, organizations looking to provide community school supports.

Deputy Mayor for Education *Cross-Sector Taskforce*

In FY16, the Deputy Mayor for Education (DME) launched a Cross-Sector Taskforce to bring together parents and community members from both traditional and charter public schools, so they can provide recommendations on improving the joint-planning of public education in DC. DCPS is represented on the Taskforce by the Chancellor and three staff: Shanita Burney, Deputy Chief of Community Engagement, Anjali Kulkarni, Deputy Chief of Strategic School Planning, and Amanda Alexander, Deputy Chief of Schools (ES/EC). To support the DME in this effort, OFPE helped recruit DCPS parents to apply for this taskforce and participated in phone screening interviews with the DME. DCPS also helped coordinate meeting logistics and served as notetakers for focus groups held across the city in February 2016.

Deputy Mayor for Education *Citywide Community Meetings around New Chancellor Selection*

The Community Engagement Division partnered with the DME to host three citywide forums around selecting a new Chancellor. The feedback gathered at these citywide discussions was shared through a report, Chancellor Search Community Engagement Report that was shared widely. Citywide meetings took place at Roosevelt, Eastern, and Savoy on August 30th, September 7th and September 14th, respectively.

Deputy Mayor for Education *Transportation Working Group*

A member of the DCPS Office of Family and Public Engagement sits on the DME's Transportation Working Group which brings together representation from various DC government agencies, as well as the charter sector to address issues of school safety and transit as students travel to and from school across the city. The group began meeting monthly in the fall of 2015 and is scheduled to sunset in March 2017, when some of the key projects and work will transition to various agencies.

Mayor's Office of Community Relations and Services (MOCRS)

The four members of the OFPE Community Action Team (CAT) sit on Core Teams that are organized by the Mayor's Office of Community Relations and Services (MOCRS). MOCRS representing every ward host monthly meetings and ward-based walk-throughs that bring together representatives from all DC government agencies

to collaborate on addressing community needs. The DCPS CAT member plays a critical role in partnering with the MOCRS to address school-level issues, including safety, transportation and building modernizations.

Q27: Describe DCPS' efforts to collaborate with the Office of Planning and the Deputy Mayor for Planning and Economic Development on calculating DCPS enrollment projections in FY16 to date.

DCSP' underlying approach to projecting enrollment consists primarily of trend analysis to make a prediction for the forthcoming school year. Our analysis relies on a "cohort-survival ratio," a commonly employed projection method, which takes the previous four years of grade level enrollment trends to predict the number of rising students for the next year. An overview of the complete process is provided in **Q27 Attachment_SY17-18 Enrollment Projection Methodology.pdf**.

Forecasts beyond one year must also incorporate expected population shifts in the surrounding school boundary. The Office of Planning (OP) shares District of Columbia population forecasts, broken out by age and neighborhood assignment, for use in comparing expected school level trends to anticipated population growth. These population trends are used as indicators for potential enrollment growth or decline, given local student preference for their in-boundary or out-of-boundary schools. For the district's modernization projects, DCPS develops five-year enrollment projections to determine the projected capacity of the building. Here too, our enrollment team utilizes the cohort survival methodology and factors in the neighborhood population projections projected by the Office of Planning.

In the coming year, we plan to collaborate with OP to understand anticipated, new housing construction in and around the Stadium Armory, Rhode Island Avenue, and Fort Totten neighborhoods. This will allow us to plan proactively for potential shifts in local elementary-age populations. In addition to considering these areas, DCPS will work with OP to keep abreast of other significant housing development across the city.

Q28: List and describe any agreements (MOAs) or memoranda of understandings (MOUs) between DCPS and non-profit organizations and foundations that were in place during FY16 and also currently in place for FY17, besides those that provide special education services.

Office of the Chief of Schools

DCPS has a standing MOU with the federal government for JROTC. The **Army JROTC Program** emphasizes character education, student achievement, wellness, leadership, and diversity. It is a cooperative effort on the part of the military services and host institutions to produce successful students and citizens, while fostering in each school a more constructive and disciplined learning environment.

DCPS has an MOA with **Access Youth** that governs the data-sharing and referral of truant 9th and 10th grade students at select schools to the Access Youth program for truancy intervention/mediation services. Access Youth is providing these services at Anacostia, Ballou, Eastern, and Washington Metropolitan (as of December 2016).

DCPS has maintained MOUs to formalize the dual enrollment partnerships with **Howard University, UDC-CC, and George Washington University** in FY16. For FY17, DCPS is in the process of finalizing a MOA with **Catholic University** for expansion of the dual enrollment program.

DCPS has an MOA with **Latin American Youth Center (LAYC)** to expand the family-focused college prep programs for our ELL families in FY16.

DCPS entered into new MOAs with **Kaplan and Princeton Review** for SAT test-prep services in FY16.

DCPS is in the process of finalizing a MOA with **DC CAP** to manage the ongoing relationship between DC CAP and our schools in FY17.

DCPS maintains an agreement with the **DC Department of Corrections (DOC)** to provide educational services for incarcerated youth/young adults through the Inspiring Youth Program (IYP). DCPS is responsible for the development, implementation, and cost of providing general education and special education at the DOC Central Detention Facility and DOC Correctional Treatment Facility sites. The DOC is responsible for ABE/GED programs and teachers, provides classroom space, grants access to pertinent student information, facilitates staff training and escorts students to class.

DCPS partners with several **universities** to secure internship opportunities for students in the fields of school psychology and social work, including:

- Howard University (psychology and social work);
- Bowie State University (psychology);
- Gallaudet University (social work);
- George Mason University (social work);
- University of Southern California (social work); and
- Catholic University, University of Maryland (currently renewing these agreements).

Community-based mental health organizations support DCPS by providing support to school mental health programming and extending those therapeutic supports to our families. Those partners include:

- First Home Care;
- Latin American Youth Center, Wendt Center, Connected Psychology (new agreements in SY16-17); and
- Family Matters, Contemporary Family Services, and Mary's Center (continuing agreements, renewed for two years).

DCPS Health and Wellness team maintains several MOAs with community-based organizations and government partners on health-related programming. See ***Q28 Attachment_Health & Wellness MOAs with CBO & Govt Partners, FY16 and FY17.xlsx*** for details.

Office of Instructional Practice

Dr. Jim Wyckoff at The University of Virginia and Dr. Thomas Dee at Stanford University. This partnership began in November 2011, and the associated MOA was updated most recently in March 2015, extending the partnership for FY16 and future years (amended in January of 2017 to extend through SY2017-18). The project focuses on specific questions related to IMPACT and *IMPACTplus*; teacher retention and the attributes of teachers leaving or remaining in DCPS schools; the effects of teacher turnover on teacher quality and student achievement; and the effects of School Leader IMPACT on the performance of principals and the quality of instruction in their schools. The partnership has yielded a number of exciting findings about the effects IMPACT has on DCPS teachers and students, including:

- Teachers hired to replace low-performing teachers contribute as much as four additional months of student learning in a single year in both math and reading.
- Low-performing teachers exit voluntarily at a 55% higher rate than high-performing teachers.
- High-performing teachers are retained at an 88% higher rate than low-performing teachers.

Georgetown University's McDonough School of Business. From 2013 through 2015, DCPS partnered with Georgetown University to develop and support an **Executive Master's in Leadership degree program** for a select cohort of DCPS principals. In January 2017, DCPS re-established that partnership with support from the DC Public Education Fund and the Walton Family Foundation to launch the first-ever district-charter leader cohort of the EML program. This latest cohort includes ten DC Public Schools (DCPS) and ten DC charter school leaders. The DC Public School Leaders (DCPSL) EML program will enhance the skills and capacity of public school principals, while facilitating best-practice sharing across district and charter schools.

Georgetown University has also partnered with DCPS to deliver **coursework for the Mary Jane Patterson Fellowship**. For FY16, the Mary Jane Patterson Fellowship (DCPS) had an MOU with the university to provide training for a cohort of aspiring principals. The Fellowship partners with Georgetown to offer rigorous classroom-based sessions with content aligned to the Talent and Personal Leadership standards of DCPS' Leadership Framework. Fellows receive a certificate from Georgetown upon successful completion of these courses.

DC Public Education Fund. Through a partnership with the DC Public Education Fund and the Bill & Melinda Gates Foundation, DCPS has established MOAs that support the LEAP professional development model: an MOA with **Whetstone and Kaltura** details a partnership regarding the data platform that houses all LEAP-related resources, and an MOA with **Leading Educators** supports the professional development sessions provided to LEAP leaders and math content teams. The partnership with DC Public Education Fund also supports the IMPACT student survey work: an MOA finalized in January 2017 with **Tripod** details an agreement around student survey implementation in the district.

DCPS established an MOU in FY16 with the **Office of State Superintendent of Education (OSSE)** to support the *District of Columbia's Staffing Data Collaborative Initiative*, which is part of the DC Plan for Equitable Access for Excellent Educators (a requirement of the Title I Part A of the Elementary and Secondary Education Act). As a result of this MOU, OSSE agreed to fund a portion of a school climate survey administered at DCPS by The New Teacher Project.

Q29: 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 SY15-16 and to date in SY16-17 by school.

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

See **Q29 Attachment_Afterschool and Daytime Partnerships, FY16 and FY17.xlsx (Tab 1 and Tab 3)** for a list of the non-DCPS managed afterschool programs and partnerships for SY15-16 and SY16-17 to date. See **Q29 Attachment_Afterschool and Daytime Partnerships, FY16 and FY17.xlsx (Tab 2 and Tab 4)** for the centrally managed, school daytime partnerships for SY15-16 and SY16-17 to date.

Q30: The following questions are regarding DCPS capital budget:

- **Provide the capital budget for DCPS and all programs under its purview during FY16 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.

Q30 Attachment_FY16 Capital Budget Report.xlsx shows the FY16 capital budget update for any project that had an FY16 budget load or expenditures in FY16; and

Q30 Attachment_Capital Reprogramming Summary.pdf summarizes the 2016 capital reprogrammings. This list also includes reprogrammings that are funding swaps. These swaps are not done because a project is over budget, but to ensure non-capital eligible items can still be provided for a school project.

- **Provide the list of all stabilization and small capital projects for FY16. Please include a description of the project; amount budgeted and actual dollar spent per project; and the status of the work (completed or ongoing).**

Q30 Attachment_FY2016_DCPS_Stabilization Projects.xlsx details the work initiated with FY16 funds.

***All attachments for this question are based on information provided by DGS.*

Q31: As a follow-up to the October 6, 2016, joint hearing of the Committee on Education and the Committee on Transportation and the Environment on DCPS School Modernizations and Childhood Lead Exposure, please provide the Committee with an updated small capital project list for FY17. Please include all of the projects presented on the March 2016 “DCPS/DGS Planned FY16 Summer Additional Projects List” provided to the Council. [NOTE: This information was requested by the Committee on October 11, 2016, and still has not been provided to the Council.]

DGS has made progress on the planned projects discussed at the March 2016 public hearing; however, not all of the work is complete. **Q31 Attachment_FY16 Summer Completion Projects_Jan2017 Update from March 2016RT.xlsx** has two updated project lists, originally submitted in March 2016. Tab 1 lists projects to be completed by school opening 2016 and Tab 2 lists projects that go beyond school opening 2016. A column has been added to provide an update as of January 11, 2017. A notes column provides additional information about each of the projects. For projects where DGS has not initiated the procurement process or does not have a contractor/vendor hired, we have not provided an updated timeline.

Q32: 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).

A current list of all properties supported by the DCPS budget is shown in **Tab 1 of Q32 Q97 Attachment_DCPS Properties Leases Fixed Costs.xlsx**. Tab 1 also includes the terms of buildings leased by DCPS. Tab 2 lists the buildings that DCPS leases to other entities; DGS maintains information for leases of DCPS buildings.

Attachment **Q32 Q97 Attachment_FixedCostComparisonbyFY.xlsx** provides an accounting of annual fixed costs for all DCPS properties.

Q33: Provide the updated DCPS school facility condition assessments that is conducted annually by DGS. Specifically, please provide a copy of the completed facility condition assessment for

Capitol Hill Montessori at Logan and any other school whose assessments were recently completed.

Until recently, the Facility Condition Assessments (FCAs) were performed by DGS every 5 - 6 years. DGS has now committed to perform or update FCAs once every three years, and is currently developing the schedule for the updates. DGS expects to provide and update to DCPS in March 2017. In addition, as capital projects or maintenance tickets are completed, the FCAs will be updated by DGS as a part of the closeout process.

In November 2016, DCPS met with DGS and 4 Tell (the contractor that has conducted the FCAs). One goal of this meeting was to determine how the information we have can be more useful to DCPS and other stakeholders. The existing Facility Condition Index (FCI) data calculations only included one-year system life cycle costs. 4 Tell committed to re-run the calculations to account for a 10-year life cycle outlook. In addition, 4Tell will provide the unit cost assumptions included in their calculations. DCPS will rely on DGS to validate these numbers and the district has requested that DGS provide an updated timeline for delivery of these items.

Along with these responses, DCPS is submitting to the Committee on Education the 19 FY16 FCAs requested (including Capitol Hill Montessori at Logan) in a drop box, along with other extremely large documents.

Q34: Describe the steps taken by DCPS in FY16 and to date in FY17 to maintain or achieve ADA compliance at its facilities.

DCPS values the accessibility of its buildings for all of our students, families, staff, and community. The following facility projects were completed in FY16, and DCPS and DGS plan to complete the remaining projects in FY17:

FY16 Finished Projects

- New elevators at Simon ES (October 2016); Payne ES (September 2016); Banneker HS (February 2016); Stanton ES (January 2016);
- New inclusive playground at CW Harris ES (March 2016);
- New exterior entrance ramps at Garrison ES, MLK ES and Powell ES (August 2016);
- New interior ramps at Eliot Hine MS (August 2016);
- New connector at Payne ES (August 2016); and
- New or modernized buildings at Roosevelt, Van Ness ES Phase 2, Ron Brown Phase 1, Lafayette ES, Stanton ES Addition (all completed for SY 2016-2017).

FY17 Work Plan

- New elevators at Amidon ES and Brent ES;
- Modernize elevators at Drew ES and Goding ES. (Aiton ES, Burrville ES, Eaton ES, Johnson MS, Ketcham ES, and Takoma EC will be the next buildings to receive elevator modernizations); and
- Modernize buildings at Powell (March 2017), Watkins ES (August 2017), Garrison ES (August 2017), Ron Brown Phase 2 (July 2017)

Q35: At the July 11, 2016 hearing on the Bill 21-777, “Planning Actively for Comprehensive Education Facilities Amendment Act of 2016,” DCPS stated that the development of standard education specifications for DCPS would be completed in fall 2016. Please provide the Committee with an update on this work, including copies of the Ed specs.

DCPS is in the final stages of its educational specifications development. The Educational Specification documents define the equitable facilities standard that defines the characteristics of design and performance of DCPS facilities. They serve as a foundation for the planning and design of modernized facilities. The draft documents and a comment form are posted at: <https://sites.google.com/a/dc.gov/dcps-school-modernizations/educational-specifications> and stakeholder engagement sessions are being scheduled in all eight wards, with a goal of finalizing the specifications in February 2017.

As of January 23, 2017, the following meetings had been scheduled (or occurred):

- Capitol Hill Public Schools Parent Organization (CHPSPO) (Ward 6) – 1/17;
- Ward 5 Ed Council – 1/17;
- Ward 1 Ed Council – 1/18;
- SHAPPE/Ward 4 Ed Council – 1/24;
- Ward 7 – 1/26; and
- Meetings in Wards 2, 3, and 8 are being scheduled.

Q36: DCPS has repeatedly testified before the Committee on Education that feasibility analysis for opening a new standalone, comprehensive middle school in Ward 7 and redeveloping/reopening the Shaw Middle School site in Ward 6 would be available in Fall 2016. Please provide the Committee with an update on this work, including copies of the feasibility analysis reports for both sites.

In 2016, DCPS reviewed enrollment projections for a potential Shaw Middle School for SY18-19 and SY19-20. This analysis focused on current enrollment trends among the school’s in-boundary and feeder school populations, the impact of nearby public charter schools and potential lottery demand, projected changes in the local school-aged population, and enrollment indicators from previous middle school openings.

A building feasibility study has not been done for either location. A building feasibility study would not be completed until more information on the program needs, enrollment, and capital budget are established.

Q37: Please provide an update on the planning to modernize Coolidge High School.

DCPS and DGS completed a building feasibility study for the Coolidge HS modernization in October 2016. The final report can be found at:

<https://docs.google.com/a/dc.gov/viewer?a=v&pid=sites&srcid=ZGMuZ292fGRjcHMtc2Nob29sLW1vZGVybmI6YXRpb25zfGd4OjIzYzIzMzkyNzlmODc2OTY>

In addition to building a high school for 670 students, DCPS announced plans in early January 2017 to add a middle school of 450 students at the new Coolidge - a decision based on feedback from parents, staff, and community members from Coolidge and its four feeder schools (Brightwood, LaSalle-Backus, Takoma, and Whittier Education Campuses). Work is scheduled to begin in summer 2017, and the project will be completed in summer 2019.

A request for proposals for design-build firms has been published, with bids due on January 18, 2017, and a goal of having a firm on board in early March 2017.

DCPS will continue to engage with Coolidge stakeholders on this process, in particular through the Coolidge Community Working Group, an advisory body composed of feeder school parents, Coolidge and feeder staff members, Coolidge alumni, and community members. DCPS posts regular updates on the process at <http://bit.ly/dcpsplanning> and <http://bit.ly/dcpsmods>.

Academic Achievement and Student Supports

Q38: For the 2015-2016 school year, one of DCPS' stated foci was improving the high school experience, rigor, enrollment, and overall academic achievement. The following questions are regarding this work:

- **DCPS required that each high school offer at least 6 advanced placement (AP) courses. Was this accomplished and did DCPS see an increase enrollment in these courses as a result of this initiative? Has this initiative been maintained this school year?**

During SY15-16 the minimum requirement for schools to offer at least six AP courses was accomplished at each high school. As a result of this initiative, the overall AP course enrollment for DCPS increased by 15% from SY14-15 to SY15-16. For SY16-17, the minimum requirement for AP course offerings is eight AP courses. All high schools have met this minimum requirement for the current year, except Phelps HS, which is offering five AP courses due to several staffing and programmatic changes that occurred at the start of the school year. Phelps is planning to offer eight AP courses next school year

- **What additional training or professional development support was offered to DCPS teachers who were teaching AP courses for the first time?**

First-time DCPS Advanced Placement (AP) teachers had the opportunity to attend four-day AP Summer Institutes at either Montgomery College or Fairfax County Public Schools. All DCPS AP teachers were also given the opportunity to attend a one-day College Board workshop for their respective AP courses. Further, at each DCPS PD day, the AP ELA teachers meet as a group to collaboratively review AP released items, score student work, and plan instruction.

- **As part of the high school investment, every high school was to offer at least 20 elective courses. Was this accomplished? Please describe the impact on this initiative for each high school and include a sample of descriptions of new courses offered as a result.**

In SY14-15, our comprehensive high schools offered an average of 10.4 certified elective courses. In SY15-16, eight of the nine schools offered at least 19 courses, and five of the nine schools offered at least 22 courses. Ballou HS received a waiver from the requirement because of a unique scheduling model that has every student in grades 9-12 taking an AVID course as part of their college-prep curriculum. Still, Ballou has increased the number of elective courses from 10 to 15.

DCPS carefully crafted the list of certified elective courses to include several courses from every discipline (e.g., music, business, science, physical education). This list includes traditional courses like Yearbook, Marching Band, and Drama, and non-traditional ones such as Computer Programming, African-American Literature, and Economics. Below are descriptions for a few of the elective courses currently being offered and a complete breakdown of the number of elective offerings by school:

- **Comparative Religion:** This Social Studies course surveys world religions, with an emphasis on their differences and similarities. Students learn about the major religions of the world, their specific characteristics, the beliefs and practices of their followers, their major leaders, and the influence each has had on the history and culture of mankind.
- **Microbiology:** This Science elective is designed for students to explore microbiology in depth. Through primarily laboratory activities, students gain an understanding of how to grow, handle, and experiment with microorganisms. Students will be able to demonstrate an understanding of the historical advances in microbiology and how these advances have led to our understanding of the biochemistry and genetics of microorganisms, especially pathogenic microorganisms.
- **Introduction to Street Law:** This Social Studies elective is the first part in the two-part Street Law program. The course introduces students to foundational legal concepts relating to individual rights and responsibilities and the U.S. legal system. Students learn about U.S. court systems and processes, criminal law, criminal procedure, and constitutional and human rights, among other topics. 0.5-credit version. (For use in first semester in year-long schedule-format schools only.)

School Name	Ward	# of Elective Courses in SY14-15	# of Elective Courses in SY15-16	Change
Anacostia HS	8	5	19	+14
Ballou HS	8	10	15*	+5
Cardozo EC	1	8	22	+14
Wilson HS	3	19	24	+5
Coolidge HS	4	6	19	+13
Dunbar HS	5	11	19	+8
Eastern HS	6	15	22**	+7
Roosevelt HS	4	9	24	+15
Woodson, H.D. HS	7	11	23	+12

* Ballou HS offers the full AVID path (grades 9-12) for all students in support of the elective requirements.

** Eastern HS Marching Band and Concert Band count as electives because of that school's unique afterschool programming.

- **What additional support did Central Office provide high schools with smaller enrollments in creating these new courses?**

With this requirement, DCPS has worked to ensure that every student has access to a breadth of options, whether they attend a large or small school and to invest resources to support the requirement. When the requirement was established, DCPS anticipated that some schools would need to offer *additional* courses, and not just replace existing ones; and that many elective courses would not be fully enrolled due to the constraints of scheduling at smaller schools. Accordingly, DCPS adjusted the school budget model to consider these requirements and to allocate proportionally more teachers.

- **Did DCPS conduct any evaluation with high school students or teachers to measure the impact of these investments?**

In addition to tracking the number of courses offered, in the fall of 2016, DCPS completed a follow-up analysis of actual enrollment in the courses. This review revealed that 63% of students were enrolled in at least one certified elective course, compared to 58% in SY15-16. This has been an important check on the impact of the requirement for more elective offerings.

Q39: A major budget initiative for DCPS during FY16 was the launch of the Empowering Males of Color program. Please also give a description of DCPS' efforts and actions with regard to the EMOC program including any outcomes observed thus far.

In SY15-16, DCPS continues to support and expand its efforts and actions as part of the Empowering Males of Color (EMOC) program.

- **EMOC 1000** (formerly 500 for 500: Mentoring Through Literacy Program): The goal of the 500 for 500 Program was to recruit, train, and match 500 mentors with 500 boys of color in grades K-12 over a two-year period through partnerships with organizations such as Reading Partners, Higher Achievement Program, and For Love of Children, 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. We are currently referring to 500 for 500 as EMOC 1000 as we are expanding our reach beyond the original 500 target and capturing more possibilities for meaningful adult-student relationships and evidence based practice. We are not currently actively recruiting mentors, but are focusing, instead, on supporting mentoring programs built into several Innovation Grant schools such as Ballou, Stanton and Eastern. Over 700 young males of color are participating in EMOC programs.
- **EMOC Innovation Grants** launched in February 2016 as a multi-year initiative (through July 2017) to develop programming specifically addressing the needs of Black and Latino male students and educators. Grants (nearly \$1.7 million) were awarded to 16 schools for programming to accelerate achievement for their males of color. The grants have four focus areas: core instruction, interventions, school culture and leadership. Some of the programs and highlights supported by these grants include:
 - Building content knowledge, character, and confidence for students to serve as innovative, inclusive global leaders through international and domestic educational opportunities. Students traveled to Jamaica this summer for service learning project (Eastern HS);
 - Offering mathematics PD from the National Council of Teachers of Mathematics to have teachers develop deeper understanding of Common Core State Standards and to understand how to scaffold instruction to reach boys of color who are multiple years behind in math (Tyler ES);
 - Building supportive classroom communities based on the Developing Self-Regulation and Impulse Control using the Conscious Discipline model. The model also helps teachers build healthy social and emotional communication and relationships with students (Van Ness ES);
 - Implementing Restorative Justice practices and creating a Rites of Passages program for boys of color that has clear expectations and definitions for manhood that are inclusive of student voice, and integrates student experiences into a single gender all boys academy (Ballou HS); and
 - Providing teachers with cultural perspectives and insights on educating boys of color in order to better facilitate positive relationships between students of color and teachers (Columbia Heights EC).

