Fiscal Year 2018 Performance Oversight Responses

Ruth Wattenberg, President, Ward 3
Markus Batchelor, Vice President, Ward 8
Ashley MacLeay, At Large
Emily Gasoi, Ward 1
Jack Jacobson, Ward 2
Frazier O'Leary, Ward 4
Zachary Parker, Ward 5
Jessica Sutter, Ward 6
Karen Williams, Ward 7
Marjoury Alicea, Student Representative
Tatiana Robinson, Student Representative

John-Paul Hayworth, Executive Director
Rhoma Battle, Budget & Operations Specialist
Alexander Jue, Policy Analyst
Lanita Logan, Staff Assistant
Paul Negron, Public Affairs Specialist
Matthew Repka, Policy Analyst

February 1, 2019

DC State Board of Education Fiscal Year 2018 Performance Oversight Questions

Program Operations and Community Engagement

Q1. What were the major accomplishments of the State Board of Education in FY18 and to date in FY19? Include the following:
   a. Specific efforts to engage with the community and other jurisdictions;

The DC State Board of Education (SBOE) remains committed to being the public's independent voice in education in the District of Columbia. As the Council is aware, the State Board is the only elected body in the District of Columbia that deals solely with public education. Our accomplishments in Fiscal Year 2018 include the drafting of recommended changes to the requirements for high school graduation, approving the content and format of new comprehensive metrics for a District-wide school report card, and kickstarting a conversation on the importance of teacher and principal retention in our public schools.

SBOE convened a 26-person High School Graduation Requirements Task Force with the mission of examining the current regulations for successful high school completion and determining what requirements, if any, should be updated and changed. More than 100 District residents from all eight wards applied for membership on the task force. Over half of the task force members lived and/or worked in Wards 7 and 8, where over 50 percent of the District's public-school-age population resides, making the task force one of the most representative ever formed in the District. The task force, led by Ward 1 Representative Laura Wilson Phelan and Ward 8 Representative Markus Batchelor, began twice-monthly meetings hosted by SBOE that continued through April 2018. The task force submitted recommendations to the State Board, which subsequently adopted the recommendations and submitted them to the Office of the State Superintendent of Education (OSSE) for action. The full text of the report can be found in the appendix.

The SBOE must approve the content and format of a school report card under the Every Student Succeeds Act (ESSA). A school report card should provide comparable information for families for all public schools, both traditional and charter. By federal law, the report card must also include a summative rating system; in the District, this accountability system is called the School Transparency and Reporting (STAR) Framework. The DC School Report Card launched in December 2018 is not perfect, and SBOE looks forward to working with OSSE to revise and enhance the report card. The SBOE has continued its work in this area through its ESSA Task Force, which is advising the SBOE on additional measures for the STAR Framework, including measures of academic growth in high school, access to opportunities, and school climate. The task force will continue through June 2019; more information on the work of the task force can be found at https://sboe.dc.gov/page/essa.

In April 2018, the SBOE commissioned a report to establish baseline data on teacher and principal retention rates in District public and public charter schools from education researcher Mary Levy. The full report, released in October 2018, can be found in the appendix. As expected, the report shows high rates of teachers leaving classrooms in schools across the District. Research shows that maintaining high-quality teachers year after year in a school promotes stability and improves academic outcomes for students. Based on the Levy report, the SBOE issued recommendations for next steps that include: wider and deeper data collection, the establishment of a single comprehensive and publicly available source of teacher and principal retention data, and additional research in related subjects like the effect of teacher evaluations. In November 2018, the SBOE partnered with EmpowerEd to host a community forum, seeking solutions from those directly impacted by teacher and principal retention: students, families, and teachers. The suggestions proposed at the forum were consolidated into an online survey to increase the breadth of input. The SBOE will continue its work on teacher and principal retention in 2019.

b. Improvements to the process for student discipline;

The State Board remains concerned about the lack of consistency in public schools related to student discipline. The SBOE's Offices of the Ombudsman for Public Education (Ombudsman) and Student Advocate (OSA) have attested that student discipline remains a consistent issue in schools across the District. Racial disparities in student discipline remain a significant concern to the SBOE as well. According to OSSE's State of Discipline Report: 2016-2017 School Year, African American students were nearly seven times more likely to be suspended than white students. It is unacceptable for students of color to be treated as more deserving of punishment than education. The State Board agrees with the recommendations of the Ombudsman and OSA found in their annual reports and requests that the Council partner with the SBOE to monitor local education agency (LEA) compliance with existing law, regulation, guidance, and policy— including the Student Fair Access to School Act.

c. Changes made to regulations regarding student attendance, improving content standards, educator quality, and preparing students for post-secondary success;

As the Council is aware, the State Board is restricted from initiating changes to regulation on its own. Instead, the SBOE is only allowed to provide up-or-down votes on regulations recommended by OSSE. The State Board continues to be a strong participant in the Every Day Counts! Task Force, with seats on both the Steering Committee and subcommittees. The State Board remains concerned about the inconsistent implementation of attendance regulations and inaccuracies in the reporting of attendance data across sectors.

SBOE did not begin the process of improving content standards in fiscal year 2018 due to a lack of internal resources necessary for the task.

As noted above, SBOE embarked on a review of teacher and principal retention that speaks directly to educator quality and adequate preparation of students for success. SBOE requests that the Council partner with it to implement the recommendations resulting from the teacher retention report and related public outreach. A copy of the recommendations is included in the appendix.

d. Studies, analyses, and research papers conducted by the Board (provide a copy); and

In FY18, the SBOE commissioned a report on teacher and principal retention by noted DC education researcher, Mary Levy. The report was issued in October 2018 to significant interest in the public. The State Board and its partner, EmpowerED, held a forum in November 2018 with the aim of involving the public directly in the development of solutions to the issue. Over 140 individuals registered for the event, including senior officials in the Bowser Administration and DC Council. The resulting suggestions were compiled and published online for additional feedback by the public. The SBOE adopted the recommendations at its January 16, 2019 public meeting. Copies of all related material can be found in the appendix.

e. Reports published by the Board (provide a copy).

Copies of all reports can be found in the appendix.

Q2. Identify any legislative, statuary, or regulatory requirements that the State Board of Education lacks sufficient resources to properly implement. Please note any operational or logistical barriers to your agency's operations.

The State Board continues to face barriers in fulfilling its role as the voice of District residents in education policy development. The agency is grateful for the Committee of Education and the Council's continued support of this vital work. We remain concerned that the current local education governance structure may not be in the best interests of students, as we believe independent state-level oversight is necessary to ensure equity. The State Board requests that the Council consider amending Section 403 of the State Board of Education Establishment Act of 2007, D.C. Official Code 38-2652 to require that District agencies comply with information and data requests of the State Board that aid in the effective execution of its statutory duties and authority.

Q3. Provide an update on what the funding from the FY18 budget has allowed the SBOE to accomplish.

The FY18 budget enabled the SBOE to continue its growth in engagement with the public as well as in terms of policy review. The SBOE has noted a significant increase in the need for the agency to maintain robust community engagement, which motivates our request for an additional staff member devoted to that aspect of the State Board's work. This full-time position is necessary to assist the part-time State Board members in reaching vulnerable families and providing them with needed assistance.

Q4. Provide a detailed update on the Board's work to date to develop a new accountability system under ESSA.
   a. Please describe steps the Board has taken to comply with ESSA requirements;

The State Board works in partnership with OSSE and other stakeholders to ensure the District's compliance with ESSA requirements, especially through robust and substantive public engagement. Many of the SBOE's recommendations have been adopted into the STAR Framework and the DC School Report Card. The SBOE views both as ongoing, evolving processes and is appreciative of the support the Committee and Council has demonstrated in this process.

   b. Describe any efforts to engage the community;

SBOE's ESSA Task Force provides the most direct community engagement related to ESSA. The task force members were chosen in an open application process that mirrored the process established by the High School Graduation Requirements Task Force. Members meet monthly and will provide recommendations to the State Board on a number of outstanding issues related to ESSA by June 2019.

OSSE and SBOE have held meetings in every ward of the city in partnership with community associations, ward-based education groups, teacher's unions, students, parents, arts organizations, and non-profits to present information related to ESSA and ensure that feedback was gathered. SBOE has also made its meetings more transparent by livestreaming them on social media, providing video and audio recordings of meetings on the agency website and other venues, translating materials whenever possible, and utilizing the State Board members' vast networks of personal and professional connections within their communities.

c. Explain how you worked with OSSE;

SBOE and OSSE have continued to deepen their partnership and collaborative work. OSSE provides information at nearly every SBOE working session or public meeting on items of interest to the SBOE members and the public. SBOE and OSSE leadership meet monthly to ensure that both agencies are apprised of the work the other is doing, as well as to coordinate new activities.

d. Provide a timeline of implementation; and,

The State Board has neither authority over the implementation of the ESSA Accountability Plan, nor over the statewide school report card. Nevertheless, SBOE continues to monitor the implemention of these items and will provide recommendations for changes, additions, and other modifications in FY19.

e. Describe the Board's next steps on the ESSA plan.

In June 2019, the State Board's ESSA Task Force will send recommendations to the State Board for consideration and adoption. These recommendations may include but are not limited to: parameters for new metrics on high school growth and school climate, school-level budget information, and metrics on access to opportunities. The SBOE intends to continue its work on ESSA after the conclusion of the task force, with a particular focus on creating more avenues for public engagement in the development of school accountability and oversight measures.

Q5. Please describe any activity the Board has taken to improve adult education in the District of Columbia in FY18 and to date in FY19. In your response, please provide an update on awarding the state diploma for adult learners. How many adult learners received state diplomas?

The State Board does not award the state diploma; however, OSSE has informed us that 417 adult learners received state diplomas in FY18.

Q6. Provide an update on the Board's ad hoc committees that are currently operating, including their goals and work plans.

In 2019, the State Board has maintained its Administration Committee, Student Advisory Committee, and ESSA Task Force. Additional committees may be created as needed.

Q7. How does the State Board of Education comply with the Language Access Act?

The State Board complies with the Language Access Act to the greatest extent possible given funding and staff limitations.

Interagency Collaboration

Q8. What interagency or intra-agency efforts have been made to improve SBOE functions in FY18 and FY19 to date? Describe efforts to collaborate with other boards and agencies to engage in District education initiatives and include in your response specifically any partnerships or collaborations with the following:
a. Office of the State Superintendent of Education;
b. Office of the Deputy Mayor for Education;
c. DC Public Schools;
d. DC Public Charter School Board;

e. Office of Human Rights' Citywide Youth Bullying Prevention Program; and
f. DC Public Libraries.

The State Board remains committed to its relationships with other District agencies. SBOE has invited District agencies to testify at almost all of its public meetings or participate in discussions at its working sessions. In 2018, the State Board invited Deputy Mayor for Education Paul Kihn and DCPS Chancellor-designee Dr. Lewis Ferebee to attend an SBOE meeting, but that has not yet occurred. SBOE consistently encourages other agencies to participate in engagement that is substantive and participatory, something that has been lacking historically in the education sector.

Q9. Please describe SBOE's working relationship with OSSE. Describe any efforts to formalize policy-making processes between the two agencies. Also describe any collaboration between the two agencies in FY18 and to date in FY19.

SBOE and OSSE have a symbiotic and mutually beneficial relationship. Collaboration between the two agencies has improved public engagement and strengthened resultant regulations and statewide strategies. Building on the hard work of both agencies over the past three years, SBOE and OSSE consult weekly at the staff level and monthly at the principal level to ensure a smooth working relationship and to maximize the benefit for District residents. The SBOE remains, in some ways, dependent on OSSE for determining how particular issues will progress or not. Some of this is due to the workload at OSSE or because of prioritization within the Administration. Nonetheless, SBOE and OSSE strive to work collaboratively whenever possible and congenially when it is not.

Q10. Please describe SBOE's working relationship with the Office of the Ombudsman for Public Education's and any improvements that can be made.

See response to Q11 below.

Q11. Please describe SBOE's working relationship with the Office of the Student Advocate and any improvements that can be made.

SBOE's relationships with the Offices of the Ombudsman for Public Education and the Student Advocate have continued to improve over the past few years. In 2018, much of the SBOE's focus in this area was on establishing internal processes and procedures that would ease the administrative burden on the Ombudsman and OSA, including hiring additional administrative personnel that provide services to all three offices and resolving to work collaboratively on matters of joint interest, such as student discipline and equity.

Personnel

Q12. Provide a current organizational chart for SBOE and the name of the employee responsible for the management of each program. If applicable, provide a narrative explanation of any organizational changes made during FY18 or to date in FY19.

No organizational changes were made in FY18 or FY19. An organization chart can be found in the appendix.

Q13. List all employees detailed to or from your agency, if any. Provide the reason for the detail, the detailed employee's date of detail, and the detailed employee's projected date of return.

No employees were detailed to or from the State Board.

Q14. List SBOE's committees, subcommittees, and taskforces and which members serve on each one.

In January 2018, the State Board approved the following committee structure:

Administration & Budget
Chair: Jack Jacobson, Ward 2
Members: Lannette Woodruff, Ward 4; Karen Williams (*ex officio*)

Student Advisory
Co-Chairs: Tallya Rhodes (Woodson); Tatiana Robinson (Ballou)
Members: Students; Karen Williams (*ex officio*) (full list of students in the appendix)

Educational Excellence & Equity / Regulations & Laws
Chair: Laura Wilson Phelan, Ward 1
Members: Ashley MacLeay, At-Large; Markus Batchelor, Ward 8; Karen Williams (*ex officio*)

Educational Excellence & Equity / Educational Standards
Co-Chairs: Ruth Wattenberg, Ward 3; Mark Jones, Ward 5
Members: Jack Jacobson, Ward 2; Karen Williams (ex officio)

ESSA Task Force
Chair: Lannette Woodruff, Ward 4 (after Dr. Woodruff's resignation from the SBOE, Karen Williams became chair)
Members: Joe Weedon, Ward 6; Jack Jacobson, Ward 2; Karen Williams (*ex officio*)

Public Engagement & Outreach
Co-Chairs: Markus Batchelor, Ward 8; Ashley MacLeay, At-Large
Members: Jack Jacobson, Ward 2; Karen Williams (*ex officio*);

The State Board has not yet created new committees for calendar year 2019.

Q15. Has the SBOE adhered to all non-discrimination policies in regards to hiring and/or employment?

Yes, the State Board complies with all District and internal non-discrimination policies.

Q16. Have there been any accusations by employees or potential employees that the SBOE has violated hiring and/or employment non-discrimination policies in FY18 or to date in FY19? If so, what steps were taken to remedy the situation(s)?

No.

Q17. Please include SBOE's plan and describe efforts taken to ensure a welcoming, inclusive, and diverse workplace for all employees. Describe the equity work that the Board has undertaken as a result of the challenges that were surfaced in FY16.

The SBOE works to ensure a welcoming, inclusive, and diverse workplace through its professional development activities and day-to-day operations. Equity is the lens through which the SBOE views all of its internal and external activities.

Q18. Please list all settlements entered into by the agency or by the District on behalf of the agency in

FY18 or FY19, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

No settlements were entered into by the agency.

Q19. Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY18 and FY19, to date, whether or not those allegations were resolved.

As noted above, the agency has been proactively working to establish a culture in which harassment is actively prevented. The agency grievance process protects the rights of employees through an investigation of any allegations.

Q20. Please list the administrative complaints or grievances that the agency received in FY18 and FY19 to date broken down by source. Please describe the process utilized to respond to any complaints and grievances received and any changes to agency policies or procedures that have resulted from complaints or grievances received. For any complaints or grievances that were resolved in FY18 or FY19 to date, describe the resolution.

No administrative complaints or grievances have been received.

Performance Plan

Q21. Provide the agency's performance plan/strategic plan for FY18. Did SBOE meet the objectives set forth in the plan? Provide a narrative description of what actions the agency undertook to meet the key performance indicators including an explanation of why any indicators were not met.

The State Board's 2017–18 strategic plan is now completed. The full plan can be viewed in the appendix. Major successes of the plan include the development and launch of the school report card and finalizing recommendations on graduation requirements.

Q22. Provide the agency's performance plan/strategic plan for FY19. What steps has the agency taken in FY18 and to date in FY19 to meet the objectives set forth in the plan?

The State Board is currently engaging in a strategic planning process for 2019 through 2021. We will provide an updated strategic plan once it is complete.

Budget and Finances

Q23. Provide the following budget information for SBOE, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:
   a. At the agency level, provide the information broken out by the source of funds and by Comptroller Source Group and Comptroller Object.
   b. At the program level, provide the information broken out by the source of funds and by Comptroller Source Group and Comptroller Object.
   c. At the activity level, provide the information broken out by the source of funds and by Comptroller Source Group.

Information contained in the appendix.

Q24. Provide a complete accounting of all intra-district transfers received by or transferred from SBOE during FY18 and to date in FY19. For each, provide a narrative description as to the purpose of the transfer and which programs, activities and services within SBOE the transfer affected.

See appendix.

Q25. Provide a complete accounting of all reprogrammings received by or transferred from the SBOE during FY18 and to date in FY19. For each, provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected. In addition, provide an accounting of all reprogrammings made within the agency that exceeded $100,000 and provide a narrative description as to the purpose and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

See appendix.

Q26. Provide a list of all SBOE's fixed costs budget and actual dollars spent for FY18 and to date in FY19. Include the source of funding and the percentage of these costs assigned to each SBOE program. Provide the percentage change between SBOE's fixed costs budget for these years and a narrative explanation for any changes.

In FY19, the SBOE has begun to pay for fixed costs for technology needs through the Office of the Chief Technology Officer. These include subscriptions for Office 365, cellular and landline lines for employees and other costs. In FY19, the Council has provided additional funding for these expenses. Additional information is located in the appendix.

Q27. Provide the capital budget for SBOE and all programs under its purview during FY18 and so far in FY19, including amount budgeted and actual dollars spent. In addition, provide an update on all capital projects undertaken in FY18 and so far in FY19. Did any of the capital projects undertake in FY18 or so far in FY19 have an impact on the operating budget of the agency? If so, provide an accounting of such impact.

The State Board does not have a capital budget.

Q28. Provide a current list of all properties supported by the SBOE budget. Indicate whether the property is owned by the district or leased and which agency program utilizes the space. If the property is leased, provide the terms of the lease. For all properties provide an accounting of annual fixed costs (i.e. rent, security, janitorial services, electric, etc.).

The State Board has been assessed $3,500 for security at 441 4th Street, NW in FY19 by the Department of General Services.

Q29. Describe any spending pressures that existed in FY18 and so far in FY19. In your response provide a narrative description of the spending pressure, how the spending pressure was identified, and how the spending pressure was remedied.

No spending pressures existed in FY18. No spending pressures are expected in FY19.

Q30. Identify potential areas where spending pressures may exist in FY19. Provide a detailed narrative of the spending pressure, including any steps that are being taken to minimize the impact on the FY19 budget.

As noted above, no spending pressures are expected in FY19.

Q31. Provide a list of all FY18 full-time equivalent positions for SBOE, broken down by program and activity. In addition, for each position, note whether the position is filled (and if filled, the name of the employee) or whether it is vacant. Finally, indicate the source of funds for each FTE (local, federal, special purpose, etc.).

Program	Position	Name	Filled	Funding Source
SBOE	Board Member	Laura Wilson Phelan	Yes	Local
SBOE	Board Member	Jack Jacobson	Yes	Local
SBOE	Board Member	Ruth Wattenberg	Yes	Local
SBOE	Board Member	Lannette Woodruff (Frazier O'Leary was sworn into office on December 14, 2018)	Yes	Local
SBOE	Board Member	Mark Jones	Yes	Local
SBOE	Board Member	Joe Weedon	Yes	Local
SBOE	Board Member	Karen Williams	Yes	Local
SBOE	Board Member	Markus Batchelor	Yes	Local
SBOE	Board Member	Ashley Carter MacLeay	Yes	Local
SBOE	Executive Director	John-Paul Hayworth	Yes	Local
SBOE	Policy Analyst	Maria Salciccioli Alexander Jue (present)	Yes	Local
SBOE	Policy Analyst	Matthew Repka	Yes	Local

SBOE	Public Affairs Specialist	Paul Negron	Yes	Local
SBOE	Administrative Support Specialist	Dyvor Gibson Rhoma Battle (present)	No	Local
SBOE	Staff Assistant	Jamikka Briscoe Kendrick Miguel Aguero Lanita Logan (present)	No	Local
SBOE	Student Interns (2)	Alexandria Smith Sabrina Hernandez Christopher Faiella Abby Ragan Brian Robinson	Yes	Local
STOMB	Ombudsman	Joyanna Smith Serena Hayes (present)	Yes	Local
STOMB	Assistant Ombudsman	Clarence Parks Ryvell Fitzpatrick (present)	Yes	Local
STOMB	Assistant Ombudsman	Beryl Trauth-Jurman	Yes	Local
STOMB	Program Associate/Legislative Support Specialist	Khadijah Williams (Position is vacant as of January 4, 2019)	Yes	Local
STOMB	Student Interns (2-3)	See Ombudsman Responses	Yes	Local

STADV	Chief Student Advocate	Faith Gibson Hubbard	Yes	Local
STADV	Student Advocate	Dan Davis	Yes	Local
STADV	Program Associate	Tiffany Wilson	Yes	Local
STADV	Student Interns (2)	See Student Advocate Responses	Yes	Local

Q32. How many vacancies were posted for SBOE during FY18? To date in FY19? Which positions? Why was the position vacated? In addition, note how long the position was or has been 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.

The State Board advertised for two positions in FY18: policy analyst and staff assistant. An additional position, administrative support specialist, was posted in FY17, but not filled until FY18. In FY19, the SBOE posted a vacancy for administrative support specialist. As of January 7, 2019, all positions within the SBOE are filled. The SBOE also assisted in the posting of a vacancy for the Ombudsman for Public Education in FY19. That position is now filled.

Q33. How many employee performance evaluations were completed in FY18 and how was performance measured against position descriptions? To date in FY19? What steps are taken to correct poor performance and how long does an employee have to correct their performance?

The SBOE completed employee performance evaluations for all full-time employees. Performance evaluations follow the rubrics provided by DCHR in the performance management system via PeopleSoft. The State Board requires that employees maintain at least one goal related to their professional development. As supervisor, the Executive Director meets each member of staff one-on-one and with the entire staff on alternate weeks. If there is an issue with performance, the Executive Director establishes written expectations and a plan of action with a timeline for the affected employee.

Q34. Provide the committee with the following:
a. A list of employees receiving bonuses, special pay, additional compensation, or hiring incentives in FY18 and to date in FY19, and the amount; and
b. A list of travel expenses for FY18 and to date in FY19, arranged by the employee.

The State Board did not provide special pay, bonuses, hiring incentives, or additional compensation to employees, with the exception of merit-based increases for eligible employees under the performance management sections of the District Personnel Manual. A list of travel expenses is located in the appendix.

Q35. Provide the following information for all grants awarded to SBOE during FY18 and to date in FY19:
a. Grant Number/Title;
b. Approved Budget Authority;
c. Expenditures (including encumbrances and pre-encumbrances);
d. Purpose of the grant;

e. Grant deliverables;
f. Grant outcomes, including grantee performance;
g. Any corrective actions that were taken or technical assistance provided;
h. SBOE program and activity supported by the grant;
i. SBOE employee responsible for grant deliverables; and
j. Source of funds

The State Board did not receive any grants in FY18 and does not anticipate any in FY19.

Q36. Provide the following information for all grants/subgrants awarded by SBOE during FY18 and to date in FY19:
a. Grant Number/Title;
b. Approved Budget Authority;
c. Expenditures (including encumbrances and pre-encumbrances);
d. Purpose of the grant;
e. Grant deliverables;
f. Grant outcomes, including grantee performance;
g. Any corrective actions that were taken or technical assistance provided;
h. SBOE employee(s) responsible for overseeing the grant;
i. Source of funds.

The State Board did not award grants in FY18 and does not anticipate doing so in FY19.

Q37. Provide a complete accounting of all grant lapses in FY18, including a detailed statement on why the lapse occurred and corrective action taken by SBOE. Also, indicate if the funds can still be used and/or whether they carried over into FY19.

No grant lapses occurred in FY18.

Q38. Provide the following information for all contracts awarded by SBOE during FY18 and to date in FY19:
a. Contract Number;
b. Approved Budget Authority;
c. Funding Source;
d. Whether it was competitively bid or sole sourced;
e. Expenditures (including encumbrances and pre-encumbrances);
f. Purpose of the contract;
g. Name of the vendor;
h. Contract deliverables;
i. Contract outcomes;
j. Any corrective actions that were taken or technical assistance provided; and
k. SBOE employee(s) responsible for overseeing the contract.

Contracts for each office of the State Board are overseen by the head of that office. Adminisistrative oversight of all contracts is the responsibility of the Executive Director.

Order ID	**Title**	**Supplier Name**	**Total**
PO589183	FY 18 - GEO (SBOE) MACBOOK PRO	APPLE INC	$13,496.00

	(LAPTOPS) IT TECHNOLOGY		
PO589182	FY 18 GE0 (SBOE) - DELL LAPTOP IT TECH	Dell Marketing L.P.	$5,022.36
PO586741	GE0 (SBOE) - OSA TRANSIT SHELTERS ADVERTISING (BACK TO SCHOOL PUSH)	CLEAR CHANNEL OUTDOOR	$6,820.00
PO586559	FY 18 GEO (SBOE) 2018 ANNUAL REPORT - OFFICE OF THE STUDENT ADVOCATE (OSA)	BLUEBOY BLUEPRINTING CORP	$6,060.00
PO585731	FY 18 GE0 (SBOE) TRANSLATION SERVICES FOR STUDENT ADVOCACY	TRANSPERFECT TRANSLATIONS,INC.	$11,807.15
PO584531	GE0 - SBOE NASBE MEMBERSHIP DUES 2018	NATIONAL ASSN STATE BOARD	$25,071.00
PO584413	FY 18 - GE0 SBOE - TEACHER TURNAROUND RESEARCH (Consulting Services)	MARY M. LEVY	$9,700.00
PO582535	FY 18 - GE0 (SBOE) OFFICE 365	Dell Marketing L.P.	$2,234.45
PO580280	Office 365 licenses - March 1-November 30 2018	Dell Marketing L.P.	$2,873.03
PO574781	OSA Winter Metro Ad Request	OUTFRONT MEDIA INC.	$7,805.00
PO574414	eBoard Meeting Planning Website	EBOARD SOLUTIONS INC.	$3,425.00
PO571652	Office of the Student Advocate SY16-17 Annual Report	RENEE RICHARDSON LLC	$3,500.00
PO571651	Office of the Ombudsman Annual Report SY 16-17	RENEE RICHARDSON LLC	$3,000.00

Q39. Provide the following information for all contract modifications made by SBOE during FY18 and to date in FY19, broken down by SBOE program and activity:
   a. Name of the vendor;
   b. Purpose and reason for the contract modification;

c. SBOE employee(s) responsible for overseeing the contract;
d. Modification cost, including the budgeted amount and actual spent; and
e. Funding source.

No contract modifications were made by SBOE in FY8 and none are anticipated in FY19.

Q40. Provide the following information for all purchase card transactions during FY18 and to-date in FY19:
a. Employee that made the transaction;
b. Transaction amount; and
c. Transaction purpose.

A full list of purchase card transactions made during FY18 and to date in FY19 is available in the appendix.

Q41. Provide copies of any investigations, reviews or program/fiscal audits completed on programs and activities within SBOE during FY18 and to date in FY19. This includes any reports of the DC Auditor or the Office of the Inspector General. In addition, provide a narrative explanation of steps taken to address any issues raised by the program/fiscal audits.

No audits, investigations or reviews of programs or activities of the State Board occurred in FY18. The Office of Contracting and Procurement (OCP) initiated an audit of the SBOE's DC purchase card for November 2018. The audit found two charges that a former employee had failed to reconcile appropriately. The SBOE corrected the errors. OCP has not provided a copy of the final audit to SBOE.

Q42. Provide a citation of all regulations that were reviewed and/or revised in FY18 and FY19 to date.

Graduation Requirements Regulations. Chapter 2203 (Academic Requirements) of Subtitle A (Office of the State Superintendent of Education), Title 5 (Education), of the District of Columbia Municipal Regulations. On-going.

Additional efforts were made by the State Board on regulatory issues including credit recovery, attendance, and residency, but no changes were made.

Facilities and Resources

Q43. Are the agency's information technology needs met? If not, what areas are in need of attention (i.e. computer support, internet and phone functionality, etc.)?

The agency continues to scrape by with its existing information technology. We have established a regular replacement schedule for equipment, but replacement devices purchased through the District's contracts have not lived up to expectations and the agency has noted a significant uptick in requests for repairs of the new devices. Further, one of the new devices was stolen from the custody of the Office of the Chief Technology Officer before it ever arrived at SBOE. To date, no replacement has been provided to us.

Technology in the regular meeting spaces of the SBOE is in substandard condition. For instance, OCTO is starting a process to update the Wi-Fi in One Judiciary Square; unfortunately, this has meant the removal of much of the existing Wi-Fi functionality in the building until the upgrade is completed. Further, the Citywide Conference Center is plagued with broken or failing projectors and degraded and/or broken conference call functionality, depending on the room in question.

Q44. Do the properties and facilities meet current ADA requirements? If not, describe the situations that do not comply.

No, 441 4th Street NW is not fully ADA-compliant. During our ADA walkthrough with the Office of Disability Rights, we found multiple issues in common areas, bathrooms and hallways on both the 5th and 7th floors, where the SBOE offices are located.

Q45. Please describe the State Board's relationship with the Department of General Services. Provide an update on the use of the funds allocated for the FY19 budget to conduct capital improvements in the Old Council Chambers.

The agency's relationship with the Department of General Services remains a source of challenges. Since full control of the Old Council Chambers was absorbed by DGS, DGS has frequently used the room without any regard to the sensitive electronic equipment and furniture owned by SBOE. Repeated requests for DGS personnel and guests to refrain from abusing SBOE property have been ignored. While in FY18, the Committee provided funding to update the Old Council Chambers, DGS failed to issue the requisition until late in FY18, leading to a rushed project that does not fully meet the needs of the room. To date, the SBOE continues to work with DGS to resolve the remaining issues with the Old Council Chambers. The SBOE requests that the Committee consider providing the remaining funding requested to complete the originally planned upgrades to the Old Council Chambers.

To: David Grosso, Chairman of the Committee on Education
Phil Mendelson, Chairman of the Council and Committee of the Whole
From: Serena Hayes, Ombudsman for Public Education
Date: February 1, 2019
RE: FY18 Performance Oversight Questions

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1. What were the major accomplishments of the Office of the Ombudsman for Public Education in FY18 and to date in FY19?

In the SY2017-18 our Office continued to improve our partnership with parents and schools in resolving issues through: (1) our case prioritization process implemented in SY2015-16, (2) increased Quickbase functionality, and (3) external program evaluation, while also expanding our work by introducing ourselves as a resource to school administrators as well as LEAs. We have expanded the way we serve families and schools by utilizing the data and feedback we have collected from families to collaborate with policy-makers in the areas of family empowerment and educational equity. As part of this effort, the Office participated in several local and national engagements in SY2017-18. At *The Atlantic Live Education Summit*, the Office offered insight on how to best engage families. A representative of the Office served on a panel as part of a training for superior court judges on the school-to-prison pipeline. Additionally, the Office collaborated with a host of decision-makers and elected officials on topics ranging from school discipline policies to early discussions regarding the lack of fidelity in the implementation of a citywide Response to Intervention system.

In a March 2018 opinion editorial published in the *Washington City Paper*, the former Ombudsman discussed the realities of school choice in Washington, DC and its impact on DC families – she had personal insight into this process as she navigated the school choice process as a parent for her child.

Over the last five years, the Office has assisted the individual families and schools that contacted our Office while also finding ways to improve educational outcomes for every student in the District. To this end, the Office advocated for legislation to help reduce student suspension rates (the Student Fair Access to School Act of 2017, now law) and provided insight on school climate. In this work the Office became a national model for supporting families, as evidenced by our collaboration with emerging education ombudsman offices around the country, sharing our Office's structure, goals, and methods for completing our work.

Our office tracks both the total number of contacts we receive (emails, voicemails, live calls, and in-person requests) and the total number of cases that we open throughout the year. Not all contacts result in cases being created but they are still an important measure of the demand for our office's services each year.

During the previous school year (SY17-18), our office received the greatest number of calls and contacts for assistance since our re-establishment. In SY2017-18, we received 941 contacts and handled 472 cases. The 941 contacts that we received during SY2017-18 marked a 26% increase over the contacts

received in SY2016-17, and the 472 concerns accepted for intake represented a nearly 30% increase over SY2016-17. Last year we had received 366 contacts requesting assistance through the end of January. This year, we have received 446 contacts requesting assistance in the same time. Similarly, we have opened a greater number of cases this year through January (254), than the same period last year (237). The surge in contacts this school year has led to us opening more than sixty cases in a month in both October and January of this school year. This is the first time that we have had to open this many cases in a month.

The increase in the number of stakeholders that we were able to serve in SY2017-18 is attributable to having four fulltime staff members, which has given us the ability scale our workload more effectively. Also, we believe that the increase in calls is due in part to an advertising campaign that we undertook for the first-time last year. We are still seeing the residual benefits of our campaign. This year we have continued receiving calls from parents who say that they got our contact information from an advertisement.

We are also receiving an increasing number of calls from schools and LEAs requesting our office's assistance this year. These range from requests to facilitate meetings, requests for information on law and school policy, to requests for coaching on how to have conversations with families who are particularly upset. In some cases, we have provided several of these services to schools to help with one family's needs. For example, a charter school contacted the Office for support working with a parent who was upset and confused about her son's 504 plan. The Office provided coaching support to the school and explained the best ways to address the parent's concerns. The Office also facilitated the 504 plan meeting at the request of the school. Later, the school reached out to the Office and requested that our assistance in reassuring the parent that the process was open and legitimate.

We believe that the contacts we are receiving from LEAs are the result of outreach efforts that we have undertaken this year. We emailed all of the schools in the District earlier this year and shared information with them about our office and the services that we can provide. We also offered to meet with school staff in person to discuss our services with them. We believe that by continuing to receive requests from schools, we will be able to both increase and improve the scope of our services.

2. Identify any legislative, statutory, or regulatory requirements that the Office of the Ombudsman lacks sufficient resources to properly implement. Please note any operational or logistical barriers to your office's operations.

Currently, we have the resources necessary to implement our statutory and legislative requirements. During FY18, the Office was fully staffed with four FTEs that enabled the Office to improve its case management and serve the highest number of customers that it has ever seen.

Additionally, the SBOE was also able to hire new FTEs responsible for budget and procurement which has helped the entire agency save time in areas of supply management and helps with our overall ability to focus on casework.

The Office has, however, experienced some operational barriers around our data management system, Quickbase. The office has reached the limits of this system's application in data analytics and we are currently exploring alternative database software systems. We are also working to find additional ways to strengthen our compliance with the Language Access Act. There are additional resources that we are working to translate and we are exploring additional options for providing greater translation services to callers and contacts.

3. Provide the Committee with the mission, vision, goals, and services for the Office of the Ombudsman for Public Education.

The mission of the Office of the Ombudsman for Public Education is to provide equitable access to education for all students within District of Columbia public and public charter schools, and to support student engagement and achievement. Our office aims to ensure access to equitable public education for all students, regardless of race, class, income, disability status, or ward of residence. We consider ourselves an "activist" ombudsman office. We believe that by highlighting the systemic inequities in our school system, we will create a system in which education equity extends beyond formal equality and fosters a barrier free system where students have the opportunity to fully benefit from their public school systems.

We envision an educational system where all parents, families, educators and students are fully engaged in the public school systems and are empowered to make informed decisions that improve student achievement.

Our office's goals include:

- Responding to concerns in a timely, caring, and productive manner;
- Identifying and sharing the trends we observe;
- Making recommendations for systemic change to prevent recurring problems and improve existing processes;
- Reducing the need for administrative hearings and litigation by facilitating appropriate and timely resolution of education-related conflicts;
- Improving communication between parents and schools, on both the individual and systemic levels.

The primary services we provide are:

- Advising, coaching, and providing information about resources and policies to parents, students and schools;
- Conflict resolution services for issues that impact individual students;
- Making strategic recommendations to improve educational outcomes for all students;
- Collaborating with families and stakeholders to address systemic issues, such as bullying, educational opportunity gaps, and overrepresentation in school discipline.

It is also important to note that, in order to comply with our authorizing statute and best practices, the services we provide do not include the following:

- Playing any role in formal judicial or administrative proceedings;
- Making binding decisions or mandating policies;
- Providing legal advice or legal services;
- Intervening in school personnel decisions.

4. Provide the Committee with the operational guidelines for the Office of the Ombudsman.

Our operational guidelines are based on our authorizing statute. We also currently follow these more detailed operational guidelines: It is our goal to offer responsive customer care, individualized attention and high-quality conflict resolution services. We seek to provide timely responses to all concerns and complaints, generally within 48 hours from the receipt of the complaint, and we treat all customers with respect. We expect to review all complaints brought to our office with keen attention to addressing the problem in a way that serves the best interest of students of public schools in the District. Moreover, we will take direct action and will regularly share our progress with the complainants toward obtaining a favorable outcome.

Once we accept a complaint, the steps we take typically include:

- Obtaining detailed information about the situation at hand;
- Researching applicable education law, policies, best practices, etc.;
- Interviewing all the involved parties, which may include the student (with the parent's consent), teachers, school leadership team, parents, other school staff members, and witnesses to the situation in question;
- Reviewing student records;
- Facilitating or mediating conversations between parents, families, and school staff members;
- Considering and recommending student-centered options to solve the problem;
- Regularly monitoring efforts to address problems until results for the student are achieved.

At the Office of the Ombudsman, we believe that it is important that we do the following when resolving a complaint:

- Listen and understand issues while remaining neutral with respect to the facts. The Office staff does not listen to judge or to decide who is right or wrong. The staff listens to understand the issue from the perspective of the individual. This is a critical step in developing options for resolution.
- Assist in reframing issues, developing options, and helping individuals evaluate options.
- Guide or coach individuals to deal directly with other parties.
- Refer individuals to other appropriate resolution resources if needed. An ombudsman may refer individuals to one or more formal organizational resources that can potentially resolve the issue.

- Assist in surfacing issues to formal resolution channels. When an individual is unable or unwilling to raise concerns directly, the Office can assist by giving voice to the concern and/or creating an awareness of the issue among appropriate decision-makers in the organization.

There are five major aspects of case management process in the Ombudsman's office. The five areas are intake, case assignment, casework, referral, and reporting. Fellows and staff are provided training on every aspect of this process.

Intake

In working with clients during routine casework, on-going consultation will determine if more formal active mediation and conflict resolution will need to occur. The Ombudsman's office will always encourage the parent or the school staff member to take at least one mutually-agreed upon action step. If that action meets with resistance, or if the situation demands it, the Ombudsman's office will work more closely with one or both parties to move toward resolution.

The initial call will often lead into continuing discussions with the client, and prompt consultations with the school staff (if the client is a parent or student). The depth of the issue, a parent's communication skills and background knowledge, and the nature of the school's response are among the many factors that determine the number and frequency of consults. A closing discussion occurs prior to closing a case.

Intakes are completed with our case management system, Quickbase. Clients are asked a series of demographic questions such as the name of the caller, their residential address so that we can determine the ward that they live in, the school that their child attends, whether the student has been disciplined in the past and/or has an IEP (questions which are designed to obtain some more information about the profile of children who need assistance from our office), and questions specific to the steps taken to address issues the client has called about. The answers to these questions determine whether the Ombudsman's office can directly intervene on the issue.

The Office may prioritize cases that are determined to negatively impact a student's ability to fully access their education, which includes issues relating to enrollment, special education, and student discipline. We may prioritize cases under the following circumstances:

Student Profile

Students who are or experience the following:

- Out-of-School or at Significant Risk of Being Out-of-School
- Chronic Disciplinary Action
- In Truancy or Drop-Out Status
- Institutionalized or recently institutionalized or at significant risk of being institutionalized, including juvenile rehabilitation, in-patient admission, etc.
- Homeless, youth in foster care, at risk of out-of-home placement, in-state care, academic failure or at significant risk of not graduating subject to restraint or isolation at school

- Mental Health Issues, including suicidal ideations or expressions, bullying, intimidation, or harassment

Parent/Guardian Profile

A parent or caregiver who is:

- Limited English Proficient, Immigrant or Incarcerated Parent
- Experiencing Mental Health Issues (Incapacitated parent)

Process Profile

When the Process is:

- Unfair or Has Not been Followed Correctly (failure to follow due process)
- The relationship between the adults directly affecting the student's outcome is: Destructive, Hostile or Combative Imbalance of Power, unsafe environment (such as abandonment, drug use, etc.)

What follows are examples of the kinds of cases we have prioritized to better illustrate:

We were contacted by a parent whose child had become suicidal because of bullying at school. The parent wanted help taking the necessary steps to have her son transferred when he got of the hospital, and she wanted it done with as few people knowing as possible.

A parent of a student attending a charter school contacted us because she had been given an ultimatum by the school: withdraw her daughter or the school would begin expulsion proceedings against the student. The parent was afraid that her child would be expelled and was unsure how to proceed. Consequently, the student stayed home from school for two weeks. We took immediate action to try and get the child back into school.

Case Assignment

If the Ombudsman's office has determined that the office will accept the case, the case will be assigned to an Ombudsman staff member or fellow. The assigned staffer or fellow is expected to respond to the family within two (2) business days of receiving the case.

Case Management

We have created several procedures to assist with case management, which helps ensure that families are receiving services in a manner aligned with the Ombudsman's goals and office procedures. We believe that in providing good customer service is one of the most important aspects of case management. The Ombudsman meets with each staff member including fellows, on a weekly basis, to discuss cases to ensure we are employing the best intervention strategies and actions to resolve the

school problem. Quality assurance is very important to our office and so, we have created regular reports in our case management system, Quickbase, to show us how long each staff member has spent working on a case, understand which case issue areas we have received over a month or a quarter (such as bullying, special education, school discipline etc.), last actions on each case, age of the case, and number of cases a staff or fellow has at any given time. We are also tracking the types of interventions so that we can expedite the time it takes to work on a case.

Referral

Cases in which formal administrative procedures are needed, an established process already exists for resolving cases, or are outside of our purview shall be referred to the appropriate party. The referral process can take place in the initial intake call, during case management, upon case closing. Types of cases which are typically referred include situations in which the student is at risk for immediate expulsion and thus requires attorney representation, special education cases where due process is the only viable way to address the concern after multiple informal attempts, and cases involving school-related document retrieval, such as transcript requests.

Reporting

Quarterly reporting is provided to the State Board on the Ombudsman Office's casework and trends that observe in the present school year. Additionally, we are statutorily required to submit an annual report to the SBOE and to the public which provides information on trends, most common cases, and recommendations based on trends. The Ombudsman's office has also shared such quarterly reports with DCPS. We post these quarterly reports publicly on our website and continue to look for opportunities to engage and share our trends with other stakeholders. We meet with DCPS monthly to discuss data trends and the most common cases. On a more regular basis, we share challenges that our families are experiencing with school leaders in public charter LEAs and with DCPS central office staff when problem areas arrive that we have detected in our casework. We have also begun posting monthly data snapshots and highlights of our case work on our website.

5. Does the Ombudsman have the resources necessary to execute her duties? If not, describe the areas in which resources are lacking.

Yes, the Ombudsman has the necessary resources to complete her duties. During FY18, the Office was fully staffed with four full time employees. Our staff was comprised of the Ombudsman, two Assistant Ombudsmen and a Program Associate.

The Assistant Ombudsmen were responsible for managing the casework process, including all case follow up and in-person meetings. They also supervised fellows and interns. Additionally, they assisted with data analysis, testimony and hearing preparation. One of the Assistant Ombudsmen also oversaw the budget and procurement for the Office. The program associate was responsible for managing the email, phone system and overall intake process. She was also responsible for database management and organizing and highlighting relevant data.

During FY18 there were several changes in the Office's staffing. In August of FY18, the former Ombudsman left the position. An interim Ombudsman, Faith Gibson Hubbard, was subsequently appointed and led the Office until mid-January of FY19. During that time, the Program Associate also left, which temporarily reduced the Office's staff to two fulltime employees. The incumbent Ombudsman was appointed and began work in mid-January of FY19. The Program Associate Position is still vacant, although hiring efforts are underway.

We also use between two and three graduate student fellows. Our fellows assist with intakes and case management, and special projects. We have continued to intentionally provide as much support as possible to the families that have approached our office, but not to compromise the quality of services that we provide to each family. We do use a waiting list complex requests for assistance, and provide coaching when possible to families, when possible, and refer as many cases as possible rather than taking the case or letting families sit on the waitlist.

We are currently looking at possibly obtaining additional resources to improve work capacity, such as additional phone lines. Our fellows currently share one phone. We are also looking for resources to improve our efficiency, including office equipment like an in-office copier and scanner because the families we serve often bring documents to the Office. To make copies of the documents, we must use the State Board's photocopy machine located two floors below.

We also have some continuing technological challenges involving our case management system that we are looking at options to address (see question two).

Finally, we are also exploring the cost of translating information on our website into other languages, to further increase our compliance with the Language Access Act.

6. Describe the Office of the Ombudsman's stakeholder engagement and outreach efforts for FY18 and to date in FY19.

Outreach

This year the Office of the Ombudsman has resumed holding regular monthly meetings with DCPS officials. These monthly meetings seem to have improved the working relationship and have allowed us to improve our work by increasing the number of contacts that we can call upon for assistance in cases involving DCPS students.

We would like to re-establish a similar relationship with PCSB as soon as possible.

In FY18 we engaged in an advertising campaign in Metro Stations and on Metrobuses to let families know about the services that the Office can provide. We believe that the increase in contacts in FY18 was in part due to our advertising campaign, which we intend to continue in FY19.

This year, we have undertaken a campaign to contact and meet with school staff to let them know about the types of services that our office can provide to them, as well as to families. This has led to several in-

person meetings at schools which in turn have led to increasing partnerships and referrals regarding families in need of assistance.

We believe that by increasing the visibility of the Office and by sharing our aggregated data more openly we can increase awareness and trust in the services that we provide, among both families and LEAs. An increased awareness and trust in the Office will allow us to hopefully intervene in situations sooner (if families know to contact us) and will allow us to help parties reach resolutions more quickly (if schools trust our role and intentions).

Engagement

Through our work with the Office of the Student Advocate, we have been able to engage with community members and parents directly on a variety of topics from safe passage to special education and school choice.

We have also partnered with them to create a discipline resource guide to help families and schools understand the requirements of the new discipline legislation that has now begun taking effect. We are also in conversation with the Office of the Student Advocate about ways to collaborate on trainings for schools, families and other stakeholders about the impact of this new law, utilizing the guide that we are developing.

7. Regarding complaints to the Office of the Ombudsman, provide the Committee with the following information for FY18:
    a. Number of complaints received and completed; 472
    b. Number of complaints examined and resolved informally; 330 (70%)
    c. Number of complaints examined and resolved formally; 62 (13%)
    d. Complaints dismissed; 16 (3%)
    e. Number of complaints pending; 22
    f. Number of recommendations made; 71
    g. Number of recommendations followed; We cannot accurately determine the number of recommendations that were followed by schools, due to limitations with our database system.
    h. A description of the most frequent issues handled by the Office of the Ombudsman.

The three areas that we are contacted about most frequently are issues of special education, school environment and school access. We have tried to refine our definitions for each of these categories, both to ensure that they are as specific as possible and to allow us to better share information with the Office of the Student Advocate. We went through a revision process in October of 2018 and we are looking to continue refining some of our definitions this school year.

Special education issues are by far our most common area of concern or complaint. Special education related cases represent one third of our total case work each year. In FY18 it accounted for 31% of our total cases. Special education issues involve students with IEPs, 504 plans, and those suspected of having or in the process of being evaluated for disabilities. The complaints that we receive range from

issues of implementation to questions about rights and process. In many cases the issue stems from or is exacerbated by a lack of knowledge about the special education process by one or both parties.

This was the case with a family who contacted us because they thought that their daughter's school was not implementing her IEP, particularly recommendations made in an independent evaluation. We reviewed the IEP and participated in a meeting with the family only to find that the school was in fact implementing all the services that they were able to provide. The outside report had called for additional testing and services that the school could not provide because they were primarily medical in nature and not education related. The family did not fully understand the IEP or special education process and as a result, they spent almost the whole year fighting with the school over their daughter's IEP, even though the school appeared to be trying to implement the plan with fidelity.

The second most common area that we are contacted about is School Environment which accounted for 23% of our cases in FY18. School Environment is a broad category of issues related to interactions, climate and relationships between school staff, students and families. School Environment is currently serving as a catch-all category for cases that do not neatly fit into another category. We are currently working to redefine this category and separate out the different types of issues that are all currently contained under this label.

Most School Environment issues currently relate to relationships in the classroom that parents feel are problematic; either issues around teacher communication or behavior, student behavior, or issues related to material that the classroom itself may be lacking. These types of issues are indicative of broader concerns and a lack of confidence by parents who contact our office about schools and their ability address children's needs appropriately.

In one case last year, a parent pulled his daughter out of school because of a school environment issue that the school did not respond to adequately. Initially there was a minor incident between the parent's daughter and another student. When the parent tried to contact the school about the incident he got different responses from several different individuals. This seemed to heighten the parent's sense of distrust. The school could not complete his request to move his daughter's class. The father decided to pull her out of school because he no longer trusted them to keep his daughter safe. Our office assisted him with enrolling his daughter into another school for the remainder of the year.

The third most common area that we are contacted about is school access which accounted for 13% of our cases in FY18. Access issues are most commonly enrollment related. We receive the greatest number of complaints in this category at the beginning and end of the year while school enrollment is taking place. Many of the families who contact us about access issues are experiencing homelessness.

We worked with a family in October of last year who was experiencing homelessness and was seeking to enroll her children in school near her address at a shelter. The closest school to the shelter told her that she could not enroll there. When our staff spoke with the registrar at the school, she was unaware of the requirement to allow families experiencing homelessness immediately and she deferred the enrollment question to the school principal. When we spoke with the principal about the situation, we informed her of the requirement to allow the family to enroll immediately. The principal said that she

was aware of the law but that she did not have the seats and said the family needed to look elsewhere. Our office then reached out to the principal's supervisor for support and she directed the principal to enroll the student immediately.

8. Describe the Office of the Ombudsman's process for prioritizing, waitlisting, and referring cases.

Case Prioritization Process

In order to prioritize a case, the Ombudsman's office determines whether there is a clear corrective or positive impact on a K-12 student by intervening. Time is also an important consideration, as some corrective actions require prompt responses, such as pending expulsions, short-term suspensions, suspensions for students with IEPs or other issues where students' normal in-class schedules have been disrupted.

Our office prioritizes direct intervention if it can affect a positive change in outcome for an individual student or group of students that:

- Allows a student to return to school;
- Corrects a discriminatory impact against the student;
- Significantly improves the safety or well-being of a student at school;
- Addresses the student's academic failure or significant risk of failure without intervention; or
- Significantly improves the cultural responsiveness of a school toward the student and/or their family.

In the case of a waitlist, the Office of the Ombudsman will decide regarding the parents' abilities to effectively advocate for their own students' needs in deciding whether to place the family on the waitlist. We utilize the same criteria for determining the level of direct intervention in any individual case and may also serve as a guide for deciding when to close any case. In addition, if the facts, situation, or urgency of a case changes because of direct intervention or other influences, and the situation no longer meets the criteria established internally, the Office may decide to close a case.

Referrals

Referrals are implemented when there is an office that can better address a situation, the issue is not under our purview and the appropriate agency is known, or when the caller needs formal administrative adjudication. A referral is made by contacting the appropriate authority, if known, requesting the assistance of the office, and connecting the caller and the referral organization. The referral agency will, with the caller's permission, receive the caller's contact information, summary of the issue, steps the ombudsman office has taken, why the referral was made, and to support the client needs. Most of our referrals are to AJE, CLC, DC Citywide Youth Bullying Prevention Office, the DC Department of Behavioral Health, and the Department of Health and Human Services.

9. Please discuss policy recommendations included in the Ombudsman's annual report. Provide information on how to best implement policy recommendations included in the report. What has been the response to the Ombudsman's annual report from other education agencies?

We believe that the Office of the Ombudsman for Public Education provides a critical role in allowing families and students to have a voice in the education space. Our focus is primarily on providing direct intervention to families and students. While we are not an enforcement agency, we believe that there is value in raising awareness around issues that can be part of the public dialogue/discourse. Our approach is consistent with the best practices of educational ombudsman nationwide.

We have also come to understand the role our Office also plays in shaping policies and practices that impact families' access to quality public education and create barriers to educational attainment. As we learn through practice, we offer systemic insights and recommendations to make vital policy changes possible at the school and citywide levels. Furthermore, we have also realized a need to increase our interactions with schools, LEAs, and education leaders in a more proactive way by providing technical assistance and opportunities for relationship building and professional development. To help achieve these goals, we recommended the following:

Partnering with Local Non-Profits to Provide Technical Support to Schools and LEAs on the Implementation of McKinney Vento

Our cases suggest that students experiencing homelessness continue to face problems in accessing their education. Students experiencing homelessness that we have worked with have difficulty enrolling in school, and once in school, have trouble traveling to school. Parents have reached out to us in frustration with a process that retains children back a grade for situations beyond their control. Our Office would like to explore potential partnerships with local nonprofit organizations to assist LEAs on the implementation of McKinney Vento.

Convening Stakeholders To Discuss Ways to Address Persistent Achievement and Opportunity Gaps Through Coordination, Collaboration, and/or Policy and Procedural Changes to Impact the Educational Outcomes of DC students

In our 2016-17 annual report, we introduced an equity framework adapted from Portland's citywide equity plan. Such a plan encourages a citywide approach to addressing the achievement gap through the coordination of policies, procedures, and goals for both education and related sectors, such as health, housing, and jobs. Our Office would like to continue to explore the previous work we did in equity, which might include the creation of additional recommendations and next step efforts. The Office will utilize partnerships with local and national stakeholders to provide guidance for such a plan.

Exploring the Feasibility of a Citywide Response to Intervention Framework

In our 2016-17 annual report we described the academic problems that students experience due to inconsistently applied RTI. Our Office will leverage our relationships with local partners to survey the success of RTI implementations in the District. We will compare local RTI efforts to those of school districts across the nation to assess the feasibility of a floor of academic support protections, such as a plan to provide for universal screening and tiered supports and to provide support to students who do not qualify for special education. The Office would like to partner with local stakeholders in determining

feasibility and explore funding options, such as an amendment to the definition of "at-risk" under the at-risk funding formula.

Strengthening Relationships with Families and LEAs to Provide a Wider Impact to Families and Students

Since our re-establishment, we have worked to streamline our processes to ensure families and LEAs who contacted us received timely resolutions to the issues they faced. We use the data we collect though our practice to develop recommendations to inform local policy makers and leaders about what issues and barriers parents face in acquiring quality access to education. In the next term, the Office will continue to improve our internal processes by increasing our percentage of our calls answered live, decreasing resolution time, and increasing the media through which families and schools can access and utilize our resources. Students and families can only be successful if LEAs are successful. To that end, we aim to increase our supports to LEAs by offering technical support on relevant issues, by developing more school facing resources, and by strengthening our working relationships with individual LEAs.

These recommendations, from our most recent annual report have generally been well received. The recommendation to create a citywide Response to Intervention framework was an area where we saw interest in collaboration from some former members of the State Board of Education and there was some work done on researching how other jurisdictions have gone about developing and implementing such area-wide plans. To effectively implement any of our policy recommendations, would require collaboration with stakeholders—schools, LEAS, government agencies, private organizations, and community organizations—to allow for the creation of uniform policies and systems to assist district families.

10. Does the Office of the Ombudsman for Public Education comply with the Language Access Act?

Our brochures are available in six languages: French, Korean, Amharic, Spanish, Chinese, and Vietnamese. We continue to use the Language Access line for intake translation and when working with ELL families. In FY18 we began conducting in person meetings with a translator present for families who requested it. We recognize that there is more that we can do to make our services more accessible to families. We are currently exploring whether we have adequate resources for making our website and any additional materials that we create accessible in languages other than English.

11. Are the Office of the Ombudsman's information technology needs met? If not, what areas need attention (i.e. computer support, internet and phone functionality, etc.)?

We continue to have challenges with the support, operation and improvement of our Quickbase database system. Although there are staff at OCTO that have Quickbase experience, they do not have experience with managing case management systems. Additionally, many of our needs require prompt response, which OCTO is not set up to provide, given their small size. This means that we are expending limited time learning how to make changes to Quickbase, and we are also using outdated processes that are time consuming and difficult to upkeep.

We continue to track calls manually by google spreadsheet, a time-consuming process. We do not have the internal knowledge necessary to create a system within Quickbase to automatically sync our messages and voicemails to Quickbase, which means that with our small capacity we are reliant on ourselves for tracking all calls, which opens us up to error.

To resolve the challenges that we face with Quickbase, we are considering several options, including attending staff training on Quickbase, contacting OCTO regarding low-cost database system options accessible to the DC government offices, and purchasing a new, comprehensive database system. We are searching for systems that allow us to track calls and voicemails directly in the system where our cases are also stored. This would reduce time spent managing and updating our system. Additionally, the possibility for errors in logging and tracking information would be minimized.

Finally, we are also still hoping to find the funds to purchase a copier to be shared with the Office of the Student Advocate. This will also save us time by providing us access to a copier within our suite. Currently we share a copier with the State Board and it is housed on a different floor than our offices.

12. Please list all settlements entered into by the agency or by the District on behalf of the agency in FY18 or FY19 to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

N/A

13. Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY18 and FY19, to date, whether or not those allegations were resolved.

N/A

14. Please list the administrative complaints or grievances that the agency received in FY18 and FY19, to date, broken down by source. Please describe the process utilized to respond to any complaints and grievances received and any changes to agency policies or procedures that have resulted from complaints or grievances received. For any complaints or grievances that were resolved in FY18 or FY19 to date, describe the resolution.

There is now a grievance procedure outlined in the SBOE Staff Handbook.

15. Provide the Ombudsman's performance plan/strategic plan for FY18. Did the Office of the Ombudsman for Public Education meet the objectives set forth in the plan? Provide a narrative description of what actions the office undertook to meet the key performance indicators including an explanation as to why any indicators were not met.

Goal No. 1, Accountability. It has been our goal to ensure that we are providing relevant, accurate, and timely intervention services to the District's public school families, students, parents and school-based staff at the highest level of customer care and attentiveness to the needs of our customers.

Over the past year, we have worked to meet this goal by collecting and tracking information for as many callers as possible. In the past, we did not collect information for all callers—particularly if the service we provided was a referral or just basic policy information. This past year, we collected at least some basic information from all callers to allow us to better measure the scope and types of assistance that callers need.

Similarly, we have increased the frequency with which we review and analyze our data, which allows us to monitor our work in real time to see how we can improve our work. We have begun posting regular anonymized reports about our work progress and caller demographics so that members of the public and organizations can see the type and amount of work that we are doing at any given time.

We have also continued working with the Office of the Student Advocate to develop and disseminate shared resources that are meant to assist parents, families and schools. One such resource that we developed in conjunction with the Office of the Student Advocate and other stakeholders is a guide to the new discipline legislation that informs families and schools of what they can and cannot do now that this law is being phased in. Resources like this allow us to provide immediate assistance to families and to increase our reach within the community that we serve.

Our work with the Office of the Student Advocate has also allowed us to begin developing systems to share information and assist a greater number of families immediately, at the time of their initial call. We refer calls to each other, based on the specific needs of the caller. If at the time of the call, the caller is looking for information or needs immediate assistance and resources, our office may refer the call to the Office of the Student Advocate staff who are better equipped to provide that service. Similarly, the Office of the Student Advocate staff refers calls to our staff when it is apparent that the caller's needs cannot be immediately addressed and will require ongoing support. In this way we assist callers in the most efficient and immediate way as possible while making sure that they are speaking to the office that is best equipped to assist them.

We have continued to hire fellows for our office through partnerships with local universities. The fellows that we hire work in the Office for limited durations, either for school credit or for pay. While they work here, we strive to provide them with relevant and meaningful work experience within the fields of conflict resolution and education law and policy. In return, we utilize these fellows to assist us with managing the large number of calls and other contacts that our office fields on a regular basis. The

primary duties of our fellows include answering calls and conducting intakes for people who are contacting us for assistance. At times when we have not had fellows, we have seen a backlog of cases where callers must wait for as many as 4 weeks before receiving assistance. Having regular and dependable numbers of fellows within our office helps supplement our staff and allows us to support callers more efficiently.

We have also continued to publish and present quarterly reports on our work progress to the State Board of Education. As mentioned last year, the addition of a data analyst position within the Office who could support with analysis that is needed to meaningfully reflect and represent our work product to stakeholders would help us greatly.

Goal No. 2, Outreach. We have sought to build and improve relationships with education stakeholders and community professionals this year to ensure that there is a more coordinated approach to serving underserved, underrepresented, and vulnerable populations.

Last year, we worked to expand our outreach to District Government agencies such as Child & Family Services Agency (CFSA), Department of Behavioral Health (DBH), and Department of Youth and Rehabilitation Services (DYRS) to expand our impact by having these agencies share our information with parents and families, when appropriate.

The Office was a part of the DBH Advisory Council where we worked to assist the DBH ombudsman to design her office. The DBH ombudsman has reached out to our office to continue collaborating; this partnership is ongoing and we welcome this developing relationship in light of the Office's transition in leadership.

We continue to work with community and professional organizations, like the Children's Law Center and Advocates for Justice in Education. We regularly refer cases to each other to connect callers to the best resources.

This year we resumed regular monthly meetings with DCPS leadership to discuss trends and issues that we have seen in our work. We also share basic data on caller concerns that we have collected related to DCPS schools. This increased sharing of data has led to what appears to be a more collaborative and open relationship and we have begun receiving more contacts and referrals from DCPS, both school staff and central office staff.

Similarly, we have begun reaching out more directly and proactively to schools to educate them about the assistance and services that we can provide, both to families and to school-based staff who are working with challenges for families or students. This effort has led to meetings with several principals and special education coordinators as well as invitations to present information to school-based parent groups.

We have also, as aforementioned, worked with the Office of the Student Advocate on informational materials for parents, families, and staff to help educate them about their rights. This will allow us to potentially reach and serve a greater audience than those that we interface with directly.

Goal No. 3, Parent Empowerment. The Office participated in Special Education Workshop Series that provides a "Know Your Rights" presentation regarding the special education process in schools and includes one-on-one mini sessions with practitioners such as Advocates for Justice and Education, DC Special Education Cooperative, Office of the State Superintendent of Education, Disability Rights DC at University Legal Services, and the Children's Law Center. Thus far, these sessions have been offered in Ward 1, Ward 3, Ward 5, Ward 6, and Ward 8. These sessions have been hosted by the Office of the Student Advocate and State Board members. Additionally, we have participated in several other events that the Office of the Student Advocate has hosted designed to empower parents by educating them on school choice rights and other topics.

Although the Office has worked to increase communication with ELL families, there is room for improvement. In the previous year, we were able to translate our brochures into the six languages specified in the Language Access Act. This allows us to offer services and assistance to a greater number of families. We do not, however, receive many contacts from callers speaking languages other than English or Spanish, which suggests that we have not yet been able to reach many members of the different language communities within the District. To assist families in these communities, we may need additional funding to begin advertising and performing targeted outreach.

Goal No. 4, Improving Educational Outcomes by effecting Systemic Change. The Office of the Ombudsman for Public Education is committed to identifying and recommending strategies to improve educational outcomes for all students. Therefore, the Office of the Ombudsman is committed to building relationships and to work collaboratively with stakeholders to identify systemic barriers that impact educational outcomes for students.

As discussed last year, we have begun to work with the State Board of Education on collaborative projects. The main project this past year was to create a set of recommendations for DCPS and Charter Schools regarding best practices in "Response to Intervention" in schools. This project was in the process of completion but could not be concluded due to changes in the makeup of the State Board and staffing within our office as well. We are open to continuing to work more closely with the State Board and individual members in the future and we look forward to new projects and initiatives that we can collaborate on.

16. Provide the agency's performance plan/strategic plan for FY19. What steps has the Office of the Ombudsman for Public Education taken in FY18 and to date in FY19 to meet the objectives set forth in the plan?

In FY18 the leadership of the office changed. The preceding ombudsman resigned and Faith Hubbard Gibson, the Chief Student Advocate in the Office of the Student Advocate, was appointed as the Interim Ombudsman. In mid-January, I was appointed to serve as the incumbent. The strategic plan for FY19 that is provided below is a working plan for my overall vision and goals for the Office at this time.

The Office has five primary goals for FY19 that are as follows: (1) increase case management capacity, (2) relationship building with LEAs, (3) increase families' awareness of the Office's existence, (4) increase

data sharing, and (5) continue efforts to improve educational outcomes by effecting systemic change. Each of these goals are discussed below:

Capacity Building

One goal is to increase the overall capacity of the Office. I plan to accomplish this by streamlining case management and by building the Office's external profile. As for streamlining case management, the Office would like to examine the current trends in cases received and assessing the types of cases that are best able to handle effectively. The Office would like to strengthen its partnerships, particularly with referring agencies such as the Office of Human Rights, the Department of Human Services, and the Department of Behavioral Health, to better understand which agency is best able to process the various types of complaints, and to continue to look for strategizes to become more efficient. Additionally, the Office desires to increase partnerships with community led conflict resolution organizations as a referral source for complaints that may not have a direct impact on a student's access to quality education. The Office will also reexamine its use of conflict coaching and set criteria to determine when coaching may be utilized prior (or as an alternative) to mediation.

Relationship Building with LEAs

Another goal is to build strong and healthy relationships with LEAs, the DC State Board of Education, as well as the DC Public Charter School Board. While there are various ways to accomplish this goal, some initial ideas are engaging with LEAs proactively, rather than after a complaint has been made against them, develop resources, such as worksheets to help LEAs have difficult conversations with families around high-conflict topics. The Office will provide examples of case scenarios representing various matters that the Office handles and when it would be appropriate for LEAs to contact the Office to make a complaint. Additionally, the Office will encourage LEAs to proactively request technical support when they notice patterns in the complaints brought to their attention. The Office might also provide a list of external resources for LEAs.

Additionally, the Office can provide conflict management trainings for teachers, administrators, and staff that gives educators tools to better manage conflicts within their schools. The Office will likely partner with other conflict resolution organizations to provide this direct service and would likely prioritize large LEAs who are able to have greater impact.

The Office will provide a framework for LEAs to have transparent conversations about equity challenges in education with families and encourage collaboration by developing mechanisms to receive input from families before implementing major policies that impact equity. Also, the Office will engage with LEAs and hold listening sessions periodically throughout the year to hear general complaints and grievances from LEAs, and to explore issues when enough laws and policies are already in place but are not being consistently followed. In these instances, the Office wants to know more about the reasons why the policies are not being followed and consider whether resources can be provided from other stakeholders or third-party sources to alleviate the barrier in implementing policies.

Increase Families' Awareness of the Office

We also want to increase awareness about the Office's existence and use for families throughout the city. Partnering with well-established organizations and agencies that already have the trust of their communities, such as the above-mentioned agencies, parent serving organizations (such as Parents Amplifying Voices in Education, parent teacher associations, family support collaboratives, organizations that work with families who do not speak English as a first language, and organizations serving families dealing with or at risk of homelessness) will be critical to accomplishing this goal. Through these partnerships, the Office can connect with families, explain the Office's function and inquire about additional ways the Office can support families, hear accounts of barriers that families face while navigating our school system, discover the barriers that may prevent families from bringing grievances to the Office. Additionally, the Office will collaborate with the Office of the Student Advocate to create toolkits and worksheets for families instructing them about how to have collaborative conversations with school administrators.

Increase Data Sharing

Another goal is to increase data sharing from the Office to LEAs and families in a meaningful way. The Office will provide monthly email newsletters reporting the activities from the previous month, a summary of what the Office has been working on, the number of calls received, the number of cases resolved, and information about upcoming activities. The Office will also work to determine how to present useful and meaningful data to families so that they can see their individual issues in the data. Accomplishing this goal, as it relates to families, will require relationship building first.

Improving Educational Outcomes by Effecting Systemic Change

Lastly, the Office intends to follow-up on the 2016-17 and 2017-18 annual reports regarding the next steps items listed in response to Question 9, above. The Office will explore the previous policy initiatives, examine where we are currently, and outline next steps efforts to coordinate efforts amongst stakeholders.

17. What efforts have been made to improve the Office of the Ombudsman for Public Education's functions in FY18 and FY19 to date? Describe efforts to collaborate with boards and agencies to engage in District education initiatives and include in your response specifically any partnerships or collaborations with the following:
    a. Office of the State Superintendent of Education;
    b. Office of the Deputy Mayor for Education;
    c. DC Public Schools;
    d. DC Public Charter Schools;
    e. DC Public Charter School Board;
    f. Office of Human Rights' Citywide Youth Bullying Prevention Program;
    g. DC Public Libraries.

The Office of the Ombudsman has improved our functionality over the past year by trying to create new partnerships and collaborations while simultaneously streamlining the services that we offer to families. We have begun referring cases to the Office of the Student Advocate immediately at the time of the

initial call. This has allowed us to focus our attention on cases that require greater assistance over time while making sure that all callers receive assistance as quickly as possible. We have a similar relationship with the Office of Human Rights and we regularly refer cases back and forth based on the needs of the caller.

This year, we have been intentional about deepening and expanding our relationships with agencies such as DCPS, PCSB, DBH, and CFSA in the District in order to positively impact educational outcomes. We have resumed regular monthly meetings with representatives from DCPS to discuss possible areas of collaboration and to share information and data. We are similarly working to resume regular meetings with staff from the PCSB. Despite not yet having these regular meetings, we have begun actively sharing information and working with PCSB staff on issues involving charter school families; this includes referrals for families in need of assistance that can only be provided by one agency or the other. We have referred and accepted cases from both PCSB and DCPS which have led to a number of actions, including a number of meetings that we have facilitated at DCPS's or a charter's request.

We began facilitating meetings at the request of schools two years ago and the number of requests that we have received for this service has continued to grow. This past year and in the current school year to date, we have facilitated meetings at the request of school leaders in both traditional and charter public schools. We have also come in at the request of LEAs as well. Some of the concerns that we have helped to resolve in these meetings have included IEP disputes, concerns about discrimination, student safety, and school to parent communication and expectation issues. By coming in and facilitating meetings as an outside party, we are able to reassure both schools and families that the process is fair, that everyone is acting with good will, and that everyone's concerns will be heard and addressed in the process.

We had begun looking for greater opportunities to work with both OSSE and the DME as well but due to the departure of the former ombudsman during the year, those initiatives did not progress as planned.

This past year were also able to utilize the alternative dispute resolution system that was designed for our office by the Harvard Mediation and Negotiation Clinic more broadly and in a greater number of cases. We have expanded use of the system beyond just special education related matters to also include facilitated meetings regarding discrimination, discipline and other topics. We have also been able to share the resources that were created as part of this system with school staff who have requested additional tools to help them facilitate meetings on their own.

18. Describe the Office of the Ombudsman for Public Education's relationship with the State Board of Education and any improvements that can be made.

There has been an improved relationship with the State Board of Education and the Office of the Ombudsman for Public Education. As mentioned last year, we are continuing to develop the relationship between the administrative functions that the overall agency provides to our office and we have seen improvements in the delivery of supplies and other purchases.

19. Describe the Office of the Ombudsman for Public Education's relationship with the Office of the Student Advocate and any improvements that can be made.

The Office of the Ombudsman for Public Education has a collaborative relationship with the Office of the Student Advocate. We currently work together on some cases and are able to quickly refer cases to one another when necessary. We are working to continue strengthening systems that allow our staffs to work together and share information more seamlessly. We believe that both offices seek to assist families as quickly and appropriately as possible and having shared systems of communication will help us to do that more effectively.

Office of the Student Advocate Fiscal Year 2018 Performance Oversight Questions

Program Operations and Community Engagement

Q1. What were the major accomplishments of the Office of the Student Advocate in FY18 and to date in FY19?

1. **Request for Assistance Line**- In FY18, we were able to operate our Request for Assistance line live, Monday through Friday from 9 am to 5 pm. For SY17-18, we served 425 families.
    a. SY18-19 Requests to Date- To date, in Quarters 1 and 2 of SY18-19, we have received 255 requests for assistance.
    b. In depth Data Collection- In SY18-19, we revamped our internal Request for Assistance form to capture more in-depth data. We include grade, race (optional) and school ward to look at trends across the District in a more intentional way.
2. **Community Outreach**- Our ability to work within the community to address the needs of students, families, and communities is made possible through our outreach efforts, stakeholder engagement, and the development of partnerships and coalitions. In school year 2017-18, our office had the opportunity to present and meet with numerous community groups, educators, parent groups, community-based organizations, and government stakeholders through our stakeholder listening tours. Those listening tours were a vital component in establishing our office to directly meet the needs of students and families. We engaged over 3300 residents in face-to- face interactions at 71 events. To date, in Quarters 1 and 2 of SY18-19, we have engaged with over 4000 education stakeholders.
3. **Online Advocacy Tools: Resource Toolkits -** As we reviewed our Requests for Assistance and feedback received from service providers, it became evident that there were certain issue areas that required specific information for families to have to navigate those processes in order to move past that barrier as it affects their educational experience. We created and/or revamped six toolkits that address the following needs students and families in the District may have:
    1) Homelessness
    2) Behavioral/Mental Health
    3) Attendance/Truancy
    4) Graduation Requirements and Alternative Pathways
    5) Special Education
    6) Effective Communication Tools
    7) Safe Passage
4. **Bullying Workshops -** In SY 2017-18, our office launched our first bullying prevention workshop, in partnership with DC Office of Human Rights Citywide Bullying Prevention Program (OHR Bullying). This workshop was developed to provide clarity regarding local laws and definitions of bullying, to discuss bullying prevention practices, and to share accessible resources and supports for students and families. This workshop was developed as a forum to facilitate more open conversations about bullying, including what bullying

is and what the school's role is in ensuring student safety. In the development of this workshop we were intentional about partnering with offices and organizations that were able to share practical tools and techniques with parents and other caring adults. This convening exposed families to resources and supports while facilitating conversations with parents about proactive steps they can take at home to reduce incidents of victimization and aggressive behavior. Along with OHR Bullying, we had representation from the following organizations: the Office of the Deputy Mayor for Education, EL Haynes Public Charter School, the Office of Neighborhood Engagement & Safety, and Latin American Youth Center. By convening this group of experts, we were able to start conversations with parents about what support they should expect from those offices if affected by bullying and what families can do at home to reduce incidents of victimization and aggressive behavior. In Summer 2018, we launched a podcast with those partners who shared information on ways that parents can work in conjunction with their offices and/or neighborhoods to reduce bullying in their communities. This workshop was also our first effort with offering live interpretation services for Spanish and Amharic-speaking families so English mastery would not be a barrier to access.

5. **Parent Leadership Series** - In SY 2017-18 we rebranded our Parent Leadership Series (formerly named "Parent Empowerment Series") by continuing to focus our work on family partnership and deepening families' knowledge of the public education landscape. To further this work we continued our working relationship with SBOE members by partnering with Karen Williams (State Board President and Ward 7 representative) and Markus Batchelor (Ward 8 representative). We expanded this work from Ward 7 to Ward 8 by hosting various conversations on how the public education system works, connecting knowledge to advocacy, DC government budgeting, and understanding how DC budget impacts schools. For this series we took a more disaggregated approach in an effort to reach more families in the places they already trust and are showing up. Our approach included hosting parent leadership sessions in partnership with a wider array of schools, community-based organizations, and service providers who work specifically in Ward 7 & 8. Our partners included Ron Brown Senior High School (DCPS), OSSE State Advisory Panel on Special Education, Democracy Prep Public Charter School, Turning the Page, Excel Public Charter School, Far Southeast Family Support Collaborative, and Community of Hope.
6. **Parent & Student Advisory Committee**- Parent and student voice is essential. Within our education landscape, we must create more spaces for parents and students to express their thoughts and concerns about a system that relies on their participation. Our Parent & Student Advisory Committee provided an outlet for parents and students to assist the office in better serving families throughout DC. In this space, we were able to have conversations and discuss potential solutions to issues that impact education stakeholders. The committee was composed of DC Public Schools (DCPS) and public charter school parents and students, with representation from all 8 wards. During our bimonthly meetings, members were able to discuss systemic issues plaguing

our education landscape. With feedback collected from their respective communities, committee members were able to have broader conversations about short and long-term goals for public education in the District. We reviewed and discussed the following topics:

a. Councilmember David Grosso's proposed legislation for discipline reform regarding suspensions
b. Academic disparities between DCPS, public charters, and early childhood centers
c. Cultural competency of educators
d. Cultivating healthy relationship between schools and families
e. Use of community resources to expose students to various cultures

7. **Special Education Workshop Series**- Our office continues to be committed to supporting parents with students who need specialized instruction. We returned to fill a void that emerged after several traditionally strong stakeholders in the Special Education community saw reduction in capacity creating a larger knowledge and access gap between LEA's and parents. In SY 2017-18 we hosted our informational sessions on special education in Wards 1, 3, 6, and 8 in partnership with DC State Board of Education Representatives (Laura Wilson Phelan, Ward 1; Ruth Wattenberg, Ward 3; Joe Weedon, Ward 6; and Markus Batchelor, Ward 8), DC Councilmembers (Councilmember Brianne Nadeau, Ward 1; Councilmember Charles Allen, Ward 6), and ward-based education organizations (Ward 3's Wilson Feeder Education Network and Capitol Hill Public Schools Parent Organization). Thanks to our government and organizational stakeholders, we changed the format of the session from panel presentations to small group table discussions in which providers had the opportunity to interact with families and respond to questions and concerns specific to their student's educational needs. Our SY 2017-18 partners included: Office of the Ombudsman for Public Education, OSSE State Advisory Panel on Special Education, OSSE State Complaints Office, OSSE Strong Start, OSSE Office of Dispute Resolution, DC Special Education Cooperative, DCPS Division of Specialized Instruction, DCPS Section 504 and Accommodations Team, Advocates for Justice and Education, Children's Law Center, and Disability Rights DC at University Legal Services. In addition to our workshop series, we have expanded the resources and tools related to special education on our website, including our workshop presentation, as both a printable handout and a webinar; a list of special education acronyms, abbreviations, and definitions; a list of resources and organizational supports; our ask sheets; and our Parent & Family Go-To Guide.

8. **Discipline**

a. LEA Student Discipline Policy Analysis- In FY18, our office, in partnership with Howard University School of Law, conducted a comparative analysis of student discipline policies for DCPS and each of the public charter LEAs. This analysis was conducted in order to develop resource tools for families that would support their school selection and transition processes. These tools will allow for parents and students to explore their school options in a more informed way. We also want to help parents be more proactive with school discipline policies instead of reactive or when a problem arises. We

are continuing to work in partnership with Howard Law in FY18 to produce additional comparative tools for families that would allow parents to understand how to engage school staff early on in the behavior support process.

i. Creating comparable data points on discipline policies for all charter schools- Our office collected all of the school discipline policies from public charter LEAs, in addition to DCMR Chapter 25. Howard law students analyzed the policies using mutually-agreed upon criteria for analysis focused on five areas, included below.
ii. Developed Ranking factors- Each topic area (excluding Zero Tolerance) used a number scale ranking system, 1 being "not present" and 5 being "exemplary", to examine discipline policies throughout the District:
    1. Parents/Students Rights and Responsibilities
    2. Statements of Infractions and Penalties
    3. Due process, Appeal Process, Impartial Decision Makers
    4. Zero Tolerance/Alternative Discipline Policies
    5. Alternative Education for Students Out of School Due to Discipline or Illness

b. District of Columbia Student Discipline Guide- With the passage of the Student Fair Access to School Amendment Act of 2018, we created a guide to help students, families, and school staff navigate the new law. Developed in partnership with the Every Student, Every Day Coalition, the guide explains new rules for school discipline that all public schools must follow under DC law.

9. **Go-To Guide/Ask Sheets-** Our Parent Go-To Guide is a collection of parent-centered documents we previously offered in isolation on our website and printed at various outreach events. By placing these resources in one guide, parents have access to information in one handy document. The guide is a readily available resource that families can use to easily navigate laws and processes relevant to public education, allowing families to access and utilize their power in a fuller capacity. This guide, translated in Spanish, Korean, Chinese, Vietnamese, Amharic, and French, is available both online and in print. Over 4000 printed copies were distributed in FY18 to parents, schools, libraries, and other resource centers. Additionally, in FY19, 2000 Go To Guides were placed in bags given to EdFest attendees.
10. **Language Access Improvements -** In FY18, we continued our partnership with the Mayor's offices on various affairs (i.e. African Affairs) and community-based organizations/family collaboratives (i.e Collaborative Solutions for Communities) in order to reach immigrant or non-English speaking families in supporting their efforts to navigate our public education system. Additionally, we have done significant outreach to organizations and government offices working with non-native English speaking and immigrant communities in an effort to reach families within those communities to offer support. Moreover, we have implemented additional language access improvement to be in compliance with the Language Access Act by

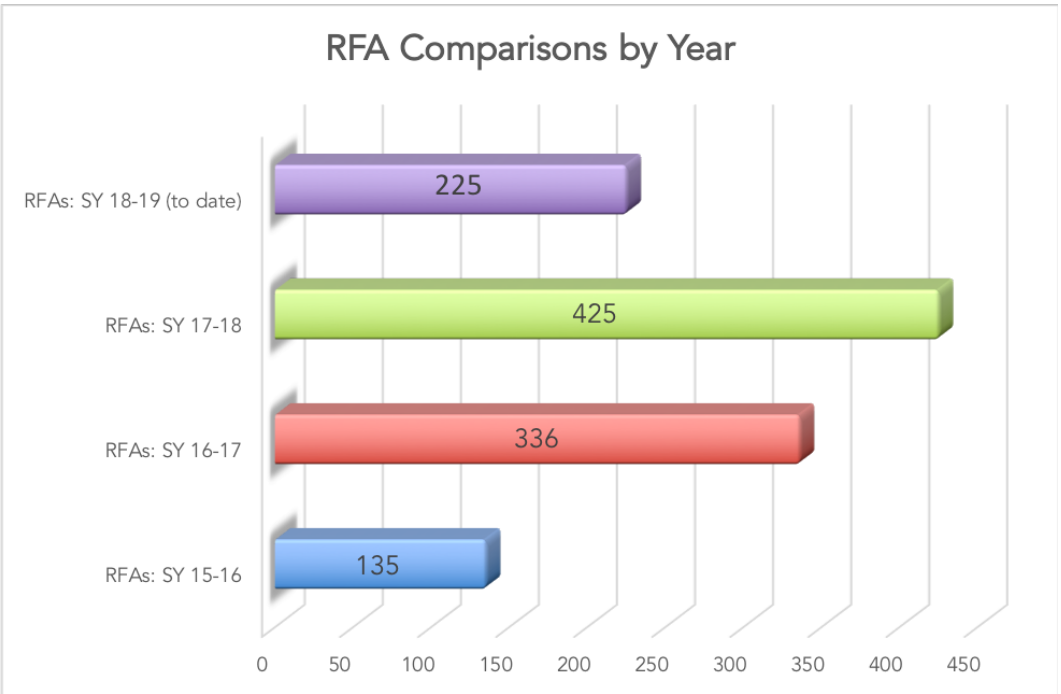
translating portions of our website, materials, and our outreach brochure into all of the required languages (e.g. Spanish, French, Vietnamese, Amharic, Chinese and Korean). We also use the services of the Language Line service, which we utilize frequently to communicate with callers to our RFA line who do not speak English. We have translated our Go-To Guide and other outreach materials as well as portions of our webpage into all of the required languages (e.g. Spanish, French, Vietnamese, Amharic, Chinese and Korean).

Q2. Identify any legislative, statuary, or regulatory requirements that the Office of the Student Advocate lacks sufficient resources to properly implement. Please note any operational or logistical barriers to your office's operations.

Currently, the statutory limitations are around our capacity constraints. We are unable to administer additional Parent Education Resource Centers (PERCs) as currently legislated due to a lack of staffing capacity. The operation of the current PERC has a staff of 3 and three fellows. This would need to be replicated to open additional PERCs. In absence of an additional public space separate from our current one, we answer our line live and also have developed a comprehensive Online Education & Community Resource Guide.

While we have been able to hold meetings in every ward in FY18, staffing capacity has limited our ability to further scale our efforts so we can continue to meet requests as they come to us. In lieu of staffing capacity for FY18, we have partnered with multiple entities in their engagement efforts so that we have representation in every ward, and we have also distributed our materials to every library and all stakeholders in order to raise awareness about our office.

As required by our legislative mandates, our office operates a public education hotline, or the Request for Assistance (RFA) line. The RFA line supports our ability to work directly with students, parents, families, and community members to answer any public education related questions and inquiries. We consider our RFA line to be a "311 system" for public education through which we provide relevant resources, information, and appropriate agency or organization referrals to meet the specific needs of the caller. In addition to resources and referrals, the RFA line allows our office to provide one-on-one coaching to families on a variety of public education issues. Statutorily, we are able to meet this need through the addition of the Program Associate. However, we understand the great need for our services within the communities we serve, so we need an additional person to help us in the development of ward-specific materials, training of community members, and facilitation of resource sharing, coalition building, and resource development specific to the needs of each individual ward. In order to deliver our advocacy services within the communities we serve, we need an additional FTE to help us serve students and families who do need a knowledgeable and reliable partner when communicating with school and other public education officials. There is only one community-based organization that offers such services, which means those families seeking advocates after these providers reach capacity are forced into dilemmas between basic needs and ensuring adequate education for their children through the hiring of an attorney or education consultant. Those families who do not have these resources are left with no other avenues of support.



In FY18, we directly served 425 families through our RFA line. Our increased capacity in FY18 allowed us to continue to answer the line live between 9am and 5pm. While we received 631 calls total, over 200 calls were made outside of our operating hours. The number of calls made to our RFA line outside of our operating hours shows the great need families have regarding public education. When callers reach our office voicemail during non-operating hours, the bilingual (English and Spanish) voicemail message shares our website resources (accessible 24 hours a day, 7 days a week) and provides our email address.

In FY18, we were also more intentional with a broad outreach strategy that included social media, seasonal metro ad buys and radio placements in multiple languages. To date, we have already supported more than 250 callers to the RFA line and are on track to exceed the support, referrals, and resources that we provided through the RFA line last school year.

The OSA Establishment Act of 2013 mandates that our office advocate on behalf of current and prospective public school students and their parents or guardians before the Office of the Ombudsman or public school officials. Even with our capacity of 3, implementation for individual educational advocacy would not be sufficient to meet public demand for service. Issues of equity, access, and clarity about the office's ethical and legal obligations on providing representation is required. The current Ombudsman structure is a voluntary, informal mediation that is solution focused on the best interest of the student. The addition of an Advocate may cause parties to become entrenched in adversarial positions. In practice, the CSA fulfills the role of advocate in cases where it is requested by the Ombudsman. In these cases, the parent or guardian usually has a diminished capacity to actively participate.

The majority of our statutory or regulatory requirements that the Office of the Student Advocate that did not move forward with in 2018 were reflections of the fiscal constraints to the budget. The statue has strong wording on how the PERCs and several core functions of the office should

interact with the public. The statue lacks the language and associate funding for implementing fully all that was passed into law.

Q3. Provide the Committee with the mission, vision, goals, and services for the Office of the Student Advocate.

Our Mission

The mission of the Office of the Student Advocate is to support DC residents to achieve equal access to public education through advocacy, outreach, and information services. We work in partnership to equalize the balance of power between families and schools by increasing family voice, access, and power in our system of public education. We achieve this goal by ensuring families are connected to resources and supports, informed of their rights, and understand how the system works.

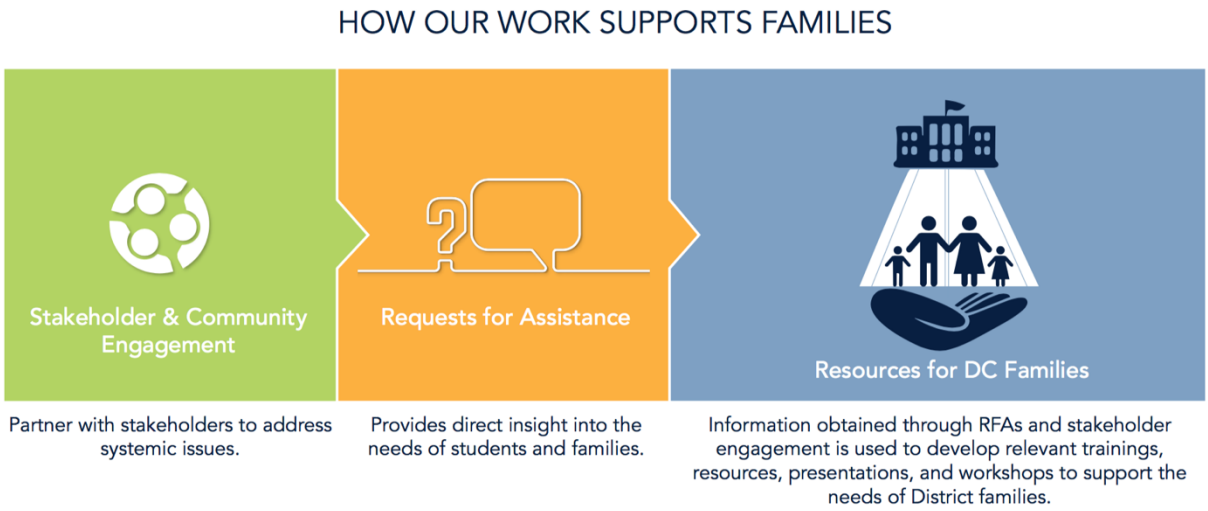
Families can often feel discouraged by what they perceive to be a lack of support and clear guidance from agencies and offices connected to public education. Our engagement with families through coalition building and outreach provides us with information necessary to develop targeted trainings, information sessions, and workshops to help empower families and further support student and parent leadership. Families must be equipped with information and tools necessary to be their own best advocates in public education and in all areas of our city.

The lack of systematic coordination within the city makes it difficult for families and other stakeholders to support each other towards the education of our city's children, resulting in duplication, inefficiency, and lack of clarity in meeting the needs of families. In our office, we work to fill this void by staying knowledgeable about the various policies and programs within our school systems, building relationships among individual leaders and groups, and connecting students and families with the resources they need. Through the variety of resources, toolkits, and guides that we have within our office, we see ourselves as a connecting point for information and resources that are otherwise difficult to navigate.

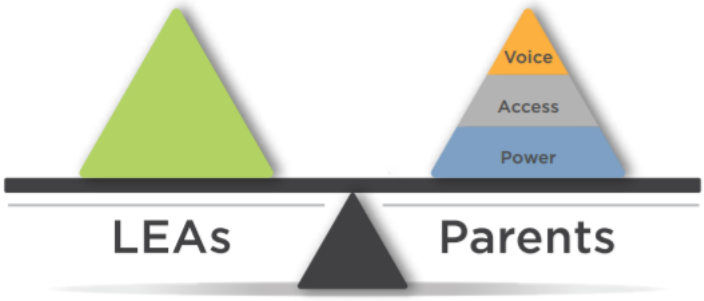
Within this system, the Office of the Student Advocate plays a unique role in the DC education landscape as the only governance structure that combines the access and influence of a government agency with the direct, grassroots outreach necessary to serve our families and communities. Our office serves "to make the [public] school system more accessible and to boost parent engagement...and access to resources."

How Our Work Supports Families

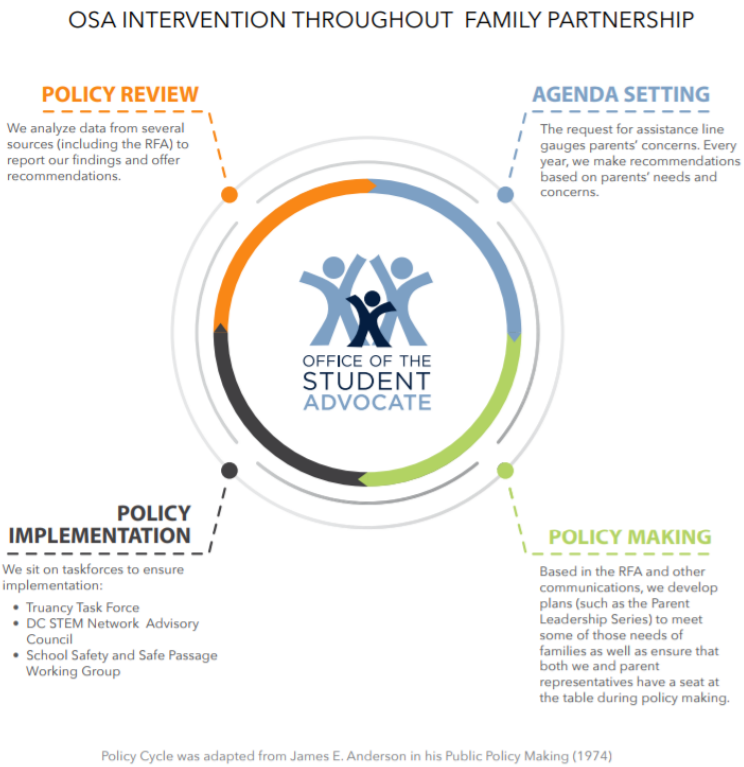
In our day-to-day work, we define equity and support students and families in their advocacy through parent education, one-on-one coaching, resource supports and trainings.



Our approach aims to shift the balance of power in favor of our community members by convening stakeholders at all levels around topics of community importance; develop and support the knowledge base of students, parents, and community stakeholders; ensure that family and community perspectives are included in all relevant public education conversations; and mobilize community-level leadership in grassroots education advocacy.



We do this through gaining insight into the needs of our families and the greater community in our Request for Assistance line, participation in and hosting of community events and informational panels, coalition building with community organizations and governmental entities, development of tools, resources, and toolkits, and facilitation of workshops, and connecting families to appropriate referrals and resources within the community. We have already surpassed the number of RFAs that we have received from last year, and we regularly receive invites to share information about our services to schools and community organizations. We aim to, on a systemic level, elevate the parent voice into the very discussions that are of concern to our community members. For instance, we have several stakeholders who also attend our parent meetings, where parents can directly have their concerns addressed. We have also, as another example, incorporated the community voice into the DME's work with Safe Passage.



Our office works to achieve our mission through four strategic goals:

1. Shift the balance of power in favor of our community members by convening stakeholders at all levels around topics of community importance.
2. Develop and support the knowledge base of students, parents, and community stakeholders.
3. Ensure that family and community perspectives are included in all relevant public education conversations.
4. Mobilize community-level leadership in grassroots education advocacy.

More of the specifics regarding how we implement these strategic goals are outlined in the questions to follow.

Office of the Student Advocate – Ongoing Work and Initiatives

Initiatives and Collaborative Projects

- Bullying Workshops: Hosted in partnership with the DC Office of Human Rights Citywide Bullying Prevention Program, this workshop series is focused on providing clarity regarding local laws and definitions of bullying, discussing bullying prevention practices, and sharing accessible resources and supports for students and families.
- Ward-based Parent Leadership Series: Focused on parent organization, leadership, and advocacy training, our parent leadership series focuses on the following topic areas:
    - Understanding How the Public Education Governance Structure Works
    - Parent Leadership: Starting a Parent Teacher Organization
    - School Budgeting 101
    - Advocacy Tools, Goal-Setting and the establishment of Action Plans

- Special Education Workshop Series: This series is focused on providing information to families about provisions of federal and local special education law, the difference between 504 plans and IEPs, prompting evaluation, determining eligibility for services, and understanding procedural safeguards. This forum also gives families the opportunity to interact with local level special education experts to workshop their specific concerns.
- Discipline Guide: With the passage of the Student Fair Access to School Amendment Act of 2018, we created a guide to help students, families, and school staff navigate the new law. Developed in partnership with the Every Student, Every Day Coalition, the guide explains new rules for school discipline that all public schools must follow under DC law. Families often feel alone and overwhelmed when figuring out how to move forward after the school makes a discipline decision for their student. All students and families should know their rights whether or not they seek to challenge a disciplinary decision. Schools must ensure that their discipline policies are in accordance with the new law and other relevant DC and federal laws.
- Safe Passage work- The safe passage of our students, as they travel to and from school, is paramount but we know that the instances of community violence that surrounds our schools and our communities puts the safety of our students, and the safety of our community at large, at risk. In partnership with DC State Board of Education Ward 8 Representative Markus Batchelor, we are reconvening our safe passage working group to find a community-focused path forward regarding frequent instances of violence. The goals of these conversations are to bring education, health and safety, and community leaders together in order to deepen our discussion on how to address and take action regarding the community violence impacting students, schools, and communities.