We have seen high level of participation, engagement and enthusiasm. We are preparing to evaluate middle-of-year data to determine any impact related to student performance/outcomes.

- **The Male Educators of Color Collaborative (MEOCC)** launched in summer 2016 as a source of fellowship for male teachers of color, a valuable, yet underrepresented, group of educators. MEOCC will provide professional development, national networking, and connections to similar organizations in other districts nationally. A kick-off event was held in December 2016, and there will be quarterly sessions scheduled throughout the year, which will allow for continued fellowship. Since the launch, over 140 educators of color have joined the collaborative.

- **The Leading Men Fellowship** is an opportunity for recent DCPS graduates (ages 18-24) who are young men of color to serve in early childhood classrooms and receive coaching and support in pursuit of a degree in education. This 10-month, paid education training program creates a link between our career-ready high school programs and our pipeline to bring men of color into our classrooms as educators. MEOCC and Leading Men were both made possible through a grant from the Kellogg Foundation secured by the DC Public Education Fund. The Literacy Lab is our partner for this program. There are currently 10 fellows working in the following schools: Aiton ES, Amidon-Bowen ES, Walker-Jones EC (2), Thomas ES (2), Turner ES, CW Harris ES and Raymond EC (2). Each month, fellows receive training from The Literacy Lab and professional development, organized by the DCPS EMOC Team. Fellows participate in college tours and will also be taking the Paraprofessional Examination as a culmination of their fellowship experience. There are approximately 80 boys of color in classrooms with a Leading Men Fellow. This program has been highlighted in the [Washington Post](#) and other media outlets.
- **Ron Brown College Preparatory High School** opened in August 2016 as the city's first public, all male college-prep high school. Dr. Benjamin Williams serves as the school's founding principal. The school emphasizes college and career programming with a goal of a 100 percent graduation rate from both high school and college. The all-male academy has gotten off to a great start since its opening, with an 85% attendance rate, only three suspensions this year, and 75% participation in clubs and/or sports.

Q40: Describe how DCPS has maintained investments during SY2015-2016 to address the social and emotional needs of middle grades students.

DCPS views the middle grades are viewed as an important transitional period that can propel students' academic, social/emotional growth and overall development. Well-adjusted and prepared middle grade students are the key to a successful 9th grade transition and increasing the number of students graduating in four years. As part of the Middle Grades Initiative, DCPS is funding each middle school with \$100,000 to support one additional social emotional support staff position. Schools are able to choose from the following positions to provide that support:

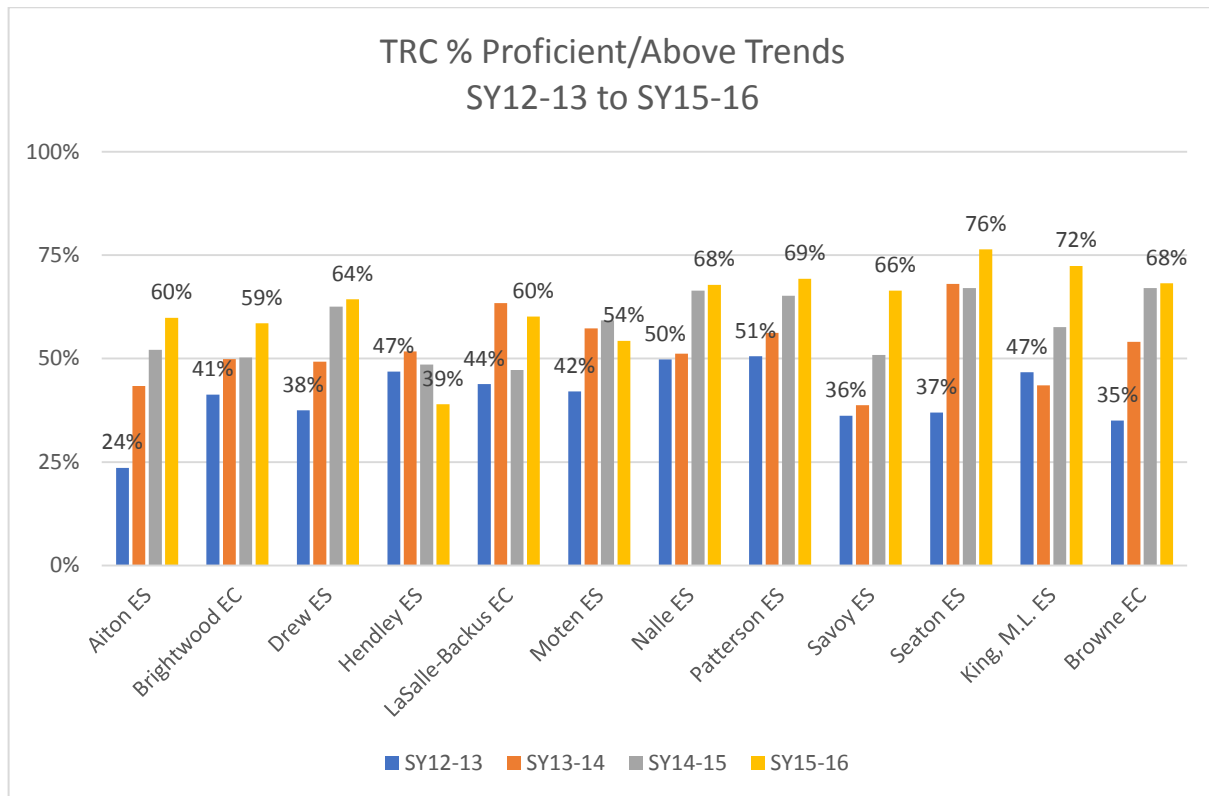
- Assistant Principal of Intervention (API)
- Dean of Discipline
- In-school suspension teacher
- Guidance Counselor
- Attendance Counselor
- Non-Special Education DMH Clinician, Wrap Care Coordinator or Social Worker

Q41: During SY2015-2016, targeted schools received additional literacy personnel (Assistant Principals of Literacy, Reading Specialists, instructional coaches) as part of DCPS literacy goals. Please name those schools and describe gains made in literacy in FY16 as a result of this investment. If this is the three year that a school has had additional literacy personnel, please include their gains for all years.

In SY15-16, the majority of the 19 schools with additional literacy personnel outperformed the district's average growth in literacy skill attainment. We measure the success of these investments in terms of students' increased foundational reading skills (as measured by Dynamic Indicators Basic Early Literacy Skills: DIBELS) and students' reading levels (as measured by Text Reading Comprehension (TRC) in grades K-5 or Reading Inventory (RI) for grades 6-10. Performance on these assessments for the past three years suggest

that this investment, over time, makes a discernible difference, and the positive effects become greater over time; nine of the 12 APL schools had their highest proficiency rates in SY 16-17.

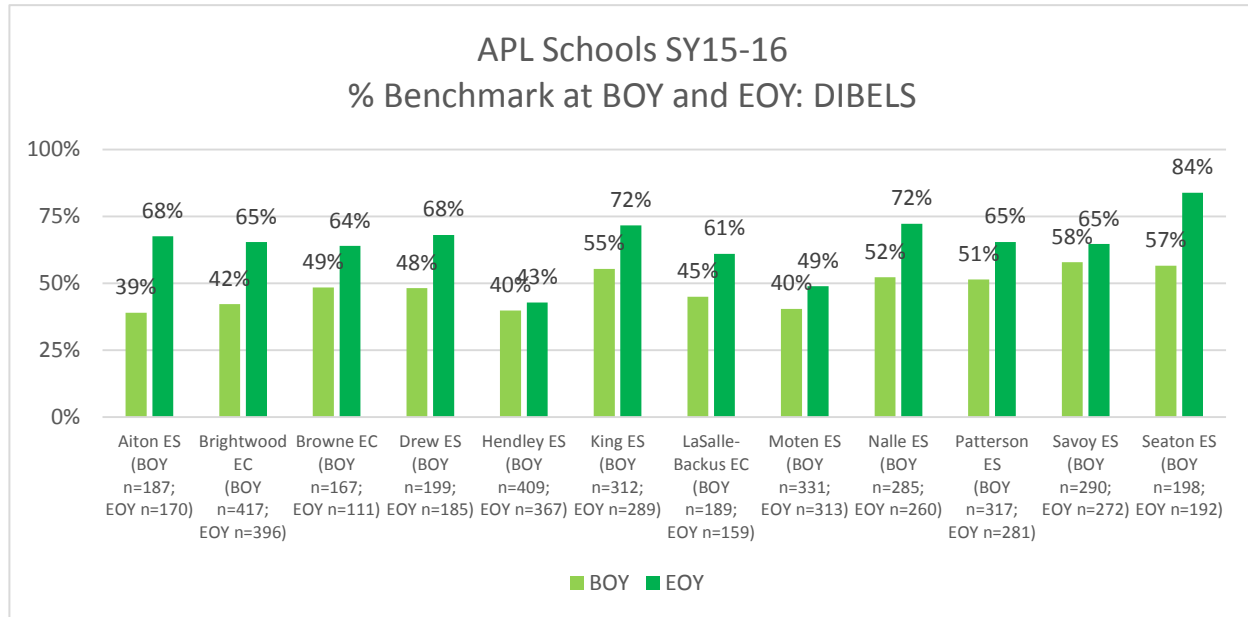
TRC% Proficient/Above Trend Data: Literacy personnel were added to the 12 ES/EC schools in SY13-14. The increase over three years in reading levels has been significant for this cohort of schools (see figure below). Despite having been identified for participation in this program based on low literacy achievement, two schools are above the district average (71%) on reading level proficiency, with four additional schools within five percentage points.



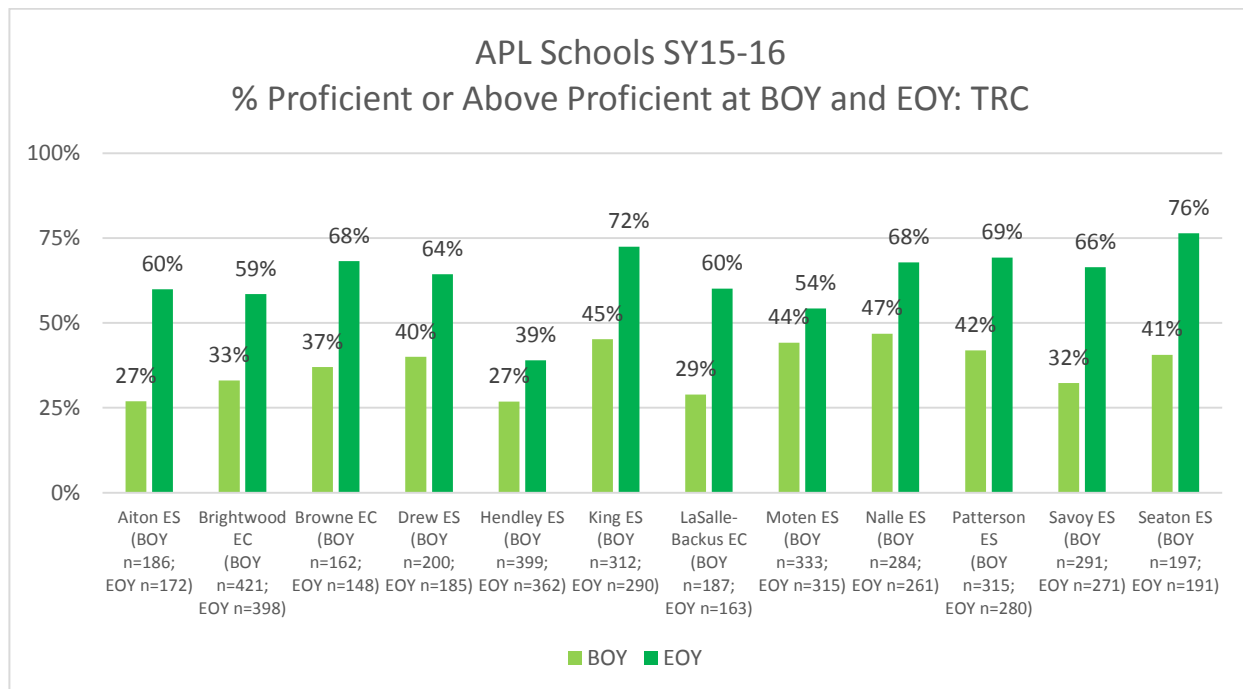
PARCC performance: Performing proficiently on the DIBELS, TRC and SRI assessments is a prerequisite to performing proficiently on the Common Core summative assessments (PARCC). From SY14-15 to SY15-16, 13 of the total 19 literacy investment schools showed increased performance on PARCC-ELA, one maintained, and five decreased.

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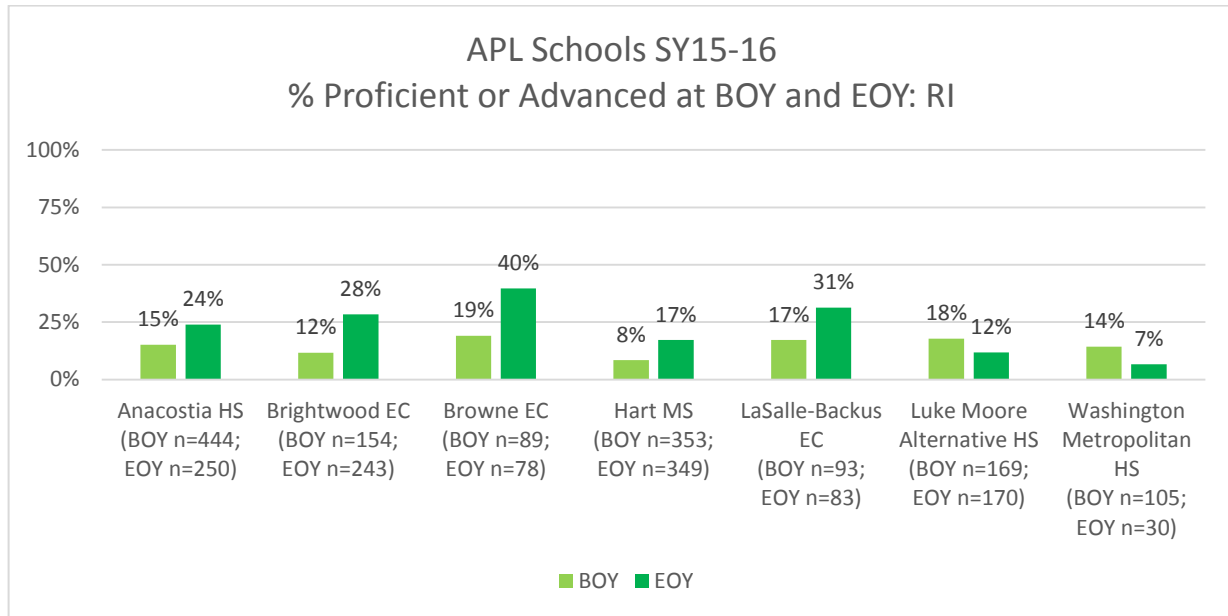
APL Schools (SY 15-16): The Assistant Principal for Literacy position was designed to bring a highly skilled instructional leader and literacy expert into a struggling school to help design and oversee the literacy program. The goal for APL schools is to increase the percent of students meeting/exceeding grade level expectations by 20 percentage points each school year. In SY 15-16, five of twelve APL schools met this goal, while nine of twelve schools outperformed the district's average growth of 10 percentage points from the beginning to end of year.



Ten of 12 elementary/EC APL schools met the goal of a 20 percentage point increase on the measure of reading levels (TRC), with nine of the 12 outperforming the district's average BOY-EOY growth of 23 percentage points.

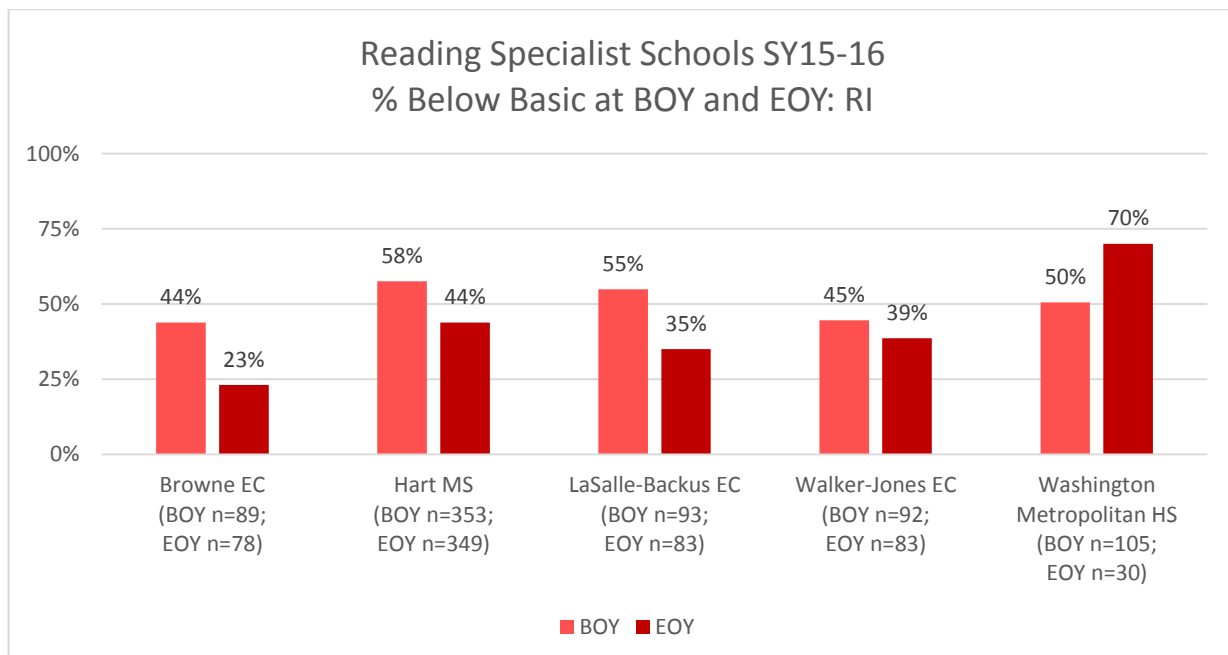


Performance at the secondary level was also strong, with the exception of the two alternative schools. Notably, both schools - Luke Moore and Washington Met - converted the APL position to a general AP position in SY 15-16.

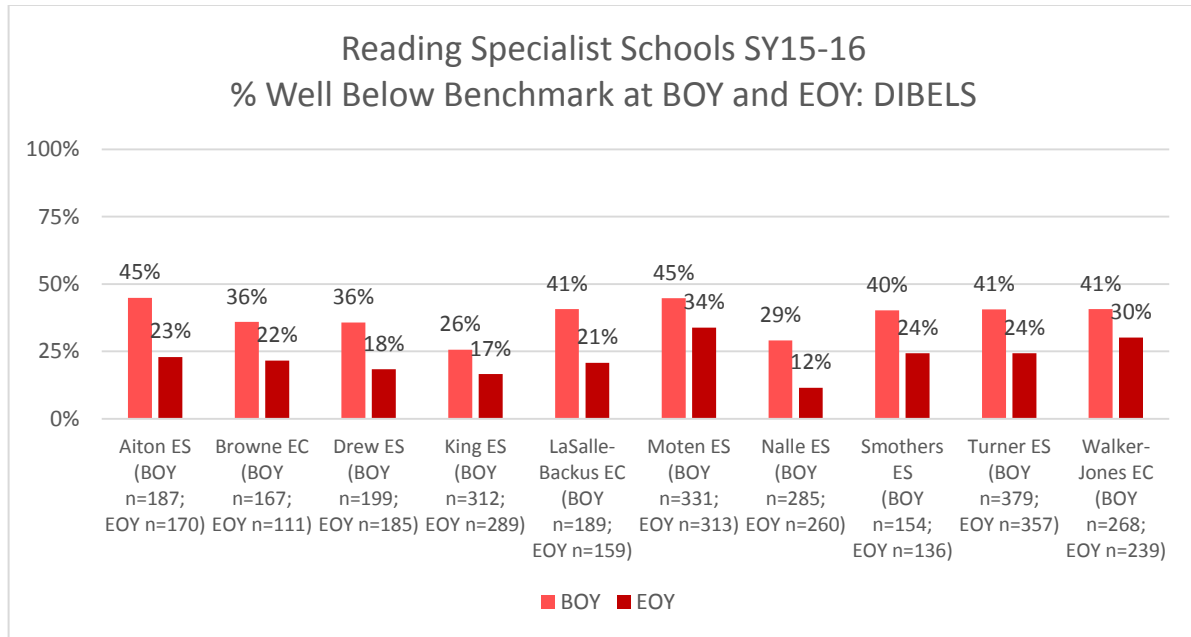


Reading Specialists: SY 15-16

Reading Specialists work intensively with a caseload of 25-30 students, designing an instructional program to meet their needs and accelerate their reading achievement. This investment is designed to help schools decrease the percentage of students scoring in the lowest level by 10 percentage points in one school year. At the secondary level, Reading Specialists were successful in decreasing the percentage of students in the lowest level of performance (on the Reading Inventory), and three of the five schools met the goal of 10 percentage points decrease over one school year.



Similarly, for the elementary grades, nine of 10 Reading Specialist schools reduced the percentage of students with the lowest level of early literacy skills by 10 percentage points or more.



Q42: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title I in FY16 and FY17 to date. Please describe how these funds were spent to enhance student achievement.

In FY16, Title I dollars funded highly qualified teachers across all Title I schools, as well as supplemental programming including 9th Grade Academy, K5 Literacy initiative, and various instructional supports at Priority and Focus schools. See *Q42 Attachment_ Title I Allocations.xlsx* for the total amount of Title 1 funding, by school.

Q43: 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 SY2015-2016, 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 SY2015-2016 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 schools) 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 were developed to address individual school needs and accelerate student achievement. In SY15-16, we continued implementation of these supports and strategies, which are aligned to the district's 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 deliver 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 who struggle academically and/or behaviorally in the general education school setting. In SY15-16, all 40/40 schools completed and implemented school-wide RTI plans, with support from a central office RTI team.
- **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. Again in SY15-16, DCPS ensured that the first hiring fair of the season was exclusively for 40/40 schools and middle grades. Vacancies were loaded early for 40/40 schools to allow for earlier hiring. Also, we continue to offer higher performance-based bonuses for teachers and principals who receive a Highly Effective rating and work in 40/40 schools.
- **Attendance and School Climate:** Beyond the overall improvements that we saw in In-Seat Attendance (ISA) and truancy reduction, we maintained supports from the Attendance Matters initiative. In SY15-16, DCPS implemented its new School Climate Initiative (SCI) in 18 of the 40/40 schools. For SY16-17, SCI is being implemented in all 40/40 schools.

Second, we continued to provide targeted supports for targeted 40/40 schools, based on the individual needs of the schools:

- **Extended Day Program:** This is an opportunity for each 40/40 elementary school to the extend school day until 4:15 PM daily (excluding Friday). The extra time is used to extend the literacy and math blocks, while providing enrichment and interventions at the individual student level.
- **Ninth Grade Academies (NGA):** The ninth grade academies are designed to provide critical support that lead to higher graduation rates. Ninth grade academies continued to experience success in SY15-16, with the first-time 9th grade promotion rate for the eight NGA schools increasing from 72% in SY14-15 to 74% in SY15-16. The overall first-time 9th grade promotion rate for all high schools also increased - from 78% in SY14-15 to 84% in SY15-16.
- **Literacy Supports:** Seventeen schools were staffed with Assistant Principals for Literacy (APL) and 15 schools were staffed with 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 through the Specialists. Data highlighted in Question 41 above details some of that progress.
- **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.
- **Reading Partners:** This is an opportunity for each 40/40 elementary school to have additional literacy support through a partnership.

DCPS provides a range of supports for its lowest performing schools, and because different schools need varying types and levels of support, the district provides differentiated support for each school. Each school has an assigned 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). These specialists work to ensure alignment of these different initiatives to each school's turnaround plan and support the school in maximizing its resources.

Finally, in SY15-16, DCPS installed a new senior leader, a Deputy Chief of School Turnaround and Performance (STP), to lead the work supporting 40/40 schools. The new Deputy Chief's first priority was to work with the Instructional Superintendents to identify best practices for rapid school improvement: ensuring the schools

have strong academic leadership teams, addressing school climate, and focusing on teacher professional development, and RTI approaches. The STP division completed rigorous needs assessments and reviews of the 40/40 schools. With the findings, the division designed and developed Cluster X in SY16-17, a cohort of eleven 40/40 schools grouped together to receive strategic and targeted support from several DCPS offices (i.e., ELA curriculum, math curriculum, and family engagement).

Q43 Attachment_Focus Priority School Turnaround Initiatives highlights the Title I expenditures for services and supports provided by STP in SY2015-2016

Q44: Please provide a breakdown of which schools participated in extended day for SY15-16. Please also include which grades were impacted; how much additional time was added to the school day; and outcomes observed as a result of this investment.

DCPS' Extended Day program is not simply an after-school program, but an actual extension of the traditional school day. An hour of instructional time is added to at least four days of the school week, extending the school day until 4:15 PM. During this time, teachers spend more time on instruction, which gives students more time on academic tasks. Ideally, this instruction is delivered by the same teachers that students are with during the traditional school day, generating a natural extension of the school day. Attendance is not optional and this approach eliminates the non-instructional variance permitted in after school programming.

In SY15-16, 39 schools participated in the Extended Day program – 26 elementary schools, 10 education campuses, and three middle schools. The following table outlines the grade levels impacted at each Extended Day school in SY15-16:

School	Grade Levels
Elementary Schools: Aiton, Burrville, CW Harris, Dorothy Height, Garfield, Malcolm X, Nalle, Orr, Simon, Smothers, Tubman,	Whole School (PK-5 th)
Walker-Jones EC, Truesdell EC	Whole School (PK-8 th)
Kelly Miller	Whole School (6 th – 8 th)
Powell ES	Partial (PK-5 th)
King ES, Thomson ES	Partial (K-5 th)
Drew, Garrison,	Partial (1 st -5 th)
Barnard, Miner,	Partial (2 nd -5 th)
Beers, HD Cooke, Houston, Kimball	Partial (3 rd -5 th)
Bruce Monroe ES	Partial (Select 2 nd -5 th)
Leckie ES	Partial (3 rd -7 th)
Noyes ES	Partial (4 th -5 th)
Savoy ES	Partial (1 st -3 rd)
Wheatley and Whittier	Partial (Select PK-8 th)
Capitol Hill Montessori	Partial (1 st -8 th)
LaSalle-Backus EC	Partial (5 th -8 th)
Browne EC, Hardy MS, Johnson MS, Cardozo EC, Columbia Heights EC	Partial (6 th -8 th)

There were a number of key outcomes observed as a result of this investment during SY15-16, including:

- Increased number of sites participating in program;
- Improved PARCC scores, particularly at the elementary school level, from SY14-15 to SY15-16:
 - **ELA PARCC Results**
 - 80% of Extended Day elementary schools increased scores
 - 50% of Extended Day middle schools increased scores
 - 50% of Extended Day education campuses increased scores
 - **Math PARCC Results**
 - 80% of Extended Day elementary schools increased scores
 - 50% of Extended Day middle schools increased scores
 - 25% of Extended Day education campuses increased scores

and

- Improved program supports via monitoring and feedback.

Q45: During SY15-16 Raymond Education Campus was the pilot site for an extended year program. Please describe outcomes observed at Raymond, if any, as a result of this additional classroom time.

After their first year piloting an extended year program, Raymond EC showed improvement in the following areas as a result of the additional classroom time:

- an increase of 6% scoring Level 4 or 5 in ELA on PARCC (from 16% in SY14-15 to 22% in SY15-16);
- an increase of 2.6% scoring Level 4 or 5 in Math on PARCC (from 13.4% in SY14-15 to 16% in SY15-16);
- a decrease of 9.7% from EOY SY15-16 to BOY SY16-17 on i-Ready scores in comparison to 25% decrease EOY SY14-15 to BOY SY15-16;
- an increase of 2% on SRI; and
- an increase in enrollment from 589 to 623.

Q46: Provide the Committee with:

- **A list of each school that had IB programs during SY15-16 and SY16-17;**

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

SY15-16 IB Schools		
School	Programme(s)	Grades
Banneker	Diploma Programme	11-12

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

DCPS launched its first International Baccalaureate (IB) school in 2001, with a Diploma Programme track at Banneker High School. In subsequent years, nine more DCPS schools adopted the IB model, reaching a total of 10 authorized or candidate schools in SY14-15. DCPS first adopted the IB model during a time of uneven academic content and programming expectations. The IB programme offered a highly respected, well-defined model for schools interested in providing a globally-focused pedagogical approach.

Today DCPS standards for content and programming have risen to match, and at times surpass, the expectations of IB. As an example, the IB model requires that all Primary Year Programme students (grades K-5) receive world language instruction. Starting in 2012, DCPS expanded world language instruction to every elementary student. These risen expectations, combined with the exciting work of the Global Education team, have helped bring globally-focused pedagogical approaches and content to all teachers and content. DCPS has focused on a defined cohort of IB schools, offering students from PK through 12th grade an opportunity to engage in IB, while opening the high expectations and global themes to every student in DCPS.

- **A list of all AP courses offered during the 2015-2016 school year and currently being offered for each high school;**

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			•						•						
AP Biology	•		•	•	•		•		•	•	•		•	•	
AP Calculus AB			•		•	•			•	•		•	•	•	•
AP Calculus BC					•	•				•			•	•	
AP Chemistry			•		•				•	•			•	•	
AP Chinese Language and Culture													•	•	
AP Comparative Government				•										•	
AP Computer Science	•			•	•									•	•
AP Economics: Macro														•	
AP Economics: Micro														•	

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 English Language and Composition	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AP English Literature and Composition		•	•	•	•	•	•	•	•	•		•	•	•	•
AP Environmental Science		•						•			•		•	•	•
AP French Language					•								•	•	
AP Human Geography	•		•		•			•		•		•	•	•	
AP Latin													•	•	
AP Music Theory			•		•				•		•		•		
AP Physics 1: Algebra-Based												•	•	•	
AP Physics 2: Algebra-Based															
AP Physics B					•					•					
AP Physics C: Electricity and Magnetism														•	
AP Physics C: Mechanics													•	•	
AP Psychology						•	•	•			•	•	•	•	•
AP Spanish Language					•							•	•	•	
AP Spanish Literature					•									•	
AP Statistics		•	•	•	•		•			•		•	•	•	
AP Studio Art/2-D Design					•									•	
AP Studio Art/3-D Design					•									•	
AP Studio Art/Drawing							•		•		•		•	•	
AP U.S. Government	•	•	•	•	•	•	•		•	•		•	•	•	•
AP U.S. History	•	•	•	•	•	•		•	•	•	•	•	•	•	•
AP World History	•	•	•						•	•		•	•	•	•
Total AP Courses Offered	7	7	12	8	18	7	7	6	11	12	7	11	21	28	9

SY16-17 AP Course Offerings															
AP Course Offered	Anacostia	Ballou	Banneker	Cardozo	CHEC	Coolidge	Dunbar	Eastern	Ellington	McKinley	Phelps	Roosevelt	Walls	Wilson	Woodson
AP Art History			•						•				•		
AP Biology	X•		•	•	•		•		•	•		•	•	•	
AP Calculus AB					•	•	•		•	•		X•	•	•	
AP Calculus BC					•								•	•	
AP Chemistry			•		•			•	•					•	

SY16-17 AP Course Offerings															
AP Course Offered	Anacostia	Ballou	Banneker	Cardozo	CHEC	Coolidge	Dunbar	Eastern	Ellington	McKinley	Phelps	Roosevelt	Walls	Wilson	Woodson
AP Chinese Language and Culture					•								•	•	
AP Comparative Government					•									•	
AP Computer Science				•	•									•	•
AP Computer Science Principles					•			•		•				•	
AP Economics: Macro			•											•	
AP Economics: Micro			•											•	
AP English Language and Composition	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AP English Literature and Composition	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AP Environmental Science	•	•	•		•			•					•	•	•
AP French Language					•								•	•	
AP Human Geography					•			•		•			•	•	
AP Italian Language and Culture					•										
AP Latin													•		
AP Music Theory			•		•				•						
AP Physics 1: Algebra-Based							X•			•	•		•	•	
AP Physics 2: Algebra-Based													•		
AP Physics B															
AP Physics C: Electricity and Magnetism														•	
AP Physics C: Mechanics														•	
AP Psychology		•				•	•	•		•		•	•	•	•
AP Spanish Language				•	•								•	•	
AP Spanish Literature					•									•	
AP Statistics	•	•	•	•	•		•		•				•	•	•
AP Studio Art/2-D Design					•								•		
AP Studio Art/3-D Design					•										
AP Studio Art/Drawing		•		•		•	•		•		•		•	•	
AP U.S. Government	•	•	•	•	•	•	•		•			•	•	•	•
AP U.S. History	•	•	•	•	•	•	•	•	•	•	•	•	•	•	•
AP World History	•	•	•			•	•		•	•		•	•	•	•
Total AP Courses Offered	8	9	13	9	23	8	10	8	12	10	5	8	20	27	9

Since 2010, as part of a move to increase access and equity to rigorous academics, DCPS high schools have been required to offer a minimum of four AP courses in the core content areas. The requirement increased to six AP courses in SY 15-16, and eight AP courses in SY 16-17. As a result of this expansion of AP course

offerings, DCSP has realized a districtwide increase in AP course enrollment, AP exams taken, and students scoring 3, 4, and 5 on AP exams.

- **The number of students enrolled in each of the AP classes during SY2013-2014, SY2014-2015, SY2015-2016 and the current school year;**

Course Title	SY13-14 Enrollment	SY14-15 Enrollment	SY15-16 Enrollment	SY16-17 Enrollment As of 1/10/2017
AP Art History	45	22	27	62
AP Biology	123	155	164	194
AP Calculus AB	204	282	272	269
AP Calculus BC	46	38	72	39
AP Chemistry	96	86	79	99
AP Chinese Language & Culture	14	6	20	21
AP Comparative Government	42	58	76	38
AP Computer Science A	16	27	118	45
AP Computer Science Principles	-	-	-	105
AP Economics: Macro	24	33	19	46
AP Economics: Micro	24	27	21	46
AP English Language & Composition	993	809	1141	1044
AP English Literature & Composition	447	714	862	937
AP Environmental Science	204	227	271	267
AP French Language (V)	29	36	31	58
AP Human Geography	161	102	168	161
AP Italian Language & Culture	-	-	-	1
AP Latin	9	14	10	12
AP Music Theory	54	37	38	25
AP Physics 1: Algebra-Based	-	59	91	158
AP Physics 2: Algebra Based	-	12	-	12
AP Physics B	33	14	18	-
AP Physics C: Electricity and Magnetism	5	20	25	21
AP Physics C: Mechanics	39	62	46	21
AP Psychology	112	148	176	262
AP Spanish Language	156	245	203	264
AP Spanish Literature	104	47	87	91
AP Statistics	145	188	197	217
AP Studio Art/2-D Design	7	7	19	7
AP Studio Art/3-D Design	4	9	5	-
AP Studio Art/Drawing	42	61	46	65
AP U.S. Government	312	353	272	322
AP U.S. History	535	545	599	693

Course Title	SY13-14 Enrollment	SY14-15 Enrollment	SY15-16 Enrollment	SY16-17 Enrollment As of 1/10/2017
AP World History	584	648	685	801
Grand Total	4609	5091	5858	6403

- **The number of students in each high school that took an AP exam in 2013, 2014, 2015, and 2016;**

School Name	Number of students that took an AP Exam in SY12-13	Number of students that took an AP Exam in SY13-14	Number of students that took an AP Exam in SY 14-15	Number of students that took an AP Exam in SY15-16
Anacostia HS	57	55	45	49
Ballou HS	60	66	66	74
Benjamin Banneker HS	205	185	202	235
Cardozo EC	29	35	51	51
Columbia Heights EC (CHEC)	493	449	486	523
Coolidge HS	51	37	60	53
Dunbar HS	44	31	39	52
Eastern HS	23	105	107	105
Ellington School of the Arts	146	113	142	169
McKinley Technology HS	275	255	254	315
Phelps Architecture, Construction and Engineering HS	43	27	39	32
Roosevelt HS	30	70	74	85
School Without Walls HS	371	374	392	400
Spingarn HS	20	-	-	-
Woodrow Wilson HS	601	661	671	719
Woodson, H.D. HS	72	135	128	160
Grand Total	2520	2598	2756	3022

- **The percent of students who scored a 3, 4 or 5 on AP exams in 2016 by subject and score;**

Course Title	Percentage of Exams with a Score of 3	Percentage of Exams with a Score of 4	Percentage of Exams with a Score of 5
AP Art History	25%	10%	0%
AP Studio Art/2-D Design	37%	26%	0%
AP Studio Art/3-D Design	50%	0%	0%
AP Studio Art/Drawing	63%	19%	6%
AP Music Theory	18%	6%	12%

Course Title	Percentage of Exams with a Score of 3	Percentage of Exams with a Score of 4	Percentage of Exams with a Score of 5
AP English Language & Composition	12%	7%	5%
AP English Literature & Composition	11%	4%	3%
AP World History	29%	16%	7%
AP U.S. History	11%	13%	6%
US Government & Politics	18%	11%	15%
AP Comparative Government	8%	18%	17%
AP Human Geography	15%	18%	12%
AP Psychology	11%	15%	11%
AP Economics: Macro	5%	47%	11%
AP Economics: Micro	17%	33%	28%
AP Biology	20%	14%	3%
AP Statistics	16%	9%	7%
AP Calculus AB	13%	10%	7%
AP Calculus BC	31%	17%	31%
AP Computer Science A	3%	9%	6%
AP Chemistry	15%	8%	14%
AP Environmental Science	5%	9%	3%
AP Physics 1: Algebra-Based	6%	6%	2%
AP Physics 2: Algebra Based	0%	0%	0%
AP Physics C: Electricity and Magnetism	15%	15%	12%
AP Physics C: Mechanics	28%	21%	11%
AP French Language & Culture	22%	28%	16%
AP Spanish Language	31%	21%	22%
AP Spanish Literature	28%	8%	9%
AP Chinese Language & Culture	39%	11%	22%
AP German Language & Culture	0%	100%	0%
AP Latin	44%	11%	11%

and

- **A description of efforts by DCPS in FY16 to date to increase the number of students of color enrolling in AP courses.**

Many of the same strategies that DCPS has used to increase the overall student participation in AP courses have also been used to increase the enrollment of students of color in those courses. Each year, schools can use the College Board's *AP Potential* tool to identify a potential AP course(s) to offer and potential students to target for opportunities in AP courses. *AP Potential* is 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). DCPS regularly shares *AP Potential* data with school administrators and school counselors and provides training on ways to make informed decisions about identification of AP course targeting students.

Q47: Describe DCPS' efforts in FY16 and to date in FY17 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. Did DCPS see any improvements or differences in outcomes based on program (i.e., Princeton Review, Kaplan, Khan/College Board) or delivery method (i.e., in-class or online).

From SY15-16 to SY16-17, with funding from OSSE, DCPS doubled the number of schools offering in-class test prep, from 8 to 16, and we believe this exposure has had a positive impact on student scores. During both school years, online Khan Academy/College Board test prep was available at all high schools. Among the eight schools with SAT test prep in SY15-16, we actually saw significant score increases in students' PSAT and SATs. The tables below summarize in-class SAT test prep offered across DCPS in SY15-16 and SY16-17, as well as the average scores.

High School	SY15-16 In-Class Test Prep Programming	SY16-17 In-Class Test Prep Programming
Anacostia	Princeton Review (OSSE Funded)	Princeton Review (OSSE Funded)
Banneker	Kaplan (Privately Funded)	Kaplan (Privately Funded)
Ballou	Princeton Review (OSSE Funded)	Princeton Review (OSSE Funded)
Ballou STAY	N/A	Transcend Academy (OSSE Funded)
Cardozo	N/A	Bell Curves (OSSE Funded)
Coolidge	Transcend Academy (OSSE Funded)	Transcend Academy (OSSE Funded)
CHEC	N/A	Transcend Academy (OSSE Funded)
Dunbar	N/A	Kaplan (Privately Funded)
Eastern	Princeton Review (OSSE Funded)	Bell Curves (OSSE Funded)
Ellington	Bell Curves (OSSE Funded)	Bell Curves (OSSE Funded)
McKinley Tech	N/A	Transcend Academy (OSSE Funded)
Phelps	Kaplan (Privately Funded)	Kaplan (Privately Funded)
Roosevelt	N/A	Transcend Academy (OSSE Funded)
Roosevelt STAY	N/A	Transcend Academy (OSSE Funded)
Wilson	N/A	Kaplan (Privately Funded)
HD Woodson	Princeton Review (OSSE Funded)	Princeton Review (OSSE Funded)

High School	Average PSAT Score	Average SAT Score
Anacostia HS (Princeton Review)	730	810
Ballou HS (Princeton Review)	729	798
Benjamin Banneker HS (Kaplan)	1005	1114
Coolidge (Transcend)	736	841
Eastern HS (Princeton Review)	781	844
Ellington (Bell Curves)	922	1024
Phelps ACE HS (Kaplan)	769	834
Woodson H.D. HS (Princeton Review)	670	813
DCPS Overall	845	934

Q48: 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:

SY16-17 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
Houston Elementary	Spanish/English	PK 3*
Marie Reed ES	Spanish/English	PK-5
Oyster-Adams Bilingual School	Spanish/English	PK-8
Powell ES	Spanish/English	PK-5
Roosevelt High School	Spanish English	9 th *
Tyler ES	Spanish/English	PK-5

* Indicates New Program in SY16-17

Schools seeking to begin a new dual language program must complete a number of steps:

- Notify the Office of Teaching and Learning (OTL) and the school's instructional superintendent in writing;
- Meet with members of the OTL Language Acquisition team to discuss implementation considerations;
- Conduct a community survey to determine the level of support;
- Submit an application to OTL and the school's instructional superintendent; and
- Develop a proposed five-year implementation plan.

The completed application process, including a detailed timeline and application form is detailed in the **Q48 Attachment_ New language Program Application.xlsx**.

Q49: Please provide the following information for the DCPS NAF academies for school year 2015-2016 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.**

In SY15-16, DCPS had eight National Academy Foundation (NAF) Academies across seven high schools, and we were in a planning year for two new Academies at HD Woodson HS. The following information highlights the growing enrollments, course descriptions, and selected milestones or achievements for each Academy. In SY16-17, we are preparing to open a Health Science Academy at Coolidge for SY17-18.

Ballou Academy of Hospitality and Tourism

- **Enrollment:** 65 students in SY15-16; 96 students in SY16-17

- **Coursework:** The Hospitality Management program introduces students to hotel management, customer service, event planning, marketing, and tourism. Students learn about the business of hospitality and participate in field trips to restaurants, postsecondary institutions, and wholesale food companies. Hospitality and tourism are two of the world's largest industries and one of the fastest growing in the District of Columbia.
- **Highlights:** Wilson, Ballou, and CHEC Hospitality Academy staff planned and executed a unique work-based learning trip to NYC where 25 students were able to visit high-end hotels to learn about hotel management directly from hotel owners, managers and industry leaders.

Cardozo Academy of IT (Closed at the End of SY15-16)

- **Enrollment:** 46 students in SY15-16
- **Coursework:** Students in the Digital Media program gained an understanding of digital and multimedia programming concepts. Students had the opportunity to learn about game programming concepts, as well as web page design and creation. The program included classes on Adobe Photoshop and Illustrator, as well as industry-recognized certification exams to become an Adobe Certified Associate.

CHEC Academy of Hospitality and Tourism

- **Enrollment:** 152 students in SY15-16; 192 students in SY16-17
- **Coursework:** The Hospitality Management program introduces students to hotel management, customer service, event planning, marketing, and tourism. Students learn about the business of hospitality and participate in field trips to restaurants, postsecondary institutions, and wholesale food companies. Hospitality and tourism are two of the world's largest industries and one of the fastest growing in the District of Columbia.
- **Highlights:**
 - In July 2016, the CHEC Academy of Hospitality and Tourism was one of four academies nationwide to earn "Distinguished" status at the NAF Next Conference, a recognition of the excellent experience and opportunities they are providing for students.
 - 100% of CHEC Academy seniors applied to college.
 - In June 2016, the Hospitality Association of DC (HAWDC) scholarship committee awarded \$25,000 in scholarship to four graduating CHEC seniors for their outstanding achievements in hospitality and academic performance.

Dunbar Academy of Engineering

- **Enrollment:** 109 students in SY15-16; 110 students in SY16-17
- **Coursework:** The Project Lead the Way (PLTW) Engineering program provides opportunities to develop highly transferable skills in critical thinking, collaboration, and problem solving, which are relevant for any coursework or career. Students learn how to apply science, technology, engineering, and math through a project-based, hands-on approach to solving complex, open-ended problems in a real-world context. The Dunbar program in Engineering uses the PLTW curriculum - which is aligned with national standards in math and English language arts, Next Generation Science standards, and CSTA K-12 Computer Science standards.
- **Highlights:** In partnership with the District Department of Regulatory Affairs (DCRA), Dunbar developed a Pre-Apprenticeship Program that offered juniors the opportunity to learn about structural engineering and building regulations during the spring term of SY15-16, followed by a summer internship at DCRA and the opportunity to gain an industry certification.

McKinley Tech Academy of Engineering

- **Enrollment:** 55 students in SY15-16; 108 students in SY16-17
- **Coursework:** The Project Lead the Way (PLTW) Engineering program (same as discussed above).
- **Highlights:**
 - McKinley's college and career coordinator was selected by NAF to present at the NAF Next 2016 conference on the employability skills training the McKinley academies provide for students prior to their summer internships.
 - McKinley Engineering students were highlighted on a WUSA9 morning news show – *Great Day Washington* – highlighting their internships at Acquired Data Systems and the robotic skeleton prototypes they had created.

McKinley Tech Academy of IT

- **Enrollment:** 144 students in SY15-16; 219 students in SY16-17
- **Coursework:**
 - Computer Science: Project Lead the Way (PLTW) Computer Science programs engage students in computational thinking and excite them about the possibilities in engaging careers that use computing. Through topics such as 3-D modeling, animation, mobile device applications, and coding, students will be prepared to develop solutions in a multitude of platforms and programming languages. With a focus on cybersecurity, students are prepared to develop solutions and raise awareness for ethical computer behavior, while protecting privacy.
 - Networking: The Networking program teaches students the fundamentals of computer hardware and software, as well as how to install, configure, and troubleshoot network devices. Upon completion of the program, students can configure an internet server and troubleshoot internet connectivity, preparing them to enter careers in the IT industry. Networking uses a CISCO-based curriculum.
 - Digital Media: Students in the Digital Media program gain an understanding of digital and multimedia programming concepts. Students have the opportunity to learn about game programming concepts, as well as web page design and creation. The program includes classes on software such as Adobe Photoshop and Illustrator, as well as industry-recognized certification exams to become an Adobe Certified Associate.
- **Highlights:**
 - Students from the McKinley Academy of IT competed in and won the Verizon Innovative App Challenge, designing apps that teach students about fire safety, and a second that helps families understand DCPS course offerings and curricula.
 - McKinley's college and career coordinator was selected by NAF to present at the NAF Next 2016 conference on the employability skills training the McKinley academies provide for students prior to their summer internships.