<u>Resources Developed</u>

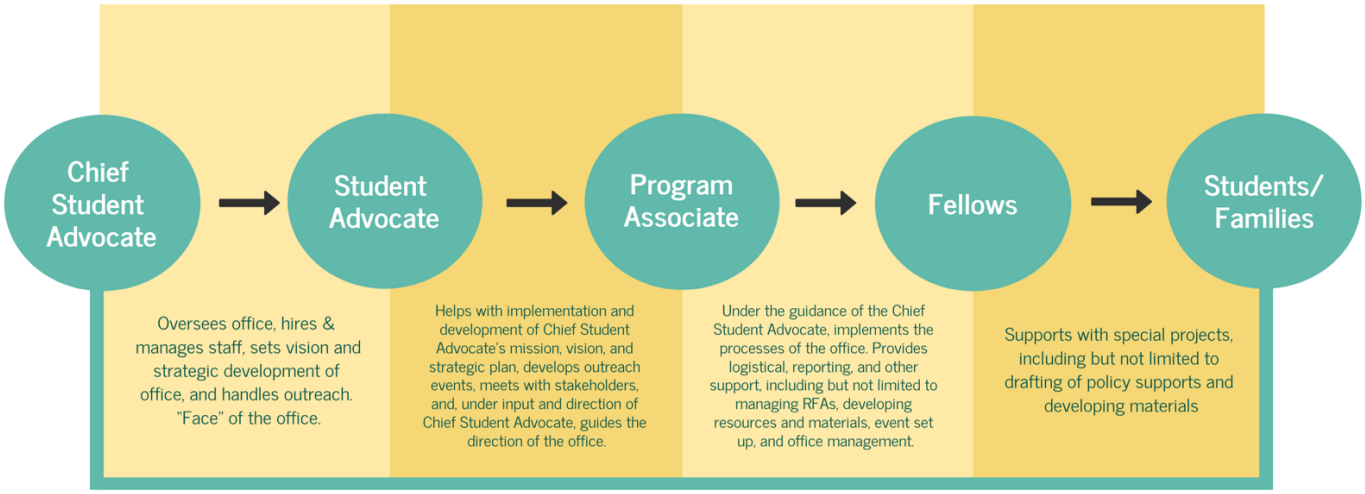
- Parent & Family Go-To Guide: The Parent & Family Go-To Guide, designed and developed by our office, is a quick, concise, and family-friendly public education resource reference for any stakeholder needing information about the DC education system. This guide is a collection of documents that serve as a reference for parents and families looking for information, policy guidance, and conversation starters on a host of education topics. The guide includes over 75 questions students and families can use to initiate conversations with schools about:
    - Achievement/Testing
    - Behavior
    - Enrollment
    - Response to Intervention
    - Special Education

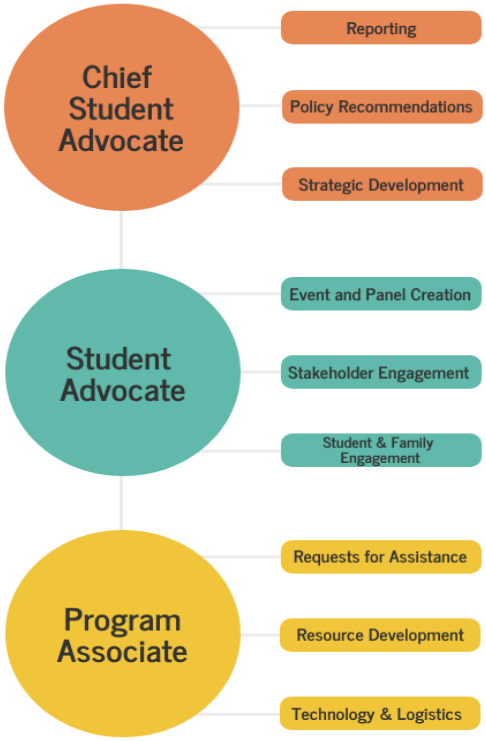
  The guide also defines relevant terms, provides an overview of the educational landscape in DC, and explains the laws and processes regarding:
    - Attendance
    - Bullying
    - Excused Absences
    - Discipline Policies
    - Graduation
    - Homelessness
    - PARCC Scores
    - Pre-K3 and Pre-K4

  - Special Education
  - Tardies
- Online Education & Community Resource Guide: The online Education & Community Resource Guide is the first publicly available citywide initiative of its kind and is a continuously evolving resource that currently has more than 400 resource listings organized into 20 category areas. The guide provides students, parents, families, and communities across all 8 wards with a roadmap to getting started in navigating the public education landscape in DC. This guide was developed to highlight organizations and government agencies in the sphere of public education that provide critical services to residents across DC. This resource serves to acknowledge the work that is already being done by countless government agencies, offices, and community-based organizations while connecting families to those vital resources in one centralized location.
- Parent Leadership Toolkit: Creating and establishing parent organizations are useful and effective ways to organize parent voices and amplify their power in the educational landscape. Effective advocacy involves identifying the purpose and objectives of the work in the communities, understanding the issues and opinions behind the causes, investing in the power of the advocates, and strategically leveraging available tools and skills to maximum utility. Because we know that one size does not fit all, our online Parent Leadership Toolkit provides an outline of how to create and establish a parent organization with the right structure, leadership, and procedures for your school. In addition to outlining how to create school-based parent organizations, the leadership toolkit includes information on school budget, pathways for advocacy, and understanding public education governance.
- Online Information & Advocacy Resources and Tools: In an effort to streamline information that helps parents better understand the public education system, policies, and procedures, we have continued to improve the resource supports available on our website that are accessible twenty-four hours a day, seven days a week. Our resources provide families the ability to better understand our public education system and a broad range of education-relation topics. Along with using these tools to advocate effectively, the tools can also be used to foster positive relationships between families and schools. A list of our resource topics include:
  - Advocacy & Lobbying Toolkit
  - Attendance and Truancy Resources
  - Behavioral & Mental Health Resources
  - Bullying Resources
  - Effective Communication Toolkit
  - Enrollment Resources
  - High School Graduation Requirements & Information
  - Homeless Children & Youth Resources
  - Parent Leadership Toolkit: Parent Organization Resources
  - Right to Know Ask Sheets
  - Safe Passage
  - Special Education & Other School Supports
  - Student Discipline
  - Student Leadership Information & Resources
  - Testing & Assessments Resources
  - DC Public Education Governance Structure

Q4. Provide the Committee with the operational guidelines for the Office of the Student Advocate.

The Office of the Student Advocate is comprised of 3 full time employees (FTEs). The chart below outlines the roles and responsibilities for each member of the staff:





As outlined in the above chart, the Chief Student Advocate is responsible for setting and overseeing the vision for the office. The Chief Student Advocate manages partnerships and coalitions, hires and manages staff, serves on task forces, and provides policy recommendations.

The Student Advocate, under the direction of the Chief Student Advocate, helps to strategically implement the office's vision by meeting with stakeholders, assisting in coalition building and community engagement, and assisting in the office's strategic development. Required to understand the Chief Student Advocate's broader vision, the Program Associate creates and implements office processes, assists in logistics and administration, and drafts external-facing materials on behalf of the office. Fellows support special projects and develop resources and toolkits, such as the Safe Passage and Parent Leadership toolkits. Fellows generally have advanced degrees and experience in community engagement, education, and/or public policy.

Given the size of the office, there are several areas of operation that all staff and fellows regularly provide support in. For example, all staff are responsible for addressing Requests for Assistance. This is to ensure that any family who contacts our office will receive a response from a live caller. All staff also track issues of interest to the community and provide feedback to the Chief Student Advocate, who determines how these areas fit within her broader vision for the office.

Our process for engaging with the public is informed by the goals and vision of our community and governmental stakeholders as well as the information shared with us by our families. This allows us to create programming that fully aligns with the needs of our families. Our outreach strategy is a citywide approach of targeting communities by ward. We operationalize this by engaging regularly to keep abreast of their concerns by conducting school visits with principals, PTA, and/or school-based service providers; participating in multi-agency taskforces; community-wide surveying; and being present for neighborhood-wide education coalition meetings. We strive to engage all District stakeholders face to face whenever public education is part of the discourse. We review this information along with our RFA data in order to develop the trainings, workshops, resources, and toolkits relevant to the concerns brought to our attention from the community.

Q5. Does the Chief Student Advocate have the resources necessary to execute her duties? If not, describe the areas in which resources are lacking. How have the additional funding and FTE allocated by the Committee in FY18 and FY19 helped address these challenges?

Currently, the statutory limitations are around our capacity constraints. We are unable to administer additional Parent Education Resource Centers (PERCs) as currently legislated due to a lack of staffing capacity and programmatic funds to secure and furnish additional brick and mortar community office space.

However, we understand the great need for our services within the communities we serve, so we need an additional person to help us in the development of ward specific materials, training of community members, and facilitation of resource sharing, coalition building, and resource development specific to the needs of each individual ward. In order to deliver our advocacy services within the communities we serve, we need an additional FTE to help us serve students and families who do need a knowledgeable and reliable partner when communicating with school and other public education officials. There is only one community-based organizations that offer such services, which means those families seeking advocates after these providers reach capacity are forced into pocketbook dilemmas between food/rent and ensuring adequate education for their children through the hiring of an attorney or education consultant. Those families who do not have these resources are left with no other avenues of support.

In FY18 we were funded a .5 FTE was used to fund the current .5 FTE program associate for a whole FTE. Our program associate has been key with the revamping of our communication products to be produce in multiple languages, bringing us closer to compliance with DC Law. We have expanded our outreach capacity to meet more students and families during evening and weekends. We have eliminated missed RFA calls and our responsive to emails within 24hrs and have improved our ability to track, collect and analyze data.

In FY19, the Committee of the Whole supplemented our funding with a $15,000 enhancement for outreach. We have used and will continue to use these funds to expand our services to families of students that are English language learners; revamp, reprint, and distribute our printed products; and design our website to be more intuitive and interactive. We will be able to offer printed versions in the six languages of our redesigned brochure and Parent & Family Go To Guide. We posted advertisements of our services in 3 languages in communities where English learning families are clustered. Additional ads were placed in buses that serve those communities as well. We rebranded our web footprint to be uniform and aligned with the designs from our revamped promotional material.

Q6. Describe the Office of the Student Advocate's stakeholder engagement and outreach efforts for FY18 and to date in FY19.

In FY18, we leveraged relationships into partnerships in all 8 wards. In SY 2017-18, we broadened our outreach to places when families show up for support. In addition to schools and education-focused organizations, we expanded our outreach to service providers, libraries, hospitals, recreation centers, child care centers, DC's Office of Unified Communications (DC 311), homeless family services, entities focused on community violence, organizations working with non-English speaking communities and local universities working with school-age children and families.

The efforts have afforded us the opportunity to extend our services deeper into the community. As a result of our office's relationship-building and resource sharing, we consistently receive referrals from DC Council, the State Board of Education, Office of the Ombudsman for Public Education, DCPS Central Office, DC Public Charter School Board, schools, local level administrators, and community-based organizations.

We worked with 71 entities and were present at our 100 events and meetings citywide to take part in relevant public education conversations. In FY18, our office engaged with over 3300 individuals, ranging from families to service providers and government agencies, outside of our RFA process. We continued to scale successful partnerships and replicate opportunities for engagement with students and families. We also extended our reach through media advertisement. We placed ads on buses, at Metro stations, on social media, and local radio.

In FY18, we participated in the following outreach events in partnership with government, organizational, and community stakeholders:

- Committee on Education 2018 Education Town Halls
- DC Alliance of Youth Advocates Advocacy for Action Summit
- DC Public Schools Youth & Family High School Resource Fairs
- District of Columbia Association for Special Education's Advocacy Forum

- Department of Human Services Education Explosion
- EdFest 2018
- Every Day Counts! Attendance Summit
- Far Southeast Family Support Collaborative "Know Your Rights" Workshop
- Office of the State Superintendent of Education 2018 Parent and Family Engagement Summit
- Parents Amplifying Voices in Education Parent Policy Summit and Resource Fair
- Turning the Page Parent Summit
- Ward 8 Parenting Empowerment Conference

The Office of the Student Advocate engages in education policy discussions and though-leadership through membership on task forces, advisory committees, working groups, panels, and conference participation, which include:

- Member, Cross-Sector Collaboration Task Force
- Every Day Counts! Truancy Task Force
- School Safety and Safe Passage Working Group (co-chaired by the Deputy Mayor for Public Safety and Justice and the Deputy Mayor for Education)
- The Steering Committee for Parent Leadership Training in partnership with Multicultural Community Service
- DCPS Child Find panels

These groups largely represent a cross-section of leaders from government agencies and community organizations, and we represent a valuable mix of both because of our unique placement as an agency with direct service to students, parents, and community members.

Below is the comprehensive list of public-private bodies we contribute to behalf of students and families:

- Presenter for 2018 Community Schools National Forum
- Contributor for Committee on Education Public Hearing: Student Fair Access to School Act of 2017 & DCPS Alternatives to Suspension Amendment Act of 2017
- Contributor for Committee on Education Public Oversight Roundtable: The Future of School Reform in the District of Columbia
- Contributor for Committee of the Whole & Committee on Education Public Hearing: District of Columbia Education Research Advisory Board and Collaborative Establishment Amendment Act of 2018
- Contributor for Committee of the Whole & Committee on Education Public Hearing: Improving School Attendance/Truancy, Chronic Absenteeism, and the Implementation of Reform Initiatives
- Contributor for Education Forward DC Public Education Family Engagement Brainstorming Session
- Contributor for Office of the DC Auditor & State Board of Education Roundtable on Public Education
- Facilitator for RaiseDC Graduation Pathways Summit
- Presenter for Leadership for Educational Equity's Diversity in Public Leadership Summit
- Presenter for Howard University Public Charter Middle School – discussion on DC governance and student advocacy

- Presenter for Education Pioneers fellows
- Member, National Association for Family, School and Community Engagement (NAFSCE)
- Every Day Counts! (Truancy) Task Force, Office of the Deputy Mayor for Education
- Cross-Sector Collaboration Task Force, Office of the Deputy Mayor for Education
- Member, DC STEM Network Advisory Council, Carnegie Institute for Science
- School Safety and Safe Passage Working Group, Office of the Deputy Mayor for Education and Office of the Deputy Mayor for Public Safety and Justice
- Member, DC Parent Leadership Training Institute (PLTI) Advisory Group, Multicultural Community Service (MCS)
- Every Student Succeeds Act (ESSA) Task Force – State Report Card, chaired by the DC State Board of Education
- Presenter for Family and Community Engagement Professional Learning Community, Parents Amplifying Voices in Education

Q7. Does the Office of the Student Advocate comply with the Language Access Act?

In FY18, we continued to work to comply with the Language Access Act by translating and posting our outreach brochures and Parent & Family Go-To Guide into all the required languages (e.g. Spanish, French, Vietnamese, Amharic, Chinese, and Korean). In addition to translations of printed materials, we also utilize the Language Line to communicate with callers to our Request for Assistance line who do not speak English in real time. We also offered live interpretation services for Spanish and Amharic-speaking families during our bullying workshops to eliminate English mastery as a barrier for access.

We will continue to use the Language Line services to support the language needs of any caller. We are also committed to deepening our partnerships with community-based organizations and government agencies to reach and engage with non-English or limited English speaking students and families. While access to the Language Line has been valuable to our office, we know that in order to serve all communities well we need to be present within those communities through other trusted persons and entities. To that end, our community outreach to communities non- or limited-English speaking communities has been possible through collaborative efforts with the Mayor's offices on various affairs (i.e. African Affairs, etc.) and community-based or religious organizations that are trusted in those communities. Because of the strong relationships that we have nurture with various schools, we have been able to support non-English speaking families by the support of interpretation from bilingual staff members at some of the schools.

OSA continues to deepen our partnerships with community-based organizations and governmental entities to reach and engage with non-English speaking students and families. For example in FY 18, our work with organizations that serve families from school communities with high counts of English language learners includes training workshops for Latin American Youth Center and partnerships with organizations such as Collaborative Solutions for Communities.

Q8. Are the Office of the Student's Advocate's information technology needs met? If not, what areas are in need of attention (i.e. computer support, internet and phone functionality, etc.)?

The Office of the Student Advocate needs a database system to not only track our Requests for Assistance but also our stakeholder engagement. Neither Google Drive nor Microsoft365 OneDrive are sufficient to meet our needs and fully protect the information we ask of families and other parties who contact our office.

Q9. Please list all settlements entered into by the agency or by the District on behalf of the agency in FY18 or FY19, to date, and provide the parties' names, the amount of the settlement, and if related to litigation, the case name and a brief description of the case. If unrelated to litigation, please describe the underlying issue or reason for the settlement (e.g. administrative complaint, etc.).

Not applicable to our office. We do not usually deal with matters of this nature.

Q10. Please describe the agency's procedures for investigating allegations of sexual harassment or misconduct committed by or against its employees. List and describe any allegations received by the agency in FY18 and FY19, to date, whether or not those allegations were resolved.

Not applicable to our office. As an agency we have agency-wide procedures to address allegations of this sort. Please refer to the State Board question responses for greater detail.

Q11. Please list the administrative complaints or grievances that the agency received in FY18 and FY19, to date, broken down by source. Please describe the process utilized to respond to any complaints and grievances received and any changes to agency policies or procedures that have resulted from complaints or grievances received. For any complaints or grievances that were resolved in FY18 or FY19, to date, describe the resolution.

Not applicable to our office. We do not usually deal with matters of this nature.

Performance Plan

Q12. Provide the Chief Student Advocate's performance plan/strategic plan for FY18. Did the Office of the Student Advocate meet the objectives set forth in the plan? Provide a narrative description of what actions the office undertook to meet the key performance indicators, including an explanation as to why any indicators were not met.

FY 2018 PERFORMANCE PLAN

For FY18, the Office of the Student Advocate had the following performance plan:

#1: Increase Office Awareness and Visibility/Outreach
Goal: Continue to build on current community engagement strategies and expand partnerships/collaborations to establish citywide office awareness.
This engagement includes but is not limited to:

- Continuing to engage and partner with a variety of stakeholders across all eight wards, such as:

  - State Board of Education,
  - DCPS's Office of Family and Public Engagement and the Community Action Teams,
  - Public Charter School Board,
  - Schools and school leaders,
  - Parent organizations
  - Civic groups and organizations (i.e. ward education councils, etc.)
  - Service providers and community-based organizations (i.e. family collaboratives, etc.)
  - Parents, students, and community members, and,
  - Governmental agencies and offices (i.e. any relevant agency or office that services families – traditional and non-traditional)
- Continuing to distribute materials across the District
- Presenting and serving on panels, committees, and action teams
- Communicating the trends that we see in our work through reporting and communications
- Increase communication efforts to non-English speaking communities and translate resource materials to relevant languages
- Via partnerships with community-based organizations and service providers, increase services and communication to District at-risk students and families (e.g. homeless, child welfare, and justice involved populations)

FY18 Strategy Implemented to Meet Performance Goal #1: Increase Office Awareness and Visibility/Outreach:

In FY18, we have increased the visibility of the office through strategic partnerships with government and community based entities as well as extensive outreach to schools, service providers, and community-based organizations.

During school year 2017-18, we partnered with organizations and offices to increase the visibility of our office. This work is evidenced through our Parent Leadership Series in Ward 7, which is in partnership with DCPS, PCSB, Ward 7 State Board of Education members, and Ward 7 Education Council. Additionally, we increased our outreach by conducting school and ward level meetings to engage families regarding education-related issues.

In FY18, we also partnered with the Mayor's offices on various affairs (i.e. African Affairs) and community-based organizations/family collaboratives (i.e Collaborative Solutions for Communities) in order to reach immigrant or non-English speaking families in supporting their efforts to navigate our public education system. Additionally, we have done significant outreach to organizations and government offices working with non-native English speaking and immigrant communities in an effort to reach families within those communities to offer support.

Additionally, in FY18, we conducted a number of school visits and reached out to various community organizations and government entities to present on our office and share what services our office provides for families. We shared details on ways that we can work with community-based organizations, family service providers, and schools to support the families and students that they serve.

FY18 Partnerships/Coalitions:

- Office of the Deputy Mayor of Education
- State Advisory Panel on Special Education, Office of the State Superintendent for Education
- State Complaints Office, Office of the State Superintendent for Education
- Office of Dispute Resolution, Office of the State Superintendent for Education
- Division of Health & Wellness, Office of the State Superintendent for Education
- Student Transporaation, Office of the State Superintendent for Education
- Division on Specialized Instruction and Family Engagement, Office of the State Superintendent for Education
- Office of Family and Public Engagement, DC Public Schools
- Division of Specialized Instruction, DC Public Schools
- Office of Equity, DC Public Schools
- Office of Integrity, DC Public Schools
- Office of Student Wellness, DC Public Schools
- DC Public Charter School Board
- DC Fiscal Policy Institute
- DC Department of Parks & Recreation
- Mayor's Office of Community Relations & Services
- Parents Amplifying Voices in Education (PAVE)
- Howard University School of Law
- Advocates for Justice and Education (AJE)
- Children's Law Center
- Disability Rights DC at University Legal Service
- DC Special Education Cooperative
- DC Association for Special Education (DCASE)
- DC Re-engagement Center
- Department of Human Services
- East of the River Family Strengthening Collaborative
- Office of Neighborhood Safety and Engagement
- Safer Stronger DC
- Far Southeast Family Strengthening Collaborative
- Georgia Avenue Family Collaborative
- Teaching for Change
- Community of Hope
- Senior High Alliance of Parents, Principals, and Educators
- Georgetown University Institute of College Preparedness
- Washington Lawyers' Community for Civil Rights Under Law
- Ward 5 Council on Education
- Ward 7 Education Council
- Ward 8 Council on Education
- My School DC

#2: Collaborate and Expand Service Capacity
Goal: Build relationships with education stakeholders, community-based and civic organizations, and community professionals to establish a more coordinated approach in serving underserved, underrepresented, and vulnerable populations.

- Expand our outreach to District Government agencies and continue the establishment of ongoing partnerships and collaboration.
- Continue to work closely with the Office of the Ombudsman for Public Education in partnership to provide joint parent and student trainings on systemic trends highlighted through their work and to be responsive to student and parent advocacy needs highlighted through our individual and collective work. Partner with the Office of the Ombudsman in supporting families in case of conflict resolution as their advocate to offer strategies for parent empowerment and to improve educational access and outcomes for all students.
- Engage in conversation with community professionals and organizations regarding opportunities for collaboration and best practices for supporting underserved, underrepresented, and vulnerable student populations, their families, and look for opportunities to spark valuable engagement avenues for all public education stakeholders in DC.
- Expand collaborative relationships with service providers and community-based organizations that work with the District's at-risk students and their families.
- Expand collaborative relationships with service providers and community-based organizations that work with the District's non-native English speaking communities, students, and their families in an effort to provide more supports, resources, and trainings.

FY18 Strategy Implemented to Meet Performance Goal #2: Collaborate and Expand Service Capacity:

In FY18, we met this goal by expanding our outreach efforts as noted above in our work to increase the visibility of our office. Our office expanded and nurtured new partnerships with DC government agencies and offices to meet a host of issues and needs facing students and families. In addition to the aforementioned partnerships and collaborative efforts, our office would like to highlight the following areas:

Expanding our Outreach to DC Agencies
In FY18, we conducted additional outreach to District Government agencies and offices to ensure they were aware of our office, the resources and supports we offer to families, communities, and schools, and to spark opportunities for partnership. Our outreach included interactions with:

- The Council of the District of Columbia
- Office of the Deputy Mayor for Education
- DC Public Schools
- DC Public Charter School Board
- Office of the State Superintendent of Education
- My School DC
- Individual DCPS and public charter schools
- Child & Family Services Agency
- Office of Human Rights

- DC Public Library
- Office of the Deputy Mayor for Public Safety and Justice
- Department of Behavioral Health
- Department of Health
- Department of Human Services
- Department of Parks & Recreation
- District of Columbia Housing Authority
- Court Services and Offender Supervision Agency
- Criminal Justice Coordinating Council
- Office of Victim Services and Justice Grants
- Mayor's Office on Community Relations and Affairs
- Office of Unified Communications

Collaborative Working Relationship with the Ombudsman
We worked closely with Office of the Ombudsman to further define the roles of our offices and discuss opportunities to support families in a responsive and collaborative way. This collaborative action is evidence through our support of families in informal mediation processes and in our referrals to the Ombudsman's office and their referrals to our office.

Parent Leadership Series
In FY18, we continued our parent leadership work by keeping the core elements of coalescing around community-specific concerns and issues. We also continued to focus our work on family partnership and deepining families' knowledge of the public education landscape. Our work in Ward 7 expanded to Ward 8, with four sessions in those communities. To further the work, we continued our partnership with Karen Williams (Ward 7 Representative for the State Board of Education) and Markus Batchelor (Ward 8 Representative for the State Board of Education). We hosted various conversations on how the public education system works, connecting knowledge to advocacy, DC government budgeting, and understanding how DC budget impacts schools.

In Ward 8, we took a much more disaggregated approach in an effort to reach more families in the place they already trust and show up. Our approach included hosting parent leadership sessions in partnership with a wider array of schools, community-based organizations, and service providers working specifically in Ward 8.

Our partners included Ron Brown Senior High School (DCPS), OSSE's State Advisory Panel on Special Education, Democracy Prep Public Charter School, Turning the Page, Excel Public Charter School, Far Southeast Family Support Collaborative, and Community of Hope.

Development of Additional Resouce Supports for Families
In FY18, we expanded the resource supports we have available for families. All of our resources can be found on our website at studentadvocate.dc.gov. Those resources include:

- Advocacy & Lobbying Toolkit
- Attendance and Truancy Resources
- Behavioral & Mental Health Resources
- Bullying Resources
- Effective Communication

- Enrollment
- Graduation Requirement
- Homeless Children & Youth Resources
- Parent Leadership Toolkit
- Right to Know Ask Sheets
- Safe Passage
- Special Education & School Supports
- Student Discipline
- Student Leadership
- Testing & Assessments
- DC Public Education Governance

Student Discipline
DC is a relatively small jurisdiction yet we have more than 60 local education agencies (LEAs), or school districts, which operate within the District of Columbia with 60 plus student discipline policies that families must understand when they select a particular LEA for their child. Through our communication with families, either in-person or through Request for Assistance line, we discovered that students and parents lack clarity regarding the student discipline policies that govern the diverse LEAs in the District and the schools they operate. While Chapter 25 governs our DCPS schools, many families have no idea about the different student discipline policies that govern each of the charter LEAs. In a city like ours, families exercise their right to choice on an almost yearly basis, yet most families tend to think about student discipline only when an issue arises.

Over the last three years of operation, our office has frequently mentioned the difficulties families experience as they transition for LEA to LEA due to the wide array of student discipline policies. Our office in partnership with Howard University School of Law worked to collect and conduct a comparative analysis or all of the LEA student discipline policies in the city in order to have a better understanding of the policies and to offer policy recommendations toward the streamlining of these policies in order to better serve the needs of students and their families.

Our work in this space also prompted the creation of our District of Columbia Student Discipline Guide created in partnership with the Every Student, Every Day Coalition. Information about this resource is detailed in a previous question. Please reference Q3.

Community Outreach/ Collaborative Relationships with services providers and community based organizations to reach more at-risk families:
In FY18, we also did a significant amount of presentations to parent and civic organizations regarding our office and the services that our office provides. A snapshot of our FY18 stakeholder and community outreach is listed above. Please reference Q6.

Language Access
In FY18, we continued to move closer to compliance with the Language Access Act. Please reference Q1 for details about our language access improvements.

Deepining Community Partnerships

We worked to foster and deepen our partnerships with various community-based organization, family collaboratives, and service providers to reach families that have been harder for our office alone to reach. This work manifested itself in our partnerships with the organizations listed below through presentations and regular working relationship with their staff. These partnerships have yielded opportunities to interact with their clients or families as they deal with public education concerns Our relationships with these organizations has resulted in referrals to our office and our ability to conduct presentations and trainings for families.

The organizations included:

- Advisory Neighborhood Commissions
- Boys and Girls Club FBR Branch
- Coalition for DC Public Schools & Communities
- Collaborative Solutions for Communities
- Community of Hope
- DC Alliance for Youth Advocates
- Douglass Knoll Community Center
- East of the River Family Strengthening Collaborative
- Edgewood Brookland Family Support Collaborative
- Far Southeast Family Strengthening Collaborative
- Georgetown University Institute of College Preparedness
- Safer Stronger DC

#3: Parent Leadership and Advocacy

Goal: Improve the capacity of parents, families, and prospective parents to navigate the education landscape and educational processes so that they become better informed about options that allow them to become better self-advocates.

- Further develop the knowledge base of parents regarding issues of public education in the District and how those issues connect to the way our public education governance structure and overall government structure works.
- Create access for public school parents to have voice in the thought development stages of policy making.
- Create brochures and informational materials for parents on areas of special education, student discipline, student enrollment/school selection, and effective communication tools; provide additional resources and links to community resources.
- Continue to improve and make appropriate adjustments to ensure that the website presence of the Office of the Student Advocate is user-friendly and interactive for students and families.
- Improve access to families of non-English speaking populations; offer materials online, and in printed form, in translated languages outlining the services of our office.
- Provide resources in the areas of parent and student rights and responsibilities and services for on-going support.

FY18 Strategy Implemented to Meet Performance Goal #3: Parent Leadership and Advocacy

In FY18, we met this goal through the following initiatives:

Online Education & Community Resource Guide
The online Education & Community Resource Guide is the first publicly available citywide initiative of its kind and is a continuously evolving resource that currently has more than 400 resource listings organized into 20 category areas. The guide provides students, parents, families, and communities across all 8 wards with a roadmap to getting started in navigating the public education landscape in DC. This guide was developed to highlight organizations and government agencies in the sphere of public education that provide critical services to residents across DC. This resource serves to acknowledge the work that is already being done by countless government agencies, offices, and community-based organizations while connecting families to those vital resources in one centralized location.

The guide can be found online at: http://sboe.dc.gov/page/resource.

Online Information & Advocacy Resources and Tools
Our office aims to serve as a hub for information for both current and prospective families regarding information on public education and issue that impact education. Our efforts to meet the needs of students and families has led us to develop several resources, toolkits, and tip sheets that are available on our website. In addition to our online Education & Community Resource Guide, our website also has resources on topics that provide support to students and their families in all aspects of education and achievement. In FY18, we expanded the resource support we have for families. All of our resources can be found on our website at studentadvocate.dc.gov. Those resources include:

- Advocacy & Lobbying Toolkit
- Attendance and Truancy Resources
- Behavioral & Mental Health Resources
- Bullying Resources
- Effective Communication
- Enrollment
- Graduation Requirement
- Homeless Children & Youth Resources
- Parent Leadership Toolkit
- Right to Know Ask Sheets
- Safe Passage
- Special Education & School Supports
- Student Discipline
- Student Leadership
- Testing & Assessments
- DC Public Education Governance

The resources can be found online at: https://sboe.dc.gov/page/advocacy.

Wards 7 and 8 Parent Leadership Series
Information regarding this programming has been noted previously in the document. Please reference Q1 and Q12 Goal #3.

Language Access

In FY18, we partnered with the Mayor's offices on various affairs (i.e. African Affairs) and community-based organizations/family collaboratives (i.e Collaborative Solutions for Communities) in order to reach immigrant or non-English speaking families in supporting their efforts to navigate our public education system. Additionally, we have done significant outreach to organizations and government offices working with non-native English speaking and immigrant communities in an effort to reach families within those communities to offer support. Please reference Q1 for details about our language access improvements.

#4: Improve Educational Outcomes by Effecting Systemic Change
Goal: The Office of the Student Advocate is committed to identifying and recommending strategies to improve educational outcomes for all students and increase students' and families' ability to achieve equal access to public education.

- Build relationships and work collaboratively with students, parents, families, government agencies, community-based organizations, and all education stakeholders to identify systemic barriers that impact educational outcomes for students and limit access to quality public education.
- Participate in relevant education policy focused conversations, such as testifying before DC Council on policies and legislation and membership on task forces and committees (i.e. Cross-Sector Collaboration Task Force and Truancy Task Force).
- Provide quarterly data reports and any identified trends to education stakeholders in order to continue conversations about areas that require systemic change and to discuss how our office is working to impact those challenges.
- Work to develop access points for public school students to have voice in the thought development stages of policy making.
  FY17

FY18 Strategy Implemented to Meet Performance Goal #4: Improve Educational Outcomes by Effecting Systemic Change

In FY17, we met this goal through the following initiatives:

In FY18, we met this goal by deciding to be intentional and focused on all of our engagement efforts. Our office expanded and nurtured new partnerships with DC government agencies and offices to meet a host of issues and needs facing students and families. To do this, we ensured that elected leadership had a presence in our public endeavors. 100% of all OSA-facilated public events were co-sponsored by an SBOE Representive, Councilmember or Mayoral designee. Our core belief of centering policy making on family enegagement requires us to close the distance between the conversations held in communities and those held in District buildings.

We provided leadership, guidance and support on multiple taskforces discussed at length in our response to Q6. Our presence in these conversations are driven by those that we have with families. Student discipline and student safety have been top RFA categories since our office opened. These RFAs allowed us to contribute uniquely to the conversations around student discipline in FY18, with our joint analysis on all public school displine policies with Howard University School of Law highlighting the need for the Student Fair Access to School Act.

We continued to tackle the gap between policy and practice as it relates to special education. DC Council and the District have made clear what the system should look like, and we have made it

our goal to help translate those efforts for parents and LEAs. We outline the details of our special education workshop series in our responses to Q1 and Q3.

#5: Increase Student Engagement and Advocacy
Goal: Work collaboratively with relevant stakeholders to improve the capacity of students to navigate the education landscape and educational processes so that they become better informed about options that allow them to become better self-advocates.

- Work collaborative with relevant stakeholders to develop access points for public school students to have voice in the thought development stages of policy making (ie: Student Advisory Committee)
- Create more access for students to use the RFA process by becoming more youth friendly.
- Work with relevant stakeholder groups and organizations to support on-going student engagement or leadership organizations or opportunities.

FY18 Strategy Implemented to Meet Performance Goal #5: Increase Student Engagement and Advocacy:

While this goal was a stretch goal for us in FY17/FY18, we were able to work to lay the foundation for the execution of this goal in FY19 through the creation of our Parent & Student Advisory Committee (PSAC) in FY18.

What we have learned during the pilot year of our PSAC was that multi generational conversation can occur in all contexts. Student voice does not need to be prioritized solely in student engagement events. Our conversations about safe passage this year is a reflection of our commitment to create space for students in all conversations about improving public education. This year in Ward 8, with representation for DC Council, the Office of the Deputy Mayor for Education, and the State Board of Education, we are facilating conversations based on input from Thurgood Marshall Academy students, branch members from FBR Boys and Girl Club, and young adult leaders from several community organizations. Alongside WMATA transit police, Metropolitan Police Department, LEAs, and local businesses, we can all focus on what comes next regarding keeping kids safe to and from school.

Additionally, we increased our outreach to high schools in an effort to engage and support the needs of students. Participating in DCPS High School Resource Fairs helped in this effort to increase our reach to students.

Q13. Provide the agency's performance plan/strategic plan for FY19. What steps has the office taken in FY18 and to date in FY19 to meet the objectives set forth in the performance plan?

For FY19, the Office of the Student Advocate will continue with a similar plan for performance while adding additional elements in order to deepen and scale our programmatic work and engagement with families, schools, and the community. Our FY19 performance plan includes:

#1: Increase Office Awareness and Visibility/Outreach
Goal: Continue to build on current community engagement strategies and expand partnerships/collaborations to establish citywide office awareness.
This engagement includes but is not limited to:

- Continuing to engage and partner with a variety of stakeholders across all eight wards, such as:
    - State Board of Education,
    - DCPS's Office of Family and Public Engagement and the Community Action Team and other relevant divisons within DCPS,
    - Public Charter School Board,
    - Schools and school leaders,
    - Parent organizations
    - Civic groups and organizations (i.e. ward education councils, etc.)
    - Service providers and community-based organizations (i.e. family collaboratives, etc.)
    - Parents, students, and community members, and,
    - Governmental agencies and offices (i.e. any relevant agency or office that services families – traditional and non-traditional);
- Continuing to distribute materials across the District;
- Presenting and serving on panels, committees, advocacy coalitions, and working groups
- Communicating the trends that we see in our work through reporting and communications;
- Sharing out the data from our office on a more regular basis;
- Increase communication efforts to non-English speaking communities and translate resource materials to relevant languages ;
- Via partnerships with community-based organizations and service providers, increase services and communication to District at-risk students and families (e.g. non-Englis speaking communities, homeless families, child welfare, and justice involved populations)

#2: Collaborate and Expand Service Capacity
Goal: Build relationships with education stakeholders, community-based and civic organizations, and community professionals to establish a more coordinated approach in serving underserved, underrepresented, and vulnerable populations.

- Expand our outreach to District Government agencies and continue the establishment of ongoing partnerships and collaboration.
- Continue to work closely with the Office of the Ombudsman for Public Education in partnership to provide joint parent and student trainings on systemic trends highlighted through their work and to be responsive to student and parent advocacy needs highlighted through our individual and collective work. Partner with the Office of the Ombudsman in supporting families in case of conflict resolution as their advocate to offer strategies for parent empowerment and to improve educational access and outcomes for all students.
- Engage in conversation with community members and community-based/non-profit organizations regarding opportunities for collaboration and best practices for supporting underserved, underrepresented, and vulnerable student populations, their families, and

look for opportunities to spark valuable engagement avenues for all public education stakeholders in DC.

- Expand collaborative relationships with service providers and community-based organizations that work with the District's at-risk students and their families.
- Expand collaborative relationships with service providers and community-based organizations that work with the District's non-native English speaking communities, students, and their families in an effort to provide more supports, resources, and trainings.

#3: Parent Leadership and Advocacy

Goal: Improve the capacity of parents, families, and prospective parents to navigate the education landscape and educational processes so that they become better informed about options that allow them to become better self-advocates.

- Further develop the knowledge base of parents regarding issues of public education in the District and how those issues connect to the way our public education governance structure, budgetary understanding, and deepening of the overall knowledge of how the government structure works.
- Create access for public school parents to have voice in the thought development stages of policy making.
- Create brochures and informational materials for parents on areas of special education, student discipline, student enrollment/school selection, and effective communication tools; provide additional resources and links to community resources.
- Continue to improve and make appropriate adjustments to ensure that the website presence of the Office of the Student Advocate is user-friendly and interactive for students and families.
- Improve access to families of non-English speaking populations; offer materials online, and in printed form, in translated languages outlining the services of our office.
- Provide resources in the areas of parent and student rights and responsibilities and services for on-going support.
- Deepen and scale our partnerships with other parent and family service organizations and government agencies to meet the needs of families in all of the places families show up and to provide programming in collaboration with those entities.

#4: Improve Educational Outcomes by Effecting Systemic Change

Goal: The Office of the Student Advocate is committed to identifying and recommending strategies to improve educational outcomes for all students and increase students' and families' ability to achieve equal access to public education.

- Build relationships and work collaboratively with students, parents, families, government agencies, community-based organizations, and all education stakeholders to identify systemic barriers that impact educational outcomes for students and limit access to quality public education.
- Participate in relevant education policy focused conversations, such as testifying before DC Council on policies and legislation and membership on task forces and committees (i.e. Student Safety and Safe Passage Working Group; Every Day Counts!Truancy Task Force; Every Student Every Day Coalition; ESSA and State Report Card Task Force).
- Provide quarterly data reports and any identified trends to education stakeholders in order to continue conversations about areas that require systemic change and to discuss how our office is working to impact those challenges.

- Sharing our office's data on a monthly basis in order to share the trends we are seeing in real time.
- Meet monthly with DCPS leadership to share our office's data and the trends we are seeing in order to foster a closer working relationship and to find ways to work collaboratively to support their efforts (i.e. equity framework, special education, and student/family grievance process).
- Increase our outreach to schools and local education agencies to support their efforts and to provide technical assistance on issue areas as they arise.
- Develop and implement a schools/local education agencies technical assistance in order to provide guidance and support to schools and LEAs on the implementation of new and existing citywide policies and procedures – specifically in the areas of special education, student discipline, and attendance.
- Share with schools and LEAs the data and trends from our office on a monthly and quarterly basis. This effort would be to support their understanding of the trends that we are seeing on a citywide level and issue areas specific to their individual schools.
- Continue to annually collect and review individual LEA student handbooks and conduct an analysis of all of the policies. Share with LEAs our findings and work with individual LEAs to support the development and implementation of student and family centered policies and procedures in order to remove barriers to access to schools, equitable service of educational services, and promote a more positive environment for students and families.

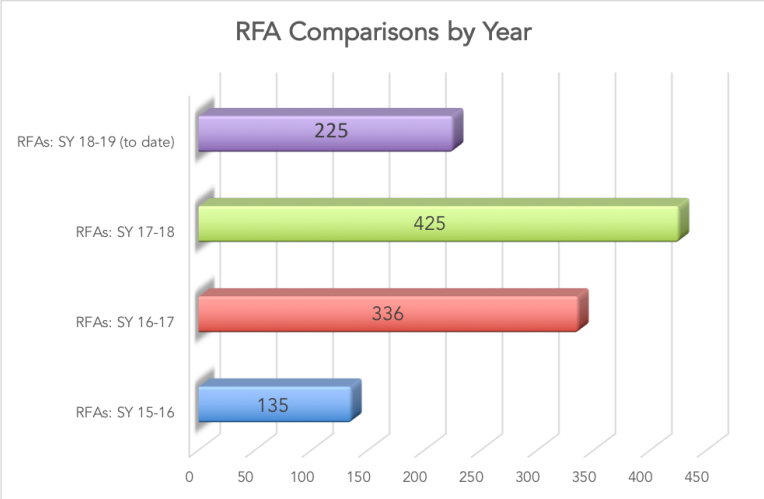
#5: Increase Student Engagement and Advocacy
Goal: Work collaboratively with relevant stakeholders to improve the capacity of students to navigate the education landscape and educational processes so that they become better informed about options that allow them to become better self-advocates.

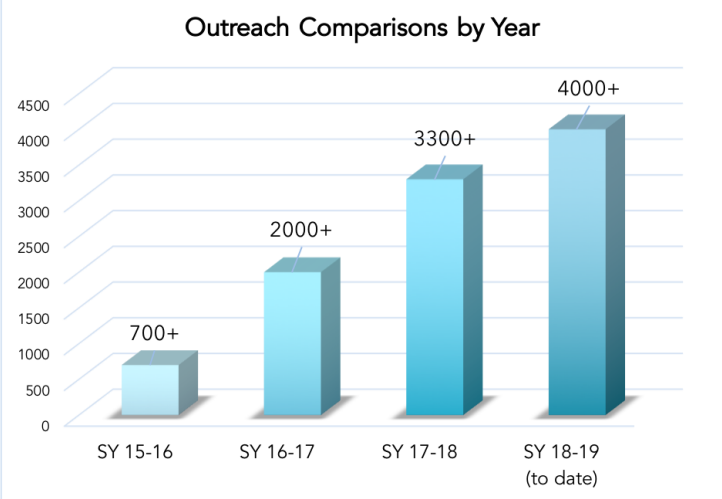
- Work collaborative with relevant stakeholders to develop access points for public school students to have voice in the thought development stages of policy making (ie: Student Advisory Committee)
- Create more access for students to use the RFA process by becoming more youth friendly.
- Work with relevant stakeholder groups and organizations to support on-going student engagement or leadership organizations or opportunities.
- Work to develop access points for public school students to have voice in the thought development stages of policy making.
- Add student leaders as facilitators and thought-partners to develop the programming in our office.
- Provide support to student groups doing advocacy work that is aligned with the programming aspects of our office (i.e. safe passage and student safety, transportation, etc.).

To date we have worked to execute our FY19 performance plan by doing the following:

1) In November 2018, we released our office's third annual report, which focused on our work for school year 2017-18. The report can be found here: https://sboe.dc.gov/page/annual-quarterly-reports.

2) We revamped our website to make it more user friendly and mobile accessible – studentadvocate.dc.gov. In addition to the revamp of our website, we also refreshed the resources we provide on our website.
3) In FY 19, we have printed and distributed over 4000 copies of our Parent & Family Go-To-Guide. Our Parent & Family Go-To Guide is a collection of family-centered documents and resources designed to help families navigate the public education system in the District(https://sboe.dc.gov/page/advocacy).
4) Our office finished the translation of all of our materials into all six languages. Each of the resources materials are in various stages of production but some of have been posted to our website, some will be printed in the coming months, and others have already been printed and distributed. It is our hope to have this completed by April.
5) We have increased our outreach to schools, LEAs, and other family serving organizations in order to reach a wider range of families. This strategic outreach has already shown a return on investment – we have served more families through our Request for Assistance (RFA) line and to date we have done outreach to more than 4000 individuals. Those numbers are significantly up from this time last year.





6) We have reengaged with the community in the area of student safety and safe passage. We are continuing our working relationship with the DME in their efforts but we have also launch additional work in Ward 6 and Ward 8. In Ward 8 we have established a Ward 8 Student Safety and Safe Passage Working Group, which includes students, parents, Ward 8 specific non-profits and community-based organization, government offices and agenicies, and schools/LEAs. We are working with Ward 8 students to support the facilitation and the leadership of this work and look forward to continuing to go deeper in that work. Furrthemore, we updates and re-released our Safe Passage Community Resource Toolkit, which shares relevant information and resources on the topic (https://sboe.dc.gov/page/safe-passage).
7) We are working to support student voice but making more meaningful connections with students inside and outside of school buildings. Our office is working along with individual schools to support student lead initiatives; attending and sharing resources for students at the resource fairs hosted at DCPS high schools; and working with community-based organizations focused on student advocacy and voice (i.e. The Boys & Girls Club, etc.).
8) Our special education workshop continues to be in high demand, and to date we have hosted the workshop in two wards – Ward 5 & Ward 7. In the spring we have scheduled another workshop in Ward 8. The presenation and resources from this workshop have also been turned into a webinar available on our website.
9) Our office continues to increase our visibility throughout the city by attending a host of community meetings and through school visits. As we see trends and issue areas, we are working to provide technical support to schools and LEAs to address specific issue areas (i.e special education, student discipline).
10) Created and started to implement our plan to execute programming in all eight wards. This strategy is a combination of school-based trainings and workshops, community-focused workshops, and resources supports and trainings in partnership with other trusted community organizations. In February we will host two school-based workshops that will be facilitated in Spanish and host a bullying prevention workshop with the Citywide Youth Bullying Prevention Program in Ward 6 and Ward 8.

The above is just a snapshot of the work we have undertaken so far in FY19. We look forward to sharing more of our FY19 work with you in the coming months.

Interagency Collaboration

Q14. What efforts have been made to improve Office of the Student Advocate functions in FY18 and FY19 to date? Describe efforts to collaborate with boards and agencies to engage in District education initiatives and include in your response specifically any partnerships or collaborations with the following:
a. Office of the State Superintendent for Education;
b. Office of the Deputy Mayor for Education;
c. DC Public Schools;
d. DC Public Charter School Board;

e. Office of Human Rights' Citywide Youth Bullying Prevention Program; and
f. DC Public Libraries.

FY 18 Collaborative Efforts with Boards and Agencies

Office of the State Superintendent for Education
We work with OSSE in a variety ways. We engage frequently with OSSE Strong Start, State Advisory Panel for Special Education, Office of Dispute Resolution, State Complaints Office, and the Division of Transportation for our special education workshop series. Along with OSSE's engagement in our office's programming, we participate in OSSE's Parent and Family Engagement Summit annually, helping us increase our reach. We are able to maintain these relationships by meeting with OSSE frequently to talk about the work of our office and ways that we can continue to work collaboratively to support students and families.