Phelps Academy of Engineering

- **Enrollment:** 62 students in SY15-16; 92 students in SY16-17
- **Coursework:** The Project Lead the Way (PLTW) Engineering program provides opportunities to develop highly transferable skills in critical thinking, collaboration, and problem solving, which are relevant for any coursework or career. Students learn how to apply science, technology, engineering, and math through a project-based, hands-on approach to solve complex, open-ended problems in a real-world context. The program in Engineering uses the PLTW curriculum which is aligned with national standards in math and English language arts, Next Generation Science standards, and CSTA K-12 Computer Science standards.

- **Highlights:** Phelps's job shadowing day brought together over 60 industry partners that welcomed students to their workplaces for on-the-job learning about a variety of engineering careers, followed the next day by a luncheon and reflections on their experiences.

Wilson Academy of Hospitality and Tourism

- **Enrollment:** 87 students in SY15-16; 125 students in SY16-17
- **Coursework:** The Hospitality Management program introduces students to hotel management, customer service, event planning, marketing, and tourism. Students learn about the business of hospitality and participate in field trips to restaurants, postsecondary institutions, and wholesale food companies. Hospitality and tourism are two of the world's largest industries and one of the fastest growing in the District of Columbia.
- **Highlights:** Wilson forged a relationship with the School of Hospitality at James Madison University, working together to create a college tour to JMU that included meetings with undergraduate hospitality students, hospitality class visits, and advice from JMU admissions officers.

Woodson Academy of Engineering (Opened in SY16-17)

- **Enrollment:** 46 students in SY16-17
- **Coursework:** The Project Lead the Way (PLTW) Engineering programs provide opportunities to develop highly transferable skills in critical thinking, collaboration, and problem solving, which are relevant for any coursework or career. Students learn how to apply science, technology, engineering, and math through a project-based, hands-on approach to solve complex, open-ended problems in a real-world context. The program in Engineering uses the PLTW curriculum which is aligned with national standards in math and English language arts, Next Generation Science standards, and CSTA K-12 Computer Science standards.
- **Highlights:**
 - DCPS established a partnership with the District Department of Energy and the Environment (DOEE), whose leaders serve on the Academy Planning team.
 - In the academy's first year, the Woodson team planned and executed a first-of-its-kind partnership with the Veteran's Administration (VA) to provide work-based learning and internship experiences to approximately 20 students.
 - Even prior to officially enrolling any students, the two Woodson academies took over 100 students on work-based learning experiences and college tours, exposing students to post-secondary opportunities and stoking their interest in the academies.

Woodson Academy of IT (Opened in SY16-17)

- **Enrollment:** 56 students in SY16-17
- **Coursework:**
 - Computer Science: Project Lead the Way (PLTW) Computer Science programs engage students in computational thinking and excite them about the possibilities for engaging careers that use computing. Through topics such as 3-D modeling, animation, mobile device applications, and coding, students will be prepared to develop solutions in a multitude of platforms and programming languages. With a focus on cybersecurity, students are prepared to develop solutions and raise awareness for ethical computer behavior, while protecting privacy.
 - Digital Media: Students in the Digital Media program gain an understanding of digital and multimedia programming concepts. Students also have the opportunity to learn about game programming concepts, as well as web page design and creation. The program includes classes on software such as Adobe Photoshop and Illustrator, as well as industry-recognized certification exams to become an Adobe Certified Associate.

• **Highlights:**

- In their first academy year, the Woodson team planned and executed a first of its kind partnership with the VA to provide WBL and internship experiences to roughly 20 students.
- Even prior to officially enrolling any students, the two Woodson academies took over 100 students on work-based learning experiences and college tours, exposing students to post-secondary opportunities and stoking their interest in the academies.

Q50: As part of the investment in high schools, during FY16 DCPS planned to invest in counselors and other supports to help guide students through high school and beyond. Please describe how this was accomplished and how the work is continuing in SY16-17. Indicate if the role and responsibilities of DCPS guidance counselors changed as a result of this investment. Please also provide the total number of guidance counselors in FY13, FY14, FY15, and FY16 and the ratio of guidance and/ or college and career counselors at each of the DCPS high schools in FY16 & FY17 to date.

As a part of our efforts to strengthen our counseling services, DCPS ensures that all school counselors receive the necessary professional development to address the needs of students. During SY16-17 we will continue to provide:

- A minimum of five (5) professional development sessions on college and career readiness and the use of data to successfully guide students through high school and beyond;
- The tools to implement and manage effective school counseling programs; and
- Focused work around aligning counselor program plans with the schools' missions.

These professional development sessions and trainings are conducted in collaboration with SREB (Southern Regional Education Board), OSSE, and ASCA (Association of School Counseling Association).

Number of School Counselors on All Grade Levels for FY13-FY16

	FY13	FY14	FY15	FY16
Number of School Counselors	114	114	112	117

In SY16-17, there are only two high schools (Inspired Youth Program and Youth Services Center) which do not have school counselors. All other high schools have at least one school counselor with a general ratio of 1:250 for each counselor.

Number of School Counselors per High School for FY16 and FY17 to Date

School Name	# of HS Counselors	
	FY16	FY17
Anacostia HS	3	2
Ballou HS	3	4
Ballou STAY	3	2
Benjamin Banneker HS	2	3
Cardozo EC (HS Only)	5	4
Columbia Heights EC (HS Only)	6	6
Coolidge HS	2	2
Dunbar HS	2	1
Eastern HS	4	4
Ellington School of the Arts	3 (1 non-DCPS funded)	2 (1 non-DCPS funded)

School Name	# of HS Counselors	
	FY16	FY17
Inspired Youth Program	0	0
Luke Moore Alternative HS	1	1
McKinley HS	3	3
Phelps ACE HS	1	1
Ron Brown SHS	0	2
Roosevelt HS @ MacFarland	1	4
Roosevelt STAY @ MacFarland	1	1
School Without Walls HS	4	4
Washington Metropolitan HS	1	1
Woodrow Wilson HS	6	6
Woodson, H.D. HS	3	3
Youth Services Center	0	0
Total	54	56

Q51: 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 SY15-16. In your response, please include comments on the Ninth Grade Academies impact on truancy and attendance, promotion, and school climate.

The following data highlights outcomes observed in DCPS Ninth Grade Academies (NGA) in SY15-16:

- Ninth Grade Academies increased academy student promotion rates 27%, from 54% in SY12-13 to 81% in SY15-16;
- Ninth Grade Academy schools increased first year ninth grade promotion rates 20% - from 54% in SY12-13 to 74% in SY15-16. DCPS promotion rates for all first time ninth graders increased 13% during this time, from 71% in SY12-13 to 84% in SY 15-16;
- In Ninth Grade Academy schools, 69% of the young men promoted, an increase of 21% from SY12-13, 80% of young women promoted, a rate increase of 17% from SY12-13;
- Academy schools increased in-seat attendance 21%, from 58% in SY12-13 to 79% in SY15-16, while all DCPS schools increased in-seat attendance 4% from 86% in SY12-13 to 90% in SY15-16;
- Academy schools decreased truancy rates 13%, from 75% in SY12-13 to 62% in SY15-16;
- All DCPS schools decreased truancy rates 10%, from 27% in SY12-13 to 17% in SY15-16;
- The average number of suspensions per 100 students in Academy schools decreased an average of 39 suspensions per 100 students, from 70 in SY12-13 to 31 in SY15-16; and
- The average number of suspensions per 100 students in all DCPS high schools decreased an average of 5 suspensions per 100 students, from 23 in SY12-13 to 18 in SY15-16.

Overall, implementation of the NGA model continues to improve, with more consistent routines, curriculum aligned to DCPS scope and sequence, concerted efforts to implement Common Core practices, more frequent sharing of grades with students, more timely interventions, and multiple routes for students to improve their grades. The academies have also improved their practice of celebrating and recognizing students individually and collectively, creating increasingly positive learning environments for academy students.

The highlights of NGA improvements realized in SY15-16, by school are cited in the tables below. The last column, highlighting percentage change in rates since SY12-13 are indicated in **GREEN** for indicators that the district tracks for positive increases; for example DCPS works to *increase* academy promotion rates, thus positive growth is notated in **GREEN**. On the other hand, for indicators that the district is working to reduce (eg., suspensions and truancy), negative growth is noted in **GREEN**, while positive growth is noted in **RED**.

	Promotion Rates for Eligible Students at Ninth Grade Academy Schools*				
	Promotion Rate				
	SY12-13	SY13-14	SY14-15	SY15-16	Change
Anacostia	50%	63%	71%	77%	+27
Ballou	57%	65%	66%	79%	+22
Cardozo	43%	59%	78%	86%	+43
Coolidge	56%	72%	70%	85%	+29
Dunbar	76%	75%	84%	80%	+4
Eastern	58%	57%	81%	81%	+23
Roosevelt	42%	80%	75%	92%	+50
Woodson	57%	68%	74%	79%	+22
9th Grade Academy Students Only	54%	66%	75%	81%	+27
All 9th Grade Academy Schools	54%	59%	72%	74%	+20
All 9th Grade Academy Schools - Male	48%	55%	68%	69%	+21
All 9th Grade Academy Schools - Female	63%	65%	77%	80%	+17

*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.

School Name	Promotion Rates for All First Time Ninth Graders				
	Promotion Rate				
	SY12-13	SY13-14	SY14-15	SY15-16	Change
DCPS	71%	74%	78%	84%	+13
Ninth Grade Academy Schools	54%	59%	72%	74%	+20

School Name	School-Wide Attendance Metrics for Students at Ninth Grade Academy Schools*									
	Average ISA					% Truant				
	SY12-13	SY13-14	SY14-15	SY15-16	Change	SY12-13	SY13-14	SY14-15	SY15-16	Change
Anacostia HS	55%	58%	63%	69%	+14	72%	75%	74%	84%	+12
Ballou HS	52%	63%	64%	75%	+23	86%	83%	81%	73%	-13
Cardozo EC	56%	72%	78%	76%	+20	76%	57%	53%	86%	+10
Coolidge HS	64%	81%	83%	86%	+22	73%	34%	41%	28%	-45
Dunbar HS	58%	66%	66%	80%	+22	78%	75%	85%	60%	-18
Eastern HS	76%	76%	75%	81%	+5	58%	59%	63%	71%	+13

School Name	School-Wide Attendance Metrics for Students at Ninth Grade Academy Schools*									
	Average ISA					% Truant				
	SY12-13	SY13-14	SY14-15	SY15-16	Change	SY12-13	SY13-14	SY14-15	SY15-16	Change
Roosevelt HS @ MacFarland	59%	72%	75%	83%	+24	63%	28%	28%	67%	+4
Woodson, H.D. HS	54%	65%	69%	81%	+27	83%	73%	72%	56%	-27
9th Grade Academy Students Only		75%	79%	79%	-		72%	72%	67%	-
All 9th Grade Academy Schools	58%	68%	71%	79%	+21	75%	64%	64%	62%	-13
DCPS	86%	89%	90%	90%	+4	27%	18%	17%	17%	-10

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

**Truant = 10+ unexcused absences

School Name	Student Behavior Metrics for Ninth Grade Academy Schools*				
	Suspensions Per 100				
	SY12-13	SY13-14	SY14-15	SY15-16	Change
Anacostia HS	65	70	59	88	+23
Ballou HS	125	98	90	59	-66
Cardozo EC	128	77	47	18	-110
Coolidge HS	33	32	26	10	-23
Dunbar HS	22	15	24	36	+14
Eastern HS	79	67	44	41	-38
Roosevelt HS @ MacFarland	53	59	33	38	-15
Woodson, H.D. HS	31	67	38	42	+11
All 9th Grade Academy Schools	70	64	48	31	-39
DCPS	23	24	19	18	-5

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

Q52: Besides Ninth Grade Academies, please provide a detailed description of all efforts, programs, or initiatives, planned or undertaken, in FY16 and to date in FY17 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 continues to see success in increasing graduation rates as a result of two basic practices: first, DCPS identifies students who are off-track for graduation and does student-specific planning; and 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 (high schools) – from Principals and Assistant Principals to Counselors and Registrars – in tracking individual student progress toward on-time graduation. The ACGR Tracker provides 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 in their 9th grade year. ACGR Specialists provide support interpreting ACGR data, compiling student-level analyses, creating structural interventions, and implementing intervention plans to help students get back on track to graduate in four years. This work is done in alignment with the district's RTI initiative to provide student-specific intervention support. ACGR Specialists also support the high schools in their withdrawal process, collecting proper withdrawal documentation for removing exiting students from their ACGR cohort. In FY16, DCPS removed 497

students from our 2016 ACGR cohort by submitting proper withdrawal documentation to OSSE; this represented 73% of withdrawn students. DCPS' goal for cohort clean-up in FY17 is 75%.

In FY17, DCPS has expanded student-specific planning through the *Pathways* program. A Pathways Coordinator at each comprehensive and alternative high school identifies a cohort of 30-50 students that is off-track and ensures that these students receive ongoing, intensified support through case management. Currently, there are about 500 students in the SY16-17 *Pathways* cohort.

Another initiative undertaken to increase the graduation rate is a Credit Recovery (CR) program, which is designed to improve graduation rates by giving students opportunities 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 or summer school. Summer CR programs, for example, allow DCPS to graduate approximately 300 students annually. Additionally, offering students opportunities to recover credits in the evening or in summer school, allows them to have access to diverse and grade-appropriate programming during the regular school day. This helps to maintain student engagement for our students most vulnerable to dropping out.

During SY15-16, all of the comprehensive schools, as well as one alternative school (Luke C. Moore), offered credit recovery during Term 1. The district's work to provide more credit recovery opportunities for students has led to an increase in schools' promotion and graduation rates.

Program	SY15-16 Enrollment	SY15-16 Credit Credits Recovered
Evening Credit Recovery	764	1349
Summer School	4110	1957

Q53: 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 2015-2016 and the 2016-2017 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 ***Q53 Attachment_ Unexcused Absences by School, SY15-16 and SY16-17 YTD.xlsx***. As requested, this data reflects all unexcused absences for all DCPS students, including non-compulsory-aged students; therefore, this is 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 15, 2017), there were 616 students with 10 or more unexcused absences who required CFSA referrals and 341 (55.4%) of these students were referred to CFSA.

Student Support Team (SST) conferences are held when a student reaches their 5th unexcused absence. Staff members are required to document the reasons for these absences (e.g., root causes). In general, students listed academic 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. After ten unexcused absences, students are deemed “chronically truant” and those who are between the ages 5-13 are required to be referred to the District’s Child and Family Services Agency (CFSA). The information gathered at the five-day conference, if completed prior to the CFSA referral, is included as part of the referral.

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

School Name	# CSS Referrals
Anacostia HS	10
Ballou HS	12
Ballou STAY	0
Ron Brown College Preparatory High School	0
Cardozo EC	3
Columbia Heights EC	0
CHOICE Academy	0
Coolidge HS	0
Deal MS	0
Dunbar HS	5
Eastern HS	9
Eliot-Hine MS	5
Ellington School of Arts	2
Hart MS	1
Jefferson MS Academy	0
Johnson MS	3
Kramer	0
LaSalle-Backus EC	1
Luke Moore Alternative HS	18
Roosevelt HS @ MacFarland	0
Roosevelt STAY @ MacFarland	9
Sousa MS	0
Tuition Grant-DCPS Non Public	0
Walker-Jones EC	1
Washington Metropolitan HS	26
Wilson HS	3
Woodson, H.D. HS	0
Youth Services Center	0
Total	102

Q54: What was the chronic absenteeism rate for DCPS for SY2015-2016?

The chronic absenteeism rate for DCPS in SY15-16 was 27.1%. Note that “chronic absenteeism” refers to students missing 10% of total school days, regardless of whether the absences are excused or unexcused, while chronic truancy triggers when a student accumulates 10 or more unexcused absences.

Q55: 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 SY15-16 and SY16-17 to date. Please also identify the number of students referred for academic, attendance and/or behavioral concerns etc.?

In SY15-16, 19,050 students were referred to the Student Support Teams (SSTs) for attendance and 12,944 Attendance SSTs (70%) were held. For the current school year (as of January 15, 2017) 12,042 students have been referred to SSTs for attendance and 7,077 Attendance SSTs (59%) have been held.

SY16-17 marks the first school year that the SST/RTI database integration into Aspen (DCPS' Student Information System) has been functional from the start of the school year for attendance, academics and behavior SSTs. As of January 15, 2017, 477 students have been referred for behavior concerns, and 4,156 for academic concerns. 4,333 Academic or Behavior SSTs (94%) have been held so far this year. Because this integration process occurred throughout last school year, the last year we have Academic and Behavior SST numbers for an entire school year is SY14-15. In SY14-15, 917 students were referred for academic concerns and 524 students were referred for behavior concerns; 1,011 Academic or Behavior SSTs (70%) were held that year.

While this represents decreasing trend in behavior referrals, with an increase in academic referrals, we see both trends as positive developments. The hard work done to improve school climate, develop alternatives to suspension, and implement our Restorative Justice model are all yielding decreases in behavior referrals. The increase in academic referrals is more likely to be due to more accurate reporting, as opposed to an actual increase in the numbers of students needing academic supports. This school year will serve as a baseline for a more accurate picture of behavior and academic referrals, as well as the number of students served.

Q56: Describe in detail DCPS' programs or interventions to address students' truancy and increase attendance that were undertaken in FY16 and FY17 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.**

DCPS takes an all-hands-on-deck approach to improving attendance and reducing truancy, and this allows us to leverage a cross section of staff (e.g., teachers, social workers, psychologist, Dean of Students and central office staff). Attendance is a critical concern of the district and we recognize that the issue cannot be solved solely through the implementation of "programs." We know that the causes of truancy vary by student, and it is well understood that campaigns and programs may not address all students' needs in the same way.

Given this realization, DCPS' approach to reducing truancy is based on six main strategies. First, we work to ensure that the regular school day is as academically engaging and enriching as possible for all students. Second, we focus on improving school climate. Third, we have committed to reducing out-of-school suspensions. Fourth, we have increased our compliance with requirements for referrals to other agencies to ensure that students with specific needs receive the help that they need. Fifth, we provide ongoing professional development for staff and conduct broad community education. Finally, we partner with a select number of internal and external programs and provide incentives to reduce truancy in key populations.

Some of the more expansive programs are listed below; however, DCPS views these program partnerships 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 3,550 students in FY16; and 1,726 students in FY17 as of January 11, 2017.
 - See ***Q56 Attachment_SUSO Evaluation Findings.doc*** for an account of the progress made in this program.
 - Current plans to expand truancy prevention programs are contingent upon funding.
- **Access Youth Program:** provides truancy prevention and intervention services in SY16-17 for the four DCPS high schools with the highest rates of truancy and chronic absenteeism: Anacostia, Ballou, Eastern and Washington Metropolitan. At each school, Access Youth has one full-time employee working with the attendance staff to provide support to students at risk of chronic truancy/absenteeism. The elements of this program are aligned to national best practices and the needs identified by our local citywide Truancy Task Force; the latter includes (1) establishing a lasting relationship with a caring adult in the school building; (2) conducting high quality SST conferences that generate an individualized attendance plan; (3) monitoring students' progress through data tracking and regular communication; and (4) providing incentives, skills development, and other tailored support based on the needs and plans identified in the SST conference.
 - **Number of students served:** Each Program Manager placed in a school carries a caseload of at least 75 students per school year. In SY15-16, Access Youth worked in two schools and served more than 150 students. Thus far in SY16-17, Access Youth has enrolled more than 200 students. By the end of SY16-17, Access Youth's Truancy Prevention Program will likely serve 275 students across the four schools.
 - **Progress made:** Students in Access Youth's Truancy Prevention Program demonstrate clear improvements in attendance. At the end of SY15-16, students in Access Youth's program had 36% fewer unexcused absences and 28% fewer total absences than their truant peers who did not enter the program. Access Youth's students had 12 fewer absences – nearly 2.5 weeks' worth of instructional time. Results from SY16-17 seem to be on par with the prior year – as of December 2016, Access Youth's students had roughly 25% fewer absences than their peers, and we expect this result to increase as the year goes on and their students accrue further absences at a lower rate than their peers. Access Youth has also helped the schools improve and meet their ISA goals. For example, at Ballou, the average ISA rate of students in Access Youth's program is approximately 13 percentage points higher than the school's average ISA rate. And at Anacostia, the school is consistently outperforming last year's YTD results for ISA; that school's attendance team has attributed Access Youth as a key contributor to these improved results.
 - **Plans to expand:** Access Youth was able to expand its work with DCPS in the last year due to funding from an anonymous donor, as well as a one-time grant from the Deputy Mayor for Education. By the end of SY16-17, Access Youth will have four times more program staff and capacity than it did at the end of SY15-16. However, the program is in danger of continue its work with DCPS beyond this school year without additional, ongoing funding from the District of Columbia.
- **PASS Program:** served 284 DCPS students (70% received intensive case management services and 30% received Functional Family Therapy services) in FY16 and FY17 to date. Functional Family Therapy is a short-term, strength-based program conducted in both clinic and home settings. Some key outcomes of PASS include:
 - 86% of participants completed the program;
 - 58% had improved school attendance;
 - 83% saw improved Child and Adolescent Functional Assessment Scale (CAFAS) scores;

- 86% had no further legal involvement; and
- 71% almost always participated in services.

Building upon its successes, in FY16 and FY17 to date, PASS increased its capacity to serve more youth and families in the District, and took great strides toward right-sizing the staff caseloads, improving its outreach, impact and outcomes. Recognizing the need for appropriate supports systems for the youth struggling with truancy issues, PASS significantly expanded the menu of services available to youth participating in the program to include family group conferencing, community conferencing, and anger management groups, in addition to mentoring, tutoring, and after school programing. Also, selected PASS staff was trained on restorative justice circles that could be customized to address outstanding truancy issues.

Q57: Please provide information on the subsequent reenrollment and truancy patterns of students referred for an SST, or to CFSA or CSSD for SY2014-2015:

- **Of the DCPS students referred for a SST meeting in SY2014-2015, how many reenrolled in DCPS for SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Graduated	638	4%
Re-enrolled	15497	92%
Did not graduate or re-enroll	786	5%
Total	16921	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant.

- **Of the DCPS students who were referred for a SST meeting in SY2014-2015 and reenrolled in DCPS the following school year, how many were truant again during SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Not compulsory age in 2015	259	2%
Not truant in SY15-16	8930	58%
Truant in SY15-16*	6308	41%
Total	15497	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant.

- **Of the DCPS students referred to CFSA during SY2014-2015, how many reenrolled in DCPS for SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Graduated	0	0%
Re-enrolled	2018	93%
Did not graduate or re-enroll	151	7%
Total	2169	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant.

- **Of the DCPS students who were referred to CFSA during SY2014-2015 and reenrolled, how many were truant again during SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Aged out before 2015	0	0%
Not truant in SY15-16	723	36%
Truant in SY15-16*	1295	64%
Total	2018	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant.

- **Of the DCPS students referred to CSSD during SY2014-2015, how many reenrolled in DCPS for SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Graduated	42	4%
Re-enrolled	960	93%
Did not graduate or re-enroll	30	3%
Total	1032	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant.

- **Of the DCPS students who were referred to CSSD during SY2014-2015 and reenrolled in DCPS the following school year, how many were truant again during SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Aged out before 2015	72	7%
Not truant in SY15-16	144	14%
Truant in SY15-16*	744	72%
Total	960	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant.

- **Overall, what percent of DCPS who were reported as truant in SY2014-2015 were truant again during SY2015-2016?**

	# of DCPS Students	% of DCPS Students
Not compulsory age 2015	215	3%
Not truant in SY15-16	2435	35%
Truant in SY15-16*	4290	62%
Total	6940	

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant

- **Which grades had the highest truancy repeaters for SY2015-2016?**

Grade	# Students Truant in SY14-15	# of Students Truant in SY15-16*	Repeat Rate
C1	1	1	100%
C5	1	1	100%
C4	20	18	90%
12	1026	910	89%
11	1159	951	82%
10	1115	899	81%
C2	25	18	72%
9	871	615	71%
K	20	12	60%
8	238	131	55%
7	181	78	43%
C3	12	5	42%
2	421	151	36%
6	213	74	35%
3	381	122	32%
1	443	141	32%
4	322	102	32%
5	274	61	22%
XX	2	0	0%

*All "Truant 2015-2016" numbers include students with 10+ unexcused absences who turned 18 during the SY2015-2016 School Year, and so may not have been reported as truant

"C" grade levels noted in the table above represent certificate-eligible students (those not receiving a regular HS diploma), while the "XX" grade level indicates a negligible number of students – namely multiple-year repeaters - for whom the district has not coded a 9th grade enrollment year.

- Q58: In the FY15 performance oversight responses, DCPS reported that the Parent and Adolescent Support Services (PASS) Program external evaluation was postponed and would be completed by the end of FY16. Please provide an update on that evaluation. If available, please submit they key findings.**

DCPS' PASS program partners report that have not yet received the external evaluation report referenced. The external evaluator is working through some outstanding issues related to securing data for the youth participating in the study. DCPS will share the information with the Committee when it is available.

- Q59: Regarding disciplinary hearings, please provide data quantifying the following for SY2015-2016:**

- **The number of disciplinary hearings requested regarding suspensions and expulsions;**
DCPS had 251 disciplinary hearings requested regarding suspensions and expulsions.
- **The number of disciplinary hearings that occurred;**
DCPS held a total of 206 disciplinary hearings; 45 of the total cases were "Voluntary Dismissal."

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

13.2 *calendar days* from the incident date to the hearing being scheduled; and
22.7 *calendar days* from the incident date to the hearing date.

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

1 school day

- **The number and percent of cases in which manifestation determination meetings were held by the multidisciplinary team at the child's school before a disciplinary hearing was convened;**

As described in previous performance oversight responses, the district's Student Behavior Tracker (SBT) does not allow long-term suspensions for students with IEPs or 504 plans to be scheduled for a hearing without the results from a manifestation determination meeting being entered into the system; therefore, 100% of cases had that determination before a hearing was even scheduled.

- **The number and percent of cases in which the hearing officer dismissed the request to suspend or expel a student;**

A hearing officer dismissed the request to expel or suspend a student in 37 cases (15%). Specifically,

- 18 cases: "Failed to appear"
- 5 cases: "Failure to prove due process"
- 14 cases: "No violation found"

- **The number and percent of cases in which the hearing officer modified the tier of the request to suspend or expel a student; and,**

A hearing officer modified the tier of the suspension or expulsion request in 40 cases (16%).

- **The number of and percent cases in which the Chancellor or her designee changed the length of discipline from that imposed in the hearing officer's decision, including the average number of days different from the hearing officer's decision, and the direction of the change (longer or shorter).**

It is important to note that an Administrative Law Judge (ALJ) issues a recommendation for the length of a suspension; this is different from imposing the length of the suspension. In general, DCPS aligns most long-term suspensions to an upcoming mid or end point in the advisory. This is most often the next available calendar break and helps to ensure a smooth transition back to the student's home school. On rare occasions when a behavior is considered to be extremely severe, a suspension may extend for a longer period. Therefore, it is extremely rare that a suspension will align completely with an ALJ recommendation, as they do not use the DCPS calendar when recommending suspensions end periods.

That said, DCPS changed the length of 146 cases (59%) of 251 total cases. These represented an average of 3.22 more days (than the ALJ's recommendation).

Q60: During SY15-16, 20 schools participated in a School Climate Initiative. Please provide the individualized school climate plan for each school and the outcomes observed as a result of these efforts. Please also provide an update on DCPS' efforts to expand this initiative to include the remaining 22 of the 40 targeted schools during SY16-17. Also please indicate whether each of these schools conducted a school climate survey.

The School Climate Initiative (SCI) supports the development of a healthy and positive learning environment for all students. The SCI framework is composed of six components: (1) leadership, (2) educational environment, (3) routines and procedures, (4) student recognition, (5) teaching and learning, and (6) interpersonal relationships. Schools participating in the initiative are supported in addressing these six components through a phased approach (this helps to increase implementation fidelity).

SCI is divided into three phases, and as schools show consistent progress in each phase, which is assessed through formal walkthroughs, they move into a new phase to include in their climate focus. Phase I is focused on school-wide and classroom level routines and procedures, along with baseline level student recognition. Phase II focuses on all levels of interactions in the school (i.e., staff/student, staff/staff, and staff/families), in addition to a focus on increasing stakeholder voice and meaningful family engagement. Phase III targets an increase in research-based social-emotional learning opportunities for all students, in addition to a focus on respect for diversity and increases in positive student peer interactions.

By (end-of-year) EOY SY15-16, four of the initial 20 schools remained in Phase I; 12 progressed to Phase 1.5, and four schools progressed to Phase 2.5. In all 20 schools, the learning environments were stabilized, leading to a significant decrease in student discipline infractions, decreased suspensions, and more student time on task. By EOY SY15-16, the following data points were found regarding suspension:

- SCI schools represented 80% of the district's decrease in total suspensions in SY15-16;
- SCI schools accounted for 2,025 of the 2,532 decrease in DCPS suspensions in SY15-16;
- 16 of the 20 SCI schools realized a suspension decrease of 15% or more during SY15-16; and
- SCI schools accounted for 50% of all DCPS suspensions in SY14-15; SCI schools accounted for 42% of all DCPS suspensions in SY15-16.

During SY15-16, the DCPS Stakeholder Survey was revised to align with the newly designed school climate framework. All SCI schools administered this survey to their students and staff during an MOY and EOY administration.

In the current school year, SCI has expanded to include the 20 remaining (of the 40 targeted). Each school has completed a school climate plan and has begun implementing aspects of SCI. Also, as part of the expansion of SCI, additional areas of focus added in SY16-17 include:

- a focus on teacher wellness/support/self-care;
- inclusion of staff focus groups; and
- linking school climate improvements to academic gains through data reviews (*in schools that have reached Phase 2.5 and above*).

Q61: For SY2015-2016 and SY2016-2017 to date, please provide a narrative on the work DCPS has done to support restorative justice programs and list the schools that have implemented restorative justice programs.

Restorative Justice (RJ) requires schools to adjust their views and responses to behavior and discipline, and offers school communities a concrete and effective approach to building school culture, while focusing on

responding to conflict in a way that embraces relationships, inclusiveness, and accountability. Similar to DCPS' approach to truancy prevention, RJ is not viewed as a "program," but as a belief system and a way of approaching all things related to positive and negative behavior. The Behavior and Student Supports (BSS) team in the Office of the Chief of Schools supports this work in schools. The BSS Specialists are each responsible for several schools, working with school-based RJ Coordinators to support RJ implementation at each school. The Specialists also provide continuous coaching and technical support to each school.

Training for Restorative Justice Initiative during SY15-16:

In SY15-16, DCPS partnered with OSSE and *School Talk DC* (an initiative of the DC Appleseed Center) to form *Restorative DC* and to bring restorative practices into DCPS. Staff from Ballou HS, Cardozo HS, Columbia Heights EC, Luke C. Moore HS, Johnson MS, Hart MS and Johnson MS participated in cross-sector trainings with local public charter schools to develop the skills needed to facilitate restorative conferences and implement proactive classroom circles. These schools also participated in monthly "community of practice" sessions provided by OSSE and *School Talk DC*.

Training for Restorative Justice Initiative during SY16-17:

In order to expand the RJ work in SY16-17, the collaborative provided a five-day training focused on Restorative Circle facilitation and "Mindfulness" during the summer of 2016. DCPS also provided a two-day training during the summer of 2016 with OSSE. Since then, DCPS has conducted multiple RJ trainings on DCPS PD days and during teacher collaborative times in the morning and afternoon. OSSE continues to offer its "community of practice" sessions. Finally, Access Youth, a partner in the district's truancy prevention work, provides paid, dedicated staff in two schools (Ballou HS and Washington Metropolitan HS) focused on Restorative Justice, as well as Truancy Prevention.

The primary focus areas of the RJ training include:

- **Introductory Circles for Adults:** These circles introduce adults (mainly administrative teams) to the process. They are also used to address possible issues between staff members;
- **Response to Negative Behaviors:** Staff gain understanding that when a Tier 3, 4 or 5 behavior that is eligible for suspension occurs, students participate in the RJ process to address that behavior; and
- **Proactive Circles:** These classroom-based circles are led by a teacher or school based RJ Circle Facilitator. These circles help to build a sense of community and ownership while building rapport between students, teachers, and staff.

The RJ Cohorts

In SY16-17, each of the schools participating in the expansion of the Restorative Justice Initiative were selected for one of the following reasons:

- a high number of total suspensions and/or suspension days;
- recommendation of the instructional superintendent or principal;
- request/s for support to employ non-punitive responses to misbehavior; and
- expressed support for this type of climate-focused initiative.

RJ schools are divided into three cohorts, which are defined by the level of training schools have received, along with their overall level of commitment and capacity to implement RJ.

- **Cohort 1 schools.** Ballou HS, Cardozo HS, Columbia Heights EC (CHEC), Eastern HS, Luke C. Moore HS, Ron Brown MS, Kelly Miller MS, Hart MS, and Thomas ES participated in a five-day intensive training. These schools are working toward creating a "whole school" RJ model. This commitment involves conducting the full range of circles: proactive circles, responsive circles, collaborative teacher circles, teacher and student circles, mindfulness circles, and mediation circles, which are all focused on creating a restorative mindset

toward addressing “all behaviors” and supporting alternatives to suspension. These schools developed implementation plans for the SY 16-17 and will receive support in developing implementation plans for SY17-18. These schools also receive ongoing technical assistance support from the BSS team and our partner, Restorative DC.

- **Cohort 2 schools.** Anacostia HS, Ballou Stay HS, Washington Met HS, Brookland MS, Kramer MS, Houston ES, and Smothers ES participated in a two-day RJ training. These schools utilize circles as an alternative to suspension. They will also receive support in writing their implementation plan for SY17-18.
- **Cohort 3 schools.** Roosevelt STAY HS, Johnson MS, Kimball ES, and Stanton ES participated in a one-day Restorative Justice Overview. Similar to Cohort 2, these schools are primarily using RJ as a response to negative behavior and as an alternative to suspension.

Besides coordinating and providing multiple Restorative Justice trainings, the BSS team has helped to facilitate circles to address issues ranging from teacher-student conflicts, to circles focused on restoring school safety and culture after fights and/or neighborhood conflicts. The BSS team, along with 20 other DCPS staff are participating in a “Train the Trainer” RJ certification in January 2017.

Q62: Please quantify for each school the number of homeless youth enrolled in DCPS for SY2015-2016 and SY2016-2017 to date. How much did DCPS spend on homeless student support services in FY16 and what type of activities/efforts did that funding cover?

Students experiencing permanent housing instability are flagged with one of the following housing status attributes in Aspen, DCPS’ student information system: hotel/motel, doubled-up, awaiting foster care, shelter, unsheltered, foster care, or unaccompanied youth. This is self-reported data. In SY15-16, there were 1,937 DCPS students who self-identified as homeless. In SY16-17, there are 1,920 total students identified as homeless (as of January 15, 2017). The numbers of homeless students, by school, are listed in **Q62 Attachment_ Number of Homeless Students by School, FY16 and FY17.xlsx**.

DCPS’ Homeless Children and Youth Program (HCYP) identifies its displaced students and provides student-centered supports across the district each school year. Every DCPS school, as mandated by federal regulation, has an identified and trained school-based homeless student liaison who serves as the school’s point of contact for homeless families. The liaisons work with homeless students to abate any barriers preventing immediate enrollment and attendance in school. Additionally, the liaisons link students to relevant services offered in DCPS and through community-based agencies.

In FY16, HCYP spent \$432,375.29 on homeless student supports. This funding supported transportation assistance for homeless families’ travel to and from school; it supplemented the Kids Ride Free program by allowing an adult to travel to and from school with elementary-aged students and covering the additional travel cost for students placed in housing outside of the District. HCYP also utilized FY16 funding to provide emergency clothing, school supplies, student-centered enrichment programs, graduation fee assistance, etc. DCPS purchased and distributed school supplies and uniforms to needy families prior to the start of SY16-17, in its second annual Back-to-School fair held at Payne ES in August 2016. In addition to providing the aforementioned supports, DCPS also used its funding to host a professional development seminar, training its staff and support staff members on transient populations and their needs, as well as available DCPS supportive programming. Lastly, DCPS used its funding to host informational workshops in the District’s largest homeless family facility and at city hotels used as emergency housing sites to inform parents and youth of their educational rights.

Q63: DCPS received a five-year HIV/STI Prevention grant funded by the Centers for Disease Control and Prevention (CDC) for use through 2018 in 22 priority schools. Please provide any outcomes observed in year three of this grant investment.

DCPS is funded to implement targeted programming within 22 priority secondary schools with the highest need. DCPS selected these 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)	Anacostia
Eliot-Hine	Ballou HS
Hart	Ballou STAY
Johnson	Cardozo EC (High School)
Kelly Miller	Coolidge
Kramer	Eastern
McKinley Tech	H.D Woodson
Sousa	Luke C. Moore
Stuart-Hobson	Roosevelt
Truesdell EC (Middle School)	Washington Metropolitan
Wheatley EC (Middle School)	
Walker-Jones (Middle School)	

- A description of the work being done;

The HIV/STI Prevention program uses four approaches to 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.

and

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

Key program outcomes for FY16 include:

- Continued collaboration with OSSE and community partners. DCPS and OSSE have continued to work closely on disseminating to and training school staff on using the DC's Youth Resource Guide and Referral Database, planning administration for DC's Youth Risk Behavior Survey, and maintaining DC's Youth Advisory Committee (YAC), made up of 22 youth leaders focused on combating sexual health concerns across the District, from DC public and public charter schools.
- DCPS and the District Department of Health (DOH) continued to coordinate school supports to provide free and confidential STI screenings for Chlamydia and Gonorrhea across ten priority high schools. Pop-

up clinics were provided across high schools three-months following the full STI screening program, which provided students with the opportunity to retest for free, at their school.

- DCPS was the host school district site for the Stonewall National Education Project Symposium, bringing together school administrators and leaders from across the country to share and learn how to better support LGBTQ-identifying students. In addition to facilitating workshops during the conference, DCPS promoted the work of Ballou STAY's Gender/Sexuality Alliance on a student panel and through a GSA-led fashion show.
- DCPS trained nearly 700 school and central office staff on DCPS's Transgender and Gender-Nonconforming Policy Guidance. Trainings focused on supporting the rights of transgender and gender-nonconforming students, and best practices for implementing necessary accommodations.
- DCPS distributed 1,100 OUT for Safe Schools Badges to school-based and central office staff. The badge is worn along with the regular school staff ID to indicate willingness to support an LGBTQ-identifying student.
- DCPS worked with DGS project managers overseeing school modernization projects to ensure that single-user, all-gender restrooms are built to be easily accessible to students.
- DCPS served as a vocal ally to its LGBTQ school community by participating in Youth Pride, walking in the Capital Pride Parade, presenting at the Stonewall National Symposium and Time to Thrive conferences, and by being featured in recent news articles in [Metro Weekly](#).

Specialized Instruction

Q64: How many Head Start Schoolwide Model classrooms did DCPS operate in FY16 and FY17 to date? Please identify the total number of Head Start eligible children the program served in FY16 and FY17 to date.

DCPS operated 315 classrooms implementing the Head Start School Wide Model (HSSWM) in FY16 (SY15-16), and 316 in FY17 (SY16-17). Last school year, there were 2,820 eligible students across those classrooms, and to date in FY17, there are 2,392 eligible children being served.

Q65: Provide an update on DCPS' partnership with The Ivymount School and any other public/private partnerships to provide special education services during SY2015-2016 to date.

During SY15-16, the Ivymount School continued to manage two classrooms for students classified as High Functioning Autism (HFA) at School Without Walls at Francis-Stevens Education Campus. These classrooms serve students in Grades 3-5 and Grades 6-8 and can serve up to eight students. The students in these classrooms typically 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. Ivymount continues to provide consultation to a classroom opened in SY13-14 at School-Within-School at Goding Elementary School.

Ivymount has also developed formal training materials to be shared with DCPS staff members who work with students with autism. The executive function curriculum is taught 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 significantly reduces the amount of instructional time lost due to challenging behaviors.

Finally, DCPS previously committed to partner with Ivymount to launch a first-of-its-kind, public-private partnership site at the former Stevens School. This partnership would require financial commitment and recruitment of students who meet the HFA criteria from the charter community.

Q66: How many students transitioned from a nonpublic school to a DCPS school in SY2012-2013, SY2013-2014, SY2014-2015, SY2015-2016 and to date in SY2016-2017?

School Year	# Students from NP to DCPS
2012-13	45
2013-14	24
2014-15	12
2015-16	11
2016-17 To Date	N<10

Q67: Describe the initiatives and policy changes the agency made in FY16 and FY17 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 progress in complying with the legal requirements related to special education, and the ultimate goal is to ensure all students receive an education that prepares them for college and career. To this end, DCPS has placed special emphasis on program quality and student achievement over the past several years and is currently turning the focus toward dynamic instruction in inclusive environments.

There have been a number of significant steps to support this shift in focus, including:

- the development of a new special education **strategic plan for schools years 2016 – 2019** 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;
- the development of 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 (UDL);
- the deployment of a team of specialists to **provide job-embedded professional development** to teachers and staff in full-time classrooms. In addition to supporting classroom staff with strategies to increase communication, decrease challenging behaviors, and promote safe learning environments, these specialists support teachers in providing Common Core-aligned instruction to increase student achievement;
- At 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;
- the development of **IEP Matrix and Inclusion Blueprint documents** to assist IEP teams and school leaders in appropriately determining students' necessary level of service and enhancing inclusive environments in their schools; and

- the introduction a new **special education leadership program (ASPIRE)** that provides professional development and support to assistant principals, directors, and managers of special education at 20 schools.

Q68: Please list which schools have special education coordinators during SY2015-2016 and SY2016-2017. Please also indicate which schools have a shared special education coordinator.

DCPS ensures that each school has a psychologist and a LEA representative for purposes of special education. Beyond those two positions, DCPS offers a menu of special education leadership positions that meet the needs of different schools and student populations. Schools budget for, hire, and manage their chosen special education leadership positions independently.

In addition to the Special Education Coordinator position, in SY16-17, DCPS created three additional special education leader positions (Assistant Principal, Special Education; Director, Special Education; and Manager, Special Education) through a training and networking cohort known as the ASPIRE program. ASPIRE was developed to support both special education compliance and high-quality specialized instruction. It is recommended that schools identify a leader for special education who reports directly to the principal. An ASPIRE leader may serve as one of the school's LEA representative designees and manages the overall special education programming of the school – for both instruction and compliance.

Positions that can fill this role include:

Assistant Principal of Special Education (AP SPED): The AP SPED position is a designated leader for special education. Any AP may be charged with overseeing special education in their building, but the person filling the specific role of AP SPED will manage special education logistics and compliance while leading the implementation of specially designed instruction and related services in their building, i.e., co-planning and co-teaching, universal design for learning (UDL) and other inclusive practices. In some limited cases a school may elect to have an AP SPED as well as one of the other leadership positions described in this section. AP SPED may only be selected in collaboration with the Division of Specialized Instruction (DSI).

Director of Special Education (DSE); Manager of Special Education (MSE): The Director of Special Education (DSE) is recommended for schools with over 100 students with IEPs, and the Manager for Special Education (MSE) is recommended for schools with under 100 students with IEPs. The DSEs/MSEs manage special education logistics and compliance while leading the implementation of specially designed instruction and related services in their building, i.e., co-planning and co-teaching, universal design for learning (UDL) and other inclusive practices. DSE and MSE positions require application through DSI.

The general responsibilities of these leadership positions include:

- ensuring special education teachers are meaningfully engaged in content-level co-planning, using student data to develop lessons that are aligned to the CCSS and appropriately modified and accommodated to meet the needs of individual students;
- completing regular observation and feedback of teachers and paraprofessionals on the implementation of lesson plans;
- overseeing IEP and assessment quality, timeliness and compliance by supporting case managers to effectively manage their caseloads; and
- leading the special education team in building cohesive and trusting relationships with families.

The tables below detail the special education coordination/leader positions in SY15-16 and SY16-17.

SY15-16 Special Education Staffing (FTEs)	
School Name	Coordinator
Bancroft ES	1
Barnard ES	1
Beers ES	1
Dorothy Height ES	1
Burrville ES	1
Cleveland ES	0.5
Coolidge HS	1
Drew ES	0.5
Dunbar HS	1
Eastern HS	1
Ellington School of the Arts	1
Hardy MS	1
Houston ES	0.5
Incarcerated Youth Program	1
Kelly Miller MS	1
Kimball ES	1
Miner ES	1
Murch ES	1
Patterson ES	1
Payne ES	1
Plummer ES	0.5
Powell ES	0.5
River Terrace Special Education Center	1
Savoy ES	1
School Without Walls @ Francis-Stevens EC	1
Stanton ES	1
Thomas ES	1
Woodson, H.D. HS	1
Youth Services Center	1

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SY16-17 Special Education Staffing (FTEs)				
School Name	Asst Principal	Coordinator	Director	Manager
Aiton ES				1
Amidon-Bowen ES		1		
Anacostia HS		1		
Ballou HS	1			
Barnard ES		1		
Beers ES		1		
Cleveland ES		0.5		
Columbia Heights EC (CHEC)		1		
Dorothy Height ES		1		
Drew ES		0.5		
Dunbar HS		1		
Eastern HS			1	
Ellington School of the Arts		1		
Hart MS			1	
Hendley ES			1	
Ketcham ES	1			
Kimball ES				1
LaSalle-Backus EC				1
Miner ES		1		
Murch ES		1		
Orr ES		1		
Patterson ES		1		
Plummer ES		0.5		
Powell ES		0.5		
River Terrace EC		1		1
Roosevelt STAY				1
School Without Walls @ Francis-Stevens	1			
Stanton ES				1
Stuart-Hobson MS (Capitol Hill Cluster)		1		
Takoma EC				1
Thomas ES			1	
Walker-Jones EC				1
Wheatley EC				1
Whittier EC	1			
Woodson, H.D. HS		1		
Youth Services Center		1		
Total	4	18	4	9

Q69: Please provide school-level data regarding the timeliness of special education evaluations, IEP meetings, and service provisions for SY2015-2016.

The table below shows the percentage of IEPs that were completed timely, the percentage of special education eligibility determinations that were completed timely, and the percentage of prescribed related service minutes that were delivered. The related service rate reflects cumulative, yearlong delivery and includes the following services: Adapted Physical Education, Audiology, Behavioral Support Services, Occupational Therapy, Orientation and Mobility, and Physical Therapy. Service delivery rates include students enrolled on the last day of the 2015-2016 school year (and are based on the schools in which these students were enrolled at that time).