Office of the Deputy Mayor for Education
Our office has worked closely with the Office of the Deputy Mayor for Education. We worked closely with the DME of their safe passage work in addition to the complimentary work our office has done to support citywide safe passage efforts. The Chief Student Advocate also participates on several task forces and working groups led by the DME's office: School Safety and Safe Passage Working Group, Cross-Sector Collaboration Task Force, Every Day Counts! (Truancy) Task Force, and the Transportation Task Force.

DC Public Schools
Our office's working relationship with DCPS is continuously expanding. We work regularly with the Office of Family and Public Engagement's Community Action Team, to support the needs of students and families in their respective wards; DCPS CARE (Comprehensive Alternative Resolution & Equity) Team, to address grievances within the LEA; and the Division of Specialized Instruction, to provide information and access to families experiencing special education challenges. Sharona Robinson, with DCPS' Community Action Team, has been a valuable partner with all of our programming in Wards 7 and 8 in addition to pushing information out about the trainings and events that we host. We also work with school support liaisons and instructional superintendents when providing resources to families. In FY18, we started working more closely with the Office of Integrity and Office of Equity. We make referrals to the Office of Integrity when a DCPS concern touches topic areas that must be addressed across offices within DCPS to streamline information gathering for families. We have also worked with Early Stages, to clarify child find processes for families, and the Section 504 and Student Accommodations Team, to clarify information around development and implementation of 504 plans during our special education workshops.

DC Public Charter School Board
Since our first year of operation, we have continued to work with the leadership and community outreach staff of the Public Charter School Board. Nicole Newman, Community Engagement Specialist, has been a thought-partner in our parent leadership work in Wards 7 and 8. Nicole is also a member of our ward 8 safe passage/student safety working group. Our office has also been invited to present to family and student groups convened by PCSB to have deeper conversations about concerns that students and families have and to share relevant resources from our office. PCSB continues to be supportive in sharing information regarding our outreach events and trainings to their schools. They post our resources and engagement opportunities in their

bulletins and with school leaders. Their information sharing has increased our reach to charter leaders and families.

Office of Human Rights' Citywide Youth Bullying Prevention Program
Our office regularly works with Suzanne Greenfield, Director of the Citywide Youth Bullying Prevention Program. We regularly refer families seeking assistance with bullying concerns to Suzanne. In turn, Suzanne refers families to our office for concerns related to bullying that often arise. In addition to being a source for and of trusted referrals, Suzanne also offers thought-partnership in the initiatives that Office of the Student Advocate undertakes. She has been an invaluable asset as we have worked to develop and scale our bullying prevention work. To date, we have hosted two citywide bullying workshops and released a bullying podcast with her partnership.

DC Public Libraries
Our working relationship with DC Public Library has continued to grow. We recognize that the front line staff at DCPL locations serve as important referral sources for those seeking information and/or in need of support. Along with ensuring that our informational materials and resources are located in their library locations, we host many of our community meetings and trainings at DCPL library locations.

This list is in addition to the other partnership and coalition working relationships that were mentioned in Q6.

Q15. Describe the Office of the Student Advocate's relationship with the State Board of Education and any improvements that can be made.

We work with State Board representatives and staff to ensure that concerns and questions of families reaching out are heard and understood. The impact of our partnership with ward representatives is evident in the ward-based outreach events that we host across the city. State Board members and staff also consistently refer families in need of support to our office.

The Chief Student Advocate submits quarterly reports to State Board representatives and staff summarizing the work of the office for the past 90 days (quarter) of the fiscal year. The presentation of our reports allows for board members to engage deeply with the office's work by asking questions about data presented and providing suggestions on how to scale the office's work with their partnership.

In addition to ward-based outreach and reporting, Office of the Student Advocate and the State Board of Education have partnered to move forward the conversation of designing a District level family engagement framework for public education policy and decision-making processes.

Our office is always looking for opportunities to collaborate with board members in order to get public education knowledge to families and communities in all eight wards. In FY18, we partnered with several board members to host trainings, workshops, and family and community meetings within their wards (mentioned in Q6). We look forward to continuing our collaborative relationship in FY19.

Q16. Describe the Office of the Student Advocate's relationship with the Office of the Ombudsman for Public Education and any improvements that can be made.

The Office of the Student Advocate works to support families prior to the mediation process and conflict resolution proceedings by the Office of the Ombudsman for Public Education. We do recognize that there are opportunities to provide more targeted interventions and support. We make referrals to Office of the Ombudsman when families are seeking to resolve specific complaints and concerns, particularly ones around chronic disciplinary action and attendance issues. Office of the Ombudsman also makes referrals to our office when a caller's concern(s) does not warrant one-on-one case management.

We have improved our system of data collection by working to streamline our category definitions for ease of referrals and reporting out information gleaned from our RFAs and Office of the Ombudsman's cases. We plan to implement these changes when we report our SY18-19 data in the 2019 Annual Reports to be released this fall.

We have also worked with Office of the Ombudsman on resource development, with examples including our Homelessness Toolkit, our Special Education "Know Your Rights" presentation, and the new DC Student Discipline Guide. Both of our offices have made recommendations around equity and student discipline, and our collaboration has been incredibly valuable as lawmakers consider what steps need to be taken in order to ensure that discipline's harsh and disproportionate impact on students of color is reduced and families in the District work to familiarize themselves with the "Student Fair Access to School Amendment Act".

As Office of the Student Advocate and Office of the Ombudsman continue to grow, it has become increasingly difficult to ignore the physical constraints that come with our shared office space.

Final Recommendations of DC's High School Graduation Requirements Task Force

Executive Summary

While District of Columbia graduation rates have improved over the past several years, these increases have recently come under heightened scrutiny, and several data points indicate that DC public school students are not ready for the next steps in college or careers when they graduate from high school. Specifically:

- The 2016-17 Partnership for Assessment of Readiness for College and Careers (PARCC) scores, which predict college readiness, show that only 32% of DC students are college-ready in reading, and 27% of DC students are college-ready in math in grades 3-8[1]
- The 6-year college graduation rate for DC students was just 23% in 2012[2]
- In 2016, the average District student's SAT score was 1285 out of 2400, compared to the national average of 1484[3]
- Of District of Columbia Public Schools (DCPS) students who took at least one AP exam, just 34% received a passing score of 3, 4 or 5 on one or more tests[4]
- 98% of DCPS graduates who attend the University of the District of Columbia take remedial courses[5]

The DC State Board of Education's High School Graduation Requirements Task Force sought to address the dissonance between improving graduation rates and evidence that not all District graduates are college- and career-ready. The task force began its work by considering three key questions:

- How do DC's graduation requirements affect student preparedness for college and careers?
- How do DC's requirements and approach for awarding a high school diploma compare with those of other states?
- How do the graduation requirements measure and recognize student mastery of DC's learning standards?

To analyze and update the requirements, Laura Wilson Phelan (Ward 1 Representative) and Markus Batchelor (Ward 8 Representative) of the DC State Board of Education (SBOE) convened a task force in June 2017 comprised of District education stakeholders. At least 50% of the members were required to live and/or work in wards 7 and 8, where roughly half of the District's students live. The SBOE received over 100 applications, and Wilson Phelan and Batchelor selected a task force comprised of students, parents, teachers, administrators, ward education group representatives, workforce development specialists, and higher education professionals. The members of the task force are listed at the close of the report.

Overview of Recommendations and Purpose of the Diploma

Task force members reached consensus on the following recommendations for the consideration of the Office of the State Superintendent of Education (OSSE) to put forward into regulatory policy:

[1] 2016-17 Results and Resources
[2] Most DC High School Graduates Don't Finish College in Six Years
[3] State Profile Report: District of Columbia
[4] AP Score Data Sets
[5] Faking the Grade

- ***Provide an opportunity for students to demonstrate they have mastered course content for world language and mathematics in lieu of taking the course.***
- ***Reduce the number of required community service hours from 100 to 50.***
- ***Create a personalized learning plan for each public school student in the District, and revisit this plan in elementary, middle, and high school to ensure the student is on track to graduate.***

During the task force, its members identified the following as their purpose statement:

The purpose of the District of Columbia diploma shall be to prepare students to succeed in 21st century jobs of their choice and lead civically engaged lives.

"**21st century jobs**" – jobs that meet existing needs in the world, as well as jobs that will solve as-yet unidentified problems. These jobs may require post-secondary education and/or specialized training. To be able to succeed in any of these jobs, and to be able to move freely between them, students need effective communication, time management, teamwork, and social-emotional skills. Students also need academic preparation in high school that will allow them to perform well in coursework at two- or four-year post-secondary institutions or workforce programs directly following graduation.

"**Civically engaged lives**" – graduates pro-actively engage in their communities and have developed the combination of knowledge, skills, values and motivation to want and be able to positively influence the lives of others.

Overview

This report is organized into the following sections:

- The **Executive Summary** outlines the problem the task force sought to address.
- **Overview of Recommendations** presents the task force's three final recommendations to OSSE and offers a vision for what the District diploma should mean for the city's graduates; all recommendations in this report are offered in service of that vision.
- **Methodology** details the research the task force conducted to make an informed set of recommendations.
- The **Recommendations One – Three** explain each of the task force's recommended adjustments to DC's high school graduation requirements in detail, including the core principles of the recommendation, the rationale, and any minority opinions that emerged.
- **Minority Opinion** documents the issues the task force grappled with and lists ideas to improve student preparedness that did not ultimately reach consensus and make it into the final recommendations but were nevertheless championed by multiple task force members or significant constituencies.
- **Research** provides an overview of outcomes from the research that was conducted in support of these recommendations.
- **Further Discussion** lists task force members' recommendations for improvements to high school education in the District. Unlike the Minority Opinion section, which focuses on areas where the task force opted not to act, the issues in Further Discussion were often met with broad support but fell outside of the task force's scope.
- The **Conclusion** is a call to action on the task force's three key recommendations and on the issues in the Further Discussion section that are outside of the task force's purview but would improve student preparedness in the District.

- **Acknowledgements** offers thanks to each of the experts and stakeholders who contributed to the task force's work.

Methodology

Task force members conducted focus groups to gather feedback from 67 DC students and recent graduates who represented 14 different District public and public charter schools. Members heard from a panel of experts who shared national best practices and promising new policies for graduation requirements. The task force reviewed this information, drew on their own expertise, and worked with members of their communities to test ideas to improve student preparation.

SBOE staff compared the District's graduation requirements to those used across the country, conducted in-depth research on emerging practices and best practices in graduation requirements, and explored competency-based education principles through extensive interviews, site visits, and research. This research was presented to and summarized for task force members, who used it to inform their decision-making.

Recommendation One: World Language and Mathematics Mastery

Core Principles of the Recommended Changes

Members of the task force propose the following adjustments to the mathematics and world language requirements:

- Students may receive credit for a high school math or world language course by demonstrating mastery of the equivalent standards in the course.
    - To receive credit, students must demonstrate a high level of mastery on an OSSE-approved test or equivalent assessment in math and by achieving an OSSE-approved designation on a world language assessment.
    - These assessments must be offered in testing conditions on published dates by DCPS and each DC public charter school (PCS) under the supervision of OSSE before the start of each semester and when there are two weeks remaining in the semester.
- These credits count toward the 24.0 required Carnegie Units.
- Students are encouraged to enroll in higher-level math and language courses upon demonstrating mastery.
- Students are not required to complete the seat-time requirement for the Carnegie Unit.

Rationale

This recommendation is designed to allow students to demonstrate what they know, and to receive credit for that knowledge without requiring that they learn that information in only one setting – through sitting for 120 hours in a classroom. Math and world language are unique subjects in that their standards are sequenced and therefore build on one another in a predictable, relatively linear way. Numerous rigorous and validated assessments exist for these subjects. Currently, students who take world language courses outside of those offered by their school (e.g., from spending a summer on a study abroad trip) have a difficult time receiving credit for what they know. Furthermore, students who enter high school already demonstrating mastery in world language do not have a way to receive credit for what they have already learned. Finally, for many students, building knowledge in a class setting does not work best for their learning style. By enabling students to receive credit by

demonstrating mastery outside of a traditional classroom setting, the District acknowledges the many environments in which students learn.

To implement these mastery assessments, members of the task force recommend that OSSE research tests and accessible complementary assessments reflective of the Universal Design for Learning to assess math and world language mastery in the 2018-19 school year. Task force members agreed that the bar for receiving credit should be set high – at 85% mastery. OSSE should provide guidance on how, when, and by whom assessments may be administered beginning in the 2019-20 school year.

Other states have taken this work further by adopting competency-based education (CBE) policies that require students to demonstrate mastery as part of course completion. The SBOE approved a CBE regulation in 2016 that allows schools to apply for waivers to the Carnegie Unit for competency-based courses. The policy recommendation recommended by this task force adds to the current CBE regulation by allowing individual students to obtain credit for their knowledge. Under this recommendation, for example, a student who learned a semester's worth of Japanese over the summer could demonstrate mastery to receive credit for this knowledge by passing a state-approved assessment even if his/her school does not offer a Japanese course for credit.

The following resources provide additional information on how CBE looks in other states and may provide guidance for future efforts:

Education Commission of the States: Competency-Based Graduation Models
Indiana State Board of Education: Graduation Pathways Panel
Rhode Island: Putting Together the Pieces of a Competency-Based System

Minority Opinion

Several task force members were only in favor of letting students demonstrate mastery if it was limited to one mathematics course and one world language course. These task force members, many of whom work in schools, worried that schools might not have enough remaining courses for students who place out of six required courses, especially if those students wanted to pursue higher-level math and world language courses.

Other task force members did not support this policy at all, saying that students would likely find ways to exploit the process. Task force members responded to this objection by saying that the test must be rigorous, and the bar for passing the test must be very high.

Another minority opinion was that this idea would not impact a large number of students, and therefore might not merit policy change. One task force member responded to this idea by saying that regardless of how many students are impacted, it would be worthwhile to help those who need the additional flexibility.

Recommendation Two: Community Service

Core Principles of the Recommended Changes

Members of the task force propose the following adjustments to the community service requirement:

- All students must complete 50 hours of community service to receive a high school diploma.

Rationale

Like the previous recommendation, this proposal is designed to increase flexibility. Students reported struggling to find meaningful community service experiences in which to participate, and for students who need to work for money, the current 100-hour requirement is burdensome. Reducing the required hours would allow students to spend more time doing paid work, pursuing internships, and participating in extracurricular activities.

Task force members agreed to let each Local Education Agency (LEA) continue to set its own definition for community service because the city lacks a system for enforcing a common definition. The proposed policy should go into effect in school year 2019-20 for incoming freshmen, which would mean that the graduating class of 2023 would be the first class required to complete 50, rather than 100, hours of community service.

This resource outlines other states' community service requirements. At 100 hours, the District is currently an outlier; no other state requires as many hours, particularly without an accompanying service learning experience.

High School Graduation Requirement or Credit toward Graduation

Minority Opinion

DCPS central office is in favor of maintaining a policy of 100 required community service hours and adding the opportunity for students to receive credit for internship hours.

Task force members debated giving further guidance about community service hours through such potential actions as defining community service for the city, expressly permitting students to gain community service hours for paid work, and embedding service learning coursework in the graduation requirements.

In the end, task force members decided to let each LEA define community service, with the knowledge that many charter LEAs currently follow DCPS' definition of community service, so there is a high level of standardization across the city. Task force members also decided that because there is not equitable access to internships across the city, they did not want to add internships into the definition of community service because of the potential to create more flexibility only for those students who are traditionally well-served by District schools. The task force opted against creating a service learning course because of the potentially significant burden on schools, which would need to create a curriculum and find teachers to offer service learning courses.

Task force members expressed hope that LEAs would voluntarily broaden their definition of an acceptable community service partner beyond nonprofit organizations.

Recommendation Three: Personalized Learning Plans

Core Principles of the Recommended Changes

Members of the task force propose the following adjustments to the graduation requirements, in support of student preparedness:

- Each District student should receive a personalized learning plan (PLP).

- Plans should be offered at 3 times during a student's education with the following foci:
    - Plan 1: between grades 2-4 (the transition from "learning to read" to "reading to learn")
        - Focused on reading and math benchmarks for grade level, detailing areas for intervention and opportunities.
    - Plan 2: At the end of 5th grade (transition to middle school)
        - Focused on reading and math benchmarks for grade level and preparedness for middle school, detailing areas for intervention and opportunities.
    - Plan 3: At the end of 8th grade (transition to high school)
        - Focused on planning and preparedness for high school, academics, careers, and ideally hands-on experience through internships, detailing areas for intervention and opportunities.
- Each plan should include a list of home-based interventions parents can make and opportunities they can provide, as well as a list of the interventions a school has made and will make in the future.
- Each plan should be reviewed by a team designated by the school (e.g., counselor, teacher); families are integral to the success of these plans. Conversations about the PLPs should include observations about the student's social-emotional learning (SEL), but given the absence of state SEL standards, the task force felt these standards could not be included in the official PLP.
- PLPs would not supplant individualized education programs (IEPs); for students who have IEPs, PLPs would serve as an addendum.
- DCPS would oversee plans for DCPS schools; the DC Public Charter School Board (PCSB) would oversee plans for schools that opt to create them.
- State education agencies, City Council, and LEAs will support the success of these plans by:
    - Engaging families and school-based stakeholders in this process and plan, which is critical; families should sign off that they understand the plan and what it means for their child.
    - Ensuring this is a funded mandate. There will be more work for schools where most students need supports. There must be additional support provided to schools for this to be effective.
    - Ensuring the District offers real options for students, developed by families in partnership with schools. Will students who don't meet grade-level standards be held back? How many times? What is the maximum capacity of summer school programs?
    - Working to start implementation in school year 2019-20 as a pilot, with an OSSE-directed review of the process and an expansion in August 2020.

Rationale

This recommendation is grounded in the evidence that the majority of DC students receive a high school diploma without being prepared for next steps in life. Personalized learning plans are designed to bring families and school personnel together and align around how a student is performing and what can be done to ensure the student is successful. These plans will use available data to help students get to grade level, stay on grade level, or exceed grade level. Students will have greater control over their academic outcomes if LEAs and the State Education Agency (SEA) can work together to consolidate student data, identify and execute actions that will help students grow more proficient, and involve families in conversations about data and student goals. **Some task force**

members noted repeatedly that many District students receive test scores each year indicating that they are not performing at grade level, but the city does not have a standardized plan to increase student achievement, and families are often unaware that their students are not on track to graduate until they reach high school. PLPs will bring families into the conversation and offer high-impact interventions to improve student outcomes.

Task force members were explicit that the purpose of the PLPs was to help ensure students are prepared for next steps by arming parents with information to help them support their children and should not be used to allow schools to discriminate against students in any way. Task force members also believed that PLPs should only be enacted if funding is allocated to ensure their success.

The task force created a potential timeline for this work, indicated in the last bullet of the proposal; the District should pilot these PLPs across both sectors in school year 2019-20 with students in grades 2-4. OSSE should review the process to understand the impact and identify any difficulties that arose. After making recommendations for improvements to the PLPs, the plans should expand to all students in grades 2-12 over the 2020-21, 2021-22, and 2022-23 school years.

These recommendations were informed in large part by task force members' experience, but the following resources were also informative:

Texas Student Success Initiative Manual - Grade Advancement Requirements
Education Commission of the States - 50-State Comparison: High School Graduation Requirements

Minority Opinion

DCPS central office staff noted that while they were in favor of implementing PLPs for grades 9-12, they could not endorse plans for elementary or middle school students until they had more fully explored this idea, including an evaluation of their capacity to ensure schools would have the resources to implement plans with fidelity.

DC Public Charter School Board agency staff noted that members of the task force made recommendations for PLPs to be done in LEAs that serve grades pre-kindergarten through eight while not having any charter representation on the task force of schools serving those grades nor soliciting their feedback. PCSB also noted that it does not monitor high school graduation outcomes in schools that do not serve grades 9-12.

Several task force members were wary of making a recommendation without an identified funding stream to support it. One task force member oversaw a similarly intensive set of high school preparedness interventions in another state. She shared that they were highly effective, but demanded significant resources and commitment. Task force members also feared that the burden of maintaining the plans would disproportionately fall on teachers and principals without providing them additional support, and although this was not seen as a reason not to recommend the plans, it was an area of concern. One task force member also felt that PLPs should be opt-in.

One task force member was concerned that PLPs are not necessary, as students' math and reading scores are shared year-over-year from school to school through electronic file-sharing.

Some task force members expressed interest in including socio-emotional learning (SEL) in the plans. Because there are no state standards for SEL, members expressed concern that that teacher input would lack a common set of standards against which to judge student progress. Several task force members also voiced concern about implicit bias that may be captured in plans that would follow

students from LEA to LEA, and they requested that PLPs be shared only if parents explicitly consented to do so.

Minority Opinion

Flexibility

The task force grappled with the issue of flexibility, wondering about the extent to which it would be helpful to provide students with more choices by reducing the number of required courses, increasing the number of available courses, and allowing students to demonstrate mastery without dedicating seat time to a class. The following ideas were posed repeatedly:

- Creating a diploma of distinction
    - This idea was ultimately rejected because the majority of the task force felt that creating diplomas of distinction would devalue the standard diploma, ultimately disadvantaging those students who were not served well by their high schools.
- Waiving requirements for students with qualifying IEPs
    - One task force member suggested that LEAs and their IEP teams be given the flexibility to waive or modify certain requirements (world language and/or Algebra II) for specific students whose disability significantly impacts the student's ability to earn those credits. Another task force member felt that any flexibility that would help students on IEPs should help general education students as well. Any ideas that were deemed necessary for students with IEPs have been incorporated into the final recommendations.
- Requiring that students take both years of world language in the same language
    - Task force members were split on this recommendation; some task force members felt that two years in the same language was preferable because colleges view it more favorably. Others felt that this would put a burden on students who transfer LEAs during high school; if a student started taking French and transferred to an LEA that only offered Spanish, he or she would fall behind. Task force members also said that allowing students to take two different languages would better serve students with learning differences. Due to a lack of consensus, the task force ultimately opted to leave the policy as-is, allowing students to take two different languages to fulfill their world language requirement.
- Reducing the number of required courses within the core subjects
    - After receiving input from high school teachers and LEA staff across the District on the potential impact of these changes on student learning, many task force members decided that existing required courses in math, social studies, and science best prepare students for college admission. Task force members did not propose any changes to English requirements. Some task force members advocated for the addition of requirements in technology, life skills and financial literacy to the graduation requirements.

Research

Experts, research, and student feedback informed the task force's work. Task force members heard from three sets of experts; first, a PCSB graduate, Darryl Robinson, spoke to the task force about his experience attending high school in the District. Robinson penned a 2012 Washington Post op-ed called "I went to some of D.C.'s best schools. I was still unprepared for college." The piece speaks to how Robinson was unprepared to succeed at Georgetown University, despite being a top student at a highly regarded District school. Task force members then heard from high school guidance

counselors who work at DCPS and PCSB schools across the city; the counselors talked about what college and employers are looking for and discussed the challenges their students face on the path to graduation. Finally, the task force heard from a panel of experts: Jennifer Zinth of the Education Commission of the States, Don Long of the National Association of State Boards of Education, and Phillip Lovell of the Alliance for Excellent Education, all of whom are well-versed in national best practices and upcoming trends in high school graduation requirements. Task force members also read articles and reports from Ms. Zinth's, Mr. Long's, and Mr. Lovell's organizations and other education research and policy organizations.

Community engagement was an integral part of the task force's work. Task force members were selected in part based on their ability to represent a set of stakeholders who would be influenced by shifts to the graduation requirements. Throughout the process, task force members polled their constituencies and reported back their input. In September 2017, task force members and SBOE staff conducted focus groups with students from 14 DCPS and PCSB schools. The focus groups gathered input from 65 current high school students and two recent graduates. Ms. Wilson Phelan and Mr. Batchelor also presented to a group of education stakeholders – including teachers, school-based staff and administrators – at Raise DC's annual Graduation Pathways Summit to solicit their input. The feedback task force members gathered from their communities was compiled, shared, and discussed during meetings.

Further Discussion

Task force members acknowledged that while graduation requirements can help improve student preparation, some of the issues plaguing District schools cannot be fixed by changes to the requirements alone. Throughout the task force's meetings, members regularly noted:

- Some disparities can be traced to unequal course offerings across District schools.
- Students expressed an appetite for life skills courses, including financial literacy and computer science.
- Students feel that a District diploma is not always sufficient for employment.
- Dual enrollment opportunities are not equally available for students at all District schools.

Additional items noted by task for members for future action included:

- "True summer school" beyond credit recovery to allow students to catch up on material they haven't mastered.
- Creating opportunity for 8th and/or 9th grade students to decide whether success might require a 5th year of high school or summer courses. These options were recommended as part of a plan for success, not a fix after failure.
- Reconsidering the "IEP Certificate of Completion" granted to students with disabilities. Without a diploma, these students are limited in the ways they can engage in post-secondary education, training, and even employment.
- Creative solutions to address student trauma and mental health challenges, given the shortage of mental health professionals in schools.
- Support for teacher self-care.
- Improvements to the city's parent culture that leverage the powerful role they play in the education of their children.
- Accessing economies of scale to address the needs of all students with disabilities.
  Increased funding and support for career and college guidance counselor programs.

- A paradigm shift away from building linear education systems when students' lives are curved.

These ideas, and a host of others, are outside of the task force's and SBOE's scope but merit attention and further action from other District agencies. The task force's recommendations are a necessary but insufficient step toward improved student preparation.

Conclusion

These recommendations are designed to move District students toward the goal of success in 21st century jobs and civically engaged lives. While the majority of task force members agreed on these three recommendations, task force members also agreed that they are necessary but not sufficient to ensure all District graduates are prepared. There is more work to do. Other states require that students demonstrate college and career readiness through portfolios, end-of-course exams, and qualifying test scores, but task force members felt that those were not the right steps for the District requirements at this juncture.

Task force members now ask that SBOE and OSSE accept the recommendations in this report and turn them into regulations in a timely fashion to ensure they are adopted for the 2019-20 school year. These recommendations are designed to improve student preparation and increase equity in the District, and expedient action is critical.

Acknowledgements

The SBOE acknowledges the hard work and dedication of the High School Graduation Requirements Task Force members:

- **Erin Bibo,** Deputy Chief, College & Career Programs, DCPS; Ward 6 resident; DCPS parent
- **Tom Brown,** Executive Director, Training Grounds, Inc.; Ward 7 resident; DCPS and PCS parent
- **Julie Camerata,** Executive Director, DC Special Education Cooperative; Ward 1 resident; PCS parent
- **Latisha Chisholm,** Special Education Teacher, Anacostia High School; Ward 8 resident
- **Naomi Rubin DeVeaux,** Deputy Director, DC Public Charter School Board
- **Celine Fejeran,** Deputy Director, Raise DC; Ward 5 resident; PCS parent
- **Jerome Foster II,** SBOE Student Advisory Committee Member; Student, Washington Leadership Academy; Ward 7 resident
- **Cara Fuller,** Principal, DCPS Ballou STAY High School; Ward 8 resident
- **Larry Greenhill, Sr.,** Vice President, International Brotherhood of Electrical Workers Local 26; Ward 8 resident
- **Cosby Hunt,** Senior Officer of Teaching & Learning, Center for Inspired Teaching; Teacher, Real World History for DCPS and PCSB students; Ward 5 resident; PCS parent
- **Dwan Jordon,** Director of Strategic Projects, Friendship PCS; Ward 4 resident
- **Sandra Jowers-Barber,** Director, Division of Humanities, University of the District of Columbia Community College; Ward 4 resident
- **Kimberly Martin,** Principal, DCPS Wilson High School; Ward 3 resident; DCPS parent
- **Sanjay K. Mitchell,** Director of College & Alumni Programs, Thurgood Marshall Academy PCHS; Ward 7 resident
- **Carol Randolph,** Chief Operating Officer, DC Students Construction Trades Foundation; Ward 4 resident

- **Shenita Ray,** Director of Online Operations, Georgetown University School of Continuing Studies; Ward 5 resident
- **Karla Reid-Witt,** Executive Director, DC Family Council; Ward 7 resident; DCPS parent
- **Cathy Reilly,** Executive Director, Senior High Alliance of Parents, Principals and Educators; Member, Coalition for DC Public Schools and Communities; Member, Ward 4 Education Alliance; Ward 4 resident
- **Jimell Sanders,** Director of Engagement, DC Language Immersion Project; Ward 7 resident; DCPS parent
- **David Tansey,** Math Teacher, DCPS McKinley Technology High School; Member, Washington Teacher's Union; Ward 5 resident
- **Justin Tooley,** Special Assistant for Legislation & Policy, OSSE; Ward 1 resident (abstained from voting, as OSSE is the recipient of this report)

The SBOE and the task force also extend our thanks to experts Tisa Holley, Don Long, Phillip Lovell, Darryl Robinson, Leslie Sargent, Jessica Schimmerling, and Jennifer Zinth for sharing their knowledge with the task force. Further thanks go to Tyler Barnett, Aaron Griffith-VanderYacht, Jennifer Jackson, Alicia Kielmovich, Lillian Pace, Tamra Sease, Christine Sellers, Natalie Truong, Matt Webb, Leon Wheeler, Anne Widener, and Maria Worthen for their help with our research. We thank Karen Williams for her logistical support and NASBE for providing SBOE with a grant to support deeper learning initiatives in the District.

State Board of Education Resolution
To Adopt the High School Graduation Requirements Task Force Report
SR18-4

WHEREAS, District of Columbia Official Code § 38-2652 requires State Board of Education approval of high school graduation requirements in DC Municipal Regulations Title 5-A, Chapter 22;

WHEREAS, increases to the high school graduation rates in the District over the last several years have recently come under heavy scrutiny;

WHEREAS, the six-year college graduation rate for DC students was 23% in 2012;

WHEREAS, over 80% of DC graduates who enroll at the University of the District of Columbia take one or more remedial courses;

WHEREAS, the State Board of Education convened a cross-city, representative task force of 23 students, teachers, principals, parents, traditional and charter public school representatives, representatives from the Office of the State Superintendent of Education, ward education advocates, teacher's union members, special education advocates, workforce development representatives, and higher education professionals to examine whether the graduation requirements could be updated to improve student preparedness;

WHEREAS, task force members started their inquiry with three questions:

1. How do DC's graduation requirements affect student preparedness for college and careers?
2. How do DC's requirements and approach for awarding a high school diploma compare with those of other states?
3. How do the graduation requirements measure and recognize student proficiency on DC's learning standards?

WHEREAS, to answer those questions, task force members gathered feedback from their communities, conducted focus group with current and graduated District high school students, gathered information from local and national experts on high school graduation, analyzed reports about best practices in graduation requirements, and shared their expertise with one another;

WHEREAS, the task force indicated that the purpose of the graduation requirements should be to prepare students to succeed in the 21st century careers of their choice and lead civically engaged lives;

WHEREAS, to achieve that purpose, the task force submitted to the State Board a report making the following recommendations for changes to the District's high school graduation requirements:

1. Provide an opportunity for students to demonstrate they have mastered course content for world language and mathematics;
2. Reduce the number of required community service hours from 100 to 50;
3. Create a personalized learning plan for each public school student in the District, and revisit this plan in elementary, middle, and high school to ensure the student is on track to graduate; and,

WHEREAS, these recommendations reflect the consensus of the members of the task force.

NOW THEREFORE BE IT RESOLVED, that the DC State Board of Education adopts the High School Graduation Requirements Task Force's report in its entirety, and

BE IT FINALLY RESOLVED, that the DC State Board of Education advises the State Superintendent to review the report and direct her staff to expeditiously begin the process to develop regulations based upon the report of the task force.

Date Adopted: 5/16/18 Signed: Karen L. Williams

October 3, 2018

From: Members of the DC State Board of Education

Re: Teacher and Principal Turnover in Public Schools in the District of Columbia

Overview

Teachers are the foundation of a quality education, and they are vital to the success of our students and our schools. The goals of excellence and equity in education in the District of Columbia cannot be achieved without a thriving, highly effective teacher workforce. Great teachers are so important and so sought-after because the job itself is demanding and difficult to master; and it takes years of hard work, robust training, and considerable skill to become effective. But all too often, just as our students are beginning to reap the benefits of professional growth and gains in educator effectiveness, teachers leave – gone to new schools, new cities, or out of teaching altogether. Years of hard-won classroom experience and professional development disappear and schools must bring replacement hires up to speed, rebuild their school culture and expectations, and continue to serve students.

School systems across the country have struggled with the problem of how to attract, train, support, and retain their teachers. Previous testimony heard by the State Board suggests rates of teacher turnover in the District of Columbia are higher than the rates in peer cities and higher than the national average.[1]

The DC State Board of Education (SBOE) is seeking to better understand teacher attrition or turnover and its implications for District students and schools. In May 2018, SBOE contracted with local education researcher and data analyst Mary Levy to produce a report on teacher turnover in the District of Columbia. The report is intended to establish a foundation for a deeper investigation of the challenge of retaining highly effective teachers. The report does not provide all the answers, but it helps define the next questions: Which teachers are leaving their schools, when and why do they choose to leave, and where do they typically go?

The Report

The report documents "teacher attrition" rates for both District of Columbia Public Schools (DCPS) and public charter schools using a combination of data sources, including annual performance reports, staff databases, and records acquired through the oversight function of the Council of the District of Columbia and from Freedom of Information Act requests. As part of its review of this issue, the State Board recognized that there was not a common teacher turnover dataset in the District that could be used as a baseline: data were extracted instead from other records and manually assembled and cleaned. Through these data, teachers and principals could be observed leaving their schools over time. The report breaks down this turnover by grade level,

[1] July 2017 SBOE Public Meeting.

sector, and in the case of DCPS, teacher IMPACT rating.[2] The report also draws comparisons between the District and national averages, as well as comparisons to selected comparable urban school districts.

The report finds that teacher turnover is higher in the District of Columbia than in other comparable American cities, including New York, Chicago, and Milwaukee, and higher than the national average. The yearly teacher turnover rate, averaged over three years, across both traditional public and public charter schools is about 25 percent, compared to a national average of approximately 16 percent and an average of 19% among a selection of urban districts. In both sectors, schools with the highest percentages of at-risk students tend to suffer from the highest rates of teacher turnover.

Recommendations

This report is a promising first step towards better understanding teacher attrition in the District. In order to continue this work, the State Board makes the following recommendations:

- *A state-level oversight body – whether SBOE, the Office of the State Superintendent of Education, the DC Council, or the proposed education research collaborative – should create and maintain a single comprehensive and publicly available source of teacher and principal turnover data.* Teacher data are not standardized across District schools, and the available data offer only an incomplete picture of teacher and principal retention. The limitations of point-in-time data mean that some teacher departures are not reflected in the dataset at all. Having a more robust dataset makes more useful analysis possible: for example, understanding when during the year teachers and principals are leaving a school would be useful to understanding the full impact of those departures. **Standardized, regular reporting of all teacher turnover data would help promote a common understanding and help state and local education agencies to take action.**

- *The state should work with LEAs to ensure richer data collection on teacher and principal characteristics.* Aside from what we know about the schools they leave behind (and their IMPACT rating in the case of DCPS teachers), we currently know very little about who the departing teachers are (e.g. demographics, credentials and certifications, years of experience, salaries), why they make the decision to leave, and where they go. **Knowing more about teachers' and principals' characteristics and their motivations for leaving is crucial to addressing the underlying causes of turnover and retaining more high-quality teachers.**

- *SBOE should support a new, sustained research project exploring linkages between teacher and principal turnover and student success.* On the surface, high rates of teacher attrition may signal trouble at a school. But as in any other profession, some turnover in the teacher workforce is unavoidable. Furthermore, some turnover may be beneficial for schools, as new teachers bring in new approaches, perspectives, and ideas. Understanding more about the

[2] Established in 2009, IMPACT is a DCPS evaluation tool that gives all school-based personnel ratings and feedback based on measures of their performance.

impacts of teacher and principal turnover on students, and whether there is an "optimal" rate of turnover, would help District officials provide the right supports to schools to ensure they retain their best teachers. **More research, potentially in the form of a survey or other qualitative research project, would be helpful to better understand the mechanisms by which teacher turnover affects students and schools.**

Contact

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TEACHER AND PRINCIPAL TURNOVER IN PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA

Prepared by Mary Levy

September 28, 2018

Report Commissioned by the District of Columbia State Board of Education

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TEACHER AND PRINCIPAL TURNOVER IN PUBLIC SCHOOLS IN THE DISTRICT OF COLUMBIA

EXECUTIVE SUMMARY

This paper was commissioned by the District of Columbia State Board of Education (SBOE), an elected body of nine members – one from each of the city's eight wards and one chosen at large. Noting that the rate at which educators leave their schools each year is a persistent challenge for schools and that there is evidence that higher rates of turnover are associated with lower student achievement, the SBOE seeks to understand current trends in educator turnover and to better understand its relationship to school performance.

This study is a barebones first step in that direction. It sets forth the levels of teacher and principal turnover and connects them with some school characteristics. A broader and deeper study of many factors both affecting and resulting from educator turnover is needed to understand its relationship to school performance and beyond that, to understand what to do about it.

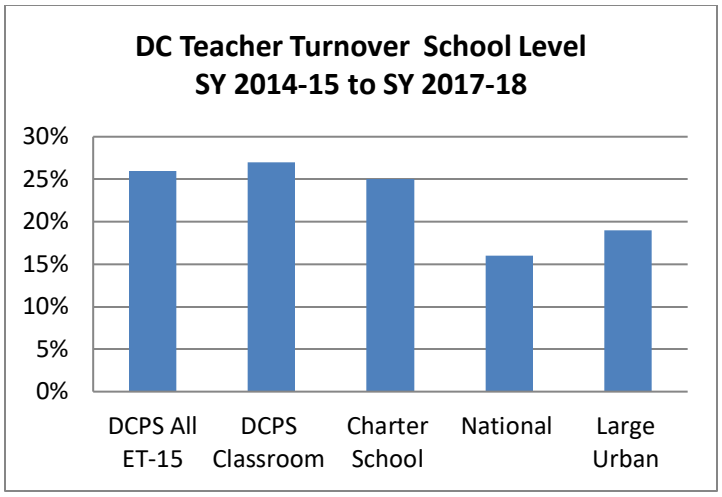
The study relies on existing public information to determine annual turnover rates and trends, first at the level of our two public school sectors, the District of Columbia Public Schools (DCPS) and the public charter schools, then at the school level. It presents six- and three-year teacher data for DCPS and three-year data for the charter schools, school by school, then schools grouped by ward, grade configuration (elementary, middle, etc.), and percentage of school enrollment by quintiles. Principal data follow, with a four-year scope for charter schools. Comparisons with the nation as a whole and with other cities follow, to the extent that comparable data are available, along with questions for future study and recommendations by SBOE members.

In general, teacher departures occur at similar levels in both DCPS and charter schools and the predominant trends are flat, neither up nor down. Teacher turnover is higher than elsewhere, not just in the nation, but in other cities. Rates of departure vary greatly from school to school, but almost all are in double digits and they are significantly higher in schools serving low-income students. Principal turnover is also generally similar between DCPS and charter schools, and trending flat in most regards, but as is not the case with teachers, turnover is similar to national and other city levels.

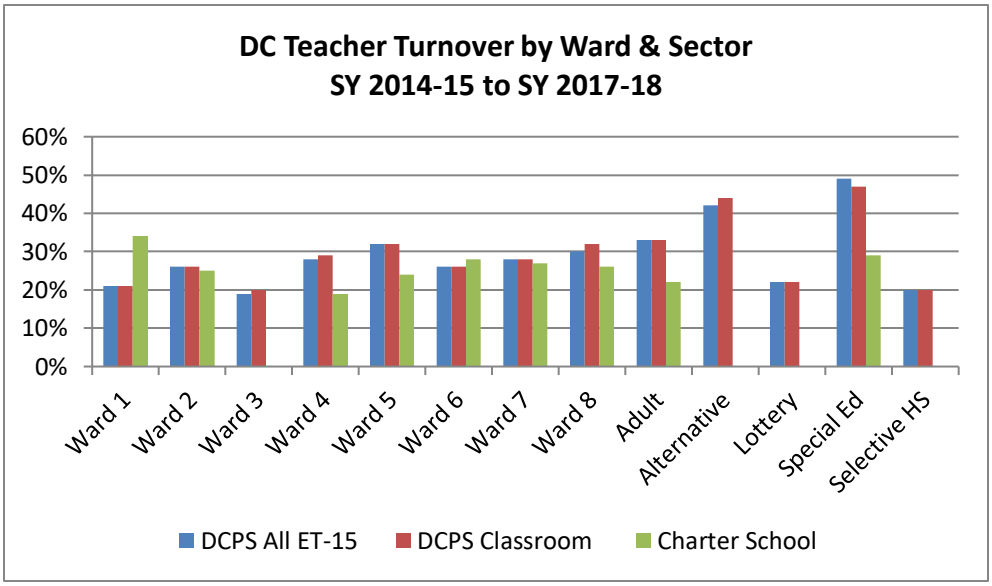
The main findings on teacher turnover:

- Teacher turnover at the DCPS system level –- the numbers leaving the system altogether -- is 18-19% and has been so for some years. Since the charter sector is composed of autonomous schools, similar figures would not be meaningful and are not tracked here. Across the nation studies have found annual attrition rates of 8-11%, while among 16 urban districts in recent study, the average annual departure rate was 13%. About 55% of DCPS teachers leave DCPS over five years compared to an average in the 16 urban district study of 45%.

- Average teacher turnover at the school level in both sectors is, and has consistently been about 25%. Nationally the rate is about 16%. City rates are higher -– an average of 16% in one recent study and 19% in another.



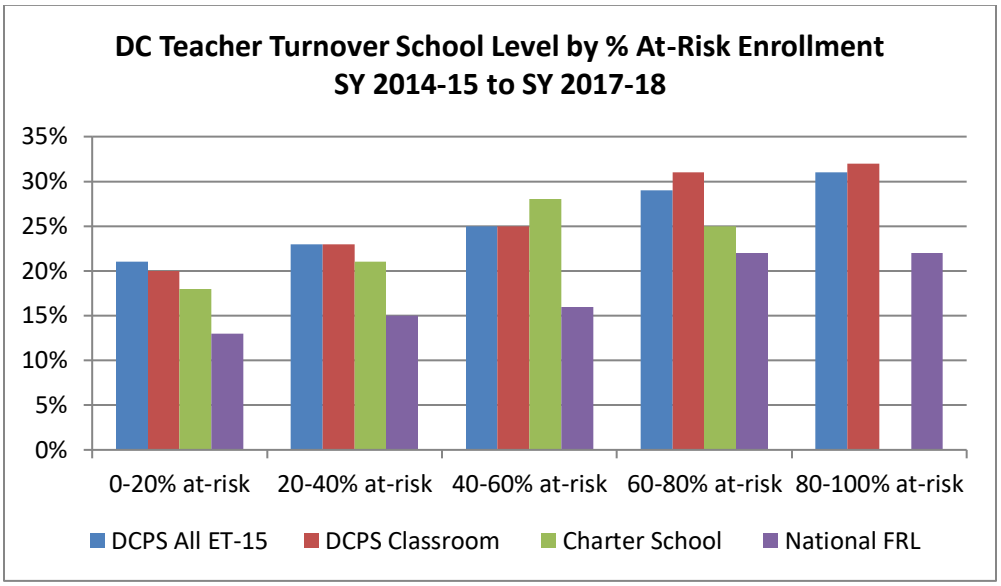
- Teacher turnover in DCPS neighborhood schools is highest in Wards 5 and 8 – a little over 30%, and lowest in Wards 1 and 3 –- about 20%. Charter school rates do not match up with wards in any particular way. There are none in Ward 3 and only 2 in Ward 2. The attendance zone for all charter schools is the entire city. Though some draw predominantly from nearby neighborhoods, looking at their models would seem a more promising approach to differentiation.



- DCPS middle schools lose a higher percentage of teachers each year –- 32% -- than elementary or high schools, which are closer to 25%. The grade structure of charter schools is highly variable and also fluid, as they add grades, so we did not attempt to classify them. Nationally there is little difference by grade structure.

- In both DCPS and charter schools, the rate of annual teacher departure rises with the percentage of students at-risk (homeless, foster care, recipients of welfare and/or food

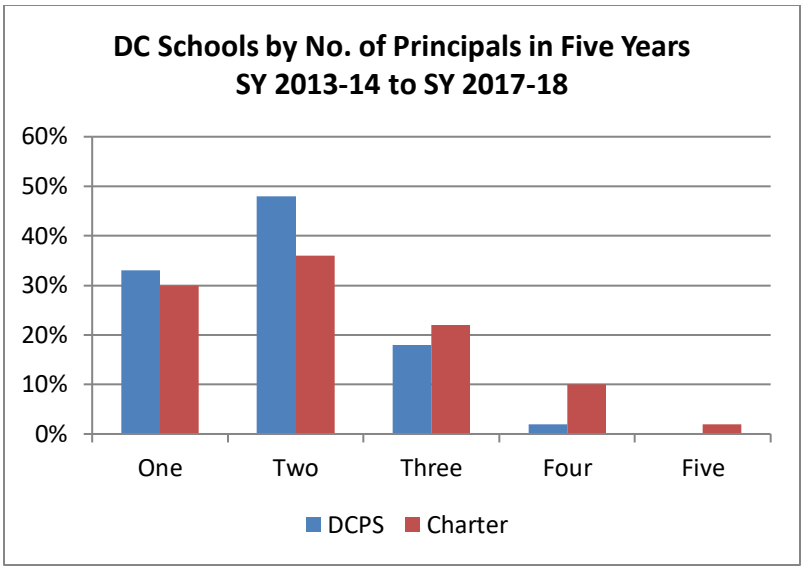
stamps, and overage for grade level in high school). DC teachers leave schools where fewer than 20% of students are designated at risk at an annual rate of 18-20% while schools with the highest percentages lose almost a third of their teachers each year. Comparisons with schools elsewhere are very approximate because they use free-lunch eligibility -– no longer a useful measure in the District where most schools serve free lunch to all students regardless of income level. But at a very rough level, DC schools at all levels of poverty appear to have higher rates than their counterparts elsewhere.



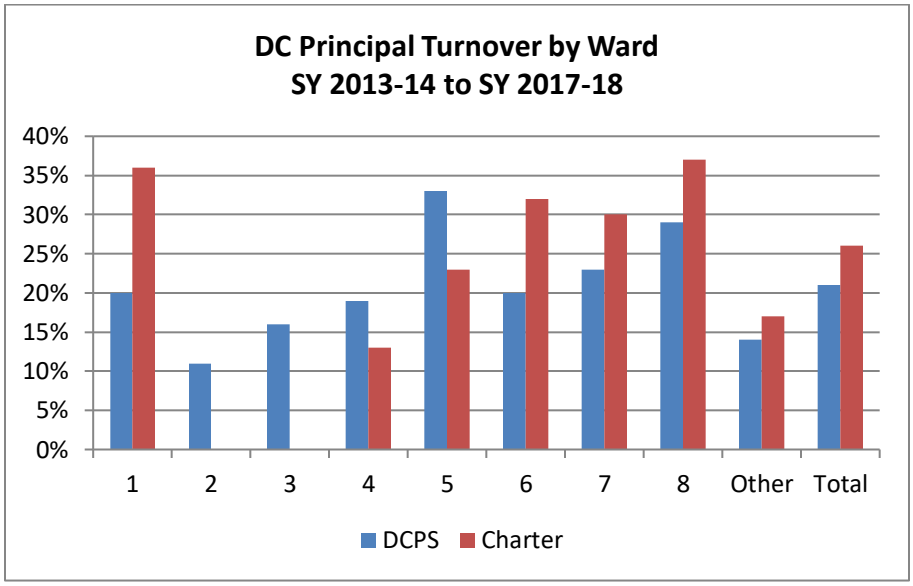
The main findings on principal turnover:

- Annual principal turnover levels in both DCPS and the charter sector are generally similar -– about 25% per year, though DCPS levels for the last two years are lower than in many previous years. National and urban principal turnover run at similar levels.

- Most DC schools, whether DCPS or charter do not keep the same principal for the five years found in the research literature to be needed for effective school operation and improvement. Only about one third had the same principal for five or more years, while most had two or three.