School Type	School Name	IEP Timeliness	Eligibility Timeliness	Service Delivery
Adult Education	Ballou STAY	77.8%	94.7%	44.1%
Adult Education	Roosevelt STAY	88.9%	87.2%	21.2%
Alternative High School	Luke Moore Alternative HS	100.0%	100.0%	61.7%
Alternative High School	Washington Metropolitan HS	100.0%	100.0%	146.3%
Education Campus	Brightwood EC	100.0%	95.7%	85.0%
Education Campus	Browne EC	100.0%	100.0%	78.7%
Education Campus	Cap Hill Montessori @ Logan	100.0%	100.0%	78.9%
Education Campus	LaSalle-Backus EC	98.3%	91.9%	76.4%
Education Campus	Oyster-Adams Bilingual	100.0%	97.5%	67.2%
Education Campus	Raymond EC	98.4%	96.3%	67.0%
Education Campus	SWW @ Francis Stevens	96.3%	100.0%	70.0%
Education Campus	Takoma EC	98.6%	95.6%	77.4%
Education Campus	Truesdell EC	100.0%	100.0%	96.9%
Education Campus	Walker-Jones EC	92.6%	89.3%	73.4%
Education Campus	West EC	96.9%	95.2%	67.7%
Education Campus	Wheatley EC	95.7%	95.7%	92.7%
Education Campus	Whittier EC	100.0%	95.7%	75.8%
Elementary School	Aiton ES	100.0%	96.7%	98.3%
Elementary School	Amidon-Bowen ES	98.5%	100.0%	59.1%
Elementary School	Bancroft ES	100.0%	100.0%	77.7%
Elementary School	Barnard ES	100.0%	100.0%	68.3%
Elementary School	Beers ES	100.0%	97.6%	71.6%
Elementary School	Brent ES	100.0%	100.0%	77.3%
Elementary School	Bruce-Monroe ES @ Park View	100.0%	100.0%	90.3%
Elementary School	Bunker Hill ES	100.0%	100.0%	94.2%
Elementary School	Burroughs ES	100.0%	100.0%	84.1%
Elementary School	Burrville ES	100.0%	100.0%	88.7%
Elementary School	C.W. Harris ES	98.5%	100.0%	75.5%
Elementary School	Cleveland ES	100.0%	100.0%	85.2%
Elementary School	Dorothy I. Height ES	100.0%	95.5%	67.5%
Elementary School	Drew ES	100.0%	100.0%	81.8%
Elementary School	Eaton ES	93.9%	93.3%	65.8%
Elementary School	Garfield ES	100.0%	100.0%	52.6%

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School Type	School Name	IEP Timeliness	Eligibility Timeliness	Service Delivery
Elementary School	Garrison ES	100.0%	100.0%	50.7%
Elementary School	H.D. Cooke ES	100.0%	100.0%	73.9%
Elementary School	Hearst ES	100.0%	100.0%	72.3%
Elementary School	Hendley ES	89.5%	96.9%	66.2%
Elementary School	Houston ES	100.0%	100.0%	77.2%
Elementary School	Hyde-Addison ES	100.0%	100.0%	96.5%
Elementary School	J.O. Wilson ES	100.0%	97.4%	81.4%
Elementary School	Janney ES	100.0%	100.0%	89.7%
Elementary School	Ketcham ES	93.1%	87.5%	49.8%
Elementary School	Key ES	100.0%	100.0%	98.2%
Elementary School	Kimball ES	95.0%	100.0%	79.0%
Elementary School	King, M.L. ES	97.7%	94.1%	102.6%
Elementary School	Lafayette ES	100.0%	93.8%	86.5%
Elementary School	Langdon ES	100.0%	100.0%	70.5%
Elementary School	Langley ES	100.0%	100.0%	63.0%
Elementary School	Leckie ES	97.0%	94.4%	53.0%
Elementary School	Ludlow-Taylor ES	97.7%	89.5%	55.7%
Elementary School	Malcolm X ES @ Green	100.0%	92.9%	72.5%
Elementary School	Mann ES	100.0%	100.0%	77.1%
Elementary School	Marie Reed ES	96.6%	100.0%	71.7%
Elementary School	Maury ES	100.0%	100.0%	76.7%
Elementary School	Miner ES	100.0%	100.0%	79.9%
Elementary School	Moten ES	100.0%	100.0%	77.6%
Elementary School	Murch ES	90.7%	100.0%	93.3%
Elementary School	Nalle ES	100.0%	93.8%	75.1%
Elementary School	Noyes ES	97.1%	100.0%	72.6%
Elementary School	Orr ES	100.0%	100.0%	53.2%
Elementary School	Patterson ES	100.0%	100.0%	86.3%
Elementary School	Payne ES	100.0%	100.0%	65.8%
Elementary School	Plummer ES	100.0%	100.0%	83.9%
Elementary School	Powell ES	100.0%	100.0%	89.4%
Elementary School	Randle Highlands ES	97.3%	95.7%	64.1%
Elementary School	Ross ES	100.0%	100.0%	82.5%
Elementary School	Savoy ES	94.1%	88.9%	85.9%
Elementary School	Seaton ES	100.0%	100.0%	86.0%
Elementary School	Shepherd ES	100.0%	88.2%	45.1%
Elementary School	Simon ES	96.3%	100.0%	74.1%
Elementary School	Smothers ES	85.7%	90.5%	71.2%
Elementary School	Stanton ES	98.3%	86.2%	64.5%
Elementary School	Stoddert ES	100.0%	100.0%	70.7%
Elementary School	Thomas ES	100.0%	100.0%	64.7%
Elementary School	Thomson ES	100.0%	100.0%	95.8%
Elementary School	Tubman ES	98.6%	100.0%	59.5%

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School Type	School Name	IEP Timeliness	Eligibility Timeliness	Service Delivery
Elementary School	Turner ES	97.9%	90.9%	52.7%
Elementary School	Tyler ES	100.0%	100.0%	53.6%
Elementary School	Van Ness ES	100.0%	100.0%	78.0%
Elementary School	Watkins ES	100.0%	100.0%	87.3%
High School	Anacostia HS	97.7%	98.7%	59.6%
High School	Ballou HS	98.1%	96.5%	74.6%
High School	Coolidge HS	97.0%	100.0%	52.0%
High School	Dunbar HS	99.4%	100.0%	54.2%
High School	Eastern HS	98.8%	100.0%	76.3%
High School	Roosevelt High School	99.2%	100.0%	65.3%
High School	Wilson HS	98.6%	100.0%	54.6%
High School	Woodson, H.D. HS	97.8%	98.4%	61.3%
High School/Specialized	Benjamin Banneker HS	91.7%	83.3%	110.3%
High School/Specialized	Ellington School of the Arts	100.0%	100.0%	94.0%
High School/Specialized	McKinley Technology HS	92.3%	88.9%	141.6%
High School/Specialized	Phelps ACE HS	100.0%	100.0%	34.1%
High School/Specialized	School Without Walls HS	80.0%	50.0%	109.4%
Middle School	Brookland MS	88.5%	96.9%	71.6%
Middle School	Deal MS	98.3%	92.3%	75.9%
Middle School	Eliot-Hine MS	96.6%	95.2%	74.3%
Middle School	Hardy MS	100.0%	95.0%	76.9%
Middle School	Hart MS	99.0%	90.9%	98.3%
Middle School	Jefferson MS Academy	98.5%	94.1%	60.4%
Middle School	Johnson, John Hayden MS	94.7%	100.0%	69.8%
Middle School	Kelly Miller MS	98.8%	97.8%	50.1%
Middle School	Kramer MS	93.3%	97.0%	83.9%
Middle School	McKinley MS	100.0%	96.3%	94.3%
Middle School	Sousa MS	95.8%	89.7%	67.9%
Middle School	Stuart-Hobson MS	100.0%	100.0%	76.7%
Primary	Peabody ES (Capitol Hill Clus)	100.0%	100.0%	87.7%
Primary	School-Within-School @ Goding	100.0%	100.0%	71.5%
Secondary	Cardozo EC	99.1%	100.0%	67.8%
Secondary	Columbia Heights EC (CHEC)	97.4%	97.2%	52.6%
Special Education School	River Terrace EC	100.0%	98.2%	80.9%
Youth Engagement	CHOICE Academy	66.7%	100.0%	58.8%
Youth Engagement	Inspiring Youth Program	78.1%	100.0%	7.6%
Youth Engagement	Youth Services Center	83.9%	76.9%	27.7%
Grand Total		97.9%	97.4%	69.8%

Q70: For each DCPS school other than River Terrace, please list the following information for SY2015-2016 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 through 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 ***Q70 Attachment_Related Service Providers by School***.

Q71: For SY13-14, SY14-15, SY15-16 and SY16-17 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	SY16-17*
DCPS	6,360	6,684	6,687	6,592
Dependent Charter	1,234	1,336	541	**
Non Public	839	741	608	462
Residential	29	63	42	26
Private / Religious	39	60	23	***
Total	8,501	8,884	7,901	7,080

**Data are from a preliminary Child Count file as of January 2017; the final Child Count has not been certified as of the time of this response.*

***For SY16-17, dependent charter schools submitted and signed for their own student counts; these numbers will become part of the official DCPS count after they are finalized. Effective July 2017, the dependent charter designation will no longer be generated.*

****SY16-17 counts have not been certified as of the time of this response and will be completed through the upcoming appeals.*

Q72: DCPS has set a goal to reduce special education enrollment to 15% overall by the end of SY2016-2017. Please provide an update on these efforts during SY2015-2016 to date.

In SY15-16, 15% of DCPS students received special education services. In SY16-17 (as of October 2016), the special education population fell just below 15%, based on preliminary, uncertified enrollment audit and child count information (including students in non-public day schools and residential facilities).

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 program (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 development of an “Inclusion Blueprint” that provides schools with guidance and best practices as they seek to establish successful inclusive environments; and
- the creation of, and provision of ongoing support to, the ASPIRE cohort of special education leaders, who oversee special education compliance and instruction in 20 schools.

Q73: How many DCPS students currently have 504 plans? Please break down the numbers by grade level, school.

As of January 11, 2017, 882 DCPS students had 504 plans. See **Q73 Attachment_Number of Students with 504 Plans, SY16-17.xlsx** for 504 plans by school and grade level. To protect student privacy, instances in which the student count was less than 10 are noted simply as “N<10.”

Q74: 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 River Terrace) in FY16 and FY17 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 SY15-16 to date; and,
- The resources available in the school to support the classroom (e.g., school psychologist, sensory room, adaptive PE equipment).

Full-time classrooms are populated by students who are required to receive twenty or more hours of specialized instruction outside general education per week. These classrooms are designed to serve a population of students who require high levels of support, in accordance with their IEPs, to access the curriculum.

Q74 Attachment 1 of 2 SPED Full-Time Programs provides an overview of the structure and resources for these classrooms. The attachment includes:

- The program name and acronym;
- Grade bands served;
- Primary disability category served;

- Student:special education teacher ratio;
- Support staff allocation;
- Academic curriculum used;
- Research-based interventions used;
- Job-embedded supports; and
- Recommended resources.

Q74 Attachment 2 of 2 SPED Full-Time Program Enrollment, SY16-17 provides a snapshot of the program enrollment in full-time classrooms for SY 16-17 (as of January 11, 2017). The attachment includes:

- The school at which each classroom is located;
- The type of program in each classroom;
- The number of special education teachers assigned to the classroom;
- The grade levels that the classroom is designed to accommodate;
- The maximum number of students the classroom can accommodate;
- The current number of students assigned to the classroom (as of January 11, 2017); and
- The type and number of non-teacher staff assigned to the classroom (e.g., behavior techs, aides).

New 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' changing needs. Based on the fluidity of enrollment and general student movement in these classrooms, DCPS cannot provide average enrollment numbers.

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

Finally, DCPS does not operate any full-time programs in charter schools for which DCPS is the local education agency (LEA).

Q75: How many developmental screenings did the Early Stages program conduct in SY15-16 and SY16-17 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).

In FY16, Early Stages screened 4,244 children; of these, 1,583 (37.3%) were recommended for further evaluation. In FY17, to date, Early Stages screened 696 children; of these, 378 (54.3%) were recommended for further evaluation.

Please note that the evaluation data provided in the table below includes all evaluations, including those that were delayed due to sporadic parental engagement; the District is not held accountable for these delayed evaluations for IDEA compliance reporting. Also, these data are based on fiscal year reporting (October 1 through September 30) - which Early Stages (ES) uses – instead of a school year.

Year and Month	Within 60	Within 90	Within 120	Over 120	Grand Total	Overall Timeliness
FY16	239	313	667	17	1236	98.6%
October	19	27	37	2	85	97.6%
November	15	17	22		54	100.0%
December	22	34	25	3	84	96.4%
January	31	37	46	1	115	99.1%
February	20	30	70	2	122	98.4%
March	22	35	82	2	141	98.6%
April	19	9	49	2	79	97.5%
May	17	23	51		91	100.0%
June	14	32	98	1	145	99.3%
July	22	26	83	4	135	97.0%
August	20	21	61		102	100.0%
September	18	22	43		83	100.0%
FY17	52	68	97	2	219	99.1%
October	22	17	39	2	80	97.5%
November	15	21	29		65	100.0%
December	15	30	29		74	100.0%

Q76: Provide outcomes data for students with disabilities transitioning out of DCPS into adulthood, including the following data for school year 2015-2016 broken down by disability classification:

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

In SY15-16, a total of 470 students were referred to RSA. In SY14-15, 631 students were referred. The decline was due to 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). In SY16-17, to date, 115 students have been referred.

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

During the SY15-16, 2,165 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 Districtwide 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	979
Transition Courses	1341
Multiple Courses and Programs	N<10

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	209
Independent Living Skills	166
Learning Labs	155
Computer Skills	80
General Explorations	337
Character Development	111
Test Taking Strategies	34
Transition Study Skills	176
Study Skills	0
Real World Applications	42
Foundational Skills	31
Total	1,341

In addition to the courses that are available to all DCPS students, students with disabilities are able to engage in districtwide programming that is geared toward 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)	63
Project SEARCH	N<10
Marriott Bridges: School to Work`	N<10
CVS Internship Program	26
Workforce Development Center	33
Total	132

and

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

As described in prior years' responses, 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; and
- 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.

The Secondary Transition Data for FFY 2014 provided by OSSE is presented below. FFY 2015 is not yet available:

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 year of leaving high school.	DCPS	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.	DCPS	252	739	34.1%
Other Postsecondary Education or Training	DCPS	N<10	739	
Other Employment	DCPS	78	739	10.6%

Q77: What programs, if any, does DCPS offer for special education students in need of credit recovery? Please include the number of students these programs can serve; a description of the curricula used in these programs; and how students with special needs can recover credits in summer school.

DCPS employs a number of strategies to help special education students recover credit, including:

Credit Recovery. DCPS offers credit recovery to all students, including students with disabilities, through the *Edgenuity* program. *Edgenuity* is an on-line learning program that is customized to meet individual needs. Additionally, diploma seeking students with disabilities are able to attend summer school to make up credits, if they qualify. They are subject to the same process for qualification as their non-disabled peers.

The Evening Credit Recovery program provides students that have failed courses the opportunity to retake those courses. By doing so, students have an increased chance of staying on track to graduate on time. Since this program is an extension of the day, teachers may use OTL-approved curriculum or OTL-approved online curriculum (*Edgenuity*). The classroom ratio should be 1:25, and similar to the traditional school day, all

teachers are informed of required accommodations for students with an IEP. Schools have the option of hiring highly qualified special education teachers or a paraprofessional to support their students who have accommodations as outlined in an IEP.

Unit Recovery. Unit Recovery gives students opportunities to pass courses they are in danger of failing. On average, students are given nine weeks to complete identified units for a passing grade for the course; however, unit recovery must be completed before the end of the reporting period for that course.

Twilight/Envision (Eastern HS) gives over-age and under-credited students the chance to earn credits for graduation in a supportive, individualized, non-traditional school setting. Ideally, a 1:20 teacher: student ratio should be maintained, and teachers may use OTL approved curriculum or OTL-approved online curriculum (*Edgenuity*).

Summer School. DCPS Summer (High School) programs provide opportunities for students to recover credits from courses failed during the school year. Summer school is open to all high school students. All host sites are staffed with paraprofessionals who are tapped specifically to support students with special needs. A 1:25 ratio should be followed. Teachers may use OTL-approved curriculum or OTL-approved online curriculum.

Q78: Please describe DCPS' efforts in SY15-16 and SY16-17 to date, to implement the provisions of the Enhanced Special Education Services Amendment Act of 2014 as it pertains to transition planning beginning at 14 years old and the identification of appropriate adult services at least one year prior to a students' completion of school.

During SY15-16, the DCPS Transition Team met with middle schools to begin preparing them for the upcoming change to the law. Meetings included training for teachers on the development of transition plans and expectations for transition planning for the SY16-17. Throughout the summer of 2016, DCPS identified assessments, sample goals, and training documents for middle schools. DCPS also purchased books for school-based coordinators around transition planning.

In SY16-17, DCPS has expanded its guidance to middle schools, beginning the year with a memo to all middle schools, establishing that transition planning is required to begin in 6th grade, regardless of age of the student. In effect, DCPS has gone beyond the new legislative requirement to require that *all* middle school students with a disability have a transition plan. DCPS has also dedicated a staff member to support middle schools in the transition planning process. Major accomplishments for this school year have included:

- All middle school staff members have received training on transition planning;
- DCPS has developed a tool to begin monitoring middle schools for compliance in the second semester; and
- DCPS has purchased materials to begin supporting transition instruction to ensure goals in the transition plan are being met.

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Q79: 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, SY15-16, and SY16-17 to date;**

School Name	Student Enrollment			
	SY16-17 (as of 1/16/17)	SY15-16	SY14-15	SY13-14
Ballou STAY	344	477	591	578
Luke C. Moore HS	256	297	350	364
Roosevelt STAY	624	776	802	850
Wash Met HS	136	150	244	280
Twilight	190	519	255	380

- **How many students have successfully graduated in SY13-14, SY14-15, SY15-16, and SY16-17 to date;**

School Name	Number of Graduates			
	SY16-17 YTD	SY15-16	SY14-15	SY13-14
Ballou STAY	N/A	113	132	186
Luke C. Moore HS	N/A	150	162	136
Roosevelt STAY	N/A	126	101	75
Wash Met HS	N/A	42	58	68
Twilight	N/A	122	34	101

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

School Name	Number of Students with IEPs			
	SY16-17	SY15-16	SY14-15	SY13-14
Ballou STAY	32	38	41	27
Luke C. Moore HS	33	29	27	29
Roosevelt STAY	34	48	49	30
Wash Met HS	33	34	45	40
Twilight	40	134	75	67

- **How many students in the program have 504s;**

School Name	Number of Students with 504s SY16-17
Ballou STAY	0
Luke C. Moore HS	4
Roosevelt STAY	0
Wash Met HS	7
Twilight	3

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

School Name	Number of Special Education Teachers			
	SY16-17*	SY15-16*	SY14-15*	SY13-14
Ballou STAY	3	2	3	3
Luke C. Moore HS	3	4	2	2
Roosevelt STAY	3	2	3	2
Wash Met HS	5	6	5	2
Twilight	N/A	N/A	N/A	N/A

*Teacher counts reflect the number of teachers allocated to schools by the Division of Specialized Instruction (DSI); additional teachers may have been budgeted by schools, repurposed by schools, or added by DSI during the budget petition process.

- **The number of hours of specialized instruction that can be provided to a student in the program; and,**

School Name	Number of Hours of Specialized Instruction SY16-17*
Ballou STAY	15
Luke C. Moore HS	15
Roosevelt STAY	15
Wash Met HS	20-27.5
Twilight	N/A

- **The number and types of related service providers assigned to the program.**

School Name	Psych FTE				Social Work FTE				DBH Staff FTE				SLP FTE				OT FTE				PT FTE			
	SY16-17	SY15-16	SY14-15	SY13-14	SY16-17	SY15-16	SY14-15	SY13-14	SY16-17	SY15-16	SY14-15	SY13-14	SY16-17	SY15-16	SY14-15	SY13-14	SY16-17	SY15-16	SY14-15	SY13-14	SY16-17	SY15-16	SY14-15	SY13-14
Ballou STAY	0	0	0	0	1	1	2	2	0	2	0	0	.2	.2	.2	.2	.1	.2	0	0	0	0	0	0
Luke C. Moore HS	1	1	1	1	2	2	2	2	0	1	0	0	.1	.1	.1	.2	.01	0	0	0	0	0	0	0
Roosevelt STAY	1	0	.5	0	1	1	1	.5	0	1	0	0	.2	.2	.2	.2	.2	.2	0	.05	0	0	0	.05
Wash Met HS	.5	1	.5	.5	2	2	2	2	0	1	1	0	.1	.1	.2	.2	0	0	.1	0	0	0	0	0
Twilight	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--	--

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.

Q80: Describe mechanisms DCPS has developed and implemented during SY2015-2016 and SY2016-2017 to date to provide oversight of the education of wards of the state who are enrolled by public schools, CFSA, DYRS, or DBH 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's are with the Department of Youth Rehabilitation Services (DYRS) and Child and Family Services Agency (CFSA) – agencies that serve as the placing agencies; and the Office of the State Superintendent for Education (OSSE) – the agency that provides oversight of the MOA. DCPS and the placing agencies, DYRS and CFSA, share information (enrollment forms and ward letters) 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 IEP is updated and that the student is receiving special education services at the out-of-state school/facility. DCPS monitors the students while they are enrolled out-of-state and facilitates the discharge planning process for the student to ensure a smooth transition to the District. DCPS also provides feedback to the placing agencies regarding the services and service delivery models that various facilities maintain. Additionally, we have connected facilities to OSSE to initiate the certificate of approval (COA) process for those that are not yet COA-certified by OSSE.

Q81: Provide the total amount of funding that was allocated to and spent by each DCPS school for Title III in FY16 and FY17 to date. Please describe how these funds were spent to enhance student achievement.

The primary goal of Title III is to supplement language education programs for English learners (EL) and immigrant children in schools. During SY15-16, DCPS was awarded \$542,966.78 in Title III funds. This allocation translates to a small per-pupil amount (compared to other title funds), so DCPS manages the funds centrally to ensure that more ELLs benefit from this resource and the District can track the expenses more effectively. Title III funds allocated to DCPS 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 EC); 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 who were paid to create CCSS-aligned curriculum, develop close reading modules, and adapt units of study; as well as funding for CBO after school tutoring at several schools for ELL students. Title III funds were used to purchase a new data system that allows DCPS 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 over the summer for ELs to take intensive language courses and credit recovery. This gave recently-arrived immigrant students an opportunity to study during the summer and graduate on time.

Thus far in SY 16-17, DCPS' Title III award is slightly higher (a preliminary amount of \$560,782.90) and will support very similar activities as in previous school years. A portion of the allocation has been set aside for schools to access funds to support ELL parent involvement activities, afterschool support, upgrade technology, and to support the contract for the International Network for Public Education which provides professional development support for Cardozo EC and Roosevelt SHS. The language line, in particular, is a critical tool for the identified students and families, especially during parent teacher conferences.

In FY17, DCPS also has a small population of EL students who attend private schools instead of their neighborhood school – which generates \$28,844 in Title III-base equitable services funding. (In FY16, DCPS received \$22,375 for these students) These funds are used to purchase computers, literacy software, and parent engagement supports (books, materials and technology), supporting student achievement and parent engagement through their native languages.

Q82: For FY13, FY14, FY15, FY16, and FY17 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 SY2015-2016.

Although DCPS exited 20% of its EL students from services in SY15-16 after they reached English language proficiency levels, EL enrollment has increased by 500 students since last school year.

Year:	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Reported	SY16-17 Reported
ELL, by Level					
ELL	*	*	541	412	268
ELL Level 1	1363	1701	748	648	932
ELL Level 2	639	703	488	675	810
ELL Level 3	1344	1363	1058	1178	1242
ELL Level 4	1005	977	927	1073	1081
LES	*	*	388	465	474
NES	*	*	586	708	863
Grand Total	4351	4744	4736	5159	5670

ELL, by Grade					
PK3	261	282	285	304	372
PK4	457	531	459	483	535
K	607	749	647	663	746
1	558	569	582	593	596
2	483	544	556	647	543
3	364	387	457	513	553
4	255	249	239	325	346
5	177	202	195	190	231
6	122	114	134	142	161
7	137	162	118	157	188
8	156	203	207	158	210
9	396	370	508	457	489
10	155	158	176	244	295
11	120	98	103	175	228
12	71	74	56	88	137
13	32	52	14	20	40
Grand Total	4351	4744	4736	5159	5670

DCPS ELL, by Age					
Grade	SY12-13 Audited	SY13-14 Audited	SY14-15 Audited	SY15-16 Reported	SY16-17 Reported
1	2	0	3	1	0
2	1	0	0	1	0
3	261	283	135	143	366
4	460	538	350	392	534
5	603	724	579	551	715
6	535	574	594	660	586
7	485	504	561	599	521
8	340	412	492	538	559
9	284	243	372	419	367
10	177	213	206	287	209
11	142	134	172	157	188
12	133	166	143	155	175
13	140	183	136	164	204
14	164	154	192	167	196
15	152	159	165	204	244
16	166	153	169	187	284
17	140	174	214	192	258
18	93	86	160	194	158
19	55	29	62	103	83
20	10	12	24	32	21
21	8	1	7	8	2
22	0	1	0	5	0
23	0	1	0	0	0
Grand Total	4351	4744	4736	5159	5670

**ELL, LES, and NES were not previously reported as "levels". LES and NES tests cover primarily PK3 and PK4 students.*

Top five primary languages spoken by DCPS ELL students in SY2015-2016

Home Language*	# of ELL Speakers in SY16-17	% of ELL Population
Spanish	4638	82%
Amharic	269	5%
French	148	3%
Chinese	83	1%
Vietnamese	58	1%

Q83: The number of ELL students in DCPS has been increasing for several years. Please describe the strategies and initiatives DCPS has implemented in SY2015-2016 and SY2015-2017 to date to provide these students with the level of support needed to succeed.

Due to humanitarian crises, DCPS has seen a significant influx of newcomer arrivals since SY13-14. As a result, DCPS' enrollment numbers have significantly increased, especially those 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 2014 and a new cohort at Roosevelt HS in August 2016.

The staffing support to our EL students has stayed at a ratio of 22 students to 1 teacher; a 100 students to 1 bilingual counselor; and 1 translation aide for every students who are Level 1. These staffing formulas ensure that all EL students receive the support they need to acquire the English language and be successful in school. Last year, DCPS invested in an EL data dashboard that allows schools to track hours of services, demographics, groupings, assessments, accommodations, progress, attainment, and many more functions to easily ensure that students are receiving services.

Because of the high mobility within the DC metropolitan area, some schools see a higher number of students and, therefore, the need for a higher number of ELL teachers and, in particular, bilingual counselors. In addition - and not reflected in the ELL staff numbers - the International Academy teachers work as a cohort - which includes general education teachers – assigned to cohorts of students and trained in sheltering strategies. These are approximately 15 content level teachers who work with students enrolled in the International Academies. They are hired as content teachers, but trained in language development to ensure the content is comprehensible for the EL students.

Another increase not reflected in the ELL staffing allocation below is the number of general education teachers that schools are hiring who are dually certified to serve the increased EL populations. Furthermore, 11 Dual Language Schools have hired an ELL teacher in addition to the general education teacher who are bilingual. None of these staff sit in ELL teacher positions.

Staffing Allocation	SY 2014-2015	SY 2015-2016	SY 2016-2017
ESL teachers	222	230	233
Bilingual Counselors	21	24	32
Translation Aides	8	10	10

DCPS expanded the ELL Summer Academic Program to two sites this past summer, enabling EL students able to participate in an expanded summer school programs. DCPS has also added a middle school intensive summer program last summer which served 80 newcomer middle school students at Truesdell EC. Finally, the district has hired a middle school ELL specialist to work with all middle schools with ELLs.

During summer of 2015, the DCPS Language Acquisition Division, together with a select group of ELL teachers, developed an elementary school newcomer curriculum for grades K-5, and the division is currently working on purchasing aligned supplemental materials for ELL secondary courses. Because the Language Acquisition Division sits within the Office of Teaching and Learning, there has been more purposeful collaboration across content areas to ensure curricular and textbook selections, interventions, cornerstones assignments, and assessments that are more responsive to the needs of English learners and more reflective of the cultural diversity of these students.

It is important to note that DCPS enrolled over 200 EL students after the October audit in 2015 and 420 after the October audit of 2016.

Q84: 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 SY2015-2016 and SY2016-2017 to date by grade. Provide student outcomes observed in SY2015-2016 and describe any efforts 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 English learners (EL) in partnership with the Internationals Network for Public Schools. In SY15-16, the IA covered all high school grades with over 300 enrolled students. A major accomplishment was represented in the first class of graduates. There were 12 recently arrived ELs who graduated after having been enrolled in DCPS for four years or fewer. Of the 12 graduates, eight were accepted to college.

International Academy at Cardozo EC Enrollment:

- SY14-15: 196 (EOY count)
- SY15-16: 300+ (EOY count)

Enrollment by grade at Cardozo EC

	9 th Grade	10 th Grade	11 th Grade	12 th Grade
SY 14-15	147	46	3	N/A
SY 15-16 (as of 1/11/16)	144	70	63	3
SY 16-17 (as of 1/12/17)	123	90	73	61

Based on the success at the IA at Cardozo EC as well as the growing population of recently arrived ELLs, DCPS opened a second IA at Roosevelt HS in fall 2016. By January 12, 2017, Roosevelt has welcomed 58 new ELs to the school, making the total EL enrollment in Roosevelt over 280. The enrollment in the International Academy at Roosevelt SHS is approximately 170 ELs who meet the criteria of recently arrived to the US in the last 3 years. The additional 90 ELs are served outside of the Academy.

The leadership and teaching staff at the International Academy programs at both schools have participated in on-going collaboration and professional development throughout the year supported by the district's contract with the Internationals Network for Public Education. They also enjoy collaboration with the International Academies in Alexandria Public Schools and Prince George's County Public Schools.

Stakeholder Engagement and Communication

Q85: Please describe DCPS' public engagement activities for FY16 and to date in FY17.

Over the last two years the DC Public Schools Office of Family and Public Engagement (OFPE) has been expanding the work of the office to reach all eight wards comprehensively and build more trusting and transparent relationships with key family, community and public stakeholders. Of particular note is the Community Engagement Division whose four-member Community Action Team (CAT) has enabled the agency to connect more deeply with stakeholders DCPS has previously engaged and make connections with new stakeholders. The CAT is composed of four coordinators 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	Nicole D'Angelo Petty	Nikki.petty@dc.gov
7 and 8	Sharona Robinson	Sharona.robinson@dc.gov

Below is a list of engagement activities in FY16 and FY17, to date

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

District Level Engagement Activities

Budget Engagement (FY16 and FY17 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:

FY16 Engagement for the FY17 Budget

- DCPS held its statutorily-required public budget hearing on November 14, 2015 at Stuart-Hobson MS, where public was collected, recorded and transcribed;
- The Chancellor hosted three meetings (November 10, 19, and 28 2015) for all school principals and representatives of their LSAT. The meetings were 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 Management Team about district budget priorities; and provided feedback on the priorities in facilitated, small group discussions. Notes from discussions were recorded and posted at EngageDCPS.org, an interactive online forum, for additional public awareness and input. Subsequently, LSATs and principals were able to use these notes to guide their budget development and one-pagers shared with the Management Team summarized the feedback collected on each budget challenge/priority area. Budget priority content owners received more detailed documents that presented the full scope and depth of the feedback collected in their respective program areas; and

- 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 19, 2015.

FY17 Engagement for the FY18 Budget

- DCPS held its public hearing for the FY18 budget on November 29, 2016 at Kelly Miller Middle School. Again, public testimony recorded and transcribed;
- Also for this year, DCPS created *A Guide to FY18 Student Budget Chats* to support facilitated discussions led by teacher or student organization moderators in schools (i.e. social studies teachers, debate team coaches, SGA advisors, etc.). Feedback from these student budget chats will be collected and summarized for school principals and LSAT Chairs – to consider as they finalize FY18 budget decisions. The student feedback will also be reviewed with DCPS senior leadership, and a summary report of student and community feedback will be published in February 2017; and
- DCPS held a webinar for principals and LSAT representatives at the end of January 2017 to discuss school budget development and communication. The webinar consisted of two parts: “*Developing a Budget*,” led by the School Funding Team and *Communicating About a Budget*, led by the Community Engagement team.

Food Services Engagement (launched in FY15)

The Community Engagement Team worked with the Office of Food and Nutrition Services (OFNS) on an engagement plan prior to the SY16-17 food vendor solicitation. During the fall of 2015, OFNS staff presented at ward-based education council meetings across the city to share information on the solicitation process. These meetings also generated feedback on key areas that informed how OFNS drafted the solicitation.

Cornerstone Engagement

In FY16 and FY17, DCPS held several public engagement activities that gave families and communities opportunities to experience rigorous curriculum and celebrate student outcomes. Collectively, these events reached over 600 students and community members.

- In January 2016, DCPS hosted *Our Stories: A Cornerstones Showcase*, which celebrated the work of over 50 middle school student authors. Students presented narratives on growing up and reflections on the American Dream to over 100 teachers, family, and community members;
- In October 2016, the Secondary Literacy and Cornerstones teams collaborated to host *The Life I Choose*, a poetry slam featuring 40 high school students, who performed original narrative poetry focused on the topic of fate versus free will. Students performed for a live audience of 100 community members at a local Busboys and Poets restaurant, and their work was published in an anthology. These students represented DCPS’ comprehensive, selective, and alternative high schools; and
- In November 2016, Orr Elementary School hosted a Cornerstones Community Night, where over 400 attendees celebrated students’ work from the first quarter. Students shared projects ranging from the Kindergarten *Community Workers* English Language Arts Cornerstone to the 5th grade *Pollution Solution* Science Cornerstone.

School Improvement Teams (SIT) Engagement

In FY16, the DCPS Facility Planning and Design team took over the School Improvement Team (SIT) process for the majority of the major modernization projects.

- DCPS lead SIT meetings for modernization improvements at the following schools: Watkins Elementary School, Bancroft Elementary School, Marie Reed Elementary School, Maury Elementary School, Bruce Monroe at Parkview Elementary School, Murch Elementary School, Garrison Elementary School, Orr Elementary School, Powell Elementary School, Kimball Elementary School, Van Ness Elementary School, Hyde-Addison Elementary School, Eliot-Hine Middle School, Coolidge High School, and Ron Brown College Preparatory High School (*since this project was on such a tight turn-around the Community Cabinet functioned as the SIT*);
- Meetings were typically held every 4 to 6 weeks to review project designs, construction plans, and to share construction and program updates; and
- In addition to the in-person meetings, DCPS created a [project website](#) with updates on each modernization project.

Targeted School and Stakeholder Engagement Activities and Resources

Often, OFPE works 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, and we provide resources to community members and parents to help them determine how to be effective advocates for their students. Following are several examples:

Direct Support to Schools

- In FY16, the Community Action Team developed new Community At-a-Glance (CAG) Sheets, a dashboard for new school leaders that helps them to prioritize stakeholder engagement in their first 90 days, as well as throughout the school year. The sheets include school partnerships, topics raised at the school among parents that they should be aware of, listservs and local papers to subscribe to, and contact information for LSAT, PTA, Councilmember, SBOE, Ombudsman, and various other community resources. Because of their popularity, CAG sheets have been created for almost all of our schools.
- OFPE provides technical assistance and resources to school staff and parent leaders, as requested. For example:
 - co-planning and executing community canvassing walks for schools over the spring and summer 2015 to increase their enrollment. (This included outreach and recruitment strategies for the launch of a new dual language program at Houston ES.);
 - working with new principals on strategies to engage their community and create opportunities for parent involvement (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 with challenging situations; and
 - participating in the ESEA site monitor visits conducted by OSSE, with special attention to the parent interviews to ensure alignment on areas requiring support.

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 parent organizations.

- DCPS posted updated guidance documents for LSATs on the DCPS website in the beginning of SY15-16. The CAT published three, five- to seven-minute training videos for LSATs; and

- In FY17, OFPE is creating a user-friendly how-to guide for starting (or re-launching) parent organizations.

Establishment of Ron Brown College Preparatory High School

OFPE worked closely with Dr. Benjamin Williams (the founding and planning principal) to open the Ron Brown College Preparatory High School principal. OFPR provided support on the school's community engagement strategy, including the following activities: hosting a table at *EdFest* in December 2015 to share information and recruit ninth grade students; and conducting meetings and presentations for key Ward 7 political and community stakeholders, hosting citywide living room chats and information sessions.

OFPE also staffed a citywide Community Cabinet of 22 members (representing all 8 wards) that launched in February 2016 and met monthly through June 2016 (the group now meets quarterly).

Finally, OFPE created a targeted student recruitment plan with Principal Williams, which included visiting DCPS and charter schools beginning in January, through the summer of 2016. This approach included six enrollment weekend and evening enrollment events at the Deanwood Recreation Center and Kelly Miller Middle School in April 2016,

Resources for Families

A [DCPS Parent Handbook](#) is available on the DCPS website in all five essential languages. The handbook includes comprehensive information about districtwide policies, practices, and protocols.

Chancellor and DCPS Leadership Engagement Activities

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

Chancellor's Parent Cabinet

In FY16, Chancellor Henderson met monthly with her Parent Cabinet, a group of 24 DCPS parents from all eight wards who were selected through a competitive application process. Since this group launched in March 2014, there have been three cohorts/cabinets under Chancellor Henderson; newly-appointed members will begin under Chancellor Antwan Wilson in the Fall of 2017.

At each meeting, the Cabinet hears from the Chancellor and, typically, a DCPS leadership team member about a relevant and timely DCPS policy or program. The cabinet is invited to give feedback during each meetings. In advance of the meetings, Cabinet members often receive questions to pose to their local school communities to broaden their input. They are also encouraged to attend meetings in their wards to share updates related to the cabinet meeting discussions. DCPS has used this feedback to inform how it makes decisions about district policies or programs. Throughout FY16 and FY17 to date, the cabinet has weighed in on topics including the strategic plan for early childhood education, *Capital Commitment* updates, developing a parent leader toolkit, *Cornerstones* communication strategies, teacher PD/LEAP, strategy for a girls of color initiative, enrollment strategies, and changes to student report card changes, among other topics.

Chancellor's State of Schools Event

More than 350 DCPS parents, educators, and supporters attended the 2016 *State of Schools* held on October 18, 2016 at the newly renovated Roosevelt High School. The 2016 *State of Schools* highlighted a number of DCPS programs, including: *Cornerstones*, the School Climate Initiative, Global Education programs, High School Student Internships, and the Empowering Males of Color work. The event included presentations made by principals, teachers, students, alumni, school partners, and central office staff. Interim Chancellor John Davis

provided the evening's address, with information about academic programs and student life in DCPS and about future plans and priorities for the district. The evening showcased student talent from the Columbia Heights Education Campus Jazz Band, the Moten Elementary School Choir, and the Eastern High School Choir. Students and alumni from Ballou High School, School Without Walls High School, McKinley Tech High School, and Washington Metropolitan High School spoke about their experiences at DCPS. Additionally, high school student journalists from across the district were invited to meet with Interim Chancellor Davis one-on-one to interview him for their school news outlets.

Interim Chancellor Engagement

Interim Chancellor Davis participated in 17 school community engagement events from September 2016-January 2017. These engagements included a range of meetings and events, including: ward education council meetings, advisory council meetings, PTA meetings, and small group meetings with parents and school staff. The meetings gave parents the chance to connect directly with Davis and to share with him their DCPS experiences. Parents provided positive feedback about numerous aspects of DCPS school life, including: academic programs, school gardens, field trips, and teacher quality at their respective schools. Parents also took these opportunities to express concerns in their school communities, including: school modernization, standardized testing, over-enrollment, and the quality of special education. The Interim Chancellor answered parent questions about these topics and discussed DCPS priorities, progress, and ongoing initiatives.

Digital Engagement Activities

DCPS is recognized as a leader among school districts for its use of social media as a tool for engaging parents and community members. Through our website, e-newsletters, and 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

The DCPS website (www.dcps.dc.gov) is the main digital platform for sharing information with our stakeholders. Between the end of FY15 and the end of FY16, there were more than 1.1 million users and more than 8.7 million page views on the DCPS website.

Social Media

Twitter (Started in Jan. 2010). Twitter has become our most popular social media tool, where we share good news and critical information, and where we allow stakeholders to interact with us directly. This has also become a great "listening" tool for the district – capturing what stakeholders are tweeting about so that we are better able to respond to their needs. DCPS has significantly increased its Twitter following over the last year. At the end of FY16 we had nearly 50,000 followers, an increase of more than 40% from the prior year.

Instagram (launched in Aug. 2011). DCPS uses Instagram to share photos of activities happening across DCPS and engage students, families, and community members. Instagram followers over the last year have grown by 60% to nearly 8,000 followers at the end of FY16.

Facebook (launched in Jan. 2010). DCPS uses Facebook to use to share good news and critical information, and provide an opportunity for our stakeholders to interact with Central office and each other. With more than 17,000 "friends" at the end of FY16, we have increased our Facebook following by more than 30% over the prior year.

Snapchat (launched in August 2016). DCPS launched its Snapchat account in August 2016 on the first day of the traditional 2016-2017 school year. Because Snapchat operates differently than other social media outlets,

its effectiveness and “usership” is more difficult to measure, though each DCPS snap averages between 70-100 views. We launched this account as a means of directly communicating with students about big events, as well as important deadlines for things like the FAFSA application and DCPS Study Abroad Program.

DCPS Digital Communication Tools

DCPS Today, the district’s flagship newsletter, goes to more than 80,000 subscribers every other Friday. The distribution list includes parents, all DCPS employees, City Council and DC government members, 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.

Blackboard Connect

Blackboard Connect is the robocall, texting, and email service that all schools and central office use to do mass communications with parents and 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 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 FY16 and to date in FY17. **Q85 Attachment__CAT Report Oct-Dec 2016** provides an example of OFPE reporting on these engagement activities.

FY16 Engagement Numbers

In FY16, the CAT made 689 connections with stakeholders through one-on-one or small group meetings, and attended 239 community meetings and events.

FY17 Engagement Numbers

In FY17, after evaluating reporting metrics the CAT used in the pilot Community Engagement Tracking Tool, OFPE has expanded the number of data points it will track, beginning in FY17.

New FY17 Metric Updates:

- # of new stakeholders engaged (those who have never previously interacted with the Community Engagement Division);
- # of stakeholder connections made at engagements. The team will measure and report on connections made at **ALL** engagements (previously, the team only measured connections made at small group and one-on-one meetings);
- # of all engagement activity events attended. The team will measure and report on the number of **ALL** engagement activities the CAT attends (previously, the team only measured the number of school and communities meeting engagements); and
- More detailed information about events (type of event, location, host, etc.).

So, thus far in FY17 (October-December 2016) the CAT has completed 424 connections with 96 stakeholders through 94 one-on-one or small group meetings. The team has also attended 25 meetings with school staff to discuss their community engagement strategies, visited 59 separate schools to meet with school staff or to participate in/ host community events. The team has attended 79 community meetings and events.

Q86: The following questions are regarding DCPS' family engagement work:

- **During SY15-16, DCPS expanded its Family Engagement Partnership with the Flamboyant Foundation to 22 schools. Please list those schools and provide an update on outcomes observed as a result of this investment.**

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. 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. Often, 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.

DCPS teachers are trained and compensated to facilitate home visits, based on a research based home visit model. Teachers earn \$34 per home visit (teachers pair-up, so each visit costs \$68), and the visits happen outside the DCPS teacher contract hours. Once relationships are formed through the visits, FEP schools provide information families need to improve their children's educational outcomes. Specifically, FEP teachers improve their existing parent-teacher conferences, and/or they pilot an innovative model of data-driven classroom-level parent teacher conferences called Academic Parent Teacher Teams (APTT)

In partnership with Flamboyant Foundation, OFPE currently supports the FEP in 31 DCPS Schools. This includes 22 schools in school year 2015-16, and 9 new schools added in 2016-17 DCPS plans to add more middle schools to the FEP in 2017-18. See **Q86 Attachment_SY16-17 FEP-FEC School List** for a list of FEP schools.

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.

Family Engagement Partnership Accomplishments:

- In partnership with DCPS and Flamboyant Foundation, Johns Hopkins University (JHU) completed an evaluation 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 DCPS teachers who went on a home visit agreed that it helps improve student achievement; and

- 94% of DCPS parents involved in the FEP 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 conducted than 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 visited the families of over 12,000 students.
 - SY 2016-17 to date, DCPS teachers have visited the families of 8,621 students, which is tracking ahead of where we were at this time last year.
- **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.**

OFPE has been working with schools and central office teams to strengthen their family engagement. Several examples of these efforts include:

Early Childhood Home Visits. For schools not a part of the 31 schools in the Family Engagement Partnership, the Early Childhood Education (ECE) Division provided training to teachers and paraprofessionals on the Flamboyant Foundation home visit model. ECE then paid for 591 home visits at these schools.

Family Engagement Labs. DCPS has been working hard to leverage our parents as partners, especially in areas where collaboration has traditionally been more 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, 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. Together, lab teams work to build sustainable relationships.

Because we believe that the people best suited to solve challenges are the ones who face them on a daily basis, the Lab gives everyone a voice in decision-making. The Family Engagement Lab teams consist of school leaders, parents, teachers and an OFPE Community Action Team (CAT) Coordinator. The OFPE Family Engagement Team facilitates four professional learning community meetings to provide training and technical assistance to schools. Then the Lab teams work together to create an action plan to improve one 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.

Savoy Elementary (February – March 2016)

The Family Engagement Lab team at Savoy met five times to find ways to increase parent participation in the school. The team determined that one of the best ways to do that was to organize a parent-staff basketball game. The game represented an opportunity for the Lab team to gather survey information to determine the best way to leverage all of their families' talents and skills. They collected 104 surveys, and will use that information to inform future engagement planning.

Garrison Elementary (September – December 2016)

The Lab team at Garrison met five times to identify problems, develop solutions and take action in their school community. This Lab team identified communication an issue the team wanted to tackle together. After meeting with over 50 stakeholders in the community, the team realized that the issue of communication was more complex than the team initially thought. The team discovered that families wanted to improve parent-

to-parent communication just as much as they wanted to create new systems of home-school communication. The team decided they would develop parent surveys and create opt-in “family feedback groups.” The feedback groups will give families an opportunity to meet with the staff and administration to provide input and feedback on existing and future structures that impact the Garrison community.

FY17 Family Engagement Labs

- Browne Education Campus - Starts February 2017
- Wilson High School-Starts February 2017
- Langley Elementary School- Starts March 2017

Foundations of Family Engagement Labs

The Foundations of Family Engagement Lab is a Professional Development series that is designed to help district employees make connections between their own central office work and the families we serve. The goal of this work is to have Central Office staff re-envision their influence at their current position to help DCPS create avenues for stronger relationships between district schools and families.