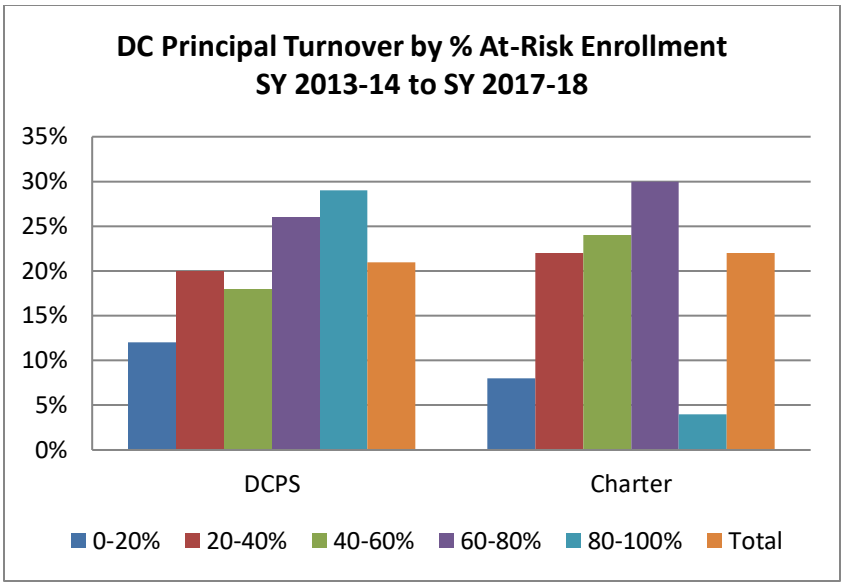


- As with teacher turnover, DCPS principal turnover was highest in Wards 5, 7 and 8, and least frequent in Ward 3, while charter schools did not follow such a pattern.



- DCPS secondary school principals leave at a little higher rate than those in elementary schools, as do their counterparts elsewhere in the country.

- Rates of principal turnover rise steadily in both DCPS and charter schools as the percentage of at-risk students rises. The annualized rate over five years is roughly 10% in schools with fewer than 20% at-risk students rising to 25% and then 30% in schools with 60-80% and more than 80% at risk students. These levels seem roughly comparable to those reported elsewhere in the country.


DC Principal Turnover by % At-Risk Enrollment
SY 2013-14 to SY 2017-18
35%
30%
25%
20%
15%
10%
5%
0%
DCPS
Charter
0-20%
20-40%
40-60%
60-80%
80-100%
Total

INTRODUCTION

This paper was commissioned by the District of Columbia State Board of Education (SBOE), an elected body of nine members -– one from each of the city's eight wards and one chosen at large. Noting that the rate at which educators leave their schools each year is a persistent challenge for schools and that there is evidence that higher rates of turnover are associated with lower student achievement, the SBOE seeks to understand current trends in educator turnover and to better understand its relationship to school performance.

The scope is limited to numbers and trends, making it a barebones first step in that direction. It sets forth the levels of teacher and principal turnover and connects them with some school characteristics. A broader and deeper study of many factors both affecting and resulting from educator turnover is needed to understand its relationship to school performance and beyond that, to what to do about it.

The study relies on existing public information to determine annual turnover rates and trends, first at the level of our two public school sectors, the District of Columbia Public Schools (DCPS) and the public charter schools, then at the individual school level. It presents six- and three-year teacher data for DCPS and three-year data for the charter schools, school by school, then schools grouped by ward, grade configuration (elementary, middle, etc.), and percentage of school enrollment at-risk, by quintiles (0-20%, 20-40%, etc.). Principal data follow this temple, with a five-year scope for charter school principals. Comparisons with the nation as a whole and with other cities follow, along with questions for future study and recommendations by SBOE members.

TEACHER TURNOVER DATA, TRENDS AND PATTERNS

Teacher turnover -– beyond a natural, minimal level to be expected -- is widely regarded as a serious problem for students, schools, and school systems. The research literature describes it as a "crisis" (National Commission on Teaching and America's Future 2003), a "critical challenge," (Papay et al. 2015). The reasons cited for why this matters are reduced student achievement, particularly for low-income students, rising teacher shortages, high costs of teacher recruitment and induction, and negative effects on coherent program implementation, particularly with on-going reform initiatives.[1] Though the extent to which these concerns apply in District of Columbia public education is beyond the scope of this paper, the reader is encouraged to think about them in pondering the data here presented and in considering next steps.

TEACHER TURNOVER IN DCPS

General parlance in the District uses the term "teacher" in several ways. In DCPS it can refer to all staff with the pay grade and plan ET-15, all of whom are in the Washington Teachers Union bargaining unit. ET-15s include counselors, librarians, instructional coaches, speech, occupational and physical therapists, and most social workers and school psychologists, as well as classroom teachers. Some of these are listed in central offices, though almost all work with students, usually in

[1] E.g., Carver-Thomas & Darling-Hammond (2017), Ronfeldt et al. (2011), Boyd et al. (2008), Barnes et al. (2007), Ingersoll (2012).

multiple schools. The term "teacher" is also used for classroom teachers, to the exclusion of librarians, counselors, and others. Virtually all, no matter their job title, work with students. In fact, those who are not classroom teachers may have longer relationships with individual students over multiple years.

The first section below reports statistics for all ET-15s. The second reports statistics for classroom teachers, defined as those whose job title includes the word "teacher" and who are listed at local schools rather than central office accounts. The data source for both groups is mid-year staff lists; i.e., point-in-time data, generated by the DCPS PeopleSoft personnel system. Classroom teachers constitute a little over 85% of all ET-15s. As the results turn out, there is no significant difference between the rates found for all ET-15s versus those for classroom teachers at any level of analysis – not even at the level of the 113 individual schools. Because there are differences in the total numbers, however, we have kept the groups separate, while repeating most of the context information, so as to be clear about which group is under discussion.

It is important to understand that teacher turnover can be measured, among other ways, at the system level or at the school level. The first section below reports the rates of ET-15 staff *leaving the DCPS system altogether*, while the next sections reports rates of ET-15 staff *leaving their schools* -– whether they transfer to another DCPS school or leave the system entirely. Likewise in the sections reporting attrition rates for classroom teachers, the first section reports only those leaving the DCPS system, while the rest report on classroom teachers leaving their schools. From the point of view of the students, of course, the numbers leaving their schools are the figures that count.

Turnover of ET-15 Staff in DCPS

Turnover of ET-15 Staff in the DCPS Sector as a Whole

Table 1: Number of DCPS ET-15 Staff and Number Leaving DCPS SY 2011-12 to SY 2017-18

School Year	Total ET-15 staff	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less
SY 2007-08	4325	931	1565	1845	2254	2573	2745
SY 2008-09	4047	819	1220	1738	2098	2288	2486
SY 2009-10	4288	626	1418	1951	2189	2437	2633
SY 2010-11	4230	886	1587	1371	1754	2036	2269
SY 2011-12	4148	642	1371	1754	2036	2269	2451
SY 2012-13	3982	793	1213	1597	1859	2086	
SY 2013-14	4275	775	1311	1711	1997		
SY 2014-15	4278	748	1285	1666			
SY 2015-16	4700	889	1439				
SY 2016-17	4754	813					
SY 2017-18	4815						

Table 2: Percentage of DCPS ET-15 Staff Leaving DCPS SY 2011-12 to SY 2017-18

School Year	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less
SY 2007-08	22%	36%	43%	52%	59%	63%
SY 2008-09	20%	30%	43%	52%	57%	61%
SY 2009-10	15%	33%	45%	51%	57%	61%
SY 2010-11	21%	38%	32%	41%	48%	54%
SY 2011-12	15%	33%	42%	49%	55%	59%
SY 2012-13	20%	30%	40%	47%	52%	
SY 2013-14	18%	31%	40%	47%		
SY 2014-15	17%	30%	39%			
SY 2015-16	19%	31%				
SY 2016-17	17%					
10 year average	18%	32%	41%	48%	55%	60%
6 year average	18%	31%	40%	47%	54%	59%
3 year average	18%	30%	39%			

Annual ET-15 attrition system-wide over the last ten years has ranged from 15-22%, with an overall average of 18%. Over six years it has ranged from 15 to 20%, with the overall average still at 18%. The average has been likewise 18% over the last three years. The table also shows the percentage of each cohort that have left over multiple year periods. For example, of all ET-15s on board in the middle of SY 2012, 49% left in four years or less and 59% in six years or less. Percentages for each cohort are quite similar as far out in years as they go –- about one-third in two years or less, rising to 40% over three years, almost half in four years or less, and about 55% over 5 years.

Turnover of DCPS ET-15 Staff at each School

Of the total ET-15 staff, 97% are in local schools, a percentage that has risen since SY 2011-12, when it was 91%, as DCPS moved most of its special education social workers and psychologists into local school budgets. Numbers for ET-15s in this section therefore differ in two regards from those for the system as a whole. First, total numbers of staff differ slightly:

Table 3: DCPS ET-15 Staff Reported as in Local Schools SY 2011-12 to SY 2017-18

	SY 2012	SY 2013	SY 2014	SY 2015	SY 2016	SY 2017
Local schools ET-15	3788	3766	4108	4159	4571	4618
Total DCPS ET-15	4148	3982	4275	4278	4700	4754
Local school as % of total DCPS	91%	95%	96%	97%	97%	97%

Much more important, this section reports rates of staff leaving *schools*, whereas the previous section reports on staff leaving the *DCPS system* altogether. Rates in this section reflect teachers who leave one DCPS school for another, as well as those leaving the system.

Table 4: Percentage of DCPS ET-15 Staff Leaving Each School SY 2011-12 to SY 2017-18

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	6 yr aver	3 yr aver
Aiton ES	7	ES	79%	70%	40%	28%	35%	50%	48%	45%	44%
Amidon-Bowen ES	6	ES	65%	52%	39%	15%	29%	38%	24%	32%	30%
Anacostia HS	8	HS	84%	37%	27%	23%	26%	29%	15%	26%	24%
Ballou HS	8	HS	80%	29%	48%	28%	52%	33%	36%	38%	39%
Ballou STAY HS	AD	AD	N/A	50%	29%	16%	33%	19%	17%	26%	22%
Bancroft ES	1	ES	30%	37%	35%	35%	25%	9%	11%	23%	15%
Barnard ES	4	ES	48%	7%	31%	31%	20%	17%	19%	20%	19%
Beers ES	7	ES	53%	24%	15%	15%	12%	7%	5%	11%	8%
Benjamin Banneker HS	SEL	HS	19%	27%	13%	15%	16%	20%	20%	18%	18%
Brent ES	6	ES	4%	7%	11%	15%	17%	25%	21%	16%	21%
Brightwood EC	4	EC	42%	30%	25%	25%	17%	15%	10%	18%	14%
Brookland MS	5	MS	51%	N/A	N/A	N/A	N/A	48%	50%	49%	49%
Browne EC	5	EC	73%	32%	46%	29%	27%	27%	34%	31%	29%
Bruce-Monroe ES	1	ES	41%	16%	27%	27%	15%	20%	19%	18%	18%
Bunker Hill ES	5	ES	45%	34%	67%	67%	65%	29%	14%	39%	38%
Burroughs ES	5	ES	41%	21%	28%	28%	24%	26%	10%	20%	20%
Burrville ES	7	ES	69%	47%	60%	60%	36%	45%	29%	43%	37%
C.W. Harris ES	7	ES	82%	6%	50%	13%	34%	50%	16%	29%	33%
Capitol Hill Montessori EC	LOT	EC	18%	27%	20%	17%	20%	28%	26%	23%	25%
Cardozo EC	1	EC2	68%	38%	56%	28%	16%	24%	27%	30%	23%
CHOICE Academy	ALT	ALT	N/A	56%	75%	75%	17%	38%	13%	41%	23%
Cleveland ES	1	ES	49%	18%	7%	7%	15%	10%	22%	14%	16%
Columbia Heights EC	1	EC2	53%	33%	38%	28%	20%	18%	23%	26%	21%
Coolidge HS	4	HS	72%	20%	37%	29%	11%	17%	24%	23%	18%
Deal MS	3	MS	7%	21%	27%	19%	29%	26%	23%	24%	26%
Dorothy I. Height ES	4	ES	36%	N/A	N/A	N/A	N/A	90%	88%	11%	11%
Drew ES	7	ES	75%	38%	24%	24%	20%	26%	19%	24%	22%
Duke Ellington HS of the Arts	SEL	HS	29%	13%	14%	14%	25%	38%	0%	19%	19%
Dunbar HS	2	HS	65%	23%	24%	19%	27%	54%	38%	32%	41%
Eastern HS	6	HS	60%	17%	9%	9%	17%	18%	30%	19%	22%
Eaton ES	3	ES	6%	17%	9%	14%	8%	19%	8%	12%	12%
Eliot-Hine MS	6	MS	62%	31%	41%	34%	32%	29%	36%	34%	32%
Garfield ES	8	ES	82%	38%	35%	15%	19%	29%	23%	26%	24%
Garrison ES	2	ES	38%	20%	54%	54%	30%	38%	26%	34%	31%
H.D. Cooke ES	1	ES	43%	38%	31%	14%	43%	30%	18%	29%	30%
H.D. Woodson HS	7	HS	71%	28%	22%	17%	17%	32%	25%	24%	25%
Hardy MS	2	MS	20%	27%	37%	37%	14%	22%	22%	22%	19%
Hart MS	8	MS	78%	21%	43%	32%	25%	25%	31%	29%	27%

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	6 yr aver	3 yr aver
Hearst ES	3	ES	6%	25%	25%	21%	23%	19%	24%	23%	22%
Hendley ES	8	ES	93%	33%	44%	44%	42%	59%	25%	38%	42%
Houston ES	7	ES	71%	17%	15%	15%	20%	26%	22%	18%	23%
Hyde-Addison ES	2	ES	12%	20%	24%	15%	33%	10%	19%	20%	20%
Inspiring Youth Program	ALT	ALT	N/A	56%	50%	50%	22%	73%	36%	44%	45%
J.O. Wilson ES	6	ES	46%	9%	29%	29%	22%	32%	28%	22%	27%
Janney ES	3	ES	1%	10%	9%	14%	18%	9%	17%	13%	15%
Jefferson MS	6	MS	58%	50%	69%	69%	32%	18%	25%	36%	25%
Johnson MS	8	MS	81%	35%	33%	19%	50%	36%	37%	35%	41%
Kelly Miller MS	7	MS	68%	41%	63%	18%	47%	22%	37%	39%	35%
Ketcham ES	8	ES	82%	36%	35%	27%	35%	39%	43%	36%	39%
Key ES	3	ES	2%	17%	14%	19%	20%	21%	21%	19%	21%
Kimball ES	7	ES	79%	25%	42%	24%	32%	30%	25%	29%	29%
King ES	8	ES	84%	43%	55%	26%	33%	39%	39%	40%	37%
Kramer MS	8	MS	86%	50%	48%	28%	48%	42%	50%	44%	47%
Lafayette ES	4	ES	3%	8%	11%	18%	13%	18%	9%	13%	13%
Langdon ES	5	ES	53%	24%	57%	57%	39%	27%	26%	33%	31%
Langley ES	5	ES	55%	48%	57%	57%	14%	44%	44%	40%	35%
LaSalle-Backus EC	4	EC	53%	31%	48%	10%	33%	32%	18%	28%	27%
Leckie EC	8	EC	47%	14%	29%	29%	6%	28%	13%	17%	16%
Ludlow-Taylor ES	6	ES	23%	16%	17%	17%	16%	21%	8%	16%	14%
Luke C. Moore HS	AD	AD	N/A	27%	32%	9%	33%	27%	26%	26%	29%
MacFarland MS	4	MS	42%	N/A	N/A	N/A	N/A	N/A	33%	33%	33%
Malcolm X ES	8	ES	85%	63%	62%	7%	28%	30%	28%	36%	29%
Mann ES	3	ES	2%	28%	15%	15%	7%	16%	21%	17%	15%
Marie Reed ES	1	ES	31%	26%	30%	30%	35%	10%	10%	21%	18%
Maury ES	6	ES	7%	12%	33%	23%	29%	19%	13%	21%	20%
McKinley Tech HS/MS	SEL	EC2	43%	27%	22%	22%	26%	18%	22%	21%	22%
Miner ES	6	ES	61%	13%	29%	29%	24%	18%	25%	20%	22%
Moten ES	8	ES	85%	41%	48%	30%	24%	19%	53%	35%	32%
Murch ES	3	ES	4%	15%	10%	16%	15%	20%	20%	16%	18%
Nalle ES	7	ES	73%	21%	35%	15%	29%	26%	30%	26%	28%
Noyes ES	5	ES	73%	47%	37%	27%	55%	24%	23%	37%	35%
Orr ES	8	ES	77%	24%	31%	25%	33%	31%	17%	27%	27%
Oyster-Adams Bilingual EC	3	EC	10%	14%	21%	13%	20%	18%	17%	17%	18%
Patterson ES	8	ES	87%	37%	64%	8%	22%	8%	18%	24%	16%
Payne ES	6	ES	46%	29%	6%	6%	17%	24%	30%	20%	24%
Peabody ES	6	ES	5%	29%	6%	15%	17%	39%	17%	20%	24%
Phelps ACE HS	SEL	HS	49%	30%	34%	16%	10%	32%	25%	24%	22%

School	Ward	Level	At-risk 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	6 yr aver	3 yr aver
Plummer/Davis ES	7	ES	78%	25%	56%	56%	18%	23%	19%	28%	20%
Powell ES	4	ES	36%	30%	33%	33%	32%	20%	29%	25%	27%
Randle Highlands ES	7	ES	54%	27%	16%	16%	33%	24%	21%	22%	26%
Raymond EC	4	EC	45%	21%	17%	17%	34%	31%	32%	25%	32%
River Terrace EC	SE	SE	49%	17%	30%	30%	67%	27%	52%	34%	49%
Ron Brown College Prep HS	LOT	HS	56%	N/A	N/A	N/A	N/A	N/A	33%	33%	33%
Roosevelt HS	4	HS	68%	37%	38%	15%	29%	32%	43%	33%	35%
Roosevelt STAY HS	AD	AD	N/A	13%	33%	33%	29%	38%	78%	38%	48%
Ross ES	2	ES	6%	17%	29%	17%	38%	25%	31%	26%	31%
Savoy ES	8	ES	78%	12%	7%	29%	37%	52%	28%	28%	39%
School Without Walls EC (PK-12)	SEL	EC2	13%	15%	31%	8%	16%	17%	17%	17%	17%
School-Within-School ES	LOT	ES	3%	20%	25%	4%	12%	13%	23%	15%	16%
Seaton ES	2	ES	40%	4%	37%	37%	15%	11%	22%	18%	16%
Shepherd ES	4	ES	14%	34%	25%	7%	25%	28%	13%	22%	22%
Simon ES	8	ES	71%	32%	30%	9%	29%	19%	25%	24%	24%
Smothers ES	7	ES	68%	14%	35%	13%	44%	59%	25%	32%	43%
Sousa MS	7	MS	73%	44%	54%	54%	50%	43%	31%	40%	41%
Stanton ES	8	ES	89%	35%	15%	17%	36%	20%	16%	23%	24%
Stoddert ES	3	ES	3%	4%	10%	6%	14%	11%	11%	10%	12%
Stuart-Hobson MS	6	MS	28%	30%	35%	35%	28%	31%	25%	30%	28%
Takoma EC	4	EC	45%	33%	25%	25%	26%	20%	17%	22%	21%
Thomas ES	7	ES	76%	5%	16%	11%	24%	26%	26%	19%	25%
Thomson ES	2	ES	40%	18%	18%	18%	8%	26%	24%	18%	19%
Truesdell EC	4	EC	55%	43%	55%	55%	46%	32%	35%	37%	37%
Tubman ES	1	ES	54%	14%	33%	33%	37%	19%	21%	24%	25%
Turner ES	8	ES	83%	41%	46%	10%	26%	11%	27%	26%	21%
Tyler ES	6	ES	35%	31%	37%	25%	29%	24%	35%	30%	30%
Van Ness ES	6	ES	26%	N/A	N/A	N/A	N/A	25%	32%	35%	29%
Walker-Jones EC	6	EC	77%	32%	63%	10%	37%	43%	35%	37%	38%
Washington Metropolitan HS	ALT	ALT	N/A	50%	50%	23%	46%	52%	50%	45%	49%
Watkins ES	6	ES	19%	11%	47%	21%	18%	49%	18%	27%	28%
West EC	4	EC	38%	58%	43%	43%	54%	38%	18%	40%	35%
Wheatley EC	5	EC	79%	19%	40%	12%	51%	20%	24%	28%	32%
Whittier EC	4	EC	49%	26%	32%	32%	16%	25%	17%	20%	19%
Woodrow Wilson HS	3	HS	26%	19%	23%	23%	14%	18%	29%	20%	20%
Youth Services Center	ALT	ALT	N/A	53%	42%	42%	57%	24%	31%	36%	36%
Average DCPS Local Schools				27%	33%	18%	27%	26%	25%	26%	26%

In DCPS local schools on average, about a quarter of ET-15 staff leave their schools annually, but the percentages at individual schools vary greatly from one school to another and from one year to another within the same school. For almost all schools in all years, however, the percentages are in double digits. The remaining tables explore differences among schools by ward, by level (grade configuration), and by their percentage of at-risk students.

Turnover of DCPS ET-15s at the School Level by Ward

In addition to schools that are zoned for neighborhoods, DCPS has a variety of schools that serve students citywide (these are marked by abbreviation in the table above):

- Adult (AD): Ballou and Roosevelt STAY, Luke C. Moore
- Alternative (ALT): CHOICE, Inspiring Youth (DC Jail), Washington Metropolitan, Youth Services Center (juvenile detention)
- Lottery (LOT): Capitol Hill Montessori, Ron Brown College Prep, School-Within-A School
- Special Education (SE): River Terrace (consolidation of Mamie D. Lee and Sharpe Health)
- Selective high schools (SEL): Banneker, Ellington, McKinley, Phelps, School Without Walls

We have separated these from the neighborhood schools because though located physically in a ward, they have no ward-based community, and because the particulars of their missions seem to correlate with their teacher turnover.

Table 5: Percent of DCPS ET-15 Staff Leaving Their Schools by Ward SY 2011-12 to SY 2017-18

	# schs 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Ward 1	8	29%	35%	20%	25%	19%	20%	24%	21%
Ward 2	7	19%	31%	17%	22%	30%	27%	24%	26%
Ward 3	10	17%	18%	16%	18%	18%	21%	18%	19%
Ward 4	15	28%	32%	17%	27%	29%	28%	27%	28%
Ward 5	8	32%	47%	19%	39%	30%	28%	33%	32%
Ward 6	16	24%	33%	19%	24%	28%	26%	26%	26%
Ward 7	15	30%	36%	18%	29%	31%	25%	28%	28%
Ward 8	18	33%	40%	22%	32%	30%	29%	31%	30%
Adult	3	33%	31%	14%	31%	29%	39%	29%	33%
Alternative	4	53%	52%	20%	42%	46%	38%	42%	42%
Lottery	3	24%	22%	11%	16%	20%	26%	20%	22%
Special Education	1	17%	30%	24%	67%	27%	52%	34%	49%
Selective HS	5	23%	26%	12%	19%	20%	20%	20%	20%
Non-ward school total	16	29%	30%	14%	26%	25%	27%	25%	26%
City-wide average	113	27%	33%	18%	27%	26%	25%	26%	26%

Among neighborhood schools, turnover rates by ward generally correspond with median household income and other measures that differentiate the District's wards by their residents' prosperity. Turnover is consistently lowest in Ward 3, and highest in Wards 5, 7 and 8. Among citywide schools, turnover is lowest in the selective high schools and three assignment-by-lottery schools considered highly desirable. It is highest in alternative schools and the one special education school, with adult schools in between.

Turnover of DCPS ET-15s at the School Level by School Grade Configuration

Most DCPS schools have one of four standard grade configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

Table 6: Percentage of DCPS ET-15 Staff Leaving Their Schools by School Grade Configuration SY 2011-12 to SY 2017-18

	# schs 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Elementary PK-5	64	25%	31%	17%	26%	26%	24%	25%	25%
Education Campus PK-8	13	28%	35%	15%	30%	27%	23%	26%	26%
Education Campus Other PK-12 or 6-12	4	30%	37%	20%	20%	19%	22%	24%	21%
Middle School	12	32%	43%	23%	34%	29%	31%	32%	31%
High School (excludes alternative)	12	26%	29%	20%	22%	28%	29%	26%	27%
Citywide average	105	27%	33%	18%	27%	26%	25%	26%	26%

ET-15 turnover is highest in DCPS middle schools –- almost one-third of the staff leaving annually, compared to about one-quarter of the staff at the other levels. The rate of departure at the education campuses with exceptional grade structures, though shown for completeness' sake, is not meaningful because two of them (McKinley and School Without Walls) combine selective high schools with neighborhood lower schools. All four are large schools with relatively lower turnover rates, suggesting that if they were separated into their grade level components, the total high school turnover rates would be a little lower.

Turnover of DCPS ET-15s at the School Level by Percentage of Students At-Risk

Since SY 2014, the metric for identifying students needing high levels of support is "at-risk" status, defined as students who are homeless, in foster care, whose families qualify for Temporary Assistance for Needy Families (TANF) or the Supplemental Nutrition Assistance Program (SNAP), plus high school students that are one year or more older than the expected age for the grade in which they are enrolled. The percentage of at-risk students at each school, DCPS and charter, is determined

from DC government databases. The metric is used for school funding and for free lunch eligibility; it is not applied to alternative and adult schools. Schools with 40% or more students at risk – about three-quarters of the schools in each sector -– serve free lunch to all students, regardless of family income, and no longer collect family income forms. Since at-risk numbers have been calculated only since 2013-14, free/reduced price lunch eligibility is used here in the two earliest school years. The number of eligible students was higher under that metric, but the distribution of schools by quintiles likely differs little.

Table 7: Percentage of DCPS ET-15 Staff Leaving Their Schools by Percentage of Students At-Risk SY 2011-12 to SY 2017-18

	# schs 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
0-20% at-risk	22	13%	12%	15%	22%	21%	20%	19%	21%
20-40% at-risk	13	18%	25%	18%	20%	20%	26%	22%	23%
40-60% at-risk	29	28%	31%	18%	26%	26%	24%	24%	25%
60-80% at-risk	29	29%	39%	20%	30%	30%	29%	30%	29%
80-100% at-risk	13	29%	36%	22%	32%	32%	30%	31%	31%
DCPS average	106	27%	33%	18%	26%	26%	25%	26%	26%

As the percentage of at-risk students increases, so does the rate at which ET-15 staff leave their schools. At the 22 schools with the fewest at-risk students, the rate is about 20%, while at the 42 schools with the highest percentages, 30% of the ET-15 staff leave annually.

Turnover of Classroom Teachers in DCPS

The next sections provide the same kinds of data as the above, but for *classroom teachers listed in local schools only*. These include grade-level teachers, subject teachers, both elementary and secondary, special education teachers, ELL and bilingual education teachers.

Turnover of Classroom Teachers in DCPS as a Whole

Table 8: Number of DCPS Classroom Teachers and Number Leaving DCPS SY 2011-12 to SY 2017-18

School Year	Total classroom teachers	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less
SY 2011-12	3553	766	1199	1534	1770	1965	2132
SY 2012-13	3408	714	1080	1409	1627	1828	
SY 2013-14	3648	658	1171	1472	1727		
SY 2014-15	3664	650	1112	1449			
SY 2015-16	4012	769	1255				
SY 2016-17	4009	713					
SY 2017-18	4045						

Table 9: Percent of DCPS Classroom Teachers Leaving DCPS SY 2011-12 to SY 2017-18

School Year	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less
SY 2011-12	22%	34%	43%	50%	55%	60%
SY 2012-13	21%	32%	41%	48%	54%	
SY 2013-14	18%	32%	40%	47%		
SY 2014-15	18%	30%	40%			
SY 2015-16	19%	31%				
SY 2016-17	18%					

Annual classroom teacher attrition system-wide over the last six years is a little higher than that of all ET-15s, and has ranged from 18 to 22%, with the overall average at 19%. The average has been 18% over the last three years. The table also shows the percentage of each cohort that have left over multiple year periods. For example, of all classroom teachers on board in the middle of SY 2012, 50% left in four years or less and 60% in six years or less. Percentages for each cohort, as far as they go in years, are about one-third in two years or less, rising to almost half in four years or less. The numbers have lessened slightly more recently.

Turnover of DCPS Classroom Teachers by Evaluation Rating

The evaluation ("IMPACT") ratings of DCPS teachers are confidential, hence not available to external researchers other than those with the permission and the capacity to enter confidentiality agreements with DCPS. However, in responding to questions from the DC Council in connection with annual performance oversight hearings, DCPS reported the retention of classroom teachers by their IMPACT ratings starting in SY 2012-13. Figures are not available for 2011-12, so averages are only calculated over five years, not six.

Overall, the figures in the reports to the Council are a little lower than those from the database on which the other DCPS figures in this study are based -– 17% as opposed to 18-19% turnover. The total number of teachers in the IMPACT-based reports is lower by 100 to 250, depending on the year. For various reasons, including mid-year departures and incomplete evaluations, some teachers do not receive final ratings and are not included in the IMPACT-based reports. The difference also may reflect a difference of exactly which teachers are counted.

Table 10: Numbers and Percentages of DCPS Classroom Teachers Leaving DCPS by Final IMPACT Rating SY 2012-13 to SY 2016-17

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	5 year total	% of 5 year total
Ineffective	38	52	46	50	79	265	9%
Minimally Effective	85	86	77	81	107	436	14%
Developing	137	108	182	148	133	708	23%
Effective	217	223	236	205	218	1,099	35%
Highly Effective	94	123	130	137	123	607	19%
Total	571	592	671	621	660	3,115	100%

Final IMPACT Rating	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	5 year average
Ineffective	100.0%	96.3%	100.0%	98.0%	98.8%	98.6%
Minimally Effective	48.9%	53.1%	56.6%	51.3%	59.4%	53.9%
Developing	21.6%	18.4%	32.0%	26.0%	22.9%	24.2%
Effective	14.9%	14.9%	14.8%	12.7%	13.3%	14.1%
Highly Effective	9.5%	11.6%	10.4%	9.7%	9.0%	10.1%
Total	17.3%	17.6%	18.7%	16.3%	17.1%	17.4%

Unsurprisingly, given the relationship of ratings to job security, the departure rate of teachers largely correlates with their ratings. Almost all with Ineffective and a little over half with Minimally Effective ratings leave DCPS, compared to 10% for teachers rated Highly Effective. The two lowest categories combined account for 23% of all teacher departures over the last five years. Half the teachers leaving are rated Highly Effective or Effective.

Turnover of DCPS Classroom Teachers by School

Of the total ET-15 staff in local schools, about 88% are classroom teachers.

Table 11: DCPS Classroom Teachers Reported as in Local Schools SY 2011-12 to SY 2017-18

	SY 2012	SY 2013	SY 2014	SY 2015	SY 2016	SY 2017
Local schools classroom teachers	3332	3295	3579	3614	3970	3972
Local schools ET-15	3700	3711	3981	4132	4531	4618
Classroom teachers as % of total ET-15	90%	89%	90%	87%	88%	86%

As with the total ET-15 group, numbers in this section differ from those for the system as a whole. Total numbers of staff differ slightly, and this section reports rates of staff leaving *schools*, not those leaving the *DCPS system* altogether. Rates in this section reflect teachers who leave one DCPS school for another, as well as those leaving the system.

Table 12: Percentage of DCPS Classroom Teachers Leaving Each School SY 2011-12 to SY 2017-18

School Name	Ward	Level	At-risk 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Aiton ES	7	ES	79%	75%	31%	30%	35%	45%	53%	45%	44%
Amidon-Bowen ES	6	ES	65%	53%	37%	17%	33%	32%	23%	32%	29%
Anacostia HS	8	HS	84%	43%	28%	22%	24%	32%	23%	29%	27%
Ballou HS	8	HS	80%	33%	52%	30%	58%	35%	40%	41%	43%
Ballou STAY HS	AD	AD	N/A	55%	27%	7%	29%	25%	0%	23%	18%
Bancroft ES	1	ES	30%	31%	33%	19%	24%	8%	12%	21%	15%

School Name	Ward	Level	At-risk 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Barnard ES	4	ES	48%	8%	32%	25%	21%	15%	20%	21%	19%
Beers ES	7	ES	53%	26%	10%	9%	14%	8%	3%	12%	8%
Benjamin Banneker HS	SEL	HS	19%	25%	19%	17%	8%	17%	26%	19%	17%
Brent ES	6	ES	4%	8%	12%	13%	14%	27%	17%	15%	20%
Brightwood EC	4	EC	42%	30%	25%	9%	17%	18%	10%	17%	15%
Brookland MS	5	MS	51%	N/A	N/A	N/A	N/A	48%	50%	49%	49%
Browne EC	5	EC	73%	34%	45%	23%	32%	30%	35%	33%	32%
Bruce-Monroe ES	1	ES	41%	18%	24%	8%	4%	23%	19%	16%	16%
Bunker Hill ES	5	ES	45%	31%	32%	18%	58%	21%	12%	30%	32%
Burroughs ES	5	ES	41%	21%	16%	11%	30%	19%	8%	18%	19%
Burrville ES	7	ES	69%	46%	55%	36%	33%	44%	32%	41%	37%
C.W. Harris ES	7	ES	82%	6%	50%	14%	31%	50%	19%	29%	33%
Capitol Hill Montessori EC	LOT	EC	18%	33%	17%	17%	19%	20%	30%	23%	23%
Cardozo EC	1	EC2	68%	30%	54%	29%	19%	29%	29%	31%	26%
CHOICE Academy	ALT	ALT	N/A	54%	86%	25%	20%	50%	0%	44%	24%
Cleveland ES	1	ES	49%	20%	9%	4%	21%	12%	21%	15%	18%
Columbia Heights EC	1	EC2	53%	35%	42%	26%	19%	18%	22%	27%	20%
Coolidge HS	4	HS	72%	17%	33%	30%	9%	20%	26%	23%	19%
Deal MS	3	MS	7%	24%	31%	16%	27%	26%	23%	24%	25%
Dorothy I. Height ES	4	ES	36%	N/A	N/A	N/A	N/A	91%	89%	10%	10%
Drew ES	7	ES	75%	29%	27%	28%	24%	21%	13%	22%	18%
Duke Ellington HS of the Arts	SEL	HS	29%	14%	0%	33%	25%	40%	0%	18%	21%
Dunbar HS	2	HS	65%	27%	25%	18%	26%	54%	44%	33%	43%
Eastern HS	6	HS	60%	18%	10%	19%	20%	18%	32%	21%	23%
Eaton ES	3	ES	6%	21%	9%	17%	11%	21%	12%	15%	15%
Eliot-Hine MS	6	MS	62%	42%	42%	36%	36%	29%	38%	37%	34%
Garfield ES	8	ES	82%	33%	40%	18%	23%	26%	32%	28%	27%
Garrison ES	2	ES	38%	23%	48%	35%	28%	41%	29%	34%	33%
H.D. Cooke ES	1	ES	43%	36%	35%	14%	43%	34%	8%	28%	28%
H.D. Woodson HS	7	HS	71%	33%	24%	15%	2%	38%	25%	23%	22%
Hardy MS	2	MS	20%	27%	35%	6%	13%	21%	18%	20%	17%
Hart MS	8	MS	78%	28%	50%	33%	26%	29%	37%	33%	30%
Hearst ES	3	ES	6%	24%	29%	24%	22%	19%	22%	23%	21%
Hendley ES	8	ES	93%	33%	41%	22%	45%	53%	29%	37%	42%
Houston ES	7	ES	71%	14%	6%	32%	19%	23%	26%	21%	23%
Hyde-Addison ES	2	ES	12%	18%	27%	12%	32%	4%	18%	18%	18%
Inspiring Youth Program	ALT	ALT	N/A	56%	50%	13%	13%	67%	44%	41%	42%
J.O. Wilson ES	6	ES	46%	9%	25%	6%	25%	28%	28%	21%	27%

School Name	Ward	Level	At-risk 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Janney ES	3	ES	1%	11%	10%	16%	16%	10%	16%	13%	14%
Jefferson MS	6	MS	58%	48%	71%	32%	35%	11%	23%	35%	23%
Johnson MS	8	MS	81%	45%	41%	24%	55%	41%	43%	41%	46%
Kelly Miller MS	7	MS	68%	40%	64%	21%	43%	23%	41%	40%	35%
Ketcham ES	8	ES	82%	40%	33%	24%	39%	42%	44%	38%	42%
Key ES	3	ES	2%	18%	15%	14%	14%	22%	17%	17%	18%
Kimball ES	7	ES	79%	25%	37%	32%	39%	30%	22%	31%	30%
King ES	8	ES	84%	39%	46%	28%	33%	41%	41%	39%	39%
Kramer MS	8	MS	86%	55%	50%	32%	46%	46%	52%	47%	48%
Lafayette ES	4	ES	3%	9%	12%	19%	12%	17%	12%	14%	14%
Langdon ES	5	ES	53%	20%	55%	19%	38%	23%	20%	31%	28%
Langley ES	5	ES	55%	44%	60%	24%	12%	43%	52%	41%	37%
LaSalle-Backus EC	4	EC	53%	31%	50%	12%	33%	28%	17%	28%	26%
Leckie EC	8	EC	47%	15%	29%	8%	3%	22%	14%	16%	14%
Ludlow-Taylor ES	6	ES	23%	22%	14%	22%	18%	19%	6%	17%	14%
Luke C. Moore HS	AD	AD	N/A	35%	41%	6%	47%	31%	27%	31%	35%
MacFarland MS	4	MS	42%	N/A	N/A	N/A	N/A	N/A	17%	17%	17%
Malcolm X ES	8	ES	85%	57%	56%	7%	25%	35%	25%	34%	29%
Mann ES	3	ES	2%	33%	13%	17%	8%	15%	24%	18%	16%
Marie Reed ES	1	ES	31%	18%	28%	15%	32%	5%	8%	17%	15%
Maury ES	6	ES	7%	9%	18%	21%	24%	19%	11%	17%	18%
McKinley Tech HS/MS	SEL	EC2	43%	27%	21%	10%	27%	18%	25%	21%	23%
Miner ES	6	ES	61%	14%	29%	17%	24%	21%	32%	23%	26%
Moten ES	8	ES	85%	46%	40%	31%	28%	22%	55%	37%	35%
Murch ES	3	ES	4%	14%	8%	20%	13%	27%	21%	18%	20%
Nalle ES	7	ES	73%	22%	39%	13%	28%	27%	32%	27%	29%
Noyes ES	5	ES	73%	50%	39%	26%	61%	25%	23%	39%	39%
Orr ES	8	ES	77%	27%	35%	21%	26%	35%	23%	28%	29%
Oyster-Adams Bilingual EC	3	EC	10%	16%	25%	14%	23%	19%	19%	19%	20%
Patterson ES	8	ES	87%	35%	60%	9%	22%	9%	18%	24%	16%
Payne ES	6	ES	46%	21%	6%	12%	15%	17%	36%	19%	23%
Peabody ES	6	ES	5%	25%	7%	16%	18%	38%	19%	20%	24%
Phelps ACE HS	SEL	HS	49%	35%	33%	18%	10%	35%	29%	27%	25%
Plummer/Davis ES	7	ES	78%	23%	53%	28%	18%	20%	18%	26%	19%
Powell ES	4	ES	36%	31%	35%	8%	36%	22%	24%	26%	27%
Randle Highlands ES	7	ES	54%	20%	14%	10%	38%	27%	19%	22%	28%
Raymond EC	4	EC	45%	17%	16%	14%	39%	34%	37%	27%	36%
River Terrace EC	SE	SE	49%	14%	29%	24%	65%	23%	52%	33%	47%

School Name	Ward	Level	At-risk 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Ron Brown College Prep HS	LOT	HS	56%	N/A	N/A	N/A	N/A	N/A	42%	42%	42%
Roosevelt HS	4	HS	68%	41%	40%	16%	30%	36%	43%	36%	37%
Roosevelt STAY HS	AD	AD	N/A	14%	33%	23%	21%	44%	71%	37%	46%
Ross ES	2	ES	6%	0%	20%	13%	43%	23%	38%	24%	35%
Savoy ES	8	ES	78%	14%	9%	32%	36%	48%	28%	29%	37%
School Without Walls EC (PK-12)	SEL	EC2	13%	14%	32%	7%	17%	19%	20%	18%	18%
School-Within-School ES	LOT	ES	3%	13%	30%	5%	19%	15%	20%	17%	18%
Seaton ES	2	ES	40%	4%	31%	18%	16%	12%	24%	18%	17%
Shepherd ES	4	ES	14%	36%	21%	4%	29%	25%	15%	22%	23%
Simon ES	8	ES	71%	26%	29%	10%	26%	19%	17%	21%	21%
Smothers ES	7	ES	68%	18%	39%	13%	50%	57%	29%	34%	45%
Sousa MS	7	MS	73%	45%	57%	24%	52%	35%	26%	40%	38%
Stanton ES	8	ES	89%	32%	20%	18%	38%	23%	22%	26%	28%
Stoddert ES	3	ES	3%	8%	8%	7%	13%	16%	10%	11%	13%
Stuart-Hobson MS	6	MS	28%	35%	37%	23%	26%	31%	23%	29%	27%
Takoma EC	4	EC	45%	34%	24%	19%	22%	17%	21%	22%	20%
Thomas ES	7	ES	76%	11%	20%	10%	29%	21%	24%	20%	25%
Thomson ES	2	ES	40%	18%	10%	17%	10%	14%	25%	16%	16%
Truesdell EC	4	EC	55%	44%	60%	18%	50%	32%	38%	39%	40%
Tubman ES	1	ES	54%	16%	31%	15%	38%	20%	22%	24%	26%
Turner ES	8	ES	83%	41%	41%	12%	32%	6%	26%	25%	21%
Tyler ES	6	ES	35%	31%	50%	27%	28%	24%	37%	32%	30%
Van Ness ES	6	ES	26%	N/A	N/A	N/A	N/A	22%	36%	38%	30%
Walker-Jones EC	6	EC	77%	33%	65%	14%	40%	44%	40%	40%	41%
Washington Metropolitan	ALT	ALT	N/A	58%	47%	29%	50%	53%	55%	49%	52%
Watkins ES	6	ES	19%	21%	45%	20%	18%	52%	19%	29%	30%
West EC	4	EC	38%	57%	45%	39%	57%	38%	18%	41%	36%
Wheatley EC	5	EC	79%	22%	42%	14%	53%	26%	18%	29%	33%
Whittier EC	4	EC	49%	23%	31%	9%	18%	23%	17%	19%	19%
Woodrow Wilson HS	3	HS	26%	21%	22%	18%	15%	19%	30%	21%	21%
Youth Services Center	ALT	ALT	N/A	47%	36%	15%	58%	27%	38%	37%	40%
Total				28%	33%	18%	27%	27%	26%	26%	27%

In DCPS local schools as a whole, as with ET-15 staff, about one-fourth of classroom teachers leave their schools annually, but the percentages at individual schools vary widely from one school to another and from one year to another within the same school. For almost all schools in all years, however, the percentages are in double digits. The remaining tables explore differences among schools by ward and their percentage of at-risk students.

Turnover of DCPS Classroom Teachers at the School Level by Ward

In addition to schools that are zoned for neighborhood, DCPS has a variety of schools that serve students citywide (these are marked by abbreviation in the table above):

- Adult (AD): Ballou and Roosevelt STAY, Luke C. Moore
- Alternative (ALT): CHOICE, Inspiring Youth (DC Jail), Washington Metropolitan, Youth Services Center
- Lottery (LOTT): Capitol Hill Montessori, Ron Brown College Prep, School-Within-A School
- Special Education (SE): River Terrace (formerly Mamie D. Lee and Sharpe Health)
- Selective high schools (SEL): Banneker, Ellington, McKinley, Phelps, School Without Walls

We have separated these from the neighborhood schools because though located physically in a ward, they have no ward-based community, and because the special characteristics of their missions may well correlate with their teacher turnover.

Table 13: Percentage of DCPS Classroom Teachers Leaving Their Schools by Ward SY 2011-12 to SY 2017-18

	# schs 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Ward 1	8	27%	35%	19%	24%	20%	19%	24%	21%
Ward 2	7	20%	28%	17%	22%	28%	29%	24%	26%
Ward 3	10	19%	19%	16%	17%	20%	21%	19%	20%
Ward 4	15	27%	32%	17%	28%	30%	28%	27%	29%
Ward 5	8	32%	43%	19%	40%	30%	28%	32%	32%
Ward 6	16	25%	33%	20%	25%	27%	27%	26%	26%
Ward 7	15	31%	36%	20%	28%	30%	25%	28%	28%
Ward 8	18	35%	40%	22%	33%	31%	32%	32%	32%
Adult	3	37%	35%	11%	33%	35%	33%	31%	34%
Alternative	4	54%	51%	21%	43%	47%	42%	43%	44%
Lottery	3	25%	23%	11%	19%	17%	28%	21%	22%
Special Education	1	14%	29%	24%	65%	23%	52%	33%	47%
Selective HS	5	23%	26%	12%	18%	21%	23%	20%	21%
Non-ward total	16	29%	31%	14%	26%	26%	29%	26%	27%
DCPS average	113	28%	33%	18%	27%	27%	26%	26%	27%

Among the neighborhood schools turnover rates generally correspond with median household income and similar measures that differentiate the District's wards. Turnover is consistently lowest in Ward 3, and highest in Wards 5, 7 and 8. Among citywide schools, turnover is lowest in the selective high schools and three popular citywide assignment-by-lottery schools. It is highest in alternative schools and the one special education school, with adult schools in between.

Turnover of DCPS Classroom Teachers at the School Level by School Grade Configuration

Most DCPS schools have one of four standard configurations: elementary (grades PK3-5), education campus (grades PK3-8), middle (grades 6-8), and high school (grades 9-12). Setting aside the alternative and adult schools, there are four schools with exceptional grade structures where the data cannot be separated. Cardozo, Columbia Heights (CHEC), and McKinley serve grades 6-12, and School Without Walls serves grades PK3-12. Although the lower schools of the latter two are separated in some DCPS datasets, they are not separated in all years of the personnel data files that are the source for this analysis, and the first two are not separated at all. All four have the same principal for all grade levels.

Table 14: Percentage of DCPS Classroom Teachers Leaving Their Schools by School Grade Configuration SY 2011-12 to SY 2017-18

	# schs 2018	left 2012	left 2013	left 2014	left 2015	left 2016	left 2017	6 yr aver	3 yr aver
Elementary	64	25%	29%	18%	26%	26%	24%	24%	25%
Education Campus PK-8	13	28%	36%	15%	31%	27%	24%	27%	27%
Education Campus Other PK- or 6-12	4	28%	38%	19%	20%	21%	24%	24%	22%
Middle School	12	36%	46%	23%	33%	29%	31%	33%	31%
High School (excludes alternative)	12	29%	30%	20%	21%	30%	32%	27%	28%
DCPS average	105	28%	33%	18%	27%	27%	26%	26%	26%

Classroom teacher turnover is highest in DCPS middle schools – almost one-third of the staff leaving annually, compared to a little over one-quarter of the staff at the other levels. The rate of departure at the education campuses with exceptional structures, though shown for completeness' sake, are not meaningful because two of them (McKinley and School Without Walls) combine selective high schools with neighborhood lower schools. All four are large schools with relatively lower turnover rates, suggesting that if they were separated into their grade level components, the total high school turnover rates would be a little lower.

Turnover of DCPS Classroom Teachers at the School Level by Percentage of Students At-Risk

Since SY 2014, the metric for identifying students needing high levels of support is "at-risk" status, defined as students who are homeless, in foster care, welfare and food stamp recipients plus high school students who are overage for their grade, as determined from DC government databases. It is not applied to alternative and adult schools, and is replaced here by free/reduced price lunch eligibility in the two earliest school years.

Table 15: Percentage of DCPS Classroom Teachers Leaving Their Schools by Percentage of Students At-Risk SY 2011-12 to SY 2017-18

	# schs 2018	Left 2012	Left 2013	Left 2014	Left 2015	Left 2016	Left 2017	6 yr aver	3 yr aver
0-20% at risk	22	14%	12%	15%	19%	21%	19%	18%	20%
20-40% at risk	13	19%	25%	18%	19%	20%	28%	22%	23%
40-60% at risk	29	29%	30%	17%	26%	26%	23%	24%	25%
60-80% at risk	29	29%	39%	21%	30%	31%	31%	31%	31%
80-100% at risk	13	30%	36%	23%	33%	33%	32%	32%	33%
DCPS average	106	27%	33%	18%	26%	27%	26%	26%	26%

As the percentage of at-risk students increases, so does the rate at which classroom teachers leave their schools. At the 22 schools with the fewest at-risk students, the rate is about 20%, while at the 42 schools with the highest percentages, almost one-third of the classroom teachers leave annually.