This year, 246 new and current DCPS staff have participated in the Foundations of Family Engagement Professional Development. 115 participants have developed actionable steps to leverage their influence at their current position to help DCPS create avenues for stronger relationships between DCPS and families. The Foundations sessions have led to additional strands of family engagement work including:

- ASPIRE Leadership Cohort: Planning and Facilitation
- Division of Specialized Instruction: Difficult Conversations Guidance
- Math Parent Guides: Guidance
- College and Career Readiness: Making Smart College Choices Guide Consultant

- **Provide an update of the work of the Family Engagement Collaborative Teacher Fellowship during SY15-16 and SY15-17 to date.**

Family Engagement Collaborative (FEC). 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 shared learning. A professional learning community for teachers gives educators in schools not currently partnering with Flamboyant 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. See **Q86 Attachment_SY16-17 FEP-FEC School List** for a listing of schools with teachers participating in the Collaborative since SY13-14.

Family Engagement Collaborative Masters (launched in SY15-16). 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. 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 Highlights:

FEC/FEC Masters teachers work in schools across all eight Wards. They include Early Childhood, Elementary, Middle, and High School teachers. They work toward pre-established goals for successful home visiting, and receive a lump-sum stipend award for meeting their goals.

In SY15-16, the Fellows' **goals** were differentiated by grade level and program:

- Early childhood teachers (under Head Start) followed Head Start goals and were paid through Head Start;
- ES teachers completed 24 home visits and attended five or six learning sessions (they received \$1500); and
- FEC Masters Teachers (including HS and MS teachers) completed a minimum of 18 home visits as a team, while also working on a teacher-designed project that targeted their own schools' family engagement needs.

In SY16-17:

- FEC teachers who do 24 home visits and attend five to six learning sessions will receive \$1500; and
- FEC Masters teachers who reach their home visit goal (10 to 18 home visits depending on the size of their team) and attend five to six sessions will also receive \$1500.

Following are some of the **accomplishments** of the Fellows:

- For SY13-14, 62 DCPS teachers in 25 schools participated as year-long FEC Teacher Fellows. 80% of Fellows met their individual goals. They visited the families of over 650 students in school year 2013-14.
- For SY14-15, 117 teachers from 39 schools participated as year-long FEC Teacher Fellows. 90% of the Fellows met their individual goals. They visited the families of over 2,000 students in school year 2014-15.
- Also 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; and
 - 88% of FEC teachers say that they have good relationships with their students' families.
- For SY15-16, 105 teachers from 33 schools participated as FEC Teacher Fellows though either the FEC or FEC Masters. 90% of Fellows achieved their individual goals for the year. And four DCPS teachers served as session facilitators for our 2015-16 teacher fellows.
- For SY16-17 (YTD), 56 teachers from 14 schools are currently participating as year-long FEC Teacher Fellows, and 41 teachers from 12 schools are currently participating as FEC Masters Fellows.
 - 90% of Fellows across both programs are on track to achieve their individual goal for the year; and
 - Five teachers are serving as session facilitators for our 2016-17 teacher fellows.

Q87: What steps, if any, has DCPS taken in FY16 and FY17 to date to shorten the approval time and reduce barriers for someone seeking to be a volunteer in a DCPS school?

DCPS streamlined the district's volunteer screening process in FY16. Specifically, DCPS has:

- Centralized all fingerprinting workflow through the Employee Services Training and Communications team in the Office of Talent and Culture. The DCPS clearance email account is used for all volunteer clearance inquiries (dcps.clearance@dc.gov);
- Maintained the expanded services hours for volunteers to complete DCPS fingerprinting at the central office from Tuesdays and Thursdays (9am-3pm), to Monday through Thursday (8am-5pm) and Fridays (8am-3pm). This has resulted in increased opportunity for volunteers to be fingerprinted and yielded a more efficient turnaround in the retrieval of results; and

- Expanded off-site fingerprinting services for volunteers. In FY16 and in FY17 to date, DCPS has provided 12 off-site volunteer fingerprinting sessions.

Q88: 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 SY2015-2016? And what were the key findings of those surveys?

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

While no parent surveys were conducted in SY15-16, the following surveys were administered to students:

DCPS Stakeholder Survey. During SY15-16, the DCPS stakeholder survey was administered to all students in grades 3-12. This survey provides data regarding DCPS' *Capital Commitment* Goal 4: 90% of students will say they like their school.

The key findings of the survey were as follows:

- Satisfaction is consistently high in DCPS; 82% of students indicate that they like their school;
- Satisfaction dropped moderately in HS grades; response rates increased in HS grades. This drives the 1 percentage point drop in satisfaction;
- Middle grades, in particular at ECs, jumped from 2015; and
- Students requested improvements to teacher quality, academic rigor, classroom environment, and academic assistance.

All DCPS schools received their survey results, which could be used to make adjustments based on student feedback. Schools within the School Climate Initiative (SCI) received technical in reviewing the survey data and for determining next steps to align with their efforts in developing a positive school climate.

Student Club Survey

In November 2015, the Office of the Chief of Schools asked the Athletics and Activities Coordinators at each comprehensive high school and application high school to provide a list of their extracurricular activities offered during the 2015-16 school year. We received responses from all schools. Schools responded with a list of clubs, club descriptions, the number of student participants, and an indication of how the club met (e.g., as class, afterschool, or both).

This is also the first year we have been able to look closely at extracurricular activities - as part of the district's FY16 budget priority investments (that allowed each comprehensive and application high school, excluding Duke Ellington) to hire one full-time Athletics and Activities Coordinator. These Coordinators helped to collect the data.

The key takeaways from the survey results are:

- There is an incredible diversity of clubs in DCPS - with over 100 different types. The top ten most common types comprise less than a third of all clubs;
- Students face fairly unequal access to club offerings across the district some high schools offer four times as many clubs as other high schools;
- On average, schools offer 2.6 clubs for every 100 students in their building. For a median-sized school of 650 students, this equates to 17.1 clubs;

- On average, schools have 39 club participants for every 100 students. For a median-sized school of 650 students, this equates to 256 participants; and
- Schools with low club opportunities also have low sports opportunities for students.

Following the survey, we convened a meeting of all Athletics and Activities Coordinators to review the results, share our goals for improvement, and hear what resources schools needed to improve their offerings. Schools gave several ideas for how DCPS can support them, including:

- General funding for supplies, tournament fees, transportation, and stipends for club sponsors;
- A “start-up fund” to subsidize clubs in the first few years of operation (before they can start fundraising independently);
- Helping to market club opportunities to students and collect and share data on what types of clubs students would like to see created;
- Providing safer passage to and from schools to encourage students to stay at the building after dark; and
- A Central Office point of contact that can advise schools/sponsors on how to start new clubs.

We are investigating ways to support our schools around these recommendations, but have not yet allocated funding or staff support beyond what was provided in the FY16 Budget.

Parent Surveys.

DCPS has administered parent surveys over several years since FY2007, including representative samples by phone and census surveys of all parents in DCPS. Since FY2015, DCPS no longer administers a parent census survey because there are more efficient and effective ways to generate parent feedback than sending an annual survey home with students.

One of the main goals of the OFPE is to collaborate with, and regularly seek input from DCPS families in order to build more trusting relationships based on transparent and frequent communication. Such collaboration and engagement can take the form of one on one meetings or home visits, school-level academic focused family meetings, large-scale districtwide meetings, or even online surveys and interactive online public engagement platforms such as Engage.DCPS.

As mentioned in the response to Questions 85 and 86, there have been multiple regular touch-points throughout FY16 and to-date in FY17 with DCPS families including the Chancellor’s Parent Cabinet which meets monthly, as well as the annual 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.

It is important to note that during and after public engagement activities, OFPE shares information regarding how families’ input is being used to make key decisions around programming and policy. We also ensure greater 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.

Q89: Please specify the student recruitment and outreach efforts that were implemented in FY16 and that will be made in FY17 to reach families and students. In addition, please specify:

- **The agency’s timeline for student recruitment;**

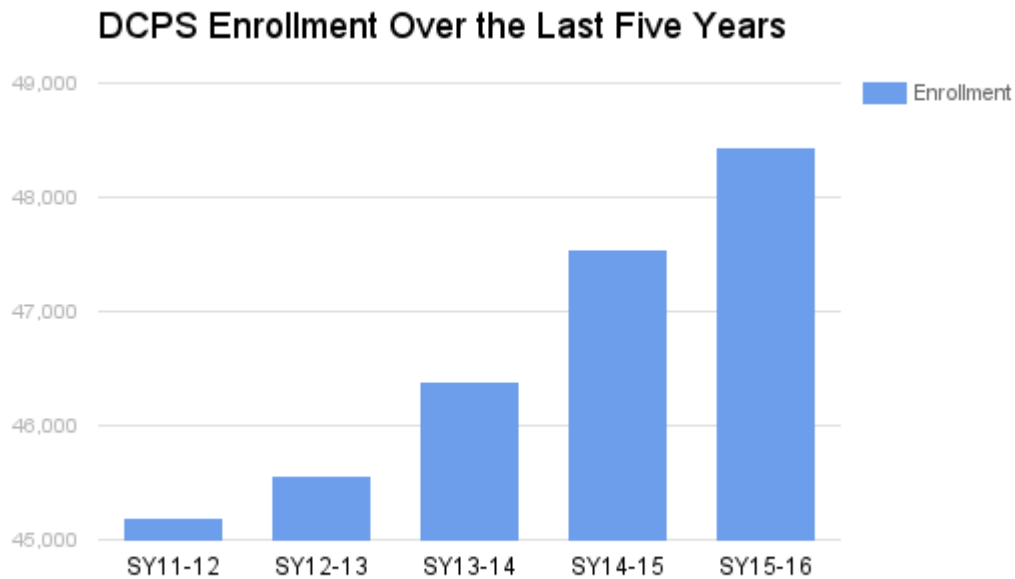
Student recruitment within DCPS is a year-round commitment. However, the majority of recruitment efforts align with the *My School DC* lottery timeline, which will occur over the following period:

Saturday, December 10, 2016	DC EdFEST
Monday, December 12, 2016	My School DC Application Opens
Wednesday, February 1, 2017	Application Deadline (Grades 9-12)
Wednesday, March 1, 2017	Application Deadline (Grades PK3-8)
Friday, March 31, 2017	My School DC Lottery Results Released
Monday, April 1, 2017	Enrollment Begins
Monday, May 1, 2017	Enrollment Deadline for Lottery Matches

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 third annual DC *EdFEST* was hosted by *My School DC* in December. This event showcased all DCPS schools and participating charter schools, enabling families the opportunity to understand the variety of public school options they have within the district. Premiered at 2016 *EdFEST*, DCPS produced a new *Parent Guide to DC Public Schools*. Available in both English and Spanish, parents can use this guide to learn about the variety of programs offered at DCPS. See ***Q89 Attachment_A Parent's Guide to DCPS Schools English.pdf***.

- **The agency’s goals for student enrollment;**

In the 2016-2017 school year, DCPS achieved its fifth consecutive year of enrollment growth, with a reported enrollment of approximately 48,757 students. After exceeding Goal 5 of *A Capital Commitment*, when we opened 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 2017-2018 school year is still in the process of being finalized.



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

DCPS uses 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.

New Schools/Programs

In SY16-17, DCPS opened two new schools – MacFarland Middle School Dual Language Program and Ron Brown College Preparatory High School – and launched the re-envisioned programming at Roosevelt Senior High School and the PK3 Dual Language program at Houston Elementary School. Some of the many efforts to promote these schools, especially regarding student recruitment, included going door-to-door, enrollment events at local grocery stores, using community cabinet members to promote and phone-banking. DCPS will continue to support these new schools and programs to maintain and continue building momentum, particularly around enrollment.

Community Engagement and Outreach

DCPS launched the Community Action Team (CAT), which is responsible for assisting DCPS stakeholders with access to information and resources; and with communicating emerging needs and trends back to DCPS. The CAT is comprised of four individuals who represent two Wards each.

High School Marketing Campaign

In September 2016, DCPS produced *A Family Guide to DCPS High Schools*, a promotional marketing material to help families learn about their DCPS feeder, selective and out-of-boundary high school options. This guide was mailed to every DCPS eighth grader student and each school can use their school page for individual promotion. The guide was also disseminated via key community partners including Higher Achievement and SHAPPE (Senior High Alliance of Parents, Principals and Educators). **See Q89 Attachment_A Family Guide to DCPS High Schools.pdf.**

Early Action PK Campaign

PreK is available in Washington, DC but not guaranteed. Per the Student Assignment and School Boundary implementation plan, DCPS' Early Action PreK guarantees access to in-boundary PK3 and PK4 programs for all families. Building off of SY15 efforts, for SY17-18 Early Action PreK is available at 15 Title I DCPS schools. To support these efforts, Early Action schools will receive marketing materials, professional development support, and regular lottery application updates to track progress. ***See Q89 Attachment_EAPK Flyer Example.pdf.***

External Partners

Our external partners include the DC Department of Human Services (DHS), DC School Reform Now (DCSRN) and a variety of other district organizations, including ANC's, education councils and community cabinets, who are key stakeholders throughout the city who were particularly critical in launching our new schools.

In DCPS, approximately 45% of students receive TANF and/or SNAP. Additionally, TANF and/or SNAP percent exceed 70% at one third of DCPS schools. These schools typically struggle with their re-enrollment efforts. Since it is required to prove DC residency to be eligible for SNAP and TANF, during the SY16-17 enrollment season, DCPS partnered with DHS to share SNAP and TANF information, eliminating the need TANF and/or SNAP families to provide proof of DC residency for enrollment.

DCSRN is a local nonprofit that supports Wards 7 and 8 families to identify and gain access to high- quality school options in the district. To expose families to their school options, they have created virtual school tours of DCPS and DC charter schools, free of charge. These videos highlight key components of the school, including the school's principal, classrooms, and student, parent, and teacher interviews. DCSRN has already created nine DCPS virtual school tours for Hardy MS, Jefferson MS, Kelly Miller MS, Sousa MS, Stuart-Hobson MS, Ketcham ES, Leckie ES, Nalle, ES and Powell ES. For the 2016-2017 school year, DCPS will partner with DCSRN to create two additional virtual school tours to highlight Dorothy Height ES and J.O. Wilson ES. DCPS and DCSRN will also begin planning for the first DCPS high school virtual school tour. The videos are posted at <http://dcschoolreform.org/tours>.

City-Wide Marketing Campaign

Similar to SY15, in January 2016 DCPS launched an ad campaign on buses and in Metro stations. These ads 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.

Website Update

In collaboration with the Office of the Chief Technology Officer (OCTO), DCPS will create a new, more visually engaging and dynamic stand-alone website to increase awareness and enrollment in DCPS schools. OCTO and DCPS will produce a secure, stable and beautiful website that will dramatically improve the perception and increase awareness of the DCPS enrollment efforts. This website relaunch is planned for April 1, 2017, to coincide with the beginning of the SY17-18 enrollment season.

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

The following resources were allocated for student recruitment in FY16.

Initiative	FY16 Spend*
2016 EdFEST	\$70,000
HS Marketing Campaign	\$25,000
Early Action PreK	\$10,000
Citywide Marketing Campaign	\$250,000
Website Update	\$75,000
Enrollment Initiatives staff	\$427,000
Total	\$857,000

*Note these are estimates

General Questions

Q90: 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 FY16 or to date in FY17.

Please see ***Q90 Attachment_DCPS Organization Chart (February 2017)***.

Q91: Provide the agency's performance plan for FY16. Did DCPS meet the objectives set forth in the FY16 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.

In FY16, DCPS had 45 initiatives in its performance plan and completed or nearly completed 43 of 45 initiatives. DCPS partially (50-74%) completed two additional initiatives. See ***Q91 Attachment_DCPS_FY16 Performance Plan*** for a description of the actions the agency undertook to meet key performance indicators and initiatives.

DCPS met or nearly met 14 of 24 key performance indicator targets for FY16. In particular, DCPS continued to increase its graduation rate to 69%, the highest level on record and an increase of five percentage points since 2015 and 16 percentage points since 2011, the first year DC began measuring graduation rate using the cohort method. DCPS increased audited enrollment for the fourth consecutive year. The audited enrollment for 2015 was 48,439 students. In the second year of the new statewide PARCC assessment, DCPS improved the percent of students scoring at the "college and career ready" level by three percentage points in math and just under one percent in English Language Arts. While these gains represent important progress toward improving student achievement, there is still much work to do to ensure students across the city are graduating ready for college and careers. Therefore, DCPS is focused on accelerating gains for boys and girls of color and improving

low performing schools through investments in the Extended Year program, the LEAP initiative to build teacher-led teacher support in all schools, and alternative schools.

DCPS did not set targets for seven of 24 indicators because those measures were based on the PARCC assessment and there was no baseline data available in October 2015 (PARCC data was available in November 2016 which is later than usual for the statewide assessment data but was expected because of the standards-setting work required in the first year of an assessment). The PARCC remains a key performance indicator for DCPS and we have set targets for PARCC for FY17.

DCPS did not meet two of 24 targets. DCPS set a target to have 0 open HR constituent cases but 6 remained open at the end of FY16. DCPS also set an ambitious goal of 30% of HS students taking at least one AP exam and fell short, achieving 24%.

Data was unavailable for 1 of 24 targets – percentage of teachers with value-added data – because the teacher value-added calculation, which relies on data from the PARCC assessment, was placed on hold during FY16. DCPS will resume calculating value-added scores in FY17.

Q92: Provide the agency’s performance plan for FY17.

See **Q92 Attachment_ DCPS_FY17 Performance Plan** for the DCPS performance plan for FY17.

Q93: Provide the following budget information for DCPS, including the approved budget, revised budget, and expenditures, for FY16 and to date in FY17:

- **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]

For the DCPS CFO Data Dump, please See **Q93 Attachment- FY16 and 17 data dump.xlsx**.

Q94: Provide a cross-walk between all budget codes from FY16 and the new budget codes used for the FY17 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.

There has been no major change in the budget codes from FY16 to FY17. There are program and activity name changes in Central Administration and many programs/activities were discontinued. Most notably, DCPS opened two additional schools - McFarland MS (School Program Code MM) and Ron Brown College Preparatory HS (School Program Code HP01)

Q95: Provide a complete accounting of all intra-district transfers received by or transferred from DCPS during FY16 and to date in FY17. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within DCPS the transfer affected.

Please see *Q95 Attachment- Transfer In.xlsx* and *Q95 Attachment- Transfer Out.xlsx* for intra district transfers.

Q96: Provide a complete accounting of all reprogrammings received by or transferred from DCPS during FY16 and to date in FY17. For each, please provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, please provide an accounting of all reprogrammings made within the agency that exceeded \$100,000 and provide a narrative description as to the purpose of and reason for the transfer and which programs, activities, and services within the agency the reprogramming affected.

Please see *Q96 Attachment Reprogramming.xlsx* for all reprogramming received or transferred from DCPS.

Q97: Please provide a list of all DCPS's fixed costs budget and actual dollars spent for FY16 and to date in FY17. 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.

Q32 Q97 Attachment_FixedCostComparisonbyFY shows fixed costs budget allocations by type (utilities, rent, phones, auto maintenance, etc).

Q32 Q97 Attachment_DCPS Properties Leases Fixed Costs (Tab1) lists all properties included on the DCPS budget. Aggregate data of the fixed costs budget by program, as well as actual dollars spent are managed by sister agencies (DGS, DC Net, DPW), therefore DCPS has not provided aggregate budget data, percent of costs assigned to each program, or actual dollars spent on DCPS's behalf in FY16 or FY17 to date.

The percent change from FY16 to FY17 in the total budget allocated for Fixed Costs was -2.49%. The change resulted from negotiations with DGS around fluctuating utility costs and improved reporting on actual dollars spent on DCPS's behalf. The DCPS fixed costs budget funding source is local dollars.

Q98: Describe any spending pressures that existed in FY16. 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.

There were no spending pressures in FY16.

Q99: Identify potential areas where spending pressures may exist in FY17. Please provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY17 budget.

There are no spending pressures in FY17.

Q100: Please provide a list of all FY16 full-time equivalent positions for DCPS, broken down by program and activity. In addition, for each position please note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, please indicate the source of funds for each FTE (local, federal, special purpose, etc.).

Please see **Q100 attachment DCPS FY16 full time FTEs.xlsx** for a list of all FY16 full-time equivalent positions at DCPS.

Q101: How many vacancies were posted for DCPS during FY16? To date in FY17? 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.

Please see **Q101 Attachment_Vacancies** for a list of DCPS position vacancies in FY16 and FY17 to date.

Q102: How many employee performance evaluations were completed in FY16 and how was performance measured against position descriptions? To date in FY17? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

Employees who do not serve a specific school and are not covered by IMPACT are evaluated twice each 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 FY16, DCPS managers completed over 96% of evaluations in both evaluation periods for non-school-based employees, including both central office staff and school support staff not covered by IMPACT. Strengths and growth areas are identified for each employee, and managers work with their employees throughout the upcoming assessment period to address growth areas and to find stretch assignments. During this time, managers provide direct feedback related to their growth areas. Employees who are deemed to not meet expectations for a performance cycle, are put on a specific performance improvement plan and must demonstrate improvement in identified areas prior to the close of the assessment cycle.

Q103: 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;**

DCPS has a total of 57 vehicles within our fleet that are owned or leased by the agency. 25 are leased and 32 are owned. These vehicles are operated by various departments within DCPS. Please see **Q103 Attachment_Vehicle List.xls** for the entire listing.

- **A list of the total overtime and workman's compensation payments paid in FY16 & FY17 to date;**

Please see **Q103 Attachment-DCPS_OT_FY 16 & FY17.xlsx** for total overtime and workman's compensation payments.

- **A list of travel expenses for FY16 and to date in FY17, arranged by employee.**

Please see **Q103 Attachment_DCPS Employee Travel_FY16 & FY17.xlsx** for details of DCPS employee travel in FY16 and FY17 to date.

Q104: Provide the following information for all grants awarded to or accepted by DCPS during FY16 and to date in FY17:

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

Please See **Q104 Attachment_Grants revised.xlsx** for the requested information on grants awarded or accepted by DCPS during FY16 and to date in FY17.

Q105: Provide the following information for all contracts awarded by DCPS during FY16 and to date in FY17:

- **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.**

For details of all contracts awarded by DCPS during FY16 and to date in FY17, please see Tab 1 (FY16) and Tab 3 (FY17 YTD as of 1-18-17) of **Q105 Q106 Attachment_DCPS OCA 1-18-17.xlsx**

Q106: Please provide the following information for all contract modifications made by DCPS during FY16 and to date in FY17, 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.**

Details of contract modifications made by DCPS during FY16 and to date in FY17 can be found in Tab 2 (FY16) and Tab 4 (FY17 YTD as of January 18, 2017) in ***Q105 Q106 Attachment_DCPS OCA 1-18-17***.

Q107: Please provide the following information for all purchase card transactions during FY16 and to date in FY17:

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

Purchase cards (p-card) are a procurement tool that allows DCPS schools and central office programs to make small purchases without the need for a purchase order; this helps to ensure that our students and staff obtain the resources they need more quickly. Now that most schools and offices have been using p-cards for over a year, they are better at integrating the practice into their school business planning and operational cycles. N This has resulted in increased usage compared to previous fiscal years. Total expenditures by fiscal year are as follows:

- FY16 (10/1/15 to 9/30/16) - \$5,628,904.53 (11,269 transactions); and
- FY17 Q1 (10/1/15 to 12/31/16) - \$1,304,817.41 (2,716 transactions)

These transactions can be found in ***Q107 Attachment_FY16 FY17 Purchase Card Purchases.xlsx***. Tab 1 lists the FY2016 transactions and Tab 2 lists the FY17 (10/1/15 - 12/31/16) transactions.

Q108: Please provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within DCPS during FY16 and to date in FY17. 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 ***Q108 Attachment_FY16 FY17YTD Investigations Audits Reports***. Investigations from FY16 and FY17 to date can be found on Tab1. Audits from FY16 and FY17 to date can be found on Tab 2. Reports from FY16 and FY17 to date can be found on Tab 3.