TEACHER TURNOVER IN PUBLIC CHARTER SCHOOLS

The statistics below are derived from charter school annual reports to the DC Public Charter School Board (PCSB) from SY 2014-15 to SY 2016-17, the latest year for which the reports have been submitted. In measuring teacher turnover, charter school data consist of two figures included in the "data sections" of the annual reports: percentage of "teacher attrition" and the total number of teachers. Since we were unable to track individual teachers year by year, we did not track cohorts across years, but we were able to calculate teacher attrition for each school in each of the three years, and to calculate three-year averages, including those for the attrition rates by ward and by percentage of at-risk students. Charter schools have many different grade configurations, and these change from year to year as many of them add grades; we did not attempt to label them as elementary, middle, etc. schools.

The PCSB standard format defines "teacher" as "any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows." Schools interpret this definition variably. Each charter school has its own set of job titles, not all of which are obvious as to what constitutes "instruction" and "at least 50% of the time." A count of titles from staff rosters in a random sample of 14 charter school 2015-16 reports showed that overall, charter school turnover figures are not fully comparable with either DCPS classroom teacher or DCPS ET-15 figures. Five counted only staff with job titles cited in the PCSB definition, while nine counted others as well.

Average Teacher Turnover in DC Charter Schools

Table 16: Number of Charter School Teachers and Number and Percent Leaving Their Schools SY 2014-15 to SY 2017-18

School Year	Total teachers	# leaving	% leaving
SY 2014-15	2,525	562	22%
SY 2015-16	3,086	833	27%
SY 2016-17	3,471	859	25%
3 year average			25%

Annual teacher attrition in the charter school sector has ranged from 22-25% in the last three years, the overall average being 25%. Since we cannot track movement of teachers from one charter school to another, these figures reflect only departures from individual schools, not from the charter sector as a whole. We do not know whether and how many teachers move from one charter school to another.

Turnover of DC Charter School Teachers at each School

Table 17: Percent\ of Charter School Teachers Leaving Each School SY 2014-15 to SY 2017-18

School/Campus	Ward	Grades 2018	At-risk 2018	Left 2015	Left 2016	Left 2017	3 yr aver
Academy of Hope	AD	Adult	N/A	12%	32%	21%	21%
Achievement Preparatory Academy	8	PK3-8	53%	N/R	58%	20%	40%
Appletree Early Learning Columbia Hts	1	PK3-PK4	33%	50%	18%	18%	26%
Appletree Early Learning Lincoln Park	6	PK3-PK4	10%	0%	28%	17%	19%
Appletree Early Learning Oklahoma Ave	7	PK3-PK4	53%	54%	29%	7%	27%
Appletree Early Learning Southeast	8	PK3-PK4	69%	12%	12%	22%	17%
Appletree Early Learning Southwest	6	PK3-PK4	48%	75%	27%	27%	34%
BASIS	2	5-12	8%	43%	15%	19%	24%
Breakthrough Montessori	4	PK3-K	9%	N/A	N/A	0%	0%
Bridges	5	PK3-5	32%	6%	36%	39%	28%
Briya	5	PK3-PK4	2%	16%	4%	11%	10%
Capital City Lower School	4	PK3-4	28%	6%	27%	25%	20%
Capital City Middle School	4	5-8	30%	28%	25%	18%	24%
Capital City Upper School	4	9-12	43%	21%	16%	14%	17%
Carlos Rosario	AD	Adult	N/A	11%	12%	11%	11%
Cedar Tree Academy	8	PK3-K	71%	5%	14%	10%	10%
Center City Brightwood	4	PK3-8	39%	30%	31%	22%	28%
Center City Capitol Hill	6	PK3-8	50%	50%	43%	27%	39%

School/Campus	Ward	Grades 2018	At-risk 2018	Left 2015	Left 2016	Left 2017	3 yr aver
Center City Congress Heights	8	PK3-8	54%	24%	32%	24%	26%
Center City Petworth	4	PK3-8	35%	30%	14%	18%	20%
Center City Shaw	6	PK4-8	51%	43%	13%	31%	29%
Center City Trinidad	5	PK4-8	64%	39%	44%	43%	42%
Chavez Prep	1	6-9	51%	42%	37%	30%	37%
Chavez Parkside Middle School	7	6-8	72%	31%	37%	24%	31%
Chavez Capitol Hill	6	9-12	64%	53%	37%	44%	44%
Chavez Parkside High School	7	9-12	63%	31%	37%	37%	35%
Children's Guild	5	K-8	80%	N/A	N/R	24%	24%
City Arts-Doar	5	PK3-8	55%	63%	43%	64%	56%
Community College Prep	AD	Adult	N/A	0%	0%	0%	0%
Creative Minds	5	PK3-7	9%	45%	24%	28%	31%
DC Bilingual	5	PK3-5	37%	0%	13%	13%	9%
DC International	4	6-10	18%	33%	27%	27%	28%
DC Prep Benning Elementary	8	PK3-3	56%	25%	34%	34%	31%
DC Prep Benning Middle	7	4-8	45%	27%	26%	26%	26%
DC Prep Edgewood Elementary	7	PK3-3	41%	16%	23%	23%	21%
DC Prep Edgewood Middle	5	4-8	34%	21%	29%	29%	26%
DC Prep Anacostia Elementary	8	PK3-1	60%	N/A	26%	26%	26%
DC Scholars	7	PK3-8	56%	35%	48%	54%	46%
Democracy Prep Congress Heights	8	PK3-8	74%	28%	34%	23%	29%
Eagle Academy Congress Heights	8	PK3-3	66%	17%	17%	41%	25%
Eagle Academy Capitol Riverfront	6	PK3-3	53%	29%	36%	30%	31%
Early Childhood Academy	8	PK3-3	71%	16%	47%	33%	32%
EL Haynes Elementary	4	PK3-4	31%	28%	26%	20%	25%
EL Haynes Middle	1	5-8	41%	41%	39%	52%	43%
EL Haynes High School	4	9-12	52%	17%	32%	35%	28%
Elsie Whitlow Stokes	5	PK3-5	13%	3%	21%	15%	12%
Excel Academy	8	PK3-8	64%	N/R	2%	28%	15%
Friendship Armstrong	5	PK3-5	53%	N/A	44%	35%	39%
Friendship Blow-Pierce Elementary	7	PK3-3	74%	N/R	7%	17%	13%
Friendship Blow-Pierce Middle	7	4-8	66%	N/R	14%	15%	15%
Friendship Chamberlain Elementary	6	PK3-3	57%	N/R	34%	19%	28%
Friendship Chamberlain Middle	6	4-8	56%	N/R	11%	20%	16%
Friendship Collegiate	7	9-12	56%	N/R	37%	9%	21%
Friendship Online	4	K-8	46%	N/A	N/R	0%	0%
Friendship Southeast	8	PK3-5	71%	N/R	43%	20%	32%
Friendship Technology Prep HS	8	9-12	70%	N/R	48%	37%	44%

School/Campus	Ward	Grades 2018	At-risk 2018	Left 2015	Left 2016	Left 2017	3 yr aver
Friendship Technology Prep MS	8	6-8	68%	0%	63%	30%	48%
Friendship Woodridge Elementary	5	PK3-3	33%	N/R	5%	20%	12%
Friendship Woodridge Middle	5	4-8	30%	N/R	23%	30%	28%
Goodwill	2	9,12	98%	N/A	N/A	30%	30%
Harmony	5	K-5	47%	N/R	44%	44%	44%
Hope Community Lamond	4	PK3-5	41%	6%	6%	5%	6%
Hope Community Tolson	5	PK3-8	54%	6%	6%	6%	6%
Howard	1	6-8	45%	14%	38%	48%	32%
IDEA	7	9-12	65%	N/R	38%	50%	45%
Ideal Academy	4	PK3-8	41%	10%	10%	10%	10%
Ingenuity Prep	8	PK3-4	69%	9%	25%	18%	18%
Inspired Teaching	5	PK3-8	14%	14%	30%	18%	21%
Kingsman Academy	6	6-12	90%	N/A	35%	35%	35%
KIPP DC AIM	8	5-8	54%	28%	37%	41%	36%
KIPP DC Arts & Technology	7	PK3-K	53%	17%	15%	6%	12%
KIPP College Prep	5	9-12	53%	18%	18%	27%	21%
KIPP DC Connect	5	PK3-K	55%	29%	17%	21%	22%
KIPP Discover	8	PK3-K	62%	14%	45%	30%	30%
KIPP DC Grow	6	PK3-K	48%	16%	26%	16%	19%
KIPP DC Heights	8	1-4	58%	30%	17%	16%	21%
KIPP DC Key	7	5-8	44%	25%	33%	20%	26%
KIPP DC Lead	6	1-4	41%	29%	42%	33%	35%
KIPP DC LEAP	7	PK3-PK4	59%	22%	25%	58%	33%
KIPP DC Northeast	5	5-8	54%	0%	18%	21%	16%
KIPP DC Promise	7	K-4	55%	38%	9%	12%	19%
KIPP DC Quest	7	1-4	55%	20%	26%	21%	22%
KIPP DC Spring	5	1-4	55%	50%	27%	32%	33%
KIPP DC Valor	7	5-8	52%	N/A	20%	41%	33%
KIPP DC WILL	6	5-8	38%	23%	38%	52%	37%
LAMB	4	PK3-5	10%	5%	15%	14%	10%
LAYC	AD	Adult	N/A	36%	20%	36%	30%
Lee Montessori	4	PK3-4	12%	0%	25%	17%	14%
Mary McLeod Bethune	4	PK3-8	57%	24%	28%	17%	23%
Maya Angelou High School	AD	Adult	N/A	1%	43%	39%	29%
Maya Angelou Young Adult LC	AD	Adult	N/A	25%	0%	25%	15%
Meridian	1	PK3-8	44%	22%	34%	31%	28%
Monument Academy	6	5-7	86%	N/A	20%	64%	52%
Mundo Verde	5	PK3-5	9%	15%	18%	15%	16%

School/Campus	Ward	Grades 2018	At-risk 2018	Left 2015	Left 2016	Left 2017	3 yr aver
National Collegiate Prep	8	9-12	66%	N/R	26%	17%	21%
Paul	4	6-12	47%	33%	29%	39%	33%
Perry Street Prep	5	PK3-8	51%	66%	63%	63%	64%
Richard Wright	6	8-12	68%	20%	3%	31%	16%
Rocketship	8	PK3-3	76%	N/A	N/A	33%	33%
Roots	4	PK3-5	42%	13%	0%	0%	4%
SEED	7	6-12	64%	27%	53%	18%	32%
Sela	4	PK3-4	21%	25%	0%	0%	7%
Shining Stars	5	PK3-6	19%	50%	22%	3%	20%
Somerset Prep	8	6-12	79%	9%	8%	9%	8%
St. Coletta	SE	Spec Ed	46%	17%	39%	29%	29%
The Next Step	AD	Adult	N/A	38%	27%	15%	27%
Thurgood Marshall	8	9-12	57%	18%	42%	29%	30%
Two Rivers	6	PK3-8	22%	4%	15%	15%	12%
Washington Global	6	6-8	57%	N/A	60%	21%	37%
Washington Latin Middle School	4	6-9	57%	18%	42%	29%	30%
Washington Latin Upper School	4	9-12	22%	4%	15%	15%	12%
Washington Mathematics	5	9-12	69%	1%	24%	5%	7%
Washington Yu Ying	5	PK3-5	4%	22%	N/R	31%	27%
YouthBuild	AD	Adult	N/A	63%	43%	20%	39%
Total				22%	27%	25%	25%

In charter schools as a sector about 25% of teachers leave their schools annually, but the percentages at individual schools vary greatly from one school to another and from one year to another within the same school. The remaining tables explore differences among schools by ward, by grade configuration, and by their percentage of at-risk students.

Turnover of Charter School Teachers at the School Level by Ward

All charter schools in the District, by law, are citywide, open to all District resident students at the grade levels they offer. (When there are more applicants than slots for their grade, admissions are decided by lottery.) Thus there are no neighborhood zones. Some charter schools serve mostly students who live nearby, while others draw widely. There are no charter schools in Ward 3 and only two in Ward 2. Below, charter schools are designated by the ward of their physical location; the exceptions, designated to match categories used for DCPS, are adult and special education schools:

- Adult (AD): Academy of Hope, Carlos Rosario, Community College Prep, Latin American Youth Center, Maya Angelou High School, Maya Angelou Young Adult Learning Center, The Next Step, and YouthBuild.
- Special Education (SE): St. Coletta

Table 18: Percentage of Charter School Teachers Leaving Their Schools by Ward SY 2014-15 to SY 2017-18

	# schs 2018	Left 2015	Left 2016	Left 2017	3 yr aver
Ward 1	5	31%	35%	36%	34%
Ward 2	2	43%	15%	22%	25%
Ward 3	0	N/A	N/A	N/A	N/A
Ward 4	20	19%	21%	18%	19%
Ward 5	24	20%	24%	26%	24%
Ward 6	16	28%	27%	29%	28%
Ward 7	17	27%	30%	24%	27%
Ward 8	21	19%	31%	26%	26%
Adult/Alternative	8	18%	27%	20%	22%
Special Education	1	17%	39%	29%	29%
Charter school average		22%	27%	25%	25%

Generally teacher turnover for charter schools differs little by ward and does not correspond to ward characteristics such as median household income. For example, Wards 5, 7 and 8 are about the same as the citywide charter school average.

Turnover of Charter School Teachers at the School Level by School Grade Configuration

Unlike DCPS schools, grade configurations at charter schools vary widely; some match DCPS grades for elementary, PK-8, middle and high schools, but others differ. A number of schools serve only early childhood grades, and others only grades 1-4, while middle schools often start with grade 5, the end grade for DCPS elementary schools. The bigger problem, however is that as charter schools expand, they add grades year by year, while several charter schools have eliminated some grade levels. Thus the grade configurations of three years ago often differ from those today. Therefore we have not attempted to analyze their teacher turnover by grade configuration.

Turnover of Charter School Teachers at the School Level by Percentage of Students At-Risk

The at-risk metrics described above for DCPS schools are the same as for charter schools. They are determined from DC government databases for homelessness, foster care, welfare (TANF), and food stamps (SNAP) plus high school student overage for their grade level. The at-risk designation is not applicable to adult schools.

Table 19: Percentage of Charter School Teachers Leaving Their Schools by Percentage of Students At-Risk SY 2014-15 to SY 2017-18

	# schs 2018	Left 2015	Left 2016	Left 2017	3 yr aver
0-20% at risk	13	17%	19%	19%	18%
20-40% at risk	15	16%	23%	23%	21%
40-60% at risk	49	28%	29%	26%	28%
60-80% at risk	26	21%	27%	26%	25%
80-100% at risk	3	N/A	32%	0%	38%
Charter school average		19%	27%	26%	25%

As with DCPS schools the rate of teachers leaving charter schools increases with the percentage of at-risk students in the schools. At the 13 schools with the fewest at-risk students the three-year rate is 18%, while those with higher concentrations lose more. The number for schools with 80-100% at-risk students, however, is probably not meaningful. None were open in SY 2014-15, and only two in SY 2015-16, and the number of teachers they employ is small .

CROSS-SECTOR COMPARISONS OF TEACHER TURNOVER RATES

Comparative numbers for the two sectors are limited to the three year period available for the charter schools. As noted above, the charter school numbers do not correspond exactly to those for either DCPS ET-15 staff, which include personnel such as librarians and social workers, nor to DCPS classroom teachers, since individual charter schools interpret the scope of the reporting instructions differently. We therefore present all three sets of numbers.

Table 20: Percentage of DC Teachers Leaving Their Schools SY 2014-15 to SY 2017-18

School Year	DCPS All ET-15	DCPS Classroom Teachers	Charter School Teachers
SY 2014-15	27%	27%	22%
SY 2015-16	26%	27%	27%
SY 2016-17	25%	26%	25%
3 year average	26%	27%	25%

Cross-sector comparisons only work at the school level, since departures are tracked only from individual schools. The rates at which teachers leave their schools in the two sectors are virtually the same.

Table 21: Percentage of DC Teachers Leaving Their Schools by Ward SY 2014-15 to SY 2017-18: Three Year Average

	No. of DCPS Schools	DCPS All ET-15	DCPS Classroom Teachers	No. of Charter Schools	Charter School Teachers
Ward 1	8	21%	21%	5	34%
Ward 2	7	26%	26%	2	25%
Ward 3	10	19%	20%	0	N/A
Ward 4	15	28%	29%	20	19%
Ward 5	8	32%	32%	24	24%
Ward 6	16	26%	26%	16	28%
Ward 7	15	28%	28%	17	27%
Ward 8	18	30%	32%	21	26%
Adult	3	33%	33%	8	22%
Alternative	4	42%	44%		
Lottery	3	22%	22%		
Special Education	1	49%	47%	1	29%
Selective HS	5	20%	20%		

Turnover rates within each ward are often though not always similar; given that charter schools have no attendance zones and that the numbers of schools in some wards are small, differences do not appear to be meaningful.

Table 22: Percentage of DC Teachers Leaving Their Schools by Percentage of Students at Risk SY 2014-15 to SY 2017-18: Three Year Average

	No. of DCPS Schools	DCPS All ET-15	DCPS Classroom Teachers	No. of Charter Schools	Charter School Teachers
0-20% at-risk	22	21%	20%	13	18%
20-40% at-risk	13	23%	23%	15	21%
40-60% at-risk	29	25%	25%	49	28%
60-80% at-risk	29	29%	31%	26	25%
80-100% at-risk	13	31%	32%	3	38%

Rates of teacher turnover rise in both sectors with the percentage of students at risk and are similar across sectors.

DC TEACHER TURNOVER RATES COMPARED TO RATES ELSEWHERE

The research on teacher turnover measures turnover on various dimensions, combinations and permutations. Some studies look at rates of teachers leaving individual schools, others at the rates of leaving school districts, others at leaving states or the profession. Some look at attrition among new

teachers, others at attrition among all teachers. Some calculate annual rates only, others rates over a period of years. Some that consider leavers at the individual school level differentiate schools by poverty rates or grade configuration; others do not. The variety in the research means that comparisons with available DC figures are limited.

Comparisons with Teacher Turnover Rates at the School System Level

On average, DCPS teachers leave DCPS at an annual rate of 18-19%, a rate that has been relatively stable for a long time. Across the nation studies find an annual attrition rate of 8-11%, e.g., Alliance for Excellent Education (2004); Ingersoll (2003); Goldring et al. (2014a). Judging by the dates of the studies, nationally the rate may be rising. Among 16 urban districts in the most recent study, the average annual departure rate was 13%. Papay et al. (2015). The DCPS annual turnover rate was higher than those in any of the districts studied. About 55% of DCPS teachers leave over five years, compared to an average in the 16 urban district study of 45%.

Comparisons with Teacher Turnover at the Individual School Level

National and Urban Rates

About 25% of both DCPS and charter school teachers have left their schools every year for the last three years, and the rate has been unchanged for DCPS over six years. In comparison:

- The two most recent studies found the national average at the individual school level to be 16%. Goldring et al. (2014a); Ingersoll (2012)
- The average rate in the study of 16 large urban districts was 19%, with a range of 15-24%. Papay et al. (2015)
- The rate for cities in Goldring et al. (2014a) was 15.5%.
- Individual cities: A 2011 study of New York City Public Schools found a rate of 20%. Ronfeldt (2011). Earlier studies: 20% in Chicago Public Schools, Allensworth et al. (2009), and 17% in Milwaukee with a range in five districts studied of 16-30%, Barnes et al. (2007).

Rates by Grade Configuration

For reasons cited above, particularly the fluidity of and differences among their grade configurations, we have not calculated charter school turnover rates there. DCPS numbers vary so slightly between ET-15 and classroom teachers and by three- vs. six years averages, that differences are not significant. Studies of turnover elsewhere by grade level are limited. Compared with the one national study available, DCPS rates are more than 50 percent higher than national rates except at the middle school level where they are twice the national rate. In the single study of another large city, DCPS rates are higher by 50 percent. Specifically:

DCPS teachers in elementary schools (grades PK3-5) have left their schools at a rate of about 25% annually, and those in education campuses (grades PK3-8) at the rate of 27%. Elsewhere:

- Nationally, the elementary turnover rate is 16%. Goldring et al. (2014a).

- Turnover rates in Chicago elementary schools (through grade 8) ranged from 17-20% depending on the years studied. Allensworth et al. (2009).

At the middle school level, DCPS teacher turnover has run about 32%. Elsewhere:

- Nationally the middle school turnover rate is 15.9%. Goldring et al. (2014a).

At the high school level, DCPS teacher turnover has been about 27%. Elsewhere:

- Nationally the high school turnover rate is 18.6%. Goldring et al. (2014a).
- Turnover rates in Chicago high schools ranged from 18-21% during the years studied. Allensworth et al. (2009).

Rates by school level of poverty

As explained above, the only poverty-related metric now available for either DCPS or charter schools is the percentage of students "at risk," measured by homelessness, foster care, family receipt of welfare (TANF) or food stamps (SNAP) plus for high schools only, students' being overage for their grade level. Free and reduced price lunch eligibility has not been meaningful since 2013, when most schools in both sectors began to offer free lunch to all students and ceased to collect family income forms. The numbers and percentages of DC students designated as at-risk are much lower than the free lunch eligibility statistics that they replaced. In 2013-14 75% of DCPS students and 82% of charter school students were eligible for free lunch; in the following year 51% of DCPS students and 49% of charter school students were designated as at-risk. I.e., the ratio of free lunch to at-risk is about 3 to 2. Studies of teacher turnover define poverty by free lunch eligibility, so consideration of comparisons needs to recognize that the DC at-risk percentages exclude a substantial number of students who would have been designated as free lunch eligible before 2013.

DC teachers leave schools where fewer than 20% of students are designated at risk at an annual rate of 18-20% and where 20-40% of students are in that category, the leave rate is 21-23%. Charter school rates are a little lower than DCPS rates. Elsewhere:

- The most recent national study found that where fewer than 34% of students were eligible for free lunch, the teacher departure rate was 12.8%. Goldring et al. (2014a). The same study found a departure rate of 14.5% where 35-49% of the students were eligible for free lunch. The student groups under this definition are probably very roughly comparable to the DC at-risk enrollment in the two lower quintiles.
- An earlier national study found the rate of turnover at low poverty schools to be 12.8% Ingersoll (2004), as did another, NCTAF (2003), adapted from Ingersoll (2001). Low poverty was defined as fewer than 10% of students' being eligible for free lunch.
- Chicago Public Schools with fewer than 50% low-income students had a teacher turnover rate of 13-17% across four years studied. Allensworth et al. (2009). "Low-income" is not defined in the study.

Where 60-80% of students are at risk in DC schools, the annual teacher departure rate is 25-31%, and where 80% or more are at risk, the rate is about 32%.[2] Elsewhere:

- The first study cited above found a turnover rate of 15.7% in schools where 50 to 74% of students were eligible for free lunch and a rate of 22.0% where 75% or more students were free-lunch eligible.
- An earlier national study found rates of turnover at urban high poverty schools to be 22%, high poverty being defined as more than 80% of students' being free lunch eligible, Ingersoll (2004), while another cited a level of 20% under the same definition, NCTAF (2003, adapted from Ingersoll 2001)
- Chicago Public Schools with 50-80% low-income students had a teacher turnover rate of 15-19% across four years studied, and a rate of 21% in schools with more than 80% low-income students. Allensworth et al. (2009)

Thus, both DCPS and charter school rates of teacher turnover at all levels of student poverty are considerably higher not only than national levels but than those in Chicago, another high poverty urban district.

PRINCIPAL TURNOVER

The principal is the single most important person within a school, especially in the District, where more than in most other places, both DCPS and charter school principals (and/or executive directors in charter schools) largely control who teaches there and for how long. The DCPS evaluation system gives principals great freedom in making and under the teachers union contract principals accept or reject teachers new to the school, and choose teachers to excess in cases of enrollment decline or program change. Charter school teachers are at-will employees.

Frequent principal turnover, according to consistent research findings, results in lower teacher retention and lower student achievement, particularly at high poverty and low-achieving schools.[3] "[R]esearch on school reform suggests that organizational stability is an important component of a well running school and that frequent changes to staff undermine efforts to effectively implement a school's instructional program." Beteille et al. (2011). In regard to school improvement, "any school reform effort is reliant on the efforts of a principal to create a common school vision that focuses on implementing the reform effort over multiple years. Creating such visions and thoroughly integrating reform efforts into the culture of a school takes a sustained effort," one "clearly derailed with the turnover of a principal." Young & Fuller (2009). The research, in fact, suggests that principals must be in place five years for the full implementation of a largescale change effort.

[2] The figure for charter schools is much lower, but of questionable significance since the schools are so recently operating.

[3] Studies include Beteille et al. (2011), Branch et al. (2012), Seashore Louis et al. (2010), Fuller (2012), Weinstein et al. (2009).

PRINCIPAL TURNOVER IN DCPS

The source of data for DCPS is a database of principal names derived over many years from DCPS annual directories listing the principals at all schools.

Table 23: Principal Turnover in DCPS Schools SY 2012-13 to SY 2017-18

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	5 yr average
# of schools	111	111	113	115	115	
# with a new principal	28	24	29	21	18	
% with a new principal	25%	22%	26%	18%	16%	21%
Of 113 schools open over five years		No.	Percent			
# with 1 principal		37	33%			
# with 2 principals		54	48%			
# with 3 principals		20	18%			
# with 4 principals		2	2%			
# with 5 principals		0	0%			

Every year for many years about 25 percent of DCPS schools opened with a new principal, as well as new teachers, as set forth above, because of terminations, voluntary departures, and some intra-system transfers. The number has decreased, however, in the last two years. But most schools do not keep their principals for five years. Only 37 of the 113 DCPS schools in SY 2017-18 had principals who had served five years or more. Eight of these principals had served the same schools for more than 10 years and 28 for 5-10 years, most of them 5 or 6; however, nine of them have so far left their schools at the end of the 2017-18 school year. Two-thirds of DCPS schools have had two or three principals in the past five years.

Table 24: DCPS Principal Turnover by Ward SY 2012-13 to SY 2017-18

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	Total changes	# schs 2018	Average	Rank
Ward 1	3	2	2	0	1	8	8	20%	4th
Ward 2	1	1	0	0	2	4	7	11%	9th
Ward 3	1	2	2	1	2	8	10	16%	7th
Ward 4	3	1	6	2	2	14	15	19%	6th
Ward 5	3	1	2	2	5	13	8	33%	high
Ward 6	3	1	3	7	2	16	16	20%	4th
Ward 7	6	2	4	5	0	17	15	23%	3rd
Ward 8	5	10	6	2	3	26	18	29%	2nd
Non-ward	1	4	3	2	1	11	16	14%	8th
Total	26	24	28	21	18	117	113	21%	

Ranks in the table above represent the highest to lowest number of principal changes in relation to the number of neighborhood schools in each ward over the last six years, schools defined as in the analysis of teacher turnover above. Principal turnover is most frequent in Wards 5, 8 and 7, in that order, and least frequent in Wards 2 and 3. The correlation of turnover to the least and most affluent wards is similar to the pattern for teachers.

Table 25: DCPS Principal Turnover by Grade Configuration SY 2012-13 to SY 2017-18

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	Total changes	# schs 2018	5 yr Aver
Elementary PK-5	17	15	16	9	7	64	64	20%
Education Campus PK-8	6	1	2	4	3	16	13	25%
Education Campus Other PK-12 or 6-12	1	0	0	0	0	1	4	5%
Middle School	1	2	3	3	6	15	12	25%
High School (excludes alternative)	2	3	5	3	1	14	12	23%
Adult	0	1	1	0	1	3	3	20%
Total	27	22	27	19	18	113	108	21%

Principal turnover is highest at the middle school (including education campuses) levels, lowest at the elementary level.

Table 26: DCPS Principal Turnover by Percentage of Students at Risk SY 2012-13 to SY 2017-18

	2013→ 2014	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	Total changes	# schs 2018	Aver
0-20% at risk	2	4	4	0	3	13	22	12%
20-40% at risk	2	3	5	1	2	13	13	20%
40-60% at risk	9	2	4	7	4	26	29	18%
60-80% at risk	9	5	8	10	6	38	29	26%
80-100% at risk	4	7	5	1	2	19	13	29%
DCPS Total	26	21	26	19	17	109	106	21%

Except for the small difference within the 20-60% range of at-risk enrollment percentage, the frequency of principal turnover correlates with the at-risk percentage: the frequency is greatest among schools with 80-100% of their students at-risk, next highest in schools from 60-80% at risk, and less than half those rates in schools with the fewest students at risk.

PRINCIPAL TURNOVER IN CHARTER SCHOOLS

The content of the charter school principal database is derived from a combination of the names listed in charter school annual reports, PCSB website profiles, directories, and individual school websites.

Table 27: Principal Turnover in Charter Schools SY 2013-14 to SY 2017-18

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	4 year average
# of schools/campuses	135	135	134	135	
# with a new principal	34	35	40	34	
% with a new principal	25%	26%	30%	25%	24%
Of 112 schools open over five years	No.	Percent			
# with 1 principal	33	30%			
# with 2 principals	40	36%			
# with 3 principals	24	22%			
# with 4 principals	11	10%			
# with 5 principals	2	2%			

Principal turnover in charter schools is generally similar to that DCPS – about 25% annually, as is the pattern of principal longevity – about one-third keeping their principals for five years or more, somewhere around 60% having two or three principals over five years, and relatively few having principal turnover almost every year.

Table 28: Principal Turnover in Charter Schools by Ward SY 2013-14 to SY 2017-18

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	Total changes	# schs 2018	Average	Rank
Ward 1	2	4	3	1	10	7	36%	3rd
Ward 2	1	1	0	1	3	1	75%	high
Ward 3	0	0	0	0	0	0	N/A	N/A
Ward 4	5	3	2	1	11	22	13%	low
Ward 5	7	4	8	9	28	31	23%	6th
Ward 6	4	7	6	5	22	17	32%	4th
Ward 7	5	5	7	6	23	19	30%	5th
Ward 8	6	9	13	9	37	25	37%	2nd
Adult/Spec Ed	4	2	1	2	10	13	17%	7th
Charter Total	34	35	40	34	143	135	26%	

As was the case with teachers, principal turnover by ward does not much correlate with the ranking of wards by median household income or other measures of ward resident prosperity. For example, unlike analysis by percentage of at-risk students, Wards 5 and 7 have lower turnover than Wards 1 and 6. (The Ward 2 numbers are too small to be significant.) All charter schools are citywide in enrollment by law, and while some draw mostly from their surrounding neighborhood, others draw students from all over the city. At this level of granularity with a small sample, the absence of pattern is unsurprising.

Table 29: Principal Turnover in Charter Schools by Percentage of Students at Risk SY 2013-14 to SY 2017-18

	2014→ 2015	2015→ 2016	2016→ 2017	2017→ 2018	Total changes	# schs 2018	Rate
0-20% at risk	3	2	1	2	8	19	8%
20-40% at risk	5	3	9	3	20	18	22%
40-60% at risk	13	14	17	15	59	49	24%
60-80% at risk	9	13	11	10	43	29	30%
80-100% at risk	0	0	0	1	1	5	4%
Charter total	30	32	38	31	131	120	22%

As with DCPS schools, charter schools rates of principal turnover rise with the percentage of students at risk. The number of schools at the 80-100% level is too small and their opening dates too recent to be meaningful.

COMPARISONS WITH PRINCIPAL TURNOVER ELSEWHERE

Principal turnover is a national problem that is getting worse in recent years. DC rates -- about 25% annually -- are generally similar to those elsewhere, particularly in cities.

- The most recent NCES study reported the national average for principals' leaving their school as 23%. Goldring et al. (2014b). The previous NCES study found the national average as 20%. Battle (2010).
- The same studies found the city average for principal turnover to be 26% most recently and 22% before.
- Studies of four individual big city districts reported principal turnover ranging from 19%-26%. Beteille et al. (2011)
- As in DCPS, both NCES studies found secondary school principal turnover rates to be slightly higher than elementary school rates.

In the District, schools with 60-80% of their students at risk lose 26% (DCPS) and 30% (charter) of their principals annually. DCPS schools with over 80% at risk students lose 29% of their principals each year. As set forth in the sections on teacher turnover DC at-risk metrics can be compared only roughly with the free lunch eligibility statistics used elsewhere. The NCES studies found principal departure rates for schools with 50-74% of their students free lunch eligible to be 20-21%, and rates for schools with 75% or more free lunch eligibility at 26-27%. The rates here seem comparable to those elsewhere.

QUESTIONS NOT ANSWERED AND FURTHER RESEARCH NEEDED

This study is limited to reporting levels of teacher and principal turnover on the basis of data publicly available. There are a few unanswered questions about the accuracy and the scope of the data. Refining the data and analysis, however, would still leave the big questions that need further research: Why do DC teachers and principals leave their schools or leave their charter LEAs altogether? What can and should the schools and the District's leadership do about it?

Apart from teachers and principals who fail to renew their licenses, are terminated or die, ascertaining the reasons they leave is a complex business. For example, those who say they are leaving due to relocation or retirement might not do so if they were happier with their working conditions; on the other hand, they may be leaving for personal reasons reluctantly but of necessity. How many leave in anticipation of a problematic evaluation? How many teachers leave due to a poor relationship with their principal or their fellow staff members? They leave for many reasons, often in combination. Where do they go and why? And what can those who leave tell us that would enable us to improve retention rates? Ideally everyone who leaves would be interviewed carefully by independent researchers in whose keeping of confidentiality they would have full trust and who would then do a full-scale analysis.

Short of this somewhat costly approach, we could adopt the approach of the 2009 study by the Consortium on Chicago School Research (CCSR), which analyzed teacher personnel records, including teacher background and demographic data, over a four year period and linked them to teachers' schools and to student and school administrative and exam records.[4] Factors considered were:

- Teacher gender, race/ethnicity, age, college degrees, undergraduate college, and first-year status in the Chicago schools
- Economic status of students in the school
- School racial and ethnic composition
- School size
- Average test scores of school students
- Student mobility rates
- Concentration of poverty in the school neighborhood
- Whether the school had a first-year principal
- School's "probation" status
- Crime data in the Census block group of the school

[4] Allensworth, Ponisciak & Mazzeo, The Schools Teachers Leave: Teacher Mobility in Chicago Public Schools, Consortium on Chicago School Research at the University of Chicago, June 2009. Another useful list of factors, based on multiple studies, appears in Carver-Thomas (2017).

- Neighborhood conditions from Census files, including the percentage of unemployed males over age 25, the percentage of families below the poverty line, the mean level of education, and average income in the census block group

Data not available that the Chicago researchers believed would be useful:

- Measures of teaching quality
- Data about teacher pre-service preparation
- Teacher salary
- Data on teaching-out-of-field
- Data on where teachers who leave the school system end up

Other data:

- Correlation with school enrollment decline; when schools lose students, they usually have to excess teachers
- Teacher subject area, particularly areas that are harder to staff, e.g., special education, English as a Second Language, math, science, and technology.
- Measures of school climate

This kind of study could only be carried out by researchers with the technical capacity to handle multiple complex databases and to satisfy the protocols to maintain student and employee privacy. Realistically, not all the above factors need be included; an analysis of research findings elsewhere could identify the most promising areas for exploration. For example, the Chicago study found that teacher turnover is highest in schools that are majority low-income and mostly African-American and Latino, and found particular significance within these schools in teacher-parent relationships, teacher perception of students' behavior, teacher sense of collaboration with colleagues and principal and teachers' control over their work environment, including conditions "that limit their ability to do their job".[5] But this is only one study, and the District is not like Chicago in various respects, including demographic makeup and school policies of various kinds. What are the similarities with and differences among schools and population in other cities with robust research on teacher and principal turnover?

Questions not answered in this study include:

Data

- The data source for DCPS teachers is mid-year point in time staff lists and for principals annual DCPS directories. How many teachers and principals are not included in these one-year point-in-time rosters because they enter as the school year begins and leave before mid-year? What are the rates when mid-year departures and short-term leaves of absence are taken into account with precision?

[5] Summarized in Allensworth, Ponisciak & Mazzeo (2009), pp. 2 and 30-31.

- Mid-year departures are extremely disruptive for students and schools. How many teachers and principals leave their schools at any point mid-year?
- The source for charter schools is a self-reported teacher "*attrition*" rate, which in a number of cases turned out actually to be the teacher *retention* rate. (See the discussion in Appendix I.) How accurate are these rates?
- What is the multi-year rate of teacher turnover at the school level? For example, what percent of school staff remain for five years or more? (This study does provide this information for principals.)

Why Do Teachers and Principals Leave?

- What is the relationship of teacher turnover to the school factors used, for example, in the Chicago study *and* to enrollment decrease and increase, principal change, salary levels, student discipline policies and practices, and measures of school security and school climate?
- What are the characteristics of the teachers and principals who leave apart from IMPACT rating (for DCPS only), and the ward, grade configuration, and percentage of at-risk students of the schools they leave? What is their certification status? In addition to the data used in the Chicago study, what are their levels of experience? Have they worked in other school systems, and if so, similar to or different from DC?
- Are there patterns of transfers within DCPS? What are the salient characteristics of sending vs. receiving schools?

What Can and Should We Do to Limit Teacher and Principal Turnover?

- To what extent are the conditions linked with turnover under school control and to what extent is mobility inevitable due to teacher and principal life circumstances? To what extent is it desirable, to maintain school quality and bring in fresh knowledge and perspectives?
- What are the implications of research findings for recruitment, induction, professional development, mentoring, professional incentives, and teacher and principal placement?
- How does teacher and principal turnover affect the District's students, schools and school systems specifically?

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APPENDICES

APPENDIX I: NOTES ON DATA AND METHODOLOGY

Throughout the report, school grade configuration and at-risk percentage are as of SY 2017-18. Differences in the total numbers of schools as to teachers vs. principals and by ward, by grade configuration, and by percentage of at-risk students are due to differences in data sources. For example, in some years DCPS staff lists do not differentiate between middle school and high school components of some education campuses, while in others they are identified separately. Because they share principals and often some staff members they are treated in combination in this study. A number of charter schools have multiple campuses, which are treated separately in some data sources and combined in others. For example, some charter school annual reports separate their campuses in reporting teacher numbers and attrition and others do not, while the PCSB website listings separate most.

In the case of percentages of at-risk students, adult and alternative schools in both sectors are not eligible to receive at-risk funding, and are therefore not shown in any publicly available data sources. Because many of their students would fall within the at-risk definition (homeless, foster care, welfare, food stamps and overage for their grade level) for other purposes, those schools are omitted from the at-risk analyses, since to include them as having no at-risk students would be highly misleading.

The sources of data for DCPS, unless otherwise identified are

- For teacher data: database assembled from annual mid-year DCPS staff lists, variously called Schedule A, PeopleSoft Report, Agency FTE Listing, and Position Listing. These were obtained from DCPS document submissions to the DC Council in connection with annual performance oversight hearings and from FOIA requests. They include teacher name, employee ID number, and school or department. The Council submissions in various years can be found at http://dccouncil.us/budget/2019.

  Teachers were tracked individually from year to year at each school separately, by employee ID look-ups supplemented by manual checks and comparisons.

  The numbers for SY 2012-13 are surprisingly high and those for SY 2013-14 are surprisingly low. There may be a problem with the SY 2013-14 lists; perhaps some prior year teachers who remained in the system were not included in any of several lists obtained, but checks and comparisons among several different lists for SY 2013-14 failed to resolve the issue. However, in view of the consistency of all other numbers, including longer-term averages, the two years may balance each other out.

- For school level and percentage of students at-risk: annual enrollment audits commissioned by the Office of the State Superintendent of Schools (OSSE), available at https://osse.dc.gov/node/604172

- For school free lunch eligibility in years before the at-risk designation is available, spreadsheets downloaded from DC Council website contemporaneously (no longer available there).

- For DCPS principals: database assembled from annual school directories posted on the DCPS website, and downloaded contemporaneously with the school years in question.

The sources of data for public charter schools are:

- For total teacher numbers and attrition rates, annual reports submitted to the D.C. Public Charter School Board. These reports were obtained by FOIA from the PCSB. They are all in .pdf files, differing in format from one school to another, so that the figures had to be copied manually into spreadsheets. Because of this and because charter schools change significantly in size and grade levels from year to year, we limited this exercise to the last three years. Annual reports for the most recent year only are on the PCSB website at https://www.dcpcsb.org/report/evaluating/charter-school-annual-reports

  The PCSB standard format defines "teacher" as "any adult responsible for the instruction of students at least 50% of the time, including, but not limited to, lead teachers, teacher residents, special education teachers, and teacher fellows." Schools interpret this definition differently. Each charter school has its own set of job titles, not all of which are obvious as to what constitutes "instruction" and "at least 50% of the time." A count of likely titles from staff rosters in a random sample of 14 charter school 2015-16 reports indicated that overall, charter school turnover figures are not fully comparable with either DCPS classroom teacher or DCPS ET-15 figures but are somewhere in between. Five of the 14 counted only staff with the job titles cited in the definition, while nine counted others as well.

  Note also that in each year a few schools failed to include these figures in their annual reports; this occurs with different schools in different years. In the tables here, N/A is used in years where schools are not yet open; N/R is used for instances where schools are open but have not reported the particular figure in question.

  Also, in a small number of cases the schools appear to have confused teacher *attrition* with teacher *retention*. To check this, wherever the reported percentage was higher than 50%, we compared annual report staff rosters in successive years. In most cases, the attrition rate actually appeared to be less than 50%, so we inverted the percentage to lower it.

- For percentage of students at-risk: annual enrollment audits commissioned by the Office of the State Superintendent of Schools (OSSE), available at https://osse.dc.gov/node/604172

- For charter school principals: database derived from a combination of the names listed in charter school annual reports, PCSB website profiles, directories, and individual school websites. The most recent annual reports are at https://www.dcpcsb.org/report/evaluating/charter-school-annual-reports and most recent PCSB website profiles are at https://www.dcpcsb.org/find-a-school.

APPENDIX II: SUPPLEMENTAL TABLES

DCPS ET-15 Attrition: FY 2001-FY 2018

Base year	Total teachers	1 year or less	2 years or less	3 years or less	4 years or less	5 years or less	6 years or less	7 years or less
SY 2001	5870	952	1628	2047	2516	2810	3175	3379
SY 2002	5711	821	1411	2005	2370	2839	3086	3472
SY 2003	5460	726	1462	1910	2450	2726	3151	3504
SY 2004	5211	836	1395	2009	2301	2762	3130	3308
SY 2005	4835	680	1436	1786	2287	2673	2863	3159
SY 2006	4754	914	1377	1984	2422	2629	2954	3221
SY 2007	4298	578	1327	1819	2052	2406	2680	2843
SY 2008	4325	931	1565	1845	2254	2573	2745	2930
SY 2009	4047	819	1220	1738	2098	2288	2486	2649
SY 2010	4288	626	1418	1951	2189	2437	2633	2806
SY 2011	4230	886	1587	1371	1754	2036	2269	2451
SY 2012	4148	642	1371	1754	2036	2269	2451	
SY 2013	3982	793	1213	1597	1859	2086		
SY 2014	4275	775	1311	1711	1997			
SY 2015	4278	748	1285	1666				
SY 2016	4700	889	1439					
SY 2017	4754	813						
SY 2018	4815							

Attrition rate of teachers employed as of:

SY 2001		16%	28%	35%	43%	48%	54%	58%
SY 2002		14%	25%	35%	41%	50%	54%	61%
SY 2003		13%	27%	35%	45%	50%	58%	64%
SY 2004		16%	27%	39%	44%	53%	60%	63%
SY 2005		14%	30%	37%	47%	55%	59%	65%
SY 2006		19%	29%	42%	51%	55%	62%	68%
SY 2007		13%	31%	42%	48%	56%	62%	66%
SY 2008		22%	36%	43%	52%	59%	63%	68%
SY 2009		20%	30%	43%	52%	57%	61%	65%
SY 2010		15%	33%	45%	51%	57%	61%	65%
SY 2011		21%	38%	32%	41%	48%	54%	58%
SY 2012		15%	33%	42%	49%	55%	59%	
SY 2013		20%	30%	40%	47%	52%		
SY 2014		18%	31%	40%	47%			
SY 2015		17%	30%	39%				
SY 2016		19%	31%					
SY 2017		17%						
SY 2018								

Base year	Total teachers	8 years or less	9 years or less	10 years or less	11 years or less	12 years or less
SY 2001	5870	3746	4077	4246	4493	4722
SY 2002	5711	3812	3978	4240	4470	4615
SY 2003	5460	3674	3946	4176	4325	4476
SY 2004	5211	3594	3834	3987	4147	4275
SY 2005	4835	3409	3564	3731	3859	3964
SY 2006	4754	3374	3548	3679	3787	3892
SY 2007	4298	3022	3152	3266	3379	
SY 2008	4325	3074	3195	3314		
SY 2009	4047	2784	2915			
SY 2010	4288	2960				
SY 2011	4230					
SY 2012	4148					
SY 2013	3982					
SY 2014	4275					
SY 2015	4278					
SY 2016	4700					
SY 2017	4754					
SY 2018	4815					

Attrition rate of teachers employed as of:

SY 2001		64%	69%	72%	77%	80%
SY 2002		67%	70%	74%	78%	81%
SY 2003		67%	72%	76%	79%	82%
SY 2004		69%	74%	77%	80%	82%
SY 2005		71%	74%	77%	80%	82%
SY 2006		71%	75%	77%	80%	82%
SY 2007		70%	73%	76%	79%	
SY 2008		71%	74%	77%		
SY 2009		69%	72%			
SY 2010		69%				
SY 2011						
SY 2012						
SY 2013						
SY 2014						
SY 2015						
SY 2016						
SY 2017						
SY 2018						

ANNUAL REPORT 2018

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STATE BOARD MEMBERS AND STAFF

There are nine elected representatives on the D.C. State Board of Education (SBOE), each representing their respective wards, with one member representing the District at large, and two appointed student representatives. State Board members' terms are four years and are staggered so no more than five board members are selected in any one election.

2018 SBOE Representatives

- Karen Williams, President, Ward 7
- Jack Jacobson, Vice President, Ward 2
- Ashley MacLeay, At-Large
- Laura Wilson Phelan, Ward 1
- Ruth Wattenberg, Ward 3
- Dr. Lannette Woodruff, Ward 4[1]
- Dr. Frazier O'Leary, Ward 4
- Mark Jones, Ward 5
- Joe Weedon, Ward 6
- Markus Batchelor, Ward 8
- Tallya Rhodes, Student Representative (SY 2017–18)
- Tatiana Robinson, Student Representative (SY 2017–19)
- Marjoury Alicea, Student Representative (SY 2018–19)

SBOE Staff

- John-Paul Hayworth, Executive Director
- Miguel Aguero, Staff Assistant (through November 2018)
- Rhoma Battle, Budget and Operations Specialist
- Dyvor Gibson, Administrative Support Specialist (through September 2018)
- Alexander Jue, Policy Analyst
- Jamikka Briscoe Kendrick, Staff Assistant (through January 2018)
- Paul Negron, Public Affairs Specialist
- Matthew Repka, Policy Analyst
- Maria Salciccioli, Senior Policy Analyst (through July 2018)
- Christopher Faiella, Policy Fellow (Spring 2018)
- Abby Ragan, Policy Fellow (Spring 2018)
- Brian Robinson, Policy Fellow (Fall 2018)

[1] Dr. Lannette Woodruff resigned on July 31, 2018. A special election was held on December 4, 2018. Dr. O'Leary was sworn in on December 14, 2018.

PRESIDENT'S MESSAGE

As I complete my fourth year in leadership of the D.C. State Board of Education—two years as Vice President and two as President—I am very proud of the strides the State Board has taken on behalf of all District students. My colleagues and I want to thank the residents of the District of Columbia for entrusting us to help shape the educational landscape of the District and build a community of strong schools.

The State Board continues to expand its footprint in education policy development by building stronger partnerships with families and students, providing unvarnished and vital research on education issues, expanding the breadth and depth of community involvement in state-level education policy, and, importantly, by being the best public servants we can be. This report describes a few of the major projects the State Board embarked on in 2018. From improvements to high school graduation requirements to helping develop the first tool for direct school-to-school comparison across sectors, the State Board has been there.

The D.C. State Board of Education is the public's voice in education. Its elected members and staff take that role seriously and work tirelessly to increase equity and opportunities for all students, especially those that have been underserved for far too long.

As we move into 2019, the District of Columbia can take pride in the work of the State Board, knowing that this agency stands with those fighting for better outcomes in all eight wards.

In service,

Karen Williams
President and Ward 7 Representative

SBOE BY THE NUMBERS

PUBLIC ENGAGEMENT AND COMMUNITY MEETINGS

The DC State Board of Education is committed to garnering perspectives of parents and families from all 8 wards through joint task forces, working sessions, and public meetings.

2018 By the Numbers

10 — **PUBLIC MEETINGS**
All students, parents, educators, and community members are invited to provide testimony at public meetings.

11 — **WORKING SESSIONS**
Board members convene monthly to discuss education policy issues for the District. The public is welcome to attend and observe the working session.

5 — **FORUMS & SBOE SELFIE TOURS**
Our citywide forum on teacher and principal retention drew 100 community members. SBOE staff visited schools in all eight wards, to promote the work of the SBOE

15 — **TASK FORCE MEETINGS**
Our #DCGradReqs & #ESSA task forces bring together students, teachers, parents, principals, & the community to tackle HS graduation requirements & #ESSA implementation

10 — **STUDENT ADVISORY MEETINGS**
The Student Advisory Committee serves as the voice of students in the State Board's work and is consulted on all issues of policy before the Board.

SBOE DISTRICT OF COLUMBIA STATE BOARD OF EDUCATION

2018 PUBLIC MEETING TESTIMONY

14 Students

Parents **5**

24 Educators

Community Members **20**

30 School Leaders

Policy Experts **15**

108 Total Public Testimonies During SBOE Public Meetings

2018 #SBOELive Viewership

Periscope

LIVE

Periscope: SBOE Public Meetings, SBOE Working Sessions, ESSA Task Force Meetings

Total Viewers: 7642

Live Viewers: 4420

Replay Viewers: 3222

Facebook Live: HS Grad Task Force Meetings

Total Viewers: 306

SUMMARY OF RESOLUTIONS

In 2018, the D.C. State Board of Education (SBOE) passed 22 resolutions. State Board resolutions (SR) ranged from calling for an independent investigation into high school graduation data and accountability to passing the content and format of the D.C. State Report Card to rejecting emergency high school credit recovery regulations proposed by the Office of the State Superintendent (OSSE). Ceremonial resolutions (CR) recognized the academic achievements and educational contributions of numerous individuals.

January 2018	SR 18-1: SBOE Committees *Established SBOE committees to aid academic achievement and equity work.* SR 18-2: Graduation Audit *Called for an independent investigation into high school graduation data and accountability in District schools.* CR 18-1: Tier I Public Charter School Recognition *Commended 51 charter schools who attained Tier 1 status, the D.C. Public Charter School Board's highest rating, in 2017.* CR 18-2: National School Choice Week Recognition *Thanked organizers of National Choice Week for their hard work and dedication to raise awareness of K–12 education options available to students in the United States.*
February 2018	SR 18-3: Content and Format of the D.C. School Report Card *Approved the content and format of the School Report Card required under the Every Student Succeeds Act.* CR 18-3: 2018 Standing Ovation and Rubenstein Award Winners *Commended the 2018 Standing Ovation Excellence Award winners, as well as the Rubenstein Award winners for Excellence in Leadership, Excellence in Teaching, and Excellence Among School Staff.* CR 18-4: Peggy Cooper Cafritz Recognition *Recognized Peggy Cooper Cafritz for her significant contributions to education in the District, including co-founding the Duke Ellington School of the Arts and serving as D.C. Board of Education President from 2001–07.*
April 2018	CR 18-5: School Mental Health Professionals and Grief Counselors *Honored the Wendt Center for Loss and Healing for their contributions to the welfare of District students.* CR 18-6: DCIAA Ski Program *Recognized the D.C. Interscholastic Athletic Association ski program, its participants, and the 2018 winners.*
May 2018	SR 18-4: High School Graduation Requirements Task Force Report *Adopted the High School Graduation Requirements Task Force final report and its recommendations.* CR 18-7: Eastern High School Health and Medical Sciences Academy *Recognized the Eastern Business Advisory Council and John Stone III for his contributions to Eastern Senior High School.*

July 2018	SR 18-5: Fiscal Year 2020 Need for Appropriations *Approved SBOE's fiscal year 2020 need for appropriations request.* SR 18-6: Emergency and Proposed Rulemaking on Credit Recovery *Rejected emergency high school credit recovery regulations and urged OSSE to issue guidance to LEAs on the need for a system to report data on credit recovery use and a way to make such data public.*
September 2018	SR 18-7: Interim Ombudsman for Public Education *Approved the appointment of Faith Gibson Hubbard as Interim Ombudsman.* CR 18-8: Dr. Lannette Woodruff Recognition *Honored the contributions of former D.C. State Board of Education Ward 4 Representative Dr. Lannette Woodruff for her outstanding service and leadership to the District.*
October 2018	CR 18-9: Joyanna Smith Recognition *Honored former Ombudsman for Public Education Joyanna Smith for her outstanding service and leadership to the District.* CR 18-10: Theodore C. Hinton, Jr. Recognition *Recognized Theodore C. Hinton Jr. for 50 years of service to the District of Columbia Public Schools system.*
December 2018	CR 18-11: 2019 D.C. Teacher of the Year *Recognized Kelly Harper as the 2019 D.C. Teacher of the Year and for her work at Amidon-Bowen Elementary School.* CR 18-12: 2018 Milken Educator *Recognized Rachel Tommelleo as a 2018 Milken Educator and for her work at Center City Public Charter Schools – Brightwood Campus.* CR 18-13: Laura Wilson Phelan Recognition *Recognized the stewardship that outgoing D.C. State Board of Education Ward 1 Representative Laura Wilson Phelan has provided since January 2015.* CR 18-14: Mark Jones Recognition *Acknowledged the decade of outstanding service outgoing D.C. State Board of Education Ward 5 Representative Mark Jones has provided since January 2009.* CR 18-15: Joe Weedon Recognition *Honored the dedication and service that outgoing D.C. State Board of Education Ward 6 Representative Joe Weedon has provided since January 2015.*

HIGH SCHOOL GRADUATION REQUIREMENTS TASK FORCE

In 2017, the D.C. State Board of Education (SBOE) convened a 26-person High School Graduation Requirements Task Force with the mission of examining regulations governing successful high school completion in District public schools and determining what requirements, if any, should be updated and changed.

Before the decision to establish the task force, the current set of high school graduation requirements had not been updated in more than a decade. More than 100 District residents from all eight wards applied for membership on the task force. Over half of the task force members lived and/or worked in Wards 7 and 8, where over 50 percent of the District's public-school-age population resides. The task force began bi-weekly meetings hosted by SBOE and led by two of its members, Ward 1 Representative Laura Wilson Phelan and Ward 8 Representative Markus Batchelor.

In 2018, SBOE and the High School Graduation Requirements Task Force continued this effort, meeting from February through April after a strategic pause in January pending the outcome of the graduation investigation in the District of Columbia Public Schools (DCPS). In April 2018, the task force concluded its work by finalizing a set of recommended changes to the District's high school graduation requirements and urged the State Superintendent of Education to put these changes into policy.[2]

The task force recommended that the District:

1. Provide opportunities for students to demonstrate they have mastered course content for world language and mathematics: this recommendation would give students the opportunity to demonstrate what they know and to receive credit for that knowledge without requiring that they spend the assigned 120 hours in a classroom. The task force identified math and world language as strong candidate subjects for such a mastery-based system because they both have sequenced standards that build on each other in linear and relatively standardized ways. This recommendation would allow for students who have gained knowledge and skills from experiences and opportunities

[2] The full High School Graduation Requirements Task Force report can be found on the State Board's website at sboe.dc.gov/gradreqs.

outside their school (e.g. study abroad trips or alternative learning experiences) to receive credit for that knowledge.

2. Reduce the number of required community service hours from 100 to 50: the task force created this recommendation to increase flexibility for students. Many students reported they struggled to find meaningful community service experiences in which they could participate, and the 100-hour requirement was particularly burdensome for students from low-income families that must dedicate hours outside of school to paid work. The District's current 100-hour requirement is currently the highest of any state in the country. Task force members recommended that the requirement be brought down to 50 hours but to allow local education agencies (LEAs) to continue to set their own definitions of community service.

3. Create a personalized learning plan for each public school student in the District, and revisit this plan in elementary, middle, and high school to ensure the student is on track to graduate: under this plan, every public school student in the District should have access to a personalized learning plan (PLP). The U.S. Department of Education (USED) defines PLPs as "formalized processes" where students develop individual learning goals in conjunction with teachers, counselors, and parents based on their personal interests.[3] The task force recommended that District students develop PLPs at three distinct times during the K–12 experience: initially between grades 2–4 as students transition from "learning to read" to "reading to learn", at the transition to middle school, and at the transition to high school.

In May 2018, the State Board unanimously passed the task force's recommendations, adopting them in their entirety and sending them to the Office of the State Superintendent of Education (OSSE) for consideration and further development. In September 2018, the Office of the District of Columbia Auditor (ODCA) released a research report prepared by the Education Consortium on Research and Education (EdCORE) in response to the task force's third recommendation on PLPs.[4]

SBOE plans to continue to work with OSSE to turn all of these recommendations into regulatory language that will be made available for public comment before becoming policy.

[3] U.S. Department of Education, Office of Planning, Evaluation and Policy Development Policy and Program Studies Service, December 2017, https://www2.ed.gov/rschstat/eval/high-school/personalized-learning-plans.pdf.
[4] The full EdCORE report can be found on the State Board's website at sboe.dc.gov/gradreqs.

ESSA TASK FORCE AND STATE REPORT CARDS

The federal Every Student Succeeds Act (ESSA) passed by Congress and signed by President Obama in 2015 is the most recent authorization of the Elementary and Secondary Education Act. Under ESSA, all states and the District of Columbia are required to develop state plans that detail how they will measure individual schools' effectiveness at preparing students for academic and career success.

Provisions of ESSA place a specific emphasis on promoting educational equity—especially for students of color and underserved communities across the United States. This includes new requirements that states develop systems to track school performance and ensure accountability, like mandating that local education agencies track and report their per-pupil spending and develop measures of school environment.

The SBOE voted to approve the District's state ESSA plan in March 2017, and it was accepted by the U.S. Department of Education (USED) in August 2017. At that time, SBOE announced it would convene an ESSA Task Force, comprised of education stakeholders and community members from across the District, that would meet monthly to discuss the District's ongoing implementation of the federal law and its impact on the local education landscape.

In total, the ESSA Task Force met nine times in 2018. The task force was chaired by Ward 4 Representative Dr. Lannette Woodruff before her July resignation from the State Board; President and Ward 7 Representative Karen Williams chaired the task force for the remainder of the year. Through the task force, members:

- Finalized a definition of equity in education that was adopted by the State Board;
- Worked with the Office of the State Superintendent of Education (OSSE) on the development of the ESSA-mandated school report card and OSSE's report card-related public engagement efforts; and
- Established committees with the goal of exploring more focused issues of equity in education, including school resources and funding, leadership, and curriculum.

In 2019, the ESSA Task Force will continue to work towards equity-related recommendations for the District as it continues to implement ESSA with an emphasis on educational excellence and equity for all students. The task force is expected to conclude its work in June 2019.

CREDIT RECOVERY

In November 2017, the media widely reported on abuse and disregard of existing credit recovery regulations and policies within the District of Columbia Public Schools (DCPS). The State Board called for an investigation of the programs in all public schools in the District to ensure that students were not being short changed.[5] The resulting investigation was limited to DCPS, but still found significant issues within the system.

Starting in January 2018, the State Board and the Office of the State Superintendent of Education (OSSE) worked on new statewide regulations related to credit recovery. The State Board wanted the new statewide regulations to ensure that students benefit from a tailored approach to education that ensures a student demonstrates mastery of a subject through earned grade, final exam, or other rigorous assessment. The draft regulations were not submitted to the State Board until June 2018, leaving little time for appropriate public involvement or examination by the State Board. The State Board rejected the regulations in July 2018 and requested that OSSE continue to work with the State Board on revised regulations prior to the start of the 2019–20 school year.[6]

Credit recovery, by definition, should be a last resort. The SBOE and OSSE have the opportunity to define credit recovery so that it is clear what it is and who can access it, so that in turn all local education agencies (LEAs) have a policy that conforms to this definition.

Credit recovery needs clear guidelines and rules that support teachers and school leaders to provide students with the help they need, reduce barriers, and ensure equity of access and opportunity. These rules should hold our school leaders and agencies, not just teachers, responsible for student outcomes, and they should empower our students and their caregivers to be decision-makers in education.

The State Board looks forward to continuing its work on credit recovery in 2019.

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[5] During the January 2018 public meeting, the State Board passed SR 18-2, titled *Calling for an Independent Investigation into Data & Accountability Practices in District Schools*.

[6] During the June 2018 public meeting, under SR 18-6, titled *Promulgate Emergency and Proposed Rulemaking on Credit Recovery*, the State Board rejected the proposed credit recovery regulations presented by OSSE.

TEACHER AND PRINCIPAL RETENTION

Teachers and principals are the foundation of a quality education, and they are essential to the success of our students and our schools. The goals of excellence and equity in education in the District of Columbia cannot be achieved without a thriving, highly effective teacher workforce.

In May 2018, the D.C. State Board of Education (SBOE) contracted with local education researcher and data analyst Mary Levy to produce a report on teacher and principal retention in the District of Columbia. The report was intended to establish a foundation for a deeper investigation of the challenge of retaining highly effective teachers.

In October 2018, SBOE released the commissioned report along with three recommendations.[7] The report found that teacher turnover at the DCPS system level is 18–19 percent and average annual teacher turnover at the school level in both traditional public schools and charter schools has consistently been about 25 percent. Following the report's release, the State Board issued three recommendations:

1. Create a single comprehensive and publicly available source of teacher and principal retention data;

2. Ensure richer data collection on teacher and principal characteristics; and

3. Conduct additional research to better understand the mechanisms by which teacher and principal retention affects students and schools.

At SBOE's October 24 public meeting, over 15 witnesses shared their experience on this issue.

On November 28, 2018, SBOE and EmpowerEd, a teacher advocacy organization, hosted a public forum on teacher and principal retention in the District. The forum focused on identifying solutions that both traditional public and public charter schools could implement to address the high numbers of teachers and principals leaving schools. The forum was held at Walker-Jones Education Campus and attended by over 100 educators, school leaders, policymakers, parents, and students. Attendees engaged in small group discussions and considered: (1) strategies that they would prioritize to address retention and (2) the changes that would be needed to implement their proposed strategies.

[7] The full report on retention can be found on the State Board's website at sboe.dc.gov/page/policy-and-researchinfo-0.

Following the forum, the small group discussions were synthesized into five strategy areas. Each of these strategy areas addresses a theory of change that participants believe must occur to address teacher and principal retention in the District.

- Teacher support - mentorship; professional development; progression and advancement
- Human resources - pre-hiring and recruitment; once hired and ongoing support
- School-level policy - changes to high-stakes testing procedures; empowering teachers and school leaders; scheduling flexibility and innovative teaching models/structures
- Data and research - annual reporting; common definitions; exit surveys
- School climate - transparent and two-way communication; access to resources; distributed leadership and more recognition

The SBOE continues to work to improve teacher and principal retention and published the strategies identified at the November 28 public forum for public feedback and input.

The State Board looks forward to continuing its work on teacher and principal retention in 2019 and sending recommendations to the appropriate government agencies.

STUDENT ADVISORY COMMITTEE

In July 2018, the D.C. State Board of Education (SBOE) announced the selection of Tatiana Robinson, a rising senior at Frank W. Ballou High School, and Marjoury Alicea, a rising senior at Capital City Public Charter School, as our two student representatives for the 2018–19 school year. Both have terms from September 2018 through June 2019.

Ms. Robinson returned for her second term as student representative. She plays four sports, is dual-enrolled at Howard University, sits on the DCPS Student Cabinet, and takes part in Ballou's robotics team and girls' mentoring program. Ms. Alicea is a member of the debate team, serves as a reading mentor, and volunteers as a food justice ambassador. She is the founder and president of her school's ACLU club.

For the length of their term, student representatives join the nine elected State Board members in their policy discussions and community engagement, bringing the voice of students directly to decision-makers. Student representatives participate in all SBOE activities, with votes being recorded but not affecting the outcome of any policy measure.

They also serve as co-chairs of the Student Advisory Committee (SAC), a volunteer group of more than 30 District students from 16 District high schools in both D.C. Public Schools and the public charter sector. The SAC meets at least once per month, and each year, the Committee sends the SBOE a report on a matter of importance to District students, providing recommended next steps. For the second year in a row, State Board members were excited to receive over 20 applications from students interested in serving as student representative and on the SAC. State Board members reviewed the applications, which included essays, letters of recommendation, and information about extracurricular activities and awards.

At the May 2018 SBOE Public Meeting, Student Representatives Tallya Rhodes and Tatiana Robinson, along with members of the SAC, presented a report to the State Board for consideration.[8] *The SAC met eight times over the course of the 2017–18 school year and selected two key topics that its members felt could be improved in the District's public schools. The proposals submitted focused on college readiness and equal access to educational opportunities in the District.* Working in two teams, SAC members developed a peer-to-peer mentoring program for District students and built a resource website for students looking for guidance and insight into college and career opportunities.

[8] The full SAC report can be found on the State Board's website at sboe.dc.gov/studentvoices.

APPENDIX

2017–18 High School Graduation Requirements Task Force

Laura Wilson Phelan (co-chair)	Ward 1 Representative, SBOE
Markus Batchelor (co-chair)	Ward 8 Representative, SBOE
Cara Fuller	Principal, DCPS Ballou STAY High School Ward 8 Resident
Carol Randolph	Chief Operating Officer, DC Students Construction Trades Foundation (Ward 7) Ward 4 Resident
Cathy Reilly	Executive Director, Senior High Alliance of Parents, Principals and Educators (S.H.A.P.P.E.) Ward 4 Education Alliance, C4DC Ward 4 Resident
Celine Fejeran	Deputy Director, Raise DC Public Charter School Parent Ward 5 Resident
Cosby Hunt	Senior Officer of Teaching & Learning, Center for Inspired Teaching Current Teacher of Real World History for DCPS and PCSB students Public Charter School Parent Ward 5 Resident
David Tansey	Math Teacher, McKinley Technology HS Math for America, Washington Teachers' Union (WTU) Ward 5 Resident
Dwan Jordon	Senior Advisor for High School Research, Friendship PCS Former Principal, Sousa Middle School (DCPS); Friendship Collegiate PCHS (Ward 7) Ward 4 Resident
Erin Bibo	Deputy Chief, College & Career Programs, DCPS
Jerome Foster II	Member of 2017–18 SBOE Student Advisory Committee Student, Washington Leadership Academy Ward 7 Resident
Jimell Sanders	Director of Engagement, DC Language Immersion Project DCPS Parent Ward 7 Resident
Julie Camerata	Executive Director, DC Special Education Cooperative Public Charter Middle School Parent Ward 1 Resident
Justin Tooley	Special Assistant for Legislation & Policy, OSSE
Karla Reid-Witt	Family Dynamics Specialist, Jump Start DCPS High School Parent Ward 7 Resident
Kimberly Martin	Principal, Woodrow Wilson HS DCPS Parent Ward 3 Resident
Larry Greenhill, Sr.	Vice President, International Brotherhood of Electrical Workers (IBEW) Local 26 Ward 8 Resident
Latisha Chisholm	Special Education Teacher, Anacostia HS Ward 8 Resident
Naomi Rubin DeVeaux	Deputy Director, DC Public Charter School Board (PCSB)

Sandra Jowers-Barber	Director, Division of Humanities, University of the District of Columbia Community College (UDCCC) Ward 4 Resident
Sanjay K. Mitchell	Director of College & Alumni Programs, Thurgood Marshall Academy Former Assistant Director of Undergraduate Admissions, University of Albany (SUNY) Ward 7 Resident
Shenita Ray	Director of Online Operations, Georgetown University School of Continuing Studies Ward 5 Resident
Tom Brown	Executive Director, Training Grounds Inc. DCPS / Public Charter School Parent Ward 7 Resident

2017–19 ESSA Task Force

Karen Williams (chair)	President and Ward 7 Representative, SBOE Chair (August 2018–June 2019)
Lannette Woodruff (chair)	Ward 4 Representative, SBOE Chair (August 2017–July 2018)
Alex Rose-Henig	Director of Academic Programs, BASIS DC PCS
Allyson Criner Brown	Ward 7 Education Council Member and Associate Director, Teaching for Change
Anne Herr	Parent and Director of School Quality, FOCUS DC
Beverly Lucas	Director of Continuing Education, University of the District of Columbia - Community College
Daniel Rodriguez	Student, Benjamin Banneker HS
Deborah Dantzler Williams	Head of School, Inspired Teaching PCS K–8
Donna Johnson	Director of Accountability, OSSE
Elizabeth V. Primas	ESSA Program Manager, National Newspaper Publishers Association
Erin Kupferberg	Senior Manager, School Quality and Accountability, DC Public Charter School Board (PCSB)
Faith Gibson Hubbard	Chief Student Advocate, SBOE
Hannah Dunn	Student, Woodrow Wilson HS
Jack Jacobson	Vice President and Ward 2 Representative, SBOE
Jacque Patterson	Chief Community Engagement and Growth Officer, KIPP DC
Jhonna Turner	Parent Engagement Program Coordinator, Washington Lawyers' Committee
Joe Weedon	Ward 6 Representative, SBOE
Josh Boots	Executive Director, EmpowerK12
Juliana Herman	Deputy Chief of Policy, DCPS
Laura Fuchs	WTU Board Member and Teacher, H.D. Woodson HS
Maya Martin Cadogan	Executive Director, Parents Amplifying Voices in Education (PAVE)
Ramona Edelin	Executive Director, DC Association of Chartered Public Schools
Richard Pohlman	Executive Director, Thurgood Marshall Academy
Samantha Brown	Special Education and Reading Teacher, Calvin Coolidge HS
Shana Young	Chief of Staff, OSSE
Sheila Strain Clark	Parent and Chief of Programs, Sasha Bruce Youthwork
Stacy Smith	General Manager, Hyatt Place Washington, DC
Suzanne Wells	Founder, Capitol Hill Public Schools Parent Organization
Tumeka Coleman	Teacher, Walker-Jones Education Campus
Yolanda Corbett	Co-Chair, Parent Advocate Leaders Group

2018–19 Student Advisory Committee

Marjoury Alicea (co-chair)	Capital City PCS
Tatiana Robinson (co-chair)	Frank W. Ballou HS
Aaliyah Dick	Woodrow Wilson HS
Aaron Spruill	Friendship Collegiate Academy PCS
Akhayla Reynolds	McKinley Technology HS
Aleghzia Smith	Friendship Technology Preparatory PCS
Anna Brosowsky	DC International School
Arnedja Evans	Duke Ellington School of the Arts
Ayodeji Okuleye	Washington Latin PCS
Chandler Nutall	School Without Walls HS
Daniel Rodriguez	Benjamin Banneker HS
Diana Shea	BASIS DC
Emma Quigg	BASIS DC
Hannah Dunn	Woodrow Wilson HS
Hannah Dorosin	Woodrow Wilson HS
Henry Addison, Jr.	Benjamin Banneker HS
Imani Horton	Duke Ellington School of the Arts
Janae Chambers	Friendship Collegiate Academy HS
Jayna Brown	Duke Ellington School of the Arts
Jerome Foster II	Washington Leadership Academy
Joseph Soltani	Eastern Senior HS
Kasai Rogers	DC International School
Kaya Myers	Thurgood Marshall Academy
Khiya Derricott	Washington Latin PCS
London Hart	SEED PCS
Maya Woods-Arthur	Washington Latin PCS
Maya Gray	Benjamin Banneker HS
N'yana Martin	Thurgood Marshall Academy
Raquel Robinson	Friendship Technology Preparatory HS
Sifan Hunde	Benjamin Banneker HS
Siraj Carter	Washington Leadership Academy
Stephanie Chavez	Columbia Heights Educational Campus
Syamayia Beach	Frank W. Ballou HS
Winston Wardlaw	DC International School
Zachary Crouch	Benjamin Banneker HS

2017–18 Student Advisory Committee

Tallya Rhodes (co-chair)	H.D. Woodson HS
Tatiana Robinson (co-chair)	Frank W. Ballou HS
Aaliyah Dick	Woodrow Wilson HS
Agustin Pereira Martinez	School Without Walls HS
Aniyah Fields	Thurgood Marshall Academy
Ayia Evans	Benjamin Banneker HS
Chandler Nutall	School Without Walls HS
Charlotte Mestrich	School Without Walls HS
Daniel Osmin Rodriguez	Benjamin Banneker HS
Davine Holsey	H.D. Woodson HS
De Jesus Ray Vincent Lagman	Benjamin Banneker HS
Diana Shea	BASIS DC
Dwight Harris	Frank W. Ballou HS
Emilia Majersik	Woodrow Wilson HS
Emma K Quigg	BASIS DC
Hannah Dunn	Woodrow Wilson HS
Jamiah Hall	Roosevelt HS
Janae Chambers	Friendship Collegiate Academy
Jasmin Woodruff	Benjamin Banneker HS
Jerome Foster II	Washington Leadership Academy
John Carlos Garcia	Capital City Public Charter School
Marcia Bailey	Cesar Chavez PCS - Parkside
Menkhu-ta Whaley	Thurgood Marshall Academy
Natalie Seablom	Woodrow Wilson HS
Nathaniel Hutton	The Lab School
Zachary Crouch	Benjamin Banneker HS

KIPP

SBOE
SBOE

The Walker-Jones
EDUCATION CAMPUS

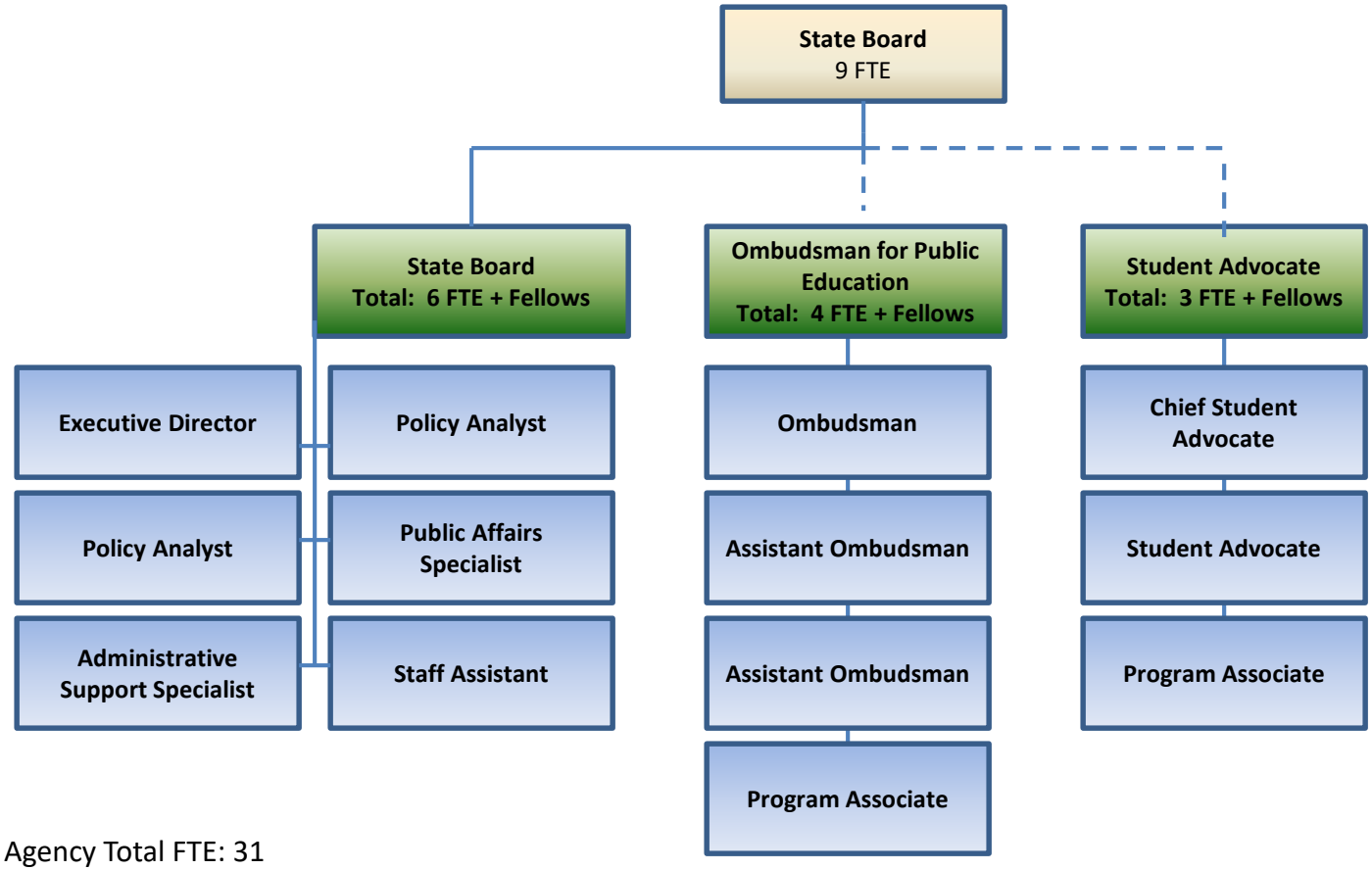
72
87

ACHIEVEMENT PREP
SCHOLARS RULE!
SBOE

Eastern Senior High School
Home of the Ramblers
EVERY DAY COUNTS!
ENROLL NOW FOR
SY 18-19
NO SCHOOL 4.27

@DCSBOE

FY 2019 State Board of Education Organization Chart



Agency Total FTE: 31

The dashed lines above represent the independent nature of the Offices of the Ombudsman and Student Advocate. The State Board provides administrative support and general oversight over the offices, but does not direct their activities. Please also note that each of the offices utilize part time fellows (approximately 18-20 per fiscal year) to supplement the work of FTEs. The fellows have their own position numbers.

2018-2019 SBOE Student Advisory Committee

Marjoury Alicea, co-chair | Capital City PCS
Tatiana Robinson, co-chair | Frank W. Ballou HS
Aaliyah Dick | Woodrow Wilson HS
Aaron Spruill | Friendship Collegiate Academy HS
Akhayla Reynolds | McKinley Technology HS
Aleghzia Smith | Friendship Technology Preparatory HS
Anna Brosowsky | DC International School
Arnedja Evans | Duke Ellington School of the Arts
Ayodeji Okuleye | Washington Latin Public Charter School
Chandler Nutall | School Without Walls HS
Daniel Rodriguez | Benjamin Banneker HS
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Jerome Foster II | Washington Leadership Academy
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Kasai Rogers | DC International School
Kaya Myers | Thurgood Marshall Academy
Khiya Derricott | Washington Latin PCS
London Hart | SEED PCS
Maya Woods-Arthur | Washington Latin PCS
Maya Gray | Benjamin Banneker HS
N'yana Martin | Thurgood Marshall Academy
Raquel Robinson | Friendship Technology Preparatory HS
Sifan Hunde | Benjamin Banneker HS
Siraj Carter | Washington Leadership Academy
Stephanie Chavez | Columbia Heights Educational Campus (CHEC)
Syamyia Beach | Frank W. Ballou HS
Winston Wardlaw | DC International School
Zachary Crouch | Benjamin Banneker HS

It is the mission of the State Board of Education to promote equity & achievement in District of Columbia public education through policy leadership, engagement, support, advocacy, and oversight.

Strategies **Policy Review and Research** *(what)*	**Actions** *(how)*	**Priority** *(Low/Medium/High)*	**Time Frames** *(when)*	**Responsibility** *(who)*	**Performance Indicators** *(measurement)*
Goal 1: Develop and approve accountability plan Standingent achievement **(With the release of the final regulations, including new deadlines for submission, we will need to closely review the time frames for this goal)**	**Board develops understanding of ESSA**	Medium	On-going	Cmte Chair/Staff	**Develop a set of community-driven and evidence based recommendations for DC's new accountability model under ESSA**
	Synthesize community feedback	High	January-February 2017	Cmte Chair/Staff	
	Board submits draft ESSA concepts to OSSE	Medium	January 30, 2017	Cmte Chair/Staff	
	Board engages in discussions with OSSE	Medium	January – March 2017	Cmte Chair/Board /Staff	

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	Board votes on DC ESSA Accountability Model	Low	On-going	Cmte Chair/Staff	
Goal 2: Revise and approve school report card that will encourag schools to prioritize equity and achievemer	**Board utilizes ESSA development process to determine concepts**	Low	On-going	Cmte Chair/Staff	**Take action on the new school report card**
	Monthly Updates to full board	Medium	On-going	Chair	
	Schedule and hold community meetings	Medium	Fall 2017	Board/Staff	
	Board submits draft report card concepts to OSSE	Medium	January 2018	Board/Staff	
	Finalize recommendations	Medium	January/February 2018	Board	
	Public presentation of recommendations	Medium	February 2018	Board	
Goal 3: Update DC's graduation requirements with a particular eye towards increasing	**Research and summarize current issues related to graduation requirements**	Medium	February 2017	Cmte Chair/Board	**Update graduation requirements**
	Develop Scope of Work for addressing graduation requiremen	Medium	March 2017	Cmte Chair/Board	

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equity and student achievement	**Monthly Updates to full board**	Low	Ongoing	Cmte Chair	
	Schedule and hold community meetings **Board submits draft concepts to OSSE**	Medium	November 2017-February 2018	Board	
	Finalize recommendations	Medium	February 2018	Board/Staff	
	Public presentation of recommendations of new requirements	High	Februray 2018	Staff	
	Board adoption of new requirements	High	February-March 2018	Board	
		High	March/April 2018	Board	

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Strategies **Outreach and Engagement** *(what)*	**Actions** *(how)*	**Priority** *(Low/Medium/High)*	**Time Frames** *(when)*	**Responsibility** *(who)*	**Performance Indicators** *(measurement)*
Goal 1: Develop a community engagement strategy that brings more and different voices to the table	**Aggregate contact information we already have**	Medium	January 2017	Board, Ombudsman, Chief Student Advocate	**Build parent-specific listserv (text and email)**
	Meet and get contact info from middle school parents at back-to-school nights, parent-teacher conference nights	Medium	On-going	Board, Staff,	
	Meet and build relationships with leaders of parent organizations	Medium	On-going	Board, Staff	
	Meet parents out in their community.	Medium	On-going	Board, Ombudsman, Chief Student Advocate	

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Goal 2: Develop and invest a communications captain network for dissemination of information and collection of input	**Identify communication captains**	Medium	January 30, 2017	Cmte Chair w/input from working group	
	Invest captains in mission	Medium	Spring 2017	Executive Director, Cmte Chair to assist	
	Test and try system; make adjustments as relevant	Medium	Spring-Summer 2017	Executive Director	
Goal 3: Develop communication mechanisms that increase capacity to disseminate to and receive information from stakeholders	**Document existing communications mechanisms**	High	December 1	Staff	**Develop effective communication strategies that increase the DC SBOE's capacity to disseminate to and receive information from stakeholders**
	Define characteristics of effective dissemination mechanisms	High	February 2017	Staff	
	Define characteristics of effective feedback collection mechanisms	High	February 2017	Staff	
	Define new communication mechanisms	High	February 2017	Staff/Executive Director	
	Develop budget for new communication mechanisms	Medium	April 2017	Executive Director	

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	Gather community/stakeholder input on communication preferences	High	On-going	Staff	
	Develop and implement new communication mechanisms which includes, expanding and refining e-newsletter distribution list, establishing and maintaining text based information sharing system, write at least three articles for publication in local papers on issues before the State Board	High	By April 2017	Staff	
	Coordinate and expand public awareness of SBOE, Ombudsman and Student Advocate	High	As soon as possible	Ombudsman, Chief Student Advocate, Executive Director	

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Strategies **Administration and Budget** *(what)*	**Actions** *(how)*	**Priority** *(Low/Medium/High)*	**Time Frames** *(when)*	**Responsibility** *(who)*	**Performance Indicators** *(measurement)*
Goal 1: Build credibility and strengthen relationships with external stakeholders across DC	**Assess current level of credibility and/or identify challenges in working with external stakeholders**	Medium	On-going	Staff, Executive Director	**Build credibility and strengthen relationships external stakeholders within the DC community**
	Build understanding and practice of racial and cultural equity among staff and Board (This action will be expanded upon recommendations contained within plan currently being developed)	High	January 2018	Ombudsman, Chief Student Advocate and Executive Director	
	Identify key partners where relationships can be developed	Medium	January 30, 2017	Staff	
	Research best practices for collaboration with external partners	Medium	Februar y 2017	Staff, Executive Director	
	Develop strategies that respond to identified challenges/obstacles	Medium	March 2017	Staff	
	Present analysis, strategies and tactics to the Board for input/approval	Medium	January 30, 2017	Ombudsman, Chief Student Advocate,	
	Define new engagement protocols to further enhance credibility and relationships which include translation of 80% of all SBOE, Ombudsman and CSA publications into Spanish and Amharic;				

It is the mission of the State Board of Education to promote equity & achievement in District of Columbia public education through policy leadership, engagement, support, advocacy, and oversight.

	Develop prioritized list of relationships to develop			Executive Director	
	Implement new engagement protocols which include increasing use of online and non-paper activities (website, app, meeting portal);	Medium	March 2017	Staff	
		Low	After March 2017	Staff	
Goal 2: Establish agency and staff performance goals	**Review goals and identify staff responsibilities**	High	By October 1, each year	Ombudsman, Chief Student Advocate, Executive Director	**Establish agency and staff performance goals**
	Conduct mid-year reviews of staff	High	By April 1, each year	Ombudsman, Chief Student Advocate, Executive Director	
	Update Board on agency and staff progress	High	On-going	Ombudsman, Chief Student Advocate, Executive	

It is the mission of the State Board of Education to promote equity & achievement in District of Columbia public education through policy leadership, engagement, support, advocacy, and oversight.

				Director	
Goal 3: Create a professional development strategy that supports board decision making	**Research best practices for Board professional development**	Low	By March 2017	Administration Committee	**Develop a professional development strategy to support Board decision making**
	Inventory Board member professional development interests	Low	By March 2017	Administration Committee	
	Research professional development offerings consistent with best practices and Board member interests	Low	By March 2017	Administration Committee	
	Develop professional development cost estimates based on identified options **Present professional development options to Board for review and discussion**	Low	By June 2017	Administration Committee /Executive Director	
	Board members select professional development activities	Low	By June 2017	Administration Committee	
		Low	On-going	Board	
Goal 4: Increase the efficiency of Board operations	**Assess current operations and identify those processes with limited effectiveness (i.e. take too much time, unclear roles/responsibilities, etc.)**	High	By January 2017	Executive Director	**Increase the efficiency of Board operations**

It is the mission of the State Board of Education to promote equity & achievement in District of Columbia public education through policy leadership, engagement, support, advocacy, and oversight.

	Develop a prioritized list of Board processes to modify and recommended modification	High	By January 2017	Executive Director	
	Board selects 3-5 processes to modify	Medium	January 2017	Board	
	Define and implement new processes	Low	By October 1, 2017	Executive Director	
	Gather feedback and assess impact of new processes	Low	January 2018	Administration Committee	

DC State Board of Education - Performance Hearing Questions

Q23. Please provide the following budget information for State Board of Education, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

- At the agency level, please provide the information broken out by source of funds and by Comptroller

- At the program level, please provide the information broken out by source of funds and by Comptroller Source

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

DC State Board of Education (GE0) FY18 - Approved Budget, Revised Budget, and Expenditures by Fund, and CSG

Fund No.	Fund Title	CSG	Approved Budget	Revised Budget	Expenditures	Variance	Comments
0100	LOCAL	0011	$ 958,330	$ 958,330	$ 952,936	$ 5,394	
		0012	$ 242,613	$ 275,613	$ 239,872	$ 35,741	
		0013	$ -	$ -	$ 48,215	$ (48,215)	
		0014	$ 267,942	$ 244,942	$ 220,241	$ 24,701	
		PS Total	**$1,468,885**	**$ 1,478,885**	**$ 1,461,264**	**$ 17,621**	
		0020	$ 15,899	$ 15,899	$ 20,000	$ (4,101)	
		0031	$ 25,779	$ 3,779	$ 3,779	$ -	
		0040	$ 154,645	$ 180,177	$ 173,338	$ 6,839	
		0050	$ 46,058	$ 4,058	$ 4,000	$ 58	
		0070	$ -	$ 28,468	$ 28,468	$ -	
		NPS Total	**$ 242,382**	**$ 232,382**	**$ 229,586**	**$ 2,797**	
	LOCAL Total		$ 1,711,267	$ 1,711,267	$ 1,690,850	$ 20,417	
0450	PRIVATE DONATIONS	0020	$ -	$ 4,500	$ -	$ 4,500	
		0040	$ -	$ 4,500	$ -	$ 4,500	
		NPS Total	**$ -**	**$ 9,000**	**$ -**	**$ 9,000**	
	PRIVATE DONATIONS Total		$ -	$ 9,000	$ -	$ 9,000	
Grand Total			$ 1,711,267	$ 1,720,267	$ 1,690,850	$ 29,417	

DC State Board of Education - Performance Hearing Questions

Q23. Please provide the following budget information for State Board of Education, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

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

- 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.

DC State Board of Education (GE0) FY19 - Approved Budget, Revised Budget, and Expenditures by Fund, and CSG as of 12-31-18

Fund No.	Fund Title	CSG	Approved Budget	Revised Budget	Expenditures	Variance	Comments
0100	LOCAL	0011	$ 969,259	$ 969,259	$ 232,614	$ 736,645	
		0012	$ 350,726	$ 350,726	$ 47,859	$ 302,867	
		0013	$ -	$ -	$ 5,890	$ (5,890)	
		0014	$ 266,857	$ 266,857	$ 49,447	$ 217,410	
		PS Total	**$ 1,586,843**	**$ 1,586,843**	**$ 335,811**	**$ 1,251,032**	
		0020	$ 30,000	$ 30,000	$ 15,000	$ 15,000	
		0031	$ 50,307	$ 50,307	$ -	$ 50,307	
		0040	$ 155,438	$ 155,438	$ 107,935	$ 47,503	
		0070	$ 27,478	$ 27,478	$ -	$ 27,478	
		NPS Total	**$ 263,224**	**$ 263,224**	**$ 122,935**	**$ 140,289**	
	LOCAL Total		$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	
Grand Total			$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	

DC State Board of Education - Performance Hearing Questions

Q23. Please provide the following budget information for State Board of Education, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

- 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.

DC State Board of Education (GE0) FY18 - Approved Budget, Revised Budget, and Expenditures by Program, Fund, and CSG

Program Code	Program Code Title	Fund No.	Fund Title	CSG	Approved Budget	Revised Budget	Expenditures	Variance	Comments
SB00	STATE BOARD OF EDUCATION	0100	LOCAL	0011	$ 958,330	$ 958,330	$ 952,936	$ 5,394	
				0012	$ 242,613	$ 275,613	$ 239,872	$ 35,741	
				0013	$ -	$ -	$ 48,215	$ (48,215)	
				0014	$ 267,942	$ 244,942	$ 220,241	$ 24,701	
				PS Total	**$ 1,468,885**	**$ 1,478,885**	**$ 1,461,264**	**$ 17,621**	
				0020	$ 15,899	$ 15,899	$ 20,000	$ (4,101)	
				0031	$ 25,779	$ 3,779	$ 3,779	$ -	
				0040	$ 154,645	$ 180,177	$ 173,338	$ 6,839	
				0050	$ 46,058	$ 4,058	$ 4,000	$ 58	
				0070	$ -	$ 28,468	$ 28,468	$ -	
				NPS Total	**$ 242,381**	**$ 232,381**	**$ 229,586**	**$ 2,796**	
			LOCAL Total		$ 1,711,266	$ 1,711,266	$ 1,690,850	$ 20,417	
		0450	PRIVATE DONATIONS	0040	$ -	$ 4,500	$ -	$ 4,500	
				0050	$ -	$ 4,500	$ -	$ 4,500	
				NPS Total	**$ -**	**$ 9,000**	**$ -**	**$ 9,000**	
			PRIVATE DONATIONS Total		$ -	$ 9,000	$ -	$ 9,000	
	STATE BOARD OF EDUCATION Total				$ 1,711,266	$ 1,720,266	$ 1,690,850	$ 29,417	
Grand Total					$ 1,711,266	$ 1,720,266	$ 1,690,850	$ 29,417	

DC State Board of Education - Performance Hearing Questions

Q23. Please provide the following budget information for State Board of Education, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

- 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.

DC State Board of Education (GE0) FY19 - Approved Budget, Revised Budget, and Expenditures by Program, Fund, and CSG as of 12-31-18

Program Code	Program Code Title	Fund No.	Fund Title	CSG	Approved Budget	Revised Budget	Expenditures	Variance	Comments
SB00	STATE BOARD OF EDUCATION	0100	LOCAL	0011	$ 969,259	$ 969,259	$ 232,614	$ 736,645	
				0012	$ 350,726	$ 350,726	$ 47,859	$ 302,867	
				0013	$ -	$ -	$ 5,890	$ (5,890)	
				0014	$ 266,857	$ 266,857	$ 49,447	$ 217,410	
				PS Total	**$ 1,586,843**	**$ 1,586,843**	**$ 335,811**	**$ 1,251,032**	
				0020	$ 30,000	$ 30,000	$ 15,000	$ 15,000	
				0031	$ 50,307	$ 50,307	$ -	$ 50,307	
				0040	$ 155,438	$ 155,438	$ 107,935	$ 47,503	
				0070	$ 27,478	$ 27,478	$ -	$ 27,478	
				NPS Total	**$ 263,224**	**$ 263,224**	**$ 122,935**	**$ 140,289**	
			LOCAL Total		$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	
	STATE BOARD OF EDUCATION Total				$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	
Grand Total					$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	

DC State Board of Education - Performance Hearing Questions

Q23. Please provide the following budget information for State Board of Education, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

- 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.

DC State Board of Education (GE0) FY18 - Approved Budget, Revised Budget, and Expenditures by Activity, Fund, and Comp Source Group

Program Code	Program Code Title	Activity Code	Activity Title	Fund No.	Fund Title	CSG	Approved Budget	Revised Budget	Expenditures	Variance	Comments
SB00	STATE BOARD OF EDUCATION	SB01	STATE BOARD OF EDUCATION	0100	LOCAL	0011	$ 503,040	$ 503,040	$ 448,839	$ 54,201	
						0012	$ 182,317	$ 182,317	$ 150,464	$ 31,853	
						0013	$ -	$ -	$ 22,833	$ (22,833)	
						0014	$ 145,574	$ 130,574	$ 119,984	$ 10,590	
						PS Total	**$ 830,931**	**$ 815,931**	**$ 742,121**	**$ 73,811**	
						0020	$ 5,899	$ 5,899	$ 10,000	$ (4,101)	
						0031	$ 15,779	$ 3,779	$ 3,779	$ -	
						0040	$ 86,853	$ 92,385	$ 85,788	$ 6,597	
						0050	$ 16,058	$ 4,058	$ 4,000	$ 58	
						0070	$ -	$ 28,468	$ 28,468	$ -	
						NPS Total	**$ 124,591**	**$ 134,591**	**$ 132,036**	**$ 2,555**	
					LOCAL Total		$ 955,522	$ 950,522	$ 874,156	$ 76,365	
				0450	PRIVATE DONATIONS	0020	$ -	$ 4,500	$ -	$ 4,500	
						0040	$ -	$ 4,500	$ -	$ 4,500	
						NPS Total	**$ -**	**$ 9,000**	**$ -**	**$ 9,000**	
			STATE BOARD OF EDUCATION Total				$ 955,522	$ 959,522	$ 874,156	$ 85,365	
		SB02	OFFICE OF THE OMBUDSMAN	0100	LOCAL	0011	$ 245,215	$ 245,215	$ 313,413	$ (68,198)	
						0012	$ 60,296	$ 78,296	$ 58,666	$ 19,629	
						0013	$ -	$ -	$ 25,381	$ (25,381)	
						0014	$ 70,918	$ 70,918	$ 67,922	$ 2,996	
						PS Total	**$ 376,429**	**$ 394,429**	**$ 465,383**	**$ (70,954)**	
						0020	$ 5,000	$ 5,000	$ 5,000	$ -	
						0031	$ 5,000	$ -	$ -	$ -	
						0040	$ 33,896	$ 38,896	$ 38,654	$ 242	
						0050	$ 18,000	$ -	$ -	$ -	
						NPS Total	**$ 61,896**	**$ 43,896**	**$ 43,654**	**$ 242**	
					LOCAL Total		$ 438,325	$ 438,325	$ 509,037	$ (70,712)	
			OFFICE OF THE OMBUDSMAN Total				$ 438,325	$ 438,325	$ 509,037	$ (70,712)	
		SB03	OFFICE OF THE STUDENT ADVOCATE	0100	LOCAL	0011	$ 210,075	$ 210,075	$ 190,684	$ 19,391	
						0012	$ -	$ 15,000	$ 30,741	$ (15,741)	
						0014	$ 51,449	$ 43,449	$ 32,335	$ 11,115	
						PS Total	**$ 261,525**	**$ 268,525**	**$ 253,760**	**$ 14,764**	
						0020	$ 5,000	$ 5,000	$ 5,000	$ -	
						0031	$ 5,000	$ -	$ -	$ -	
						0040	$ 33,896	$ 48,896	$ 48,896	$ -	
						0050	$ 12,000	$ -	$ -	$ -	
						NPS Total	**$ 55,896**	**$ 53,896**	**$ 53,896**	**$ -**	
					LOCAL Total		$ 317,421	$ 322,421	$ 307,656	$ 14,764	
			OFFICE OF THE STUDENT ADVOCATE Total				$ 317,421	$ 322,421	$ 307,656	$ 14,764	
	STATE BOARD OF EDUCATION Total						$ 1,711,267	$ 1,720,267	$ 1,690,850	$ 29,417	
Grand Total								$ 1,720,267	$ 1,690,850	$ 29,417	

DC State Board of Education - Performance Hearing Questions

Q23. Please provide the following budget information for State Board of Education, including the approved budget, revised budget, and expenditures, for FY18 and to date in FY19:

- 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.

DC State Board of Education (GE0) FY19 - Approved Budget, Revised Budget, and Expenditures by Activity, Fund, and Comp Source Group as of 12-31-18

Program Code	Program Code Title	Activity Code	Activity Title	Fund No.	Fund Title	CSG	Approved Budget	Revised Budget	Expenditures	Variance	Comments
SB00	STATE BOARD OF EDUCATION	SB01	STATE BOARD OF EDUCATION	0100	LOCAL	0011	$ 452,566	$ 452,566	$ 108,659	$ 343,907	
						0012	$ 213,913	$ 213,913	$ 35,314	$ 178,599	
						0013	$ -	$ -	$ 5,890	$ (5,890)	
						0014	$ 138,770	$ 138,770	$ 26,685	$ 112,085	
						PS Total	**$ 805,250**	**$ 805,250**	**$ 176,548**	**$ 628,701**	
						0020	$ 5,000	$ 5,000	$ 5,000	$ -	
						0031	$ 50,307	$ 50,307	$ -	$ 50,307	
						0040	$ 75,947	$ 75,947	$ 60,463	$ 15,484	
						0070	$ 10,000	$ 10,000	$ -	$ 10,000	
						NPS Total	**$ 141,254**	**$ 141,254**	**$ 65,463**	**$ 75,791**	
					LOCAL Total		$ 946,503	$ 946,503	$ 242,011	$ 704,492	
			STATE BOARD OF EDUCATION Total				$ 946,503	$ 946,503	$ 242,011	$ 704,492	
		SB02	OFFICE OF THE OMBUDSMAN	0100	LOCAL	0011	$ 277,474	$ 277,474	$ 53,841	$ 223,633	
						0012	$ 100,402	$ 100,402	$ 4,278	$ 96,124	
						0013	$ -	$ -	$ -	$ -	
						0014	$ 74,064	$ 74,064	$ 11,113	$ 62,950	
						PS Total	**$ 451,939**	**$ 451,939**	**$ 69,232**	**$ 382,708**	
						0020	$ 5,000	$ 5,000	$ 5,000	$ -	
						0031	$ -	$ -	$ -	$ -	
						0040	$ 39,746	$ 39,746	$ 18,977	$ 20,769	
						0070	$ 7,478	$ 7,478	$ -	$ 7,478	
						NPS Total	**$ 52,224**	**$ 52,224**	**$ 23,977**	**$ 28,247**	
					LOCAL Total		$ 504,163	$ 504,163	$ 93,209	$ 410,955	
			OFFICE OF THE OMBUDSMAN Total				$ 504,163	$ 504,163	$ 93,209	$ 410,955	
		SB03	OFFICE OF THE STUDENT ADVOCATE	0100	LOCAL	0011	$ 239,220	$ 239,220	$ 70,115	$ 169,105	
						0012	$ 36,411	$ 36,411	$ 8,267	$ 28,143	
						0014	$ 54,024	$ 54,024	$ 11,649	$ 42,375	
						PS Total	**$ 329,654**	**$ 329,654**	**$ 90,031**	**$ 239,623**	
						0020	$ 20,000	$ 20,000	$ 5,000	$ 15,000	
						0031	$ -	$ -	$ -	$ -	
						0040	$ 39,746	$ 39,746	$ 28,495	$ 11,251	
						0070	$ 10,000	$ 10,000	$ -	$ 10,000	
						NPS Total	**$ 69,746**	**$ 69,746**	**$ 33,495**	**$ 36,251**	
					LOCAL Total		$ 399,399	$ 399,399	$ 123,526	$ 275,874	
			OFFICE OF THE STUDENT ADVOCATE Total				$ 399,399	$ 399,399	$ 123,526	$ 275,874	
	STATE BOARD OF EDUCATION Total						$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	
Grand Total							$ 1,850,066	$ 1,850,066	$ 458,746	$ 1,391,321	

STATE BOARD OF EDUCATION PERFORMANCE OVERSIGHT QUESTONS:
QUESTION 24: ACCOUNTING FOR ALL INTRA-DISTRICTS
GE0- STATE BOARD OF EDUCATION

Question 24: **Please provide a complete accounting of all intra-district transfers received by or transferred from SBOE during FY18 and to date in FY19. For each, please provide a narrative description as to the purpose of the transfer and which programs, activities, and services within SBOE the transfer affected.**

TRANSFERRED FROM STATE BOAD OF EDUCATION (GE0)

Fund	Project Title	Program	Activity	Seller Agency Name	FY18 Advance Amount	FY19 YTD Advance Amount	Narrative
Local	Purchase Card Advance	State Board of Education	State Board of Education	OFFICE OF CONTRACTING AND PROCUREMENT-PCARD Transactions	$140,000.00	$85,000.00	PCARD Advance
Local	Telecommunications	State Board of Education	State Board of Education	Office of Chief Technology Office	$12,246.36	$19,430.19	Telecommunication Services
					$152,246.36	**$104,430.19**	

DC State Board of Education - Performance Hearing Questions

Q25. Provide a complete accounting of all reprogrammings received by or transferred from DC State Board of Education during FY18 and to date in FY19. For each, please provide a narrative descrpition as to the purpose and reason of 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 and reason of the transfer and which programs, activities, and services within the agency the reprogramming affected.

DC State Board of Education (GE0) FY18 Reprogrammings

Agency	FY	Program	Activity	Fund Detail	Funding Source	Requested Amount	Narrative Description
GE0	2018	STATE BOARD OF EDUCATION (SB00)	STATE BOARD OF EDUCATION (SB01)	0100	Local	$ 34,000	To fund the costs associated with IT Technology, preparing annual report within the Office of the State Board of Education

State Board of Education - Performance Hearing Questions

Question 26. Provide a list of all SBOE's fixed costs budget and actual dollars spent for FY18 and to date in FY19. Include the source of funding and the percentage of these costs assigned to each SBOE program. Please provide the percentage change between SBOE's fixed costs budget for these years and a narrative explanation for any changes.

STATE BOARD OF EDUCATION (GE0)

				FY 2018			FY 2019 (as of 12-31-18)			Budget Change	
Agy	Fund No.	Fund Title	Agy Object Title	Budget	Expenditures	(Over)/Under	Budget	Expenditures	(Over)/Under	% Increase/ (Decrease)	Comments
GE0	0100	Local	ELECTRICITY	$0	$0	$0	$0		$0	0.00%	
			FUEL AUTOMOTIVE	$0	$0	$0	$0		$0	0.00%	
			GAS	$0	$0	$0	$0		$0	0.00%	
			OCCUPANCY FIXED ASSETS	$0	$0	$0	$0		$0	0.00%	
			RENTALS-LAND/STRUCTURES	$0	$0	$0	$0		$0	0.00%	
			SECURITY SERVICES	$0	$0	$0	$0		$0	0.00%	
			SUSTAINABLE ENERGY	$0	$0	$0	$0		$0	0.00%	
			TELEPHONE, TELETYPE,TELEGRAM,ETC	$3,779	$1,900	$1,879	$50,307	$0	$50,307	1231.23%	
			WATER	$0	$0	$0	$0		$0	0.00%	
		Local Total		**$3,779**	**$1,900**	**$1,879**	**$50,307**	**$0**	**$50,307**	**1231.23%**	
GO0 Total				$3,779	$1,900	$1,879	$50,307	$0	$50,307	1231.23%	

Date of transaction	Amount	Merchant	Purpose	Travel?	Traveler
FY2018					
10/18/2017	$ 9.00	SOUTHWES 5268776189435	Flight change fee	YES	A. MacLeay
11/01/2017	$ 642.75	WESTIN BUCKHEAD	Atlanta Hotel	YES	A. MacLeay
08/29/2018	$ 353.39	UNITED AIRLINES	Flight	YES	A. MacLeay
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	A. MacLeay
07/12/2018	$ 252.96	JETBLUE 27	T. Wilson Flight	YES	T. Wilson
07/12/2018	$ 252.96	JETBLUE 27	D. Davis Flight	YES	D. Davis
08/01/2018	$ 225.20	UNITED AIRLINES	Flight	YES	J. Hayworth
08/01/2018	$ 151.20	UNITED AIRLINES	Flight	YES	J. Hayworth
08/01/2018	$ 10.00	UNITED AIRLINES	Flight	YES	J. Hayworth
08/01/2018	$ 156.20	AMERICAN AIRLINES	Flight	YES	J. Hayworth
02/20/2018	$ 850.00	INTERNATIONAL OMBUD	IOA Conference (Beryl)	YES	B. Trauth-Jurman
04/28/2018	$ 453.42	MARRIOTT RICHMOND	Int'l Ombudsman Assoc. conference	YES	B. Trauth-Jurman
05/11/2018	$ 633.42	EB WRIGHTSLAW SPECIAL	Special Education conference	YES	B. Trauth-Jurman, Kh. Williams, and R. Fitzpatrick
10/16/2017	$ 55.00	CITY 2 CITY SHUTTLE	Shuttle from PDX to Eugene, Oregon	YES	C.Parks
10/16/2017	$ 55.00	CITY 2 CITY SHUTTLE	Shuttle from Eugene, Oregon to PDX	YES	C.Parks
10/17/2017	$ 908.20	VALLEY RIVER INN	Eugene, Oregon	YES	C.Parks
01/31/2018	$ 595.00	INSTITUTE FOR ED LEADE	Community Schools National Forum	YES	D. Davis
02/01/2018	$ 264.50	HILTON BALTIMORE	Community Schools National Forum	YES	D. Davis
05/02/2018	$ 264.50	HILTON BALTIMORE	Community Schools National Forum	YES	D. Davis
07/11/2018	$ 495.00	NATIONAL DROPOUT PREVE	Nat'l Dropout Prevention Conference	YES	D. Davis
07/11/2018	$ 204.96	SOUTHWEST	Nat'l Dropout Prevention Conference	YES	D. Davis
09/27/2018	$ 338.24	MARRIOTT HARBOR BEACH	OSA conference in florida	YES	D. Davis
09/27/2018	$ 169.12	MARRIOTT HARBOR BEACH	OSA conference in florida	YES	D. Davis
09/13/2018	$ 175.20	UNITED AIRLINES	NASBE	YES	Donna Johnson
09/13/2018	$ 227.99	SOUTHWEST	NASBE	YES	Donna Johnson
09/13/2018	$ 438.51	AMERICAN AIRLINES	NASBE flight (later refunded)	YES	Donna Johnson
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	Donna Johnson
09/14/2018	$ (438.51)	AMERICAN AIRLINES	NASBE flight refund	YES	Donna Johnson

01/31/2018	$ 297.00	INSTITUTE FOR ED LEADE	Community Schools National Forum	YES	F. Gibson Hubbard
08/10/2018	$ 450.00	ACT*EQUITY IN THE CENT	Conference Registration	YES	F.Gibson Hubbard
11/01/2017	$ 857.04	WESTIN BUCKHEAD	Atlanta Hotel	YES	J. Hayworth
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	J. Hayworth
11/01/2017	$ 642.75	WESTIN BUCKHEAD	Atlanta Hotel	YES	J. Jacobson
11/05/2017	$ 37.67	WESTIN BUCKHEAD	Atlanta Hotel	YES	J. Jacobson
11/05/2017	$ (37.67)	CREDIT ADJUSTMENT RT	Atlanta Hotel	YES	J. Jacobson
08/29/2018	$ 369.39	UNITED AIRLINES	Flight	YES	J. Jacobson
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	J. Jacobson
09/26/2018	$ (829.93)	GRAND HYATT DENVER	NASBE	YES	J. Jacobson
02/23/2018	$ 562.60	UNITED 01623870546152	Flights to NSVF	YES	J. Smith
03/01/2018	$ 722.22	WESTIN (WESTIN HOTELS)	NSVF lodging	YES	J. Smith
03/12/2018	$ 25.00	ACT*THE LEADERSHIP CON	Civil Rights and Ed Conference	YES	J. Smith
08/29/2018	$ 410.00	UNITED AIRLINES	Flight	YES	J. Weedon
09/14/2018	$ 553.29	GRAND HYATT DENVER	NASBE	YES	J. Weedon
09/26/2018	$ 276.64	GRAND HYATT DENVER	Denver hotel	YES	J. Weedon
10/16/2017	$ 110.00	CITY 2 CITY SHUTTLE	Shuttle from PDX to Eugene, Oregon	YES	J.Smith
10/17/2017	$ 244.86	VALLEY RIVER INN	Eugene, Oregon	YES	J.Smith
10/30/2017	$ 686.74	EB FRAMING EQUITY AMP	Conference Registration	YES	J.Weedon
10/30/2017	$ 227.95	SOUTHWES 5268779871040	Conference Travel	YES	J.Weedon
11/04/2017	$ 480.00	ALOFT HOTELS N ORLEANS	New Orleans Hotel	YES	J.Weedon
01/29/2018	$ (63.78)	ALOFT HOTELS N ORLEANS	New Orleans - Hotels	YES	J.Weedon
10/18/2017	$ 168.20	FRONTIER L577XF	Travel to ECS Winter Meeting (return)	YES	K. Williams
10/18/2017	$ 292.30	AMERICAN 00121542995151	Travel to ECS Winter Meeting (outbound)	YES	K. Williams
11/01/2017	$ 642.75	WESTIN BUCKHEAD	Atlanta Hotel	YES	K. Williams
11/28/2017	$ 25.00	SUPERSHUTTLE EXECUCARD	Shuttle to hotel	YES	K. Williams
08/29/2018	$ 353.39	UNITED AIRLINES	Flight	YES	K. Williams
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	K. Williams
09/26/2018	$ 274.63	GRAND HYATT DENVER	Denver hotel	YES	K. Williams
02/23/2018	$ 562.60	UNITED 01623870546141	Flights to NSVF	YES	Kh. Williams
03/01/2018	$ 722.22	WESTIN (WESTIN HOTELS)	NSVF lodging	YES	Kh. Williams
12/22/2017	$ 795.00	ENTERPRISE EVENTS GRP	NSVF conference registration	YES	Kh. Williams and J. Smith

01/30/2018	$ 795.00	ENTERPRISE EVENTS GRP	NSVF conference registration	YES	Kh. Williams and J. Smith
03/08/2018	$ 1,248.00	NAPE EDU FOUNDATION	NAPE summit	YES	Kh. Williams and J. Smith
03/14/2018	$ (795.00)	ENTERPRISE EVENTS GRP	NSVF conference registration	YES	Kh. Williams and J. Smith
03/21/2018	$ 795.00	ENTERPRISE EVENTS GRP	NSVF conference registration	YES	Kh. Williams and J. Smith
03/28/2018	$ (795.00)	ENTERPRISE EVENTS GRP	NSVF conference registration	YES	Kh. Williams and J. Smith
04/05/2018	$ 550.00	NAPE EDU FOUNDATION	NSEE Registration	YES	Kh. Williams and J. Smith
07/05/2018	$ 128.00	AMTRAK .CO18	Travel for public meeting expert panelist	YES	Linda Eno
07/05/2018	$ 109.00	AMTRAK TEL18	Travel for public meeting expert panelist	YES	Linda Eno
07/19/2018	$ 195.60	THE LIAISON CAPITOL HI	Overnight for public meeting expert panelist	YES	Linda Eno
08/29/2018	$ 353.39	UNITED AIRLINES	Flight	YES	M. Batchelor
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	M. Batchelor
11/01/2017	$ 642.75	WESTIN BUCKHEAD	Atlanta Hotel	YES	M. Jones
11/05/2017	$ (428.62)	WESTIN BUCKHEAD	Atlanta Hotel	YES	M. Jones
09/14/2018	$ 829.93	GRAND HYATT DENVER	NASBE	YES	M. Jones
09/26/2018	$ 394.40	FRONTIER YF3DMX	NASBE	YES	M. Jones
04/03/2018	$ 750.00	EDUCATION COMMISSION O	ECS registration	YES	M. Repka
06/13/2018	$ 305.95	SOUTHWEST	Travel to ELA Content Leader training	YES	M. Repka
07/27/2018	$ 563.88	RENAISSANCE HOTELS PER	ELA Content Leader Training	YES	M. Repka
11/01/2017	$ 857.04	WESTIN BUCKHEAD	Atlanta Hotel	YES	M. Salciccoli
09/05/2018	$ 2,680.00	PAYPAL	NVMS - training	YES	R. Fitzpatrick and B. Trauth-Jurman
11/01/2017	$ 642.75	WESTIN BUCKHEAD	Atlanta Hotel	YES	R. Wattenberg
08/29/2018	$ 410.00	UNITED AIRLINES	Flight	YES	R. Wattenberg
08/29/2018	$ (410.00)	UNITED AIRLINES	Flight	YES	R. Wattenberg
09/14/2018	$ 553.29	GRAND HYATT DENVER	NASBE	YES	R. Wattenberg
11/02/2017	$ 20.00	ONETILT	Conference Registration	YES	T. Wilson
01/31/2018	$ 595.00	INSTITUTE FOR ED LEADE	Community Schools National Forum	YES	T. Wilson
02/01/2018	$ 264.50	HILTON BALTIMORE	Community Schools National Forum	YES	T. Wilson
05/02/2018	$ 264.50	HILTON BALTIMORE	Community Schools National Forum	YES	T. Wilson
09/27/2018	$ 338.24	MARRIOTT HARBOR BEACH	OSA conference in florida	YES	T. Wilson
09/27/2018	$ 169.12	MARRIOTT HARBOR BEACH	OSA conference in florida	YES	T. Wilson

FY2019

09/28/18	$ (553.29)	GRAND HYATT DENVER	Denver hotel refund	Yes	R. Wattenberg
10/10/18	$ 170.94	RADISSON HOTEL BALTIMO	Baltimore hotel	Yes	F. Gibson Hubbard
10/16/18	$ 79.20	FRONTIER LFMWNE	Flight	Yes	J.Jacobson
10/27/18	$ (276.65)	GRAND HYATT DENVER	Denver hotel refund	Yes	J.Jacobson
10/27/18	$ (274.63)	GRAND HYATT DENVER	Denver hotel refund	Yes	J.Jacobson
10/31/18	$ 525.24	HYATT REGENCY COLUMBUS	Columbus hotel	Yes	D.Davis
10/31/18	$ 445.00	SXSW, LLC	Conference Registration	Yes	F. Gibson Hubbard
12/18/18	$ 241.96	SOUTHWEST	Flight	Yes	F. Gibson Hubbard

Date of transaction	Amount	Merchant
FY2018		
10/04/2017	$ 68.75	FACEBK VZE7UCSN22
10/04/2017	$ 73.86	FACEBK WZE7UCSN22
10/10/2017	$ 31.73	CAROUSEL INDUSTRIES
10/16/2017	$ 55.00	CITY 2 CITY SHUTTLE
10/16/2017	$ 110.00	CITY 2 CITY SHUTTLE
10/16/2017	$ 55.00	CITY 2 CITY SHUTTLE
10/17/2017	$ 908.20	VALLEY RIVER INN
10/17/2017	$ 244.86	VALLEY RIVER INN
10/18/2017	$ 168.20	FRONTIER L577XF
10/18/2017	$ 292.30	AMERICAN 00121542995151
10/18/2017	$ 9.00	SOUTHWES 5268776189435
10/22/2017	$ 40.13	AMAZON.COM
10/23/2017	$ 565.00	DOCUMENT MANAGERS
10/30/2017	$ 686.74	EB FRAMING EQUITY AMP
10/30/2017	$ 227.95	SOUTHWES 5268779871040
11/01/2017	$ 642.75	WESTIN BUCKHEAD
11/01/2017	$ 857.04	WESTIN BUCKHEAD
11/01/2017	$ 642.75	WESTIN BUCKHEAD
11/01/2017	$ 857.04	WESTIN BUCKHEAD
11/01/2017	$ 642.75	WESTIN BUCKHEAD
11/01/2017	$ 642.75	WESTIN BUCKHEAD
11/01/2017	$ 642.75	WESTIN BUCKHEAD
11/02/2017	$ 20.00	ONETILT
11/04/2017	$ 480.00	ALOFT HOTELS N ORLEANS
11/05/2017	$ 37.67	WESTIN BUCKHEAD
11/05/2017	$ (428.62)	WESTIN BUCKHEAD
11/05/2017	$ (37.67)	CREDIT ADJUSTMENT RT
11/16/2017	$ 8.53	EASYKEYSCOM INC
11/16/2017	$ 112.84	NAMEBADGE.COM
11/16/2017	$ 548.26	LASER ART INC
11/21/2017	$ 497.50	APPLE STORE #R129
11/22/2017	$ 346.28	COMPREHENSIVE LANGUAGE
11/28/2017	$ 25.00	SUPERSHUTTLE EXECUCARD
12/01/2017	$ 2,236.50	BLUEBAY OFFICE INC
12/01/2017	$ 552.60	BLUEBAY OFFICE INC
12/04/2017	$ 10.98	LASER ART INC
12/05/2017	$ 240.00	FORMOST ADVANCED CRE
12/05/2017	$ 775.00	FORMOST ADVANCED CRE
12/07/2017	$ 14.24	NAMEBADGE.COM
12/08/2017	$ 984.00	4IMPRINT
12/08/2017	$ 200.00	SYDAR OF D.C., LLC

12/13/2017	$	139.04	THOMSON WEST*TCD
12/13/2017	$	139.04	THOMSON WEST*TCD
12/13/2017	$	139.04	THOMSON WEST*TCD
12/13/2017	$	1,000.00	INT*IN *THE WASHINGTON
12/18/2017	$	953.00	THE CALVIN PRICE
12/18/2017	$	160.00	THE CALVIN PRICE
12/22/2017	$	795.00	ENTERPRISE EVENTS GRP
01/02/2018	$	150.00	PAYPAL *UNITEDSTATE
01/08/2018	$	104.69	HAR*HARVARD BUSNS REV
01/12/2018	$	400.00	CCEO ECOMMERCE
01/12/2018	$	350.00	HANDSHAKE
01/29/2018	$	(63.78)	ALOFT HOTELS N ORLEANS
01/30/2018	$	79.00	EDUCATION WEEK
01/30/2018	$	795.00	ENTERPRISE EVENTS GRP
01/31/2018	$	170.06	MVS INC
01/31/2018	$	297.00	INSTITUTE FOR ED LEADE
01/31/2018	$	595.00	INSTITUTE FOR ED LEADE
01/31/2018	$	595.00	INSTITUTE FOR ED LEADE
02/01/2018	$	264.50	HILTON BALTIMORE
02/01/2018	$	264.50	HILTON BALTIMORE
02/02/2018	$	812.81	LASER ART INC
02/06/2018	$	578.60	INT*IN *SUPRETECH, INC
02/12/2018	$	306.40	BLUEBAY OFFICE INC
02/12/2018	$	432.81	U.S. OFFICE SOLUTIONS
02/20/2018	$	850.00	INTERNATIONAL OMBUD
02/22/2018	$	420.00	DUPONT COMPUTERS
02/23/2018	$	562.60	UNITED 01623870546141
02/23/2018	$	562.60	UNITED 01623870546152
02/28/2018	$	3,031.60	AOP BUSINESS SERVICES
03/01/2018	$	722.22	WESTIN (WESTIN HOTELS)
03/01/2018	$	722.22	WESTIN (WESTIN HOTELS)
03/07/2018	$	250.00	NAPE EDU FOUNDATION
03/08/2018	$	1,248.00	NAPE EDU FOUNDATION
03/12/2018	$	25.00	ACT*THE LEADERSHIP CON
03/14/2018	$	(795.00)	ENTERPRISE EVENTS GRP
03/14/2018	$	120.00	PRSA-NCC
03/21/2018	$	795.00	ENTERPRISE EVENTS GRP
03/21/2018	$	250.00	PREMIER SUPPLIERS
03/24/2018	$	61.00	HARVARD EDUCATION PRES
03/28/2018	$	(795.00)	ENTERPRISE EVENTS GRP
04/03/2018	$	750.00	EDUCATION COMMISSION O
04/03/2018	$	340.00	FORMOST ADVANCED CRE
04/05/2018	$	550.00	NAPE EDU FOUNDATION

04/06/2018	$	3,192.00	SENODA INC
04/09/2018	$	139.04	THOMSON WEST
04/26/2018	$	197.44	WISEGUY PIZZA WASHINGT
04/28/2018	$	453.42	MARRIOTT RICHMOND
04/30/2018	$	1,240.00	MULTICULTURAL COMMUNIT
05/02/2018	$	264.50	HILTON BALTIMORE
05/02/2018	$	264.50	HILTON BALTIMORE
05/04/2018	$	1,975.00	SENODA INC
05/08/2018	$	50.00	PAYPAL
05/11/2018	$	633.42	EB WRIGHTSLAW SPECIAL
05/14/2018	$	50.00	PAYPAL
05/15/2018	$	1,490.00	SENODA INC
05/16/2018	$	505.50	BLUEBAY OFFICE INC
05/31/2018	$	38.00	FORMOST ADVANCED CRE
06/13/2018	$	305.95	SOUTHWEST
06/15/2018	$	145.08	THOMSON WEST
06/15/2018	$	139.04	THOMSON WEST
06/15/2018	$	139.04	THOMSON WEST
06/15/2018	$	139.04	THOMSON WEST
06/15/2018	$	139.03	THOMSON WEST
06/15/2018	$	592.00	BLUEBAY OFFICE INC
07/05/2018	$	128.00	AMTRAK .CO18
07/05/2018	$	109.00	AMTRAK TEL18
07/11/2018	$	495.00	NATIONAL DROPOUT PREVE
07/11/2018	$	204.96	SOUTHWEST
07/11/2018	$	399.00	NATIONAL CTR FOR FAMIL
07/11/2018	$	399.00	NATIONAL CTR FOR FAMIL
07/12/2018	$	715.00	NIGP - IWEB
07/12/2018	$	252.96	JETBLUE 27
07/12/2018	$	252.96	JETBLUE 27
07/16/2018	$	145.08	THOMSON WEST
07/16/2018	$	900.00	INT*IN *CAPITAL COMMUN
07/17/2018	$	242.48	VISTAPR*VISTAPRINT.COM
07/18/2018	$	1,500.00	INT*IN *THE WASHINGTON
07/19/2018	$	195.60	THE LIAISON CAPITOL HI
07/19/2018	$	34.00	GUILFORD PUBLICATIONS
07/27/2018	$	563.88	RENAISSANCE HOTELS PER
07/31/2018	$	986.67	PREMIER SUPPLIERS
08/01/2018	$	225.20	UNITED AIRLINES
08/01/2018	$	151.20	UNITED AIRLINES
08/01/2018	$	10.00	UNITED AIRLINES
08/01/2018	$	156.20	AMERICAN AIRLINES
08/03/2018	$	468.00	VENNGAGE.COM

08/07/2018	$	780.00	PAYPAL
08/08/2018	$	58.87	INT*IN *PRECISION CAPI
08/08/2018	$	26.56	INT*IN *PRECISION CAPI
08/08/2018	$	4.85	5TH STREET ACE HARDWAR
08/09/2018	$	17.97	DMI* DELL BUS ONLINE
08/09/2018	$	335.00	INT*IN *AD BOX PROMO A
08/09/2018	$	332.00	INT*IN *AD BOX PROMO A
08/09/2018	$	95.02	CHAMPION AWARDS
08/09/2018	$	(4.85)	5TH STREET ACE HARDWAR
08/10/2018	$	450.00	ACT*EQUITY IN THE CENT
08/13/2018	$	800.00	SQU*SQ *A DIGITAL SOLU
08/13/2018	$	432.00	BLUEBAY OFFICE INC
08/14/2018	$	145.08	THOMSON WEST
08/22/2018	$	345.00	INT*IN *ACSI TRANSLATI
08/28/2018	$	652.48	SP * MEVO STORE
08/29/2018	$	353.39	UNITED AIRLINES
08/29/2018	$	353.39	UNITED AIRLINES
08/29/2018	$	369.39	UNITED AIRLINES
08/29/2018	$	410.00	UNITED AIRLINES
08/29/2018	$	410.00	UNITED AIRLINES
08/29/2018	$	353.39	UNITED AIRLINES
08/29/2018	$	(410.00)	UNITED AIRLINES
09/05/2018	$	2,680.00	PAYPAL
09/12/2018	$	145.08	THOMSON WEST
09/12/2018	$	195.00	PAYPAL
09/12/2018	$	195.00	PAYPAL
09/12/2018	$	2,260.00	OUTFRONT MEDIA
09/12/2018	$	3,281.00	SENODA INC
09/13/2018	$	127.90	IKEA.COM 310879216
09/13/2018	$	400.00	PMI - PMI.ORG
09/13/2018	$	1,079.94	SP * STAND STEADY
09/13/2018	$	175.20	UNITED AIRLINES
09/13/2018	$	227.99	SOUTHWEST
09/13/2018	$	438.51	AMERICAN AIRLINES
09/14/2018	$	120.56	AMAZON.COM
09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	553.29	GRAND HYATT DENVER
09/14/2018	$	553.29	GRAND HYATT DENVER

09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	829.93	GRAND HYATT DENVER
09/14/2018	$	3,595.00	CALVIN PRICE GROUP LLC
09/14/2018	$	(438.51)	AMERICAN AIRLINES
09/18/2018	$	127.98	DMI* DELL HLTHCR/REL
09/18/2018	$	381.78	CUSTOMINK LLC
09/19/2018	$	63.00	HARVARD EDUCATION PRES
09/20/2018	$	158.60	AMAZON.COM*MT8YF0310
09/20/2018	$	135.55	SP * MEVO STORE
09/20/2018	$	174.00	FORMOST ADVANCED CRE
09/21/2018	$	78.00	BLUEBAY OFFICE INC
09/21/2018	$	1,055.00	BLUEBAY OFFICE INC
09/24/2018	$	219.98	AMAZON.COM*MT29O8AM2
09/24/2018	$	2,830.00	PAYPAL
09/24/2018	$	11.99	UDEMY ONLINE COURSES
09/24/2018	$	11.99	UDEMY ONLINE COURSES
09/24/2018	$	366.00	INT*IN *AD BOX PROMO A
09/24/2018	$	1,615.00	INT*IN *AD BOX PROMO A
09/24/2018	$	743.98	INT*IN *GATEKEEPERS IN
09/24/2018	$	2,500.00	BLUE BOY PRINTING CORP
09/25/2018	$	790.00	PAYPAL
09/26/2018	$	(829.93)	GRAND HYATT DENVER
09/26/2018	$	794.00	MVS INC
09/26/2018	$	394.40	FRONTIER YF3DMX
09/26/2018	$	157.94	APPLE STORE #R129
09/26/2018	$	3,682.43	EMERGENCY 911 SECURITY
09/26/2018	$	276.64	GRAND HYATT DENVER
09/26/2018	$	274.63	GRAND HYATT DENVER
09/27/2018	$	338.24	MARRIOTT HARBOR BEACH
09/27/2018	$	169.12	MARRIOTT HARBOR BEACH
09/27/2018	$	338.24	MARRIOTT HARBOR BEACH
09/27/2018	$	169.12	MARRIOTT HARBOR BEACH
09/27/2018	$	1,439.58	INT*IN *GATEKEEPERS IN
09/27/2018	$	100.00	EMERGENCY 911 SECURITY

FY2019

09/28/2018	$	(553.29)	GRAND HYATT DENVER
10/04/2018	$	234.00	VENNGAGE.COM
10/10/2018	$	170.94	RADISSON HOTEL BALTIMO
10/11/2018	$	145.08	THOMSON WEST
10/16/2018	$	210.00	MULTICULTURAL COMMUNIT

10/16/2018	$	79.20	FRONTIER LFMWNE
10/27/2018	$	(276.65)	GRAND HYATT DENVER
10/27/2018	$	(274.63)	GRAND HYATT DENVER
10/31/2018	$	1,109.00	BLUEBAY OFFICE INC
10/31/2018	$	240.10	BLUEBAY OFFICE INC
10/31/2018	$	445.00	SXSW, LLC
10/31/2018	$	525.24	HYATT REGENCY COLUMBUS
11/15/2018	$	145.08	THOMSON WEST
11/15/2018	$	1,760.00	SENODA INC
11/26/2018	$	630.00	SQU*SQ *A DIGITAL SOLU
11/26/2018	$	380.00	DUPONT COMPUTERS
11/29/2018	$	596.09	PAPA JOHN'S #3539
11/28/2018	$	54.92	WAL-MART #5941
12/05/2018	$	150.00	PAYPAL
12/05/2018	$	422.70	CHAMPION AWARDS
12/12/2018	$	392.55	BLUEBAY OFFICE INC
12/13/2018	$	48.00	WORDPRESS XUXX8YNF1K
12/14/2018	$	145.08	THOMSON WEST
12/18/2018	$	330.00	SENODA INC
12/18/2018	$	241.96	SOUTHWEST
12/19/2018	$	79.00	EDUCATION WEEK
01/05/2019	$	159.00	DMI* DELL HLTHCR/REL
01/05/2019	$	359.00	DMI* DELL HLTHCR/REL
01/23/2019	$	71.20	PAYPAL
01/24/2019	$	1,259.00	DMI* DELL HLTHCR/REL
01/24/2019	$	597.00	DMI* DELL HLTHCR/REL
01/24/2019	$	159.00	DMI* DELL HLTHCR/REL
01/24/2019	$	150.00	PAYPAL

Purpose	Purchased by	Travel?
Student Advocate Facebook Ad	Jamikka Briscoe-Kendrick	no
Instagram Ads for OSA	Jamikka Briscoe-Kendrick	no
Extension cords for Polycom Mic	Jamikka Briscoe-Kendrick	no
Shuttle from PDX to Eugene, Oregon	Jamikka Briscoe-Kendrick	YES
Shuttle from PDX to Eugene, Oregon	Jamikka Briscoe-Kendrick	YES
Shuttle from Eugene, Oregon to PDX	Jamikka Briscoe-Kendrick	YES
Eugene, Oregon	Jamikka Briscoe-Kendrick	YES
Eugene, Oregon	Jamikka Briscoe-Kendrick	YES
Travel to ECS Winter Meeting (return)	Jamikka Briscoe-Kendrick	YES
Travel to ECS Winter Meeting (outbound)	Jamikka Briscoe-Kendrick	YES
Flight change fee	Jamikka Briscoe-Kendrick	YES
Name tags	Jamikka Briscoe-Kendrick	no
Polycom Soundstation2	Jamikka Briscoe-Kendrick	no
Conference Registration	Jamikka Briscoe-Kendrick	YES
Conference Travel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Conference Registration	Jamikka Briscoe-Kendrick	YES
New Orleans Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Atlanta Hotel	Jamikka Briscoe-Kendrick	YES
Replacement Desk Lock	Jamikka Briscoe-Kendrick	no
SBOE Name Badges	Jamikka Briscoe-Kendrick	no
White Board Delivery & Installation	Jamikka Briscoe-Kendrick	no
J.Smith MacBook Repair	Jamikka Briscoe-Kendrick	no
OSA translation of documents	Jamikka Briscoe-Kendrick	no
Shuttle to hotel	Jamikka Briscoe-Kendrick	YES
Supplies - 7th floor	Jamikka Briscoe-Kendrick	no
Supplies - 5th floor	Jamikka Briscoe-Kendrick	no
Clipboards	Jamikka Briscoe-Kendrick	no
Retracting banner	Jamikka Briscoe-Kendrick	no
Brochure printing - OSA	Jamikka Briscoe-Kendrick	no
Name badges	Jamikka Briscoe-Kendrick	no
OMB swag	Jamikka Briscoe-Kendrick	no
SBOE printing for EdFest	Jamikka Briscoe-Kendrick	no

Westlaw subscription	Jamikka Briscoe-Kendrick	no
Westlaw subscription	Jamikka Briscoe-Kendrick	no
Westlaw subscription	Jamikka Briscoe-Kendrick	no
OMB Washington Informer Ad	Jamikka Briscoe-Kendrick	no
Desk delivery and assembly	Jamikka Briscoe-Kendrick	no
5th floor white board installation	Jamikka Briscoe-Kendrick	no
NSVF conference registration	Jamikka Briscoe-Kendrick	YES
USOA Membership	Jamikka Briscoe-Kendrick	no
Harvard Business Review Subscription - OMB	Jamikka Briscoe-Kendrick	no
Registration fees	Jamikka Briscoe-Kendrick	no
GWU Career Fair - OMB	Jamikka Briscoe-Kendrick	no
New Orleans - Hotels	Jamikka Briscoe-Kendrick	YES
EdWeek subscription	Matt Repka	no
NSVF conference registration	Matt Repka	YES
Adobe Acrobat licenses	Matt Repka	no
Community Schools National Forum	Matt Repka	YES
Community Schools National Forum	Matt Repka	YES
Community Schools National Forum	Matt Repka	YES
Community Schools National Forum	Matt Repka	YES
Community Schools National Forum	Matt Repka	YES
Office supplies (Omb/OSA)	Matt Repka	no
Monitors (OSA)	Matt Repka	no
Office supplies (SBOE)	Matt Repka	no
Desk	Matt Repka	no
IOA Conference (Beryl)	Matt Repka	YES
Ombudsman brochures	Matt Repka	no
Flights to NSVF	Matt Repka	YES
Flights to NSVF	Matt Repka	YES
Office supplies	Matt Repka	no
NSVF lodging	Matt Repka	YES
NSVF lodging	Matt Repka	YES
NAPE membership	Matt Repka	no
NAPE summit	Matt Repka	YES
Civil Rights and Ed Conference	Matt Repka	YES
NSVF conference registration	Matt Repka	YES
Public affairs workshop (P. Negron)	Matt Repka	no
NSVF conference registration	Matt Repka	YES
Moving/surplusing old furniture	Matt Repka	no
HER subscription	Matt Repka	no
NSVF conference registration	Jamikka Briscoe-Kendrick	YES
ECS registration	Matt Repka	YES
business cards	Matt Repka	no
NSEE Registration	Matt Repka	YES

Printing	Matt Repka	no
Westlaw	Matt Repka	no
Food for HSGR Task Force	Matt Repka	no
Int'l Ombudsman Assoc. conference	Matt Repka	YES
Translation services	Matt Repka	no
Community Schools National Forum	Matt Repka	YES
Community Schools National Forum	Matt Repka	YES
Printing	Matt Repka	no
PAVE open house event	Matt Repka	no
Special Education conference	Matt Repka	YES
PAVE open house event	Matt Repka	no
Printing	Matt Repka	no
Office supplies	Matt Repka	no
Business cards	Matt Repka	no
Travel to ELA Content Leader training	Matt Repka	YES
Westlaw	Miguel Aguero	no
Westlaw	Miguel Aguero	no
Westlaw	Miguel Aguero	no
Westlaw	Miguel Aguero	no
Westlaw	Miguel Aguero	no
Photocopier Toner and Paper Towels.	Miguel Aguero	no
Travel for public meeting expert panelist	Matt Repka	YES
Travel for public meeting expert panelist	Matt Repka	YES
Nat'l Dropout Prevention Conference	Matt Repka	YES
Nat'l Dropout Prevention Conference	Matt Repka	YES
Conference Registration	Miguel Aguero	no
Conference Registration	Miguel Aguero	no
Conference Registration	Miguel Aguero	no
T. Wilson Flight	Miguel Aguero	YES
D. Davis Flight	Miguel Aguero	YES
Reuters Jun 2018 Invoice	Miguel Aguero	no
Student Advocate advertising	Miguel Aguero	no
SBOE Tablecloth	Miguel Aguero	no
OSA Washington Informer Ad	Miguel Aguero	no
Overnight for public meeting expert panelist	Matt Repka	YES
OMB Book Purchase	Miguel Aguero	no
ELA Content Leader Training	Matt Repka	YES
Office supplies	Matt Repka	no
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Office of Student Advocate Annual Subscription Venngage	Miguel Aguero	no

External data and program integration and recommendations		
Data audit		
System optimization and repair		
For the Office of the Ombudsman computer system.	Miguel Aguero	no
Business Card Ashley MacLeay	Miguel Aguero	no
Business Card Khadijah Williams Office of the Ombudsman	Miguel Aguero	no
Supplies	Miguel Aguero	no
Dell Essential Briefcase	Miguel Aguero	no
Promotional Magnets for the Office of the Ombudsman	Miguel Aguero	no
Promotional Pens for the Office of the Ombudsman	Miguel Aguero	no
Nameplates	Miguel Aguero	no
Supplies Return	Miguel Aguero	no
Conference Registration	Miguel Aguero	YES
OMB Information Brochures	Miguel Aguero	no
Supplies	Miguel Aguero	no
Westlaw	Miguel Aguero	no
ASL Interpretation - OMB.	Miguel Aguero	no
WiFi Camera	Miguel Aguero	no
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
Flight	Miguel Aguero	YES
NVMS - training	Matt Repka	YES
Westlaw	Matt Repka	no
nCare coursework	Matt Repka	no
nCare coursework	Matt Repka	no
Bus shelter ads	Matt Repka	no
printing	Matt Repka	no
Bookshelf (OSA)	Matt Repka	no
PMI coursework	Matt Repka	no
Furniture	Matt Repka	no
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
NASBE flight (later refunded)	Matt Repka	YES
Shredder	Matt Repka	no
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES

NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
NASBE	Matt Repka	YES
Translation equipment	Matt Repka	no
NASBE flight refund	Matt Repka	YES
Dell dock	Matt Repka	no
Quarter-zips	Matt Repka	no
HER subscription	Matt Repka	no
Furniture	Matt Repka	no
Mevo	Matt Repka	no
Business cards	Matt Repka	no
Office supplies (SBOE)	Matt Repka	no
Office supplies (SBOE)	Matt Repka	no
Books for NASBE	Matt Repka	no
Printing for Ombudsman	Matt Repka	no
coursework	Matt Repka	no
coursework	Matt Repka	no
promotional items (Omb)	Matt Repka	no
promotional items (Omb)	Matt Repka	no
Toner	Matt Repka	no
printing	Matt Repka	no
Photo services	Matt Repka	no
NASBE	Matt Repka	YES
Adobe licenses	Matt Repka	no
NASBE	Matt Repka	YES
Phone repair	Matt Repka	no
Promotional items (OSA)	Matt Repka	no
Denver hotel	Miguel Aguero	YES
Denver hotel	Miguel Aguero	YES
OSA conference in florida	Matt Repka	YES
OSA conference in florida	Matt Repka	YES
OSA conference in florida	Matt Repka	YES
OSA conference in florida	Matt Repka	YES
Office supplies (Omb/OSA)	Matt Repka	no
price adjustment	Matt Repka	no
Denver hotel refund	Miguel Aguero	Yes
Venngage subscription for OSA	Matt Repka	no
Baltimore hotel	Matt Repka	Yes
Westlaw	Miguel Aguero	no
OMB Interpretation	Miguel Aguero	no

Flight	Miguel Aguero	Yes
Denver hotel refund	Matt Repka	Yes
Denver hotel refund	Matt Repka	Yes
Apple USB and Adapters for SBOE	Miguel Aguero	no
Supplies		
$65.00 Charge for OMB		
$65.01 Charge for OSA	Miguel Aguero	no
Conference Registration	Miguel Aguero	Yes
Columbus hotel	Miguel Aguero	Yes
Westlaw	Miguel Aguero	no
OSA Annual Report printing	Miguel Aguero	no
OSA brochures	Matt Repka	no
Laptop cases	Matt Repka	no
Food	Matt Repka	no
Food and water	Matt Repka	no
Membership dues to U.S. Ombudsman Association	Matt Repka	no
Nameplates	Matt Repka	no
Office supplies	Matt Repka	no
Domain renewal for SBOE blog site	Matt Repka	no
Westlaw renewal for November 2018	Matt Repka	no
Stationery/envelopes	Matt Repka	no
Flight	Matt Repka	Yes
Annual subscription to Education Week	Matt Repka	no
Technology	Matt Repka	no
Technology	Matt Repka	no
Supplies	Matt Repka	no
Technology	Matt Repka	no
Technology	Matt Repka	no
Docking station	Matt Repka	no
Membership dues to U.S. Ombudsman Association	Matt Repka	no

Traveler

C.Parks
J.Smith
C.Parks
C.Parks
J.Smith
K. Williams
K. Williams
A. MacLeay

J.Weedon
J.Weedon
R. Wattenberg
J. Hayworth
J. Jacobson
M. Salciccoli
K. Williams
M. Jones
A. MacLeay
T. Wilson
J.Weedon
J. Jacobson
M. Jones
J. Jacobson

K. Williams

Kh. Williams and J. Smith

J.Weedon

Kh. Williams and J. Smith

F. Gibson Hubbard
D. Davis
T. Wilson
D. Davis
T. Wilson

B. Trauth-Jurman

Kh. Williams
J. Smith

Kh. Williams
J. Smith

Kh. Williams and J. Smith
J. Smith
Kh. Williams and J. Smith

Kh. Williams and J. Smith

Kh. Williams and J. Smith
M. Repka

Kh. Williams and J. Smith

B. Trauth-Jurman

D. Davis
T. Wilson

B. Trauth-Jurman, Kh. Williams, and R. Fitzpatrick

M. Repka

Linda Eno
Linda Eno
D. Davis
D. Davis

Airline
Airline

Linda Eno

M. Repka

Airline
Airline
Airline
Airline

F.Gibson Hubbard

M. Batchelor
A. MacLeay
J. Jacobson
J. Weedon
R. Wattenberg
K. Williams
R. Wattenberg
R. Fitzpatrick and B. Trauth-Jurman

Donna Johnson
Donna Johnson
Donna Johnson

A. MacLeay
J. Jacobson
K. Williams
R. Wattenberg
J. Weedon

M. Batchelor
J. Hayworth
Donna Johnson
M. Jones

Donna Johnson

J. Jacobson

M. Jones

J. Weedon
K. Williams
D. Davis
D. Davis
T. Wilson
T. Wilson

R. Wattenberg

F. Gibson Hubbard

J.Jacobson
J.Jacobson
J.Jacobson

F. Gibson Hubbard
D.Davis

F. Gibson Hubbard